Trustee Orientation Materials

A Reference
For Trustees and
State Board Members

Trusteeship

Just the facts…about ACT!

ACT stands for the Washington State Association of College Trustees. It is the professional development association for all 152 trustees representing the 30 community and technical college districts in the state of Washington.

ACT exists to provide training and educational opportunities to trustees and to assist trustees in their policy and advocacy responsibilities. The vision of the association is to "ensure quality, affordable, and lifelong educational opportunities for all the people of Washington State," and the mission is to "support, educate, and unite Washington State community and Technical College trustees in fulfilling their duties and responsibilities."

Participating in ACT gives trustees an opportunity to broaden their knowledge of the community and technical college system, to hear and learn about other perspectives on issues trustees face on their local campuses, and to get the latest information on higher education trends and external factors, as well as networking with fellow trustees around the state.

ACT hosts three conferences a year. A one-day Fall Conference is held in the fall. A Legislative Contact Session is held each February in Olympia and an annual convention and business meeting is held each May. Participation in these events is highly encouraged.

The trustees' association is supported by dues, paid by the district boards of trustees. ACT is governed by a Board of Directors and has an active Legislative Action Committee. The Board of Directors' members are elected at the May annual business meeting. The Legislative Action Committee is made up of a trustee representative from each college to serve as the primary representative and another trustee from each college to serve as the secondary representative. The trustee representatives on the system-wide committee serve as a communications link between ACT and the local boards.

There are many ways to be active in ACT. First of all, attend the annual conferences. Second, participate as a member-at-large on the Board of Directors and/or on the Legislative Action Committee. ACT also has several committees, such as the Education, Awards, Bylaws, and Audit committees. Volunteers are always welcomed. ACT also appoints trustees to serve on system-wide committees, and other ad hoc committees are appointed on an as-needed basis.

The Bylaws for the Washington State Association of College Trustees can be found at on the ACT website. The Bylaws describe the duties and responsibilities of the various committees in greater detail.

ACT exists to help trustees be stronger, more effective trustees at the local level, and to aid the trustees in being more influential at the state level.

Concepts of Trusteeship

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

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

As a trustee, you are a member of a lay board that, as a unit,
> - Sets the policy direction;
> - Employs a chief executive officer as the institutional leader;
> - Acts as community bridge and buffer;
> - Establishes the climate in which educational goals are accomplished;
> - Defines legal, ethical, and prudent standards for college operations;
> - Assures fiscal health and stability;
> - Maintains standards for good personnel relations;
> - Monitors institutional performance; and
> - Serves as a positive agent for change.

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

Trustees face the exciting challenge to seek out, consider and balance many diverse values and interests as they engage in the policy-making process that guides their colleges to excellence and success.

Characteristics of an Effective Community College Trustee

Ideal trustee skill set

1) **Know the community needs and trends**
   Good trustees are connected to the community. They should be aware of the business and economic dynamics within the college district and bring a perspective to the board that reflects the needs of the college's service area.

2) **Able to commit time and effort**
   The responsibilities of being a trustee extend far beyond one meeting a month. Trustees need to have the flexibility – and the commitment – to dedicate the time it takes to attend college functions, to study board materials, and to attend training sessions so they can be informed about the local, state and national trends impacting higher education. Trustees should be willing to commit to continuing trustee professional development.

3) **Proactive, visionary and future-oriented**
   Trustees need to be able to concentrate on policy issues and to set a vision for the future for the college – where it needs to be in 10 or 15-years. Trustees need to set goals to help the college achieve that vision. Trustees should not get into the "how" of achieving the goals – that is the domain of the president and staff.

4) **Willing to advocate for the college and its students**
   Most trustees accept their appointment to a board with a general understanding of their policy governance role, but another responsibility is to serve as a strong advocate at the local, state and national levels for their college and the system.

5) **Demonstrated ability to be a team player**
   A good trustee is one who has a history working well as part of a team. The power of a board rests with the five-member board acting together, not as individuals. A trustee needs to be willing to work cooperatively to help the board reach consensus and then support the decisions of the board.

6) **Committed to the college and serving the public good**
   A valuable trustee is committed to the role the college plays in the community and is committed to working for the good of the college and the students. A trustee should not join a board with a personal agenda or for personal gain.

7) **Ethical, respected leader**
   Trustees set the standard for ethical and professional conduct. A trustee's reputation will reflect on a college. A trustee should be someone who has earned the respect and trust of those who know and work with that individual and someone who will enhance the standing of the college within the community.

Every board has unique needs

One of the strengths of community and technical colleges is the ability for colleges to be responsive to the unique characteristics of the community. A board should reflect that community. Board appointments should mirror the business and industry of the district, the ethnic diversity of the community, and the geographic regions of the college's service area.

Healthy Boards are marked by:	Unhealthy boards are marked by:
Distributed Influence	Dominant inner circle
Collective Wisdom	Individual convictions
Open-minded listeners	Close-minded listeners
Constructive dissent	Back-channel agitation
Transparency	Opacity
Confidentiality	Seepage
Diligence	Disengagement
Respect and trust	Disregard and distrust
Clear expectations	Ambiguous expectations
Mutual accountability	Collective impunity

New Trustee Learning Guide

Learn about Trustee Roles and Responsibilities

- Attend Trustee Orientation Workshops sponsored by state associations and the Association of Community College Trustees (ACCT).
- Peruse trusteeship materials, including those published by state associations, ACCT's Trusteeship in Community Colleges: A Guide to Effective Governance, and the ACCT website (www.acct.org/resources).
- Read the local trustee handbook, if there is one.
- Study the board's policies on the governing board, particularly the code of ethics or standards of practice for the board.
- Meet with the chief executive officer, board chair and other members of the board to discuss trustee roles and responsibilities.
- Seek out someone from the board to use as a resource or mentor.
- Discuss with the CEO and other trustees the difference between policy making and administration.
- Be aware of the legal and ethical constraints on trustees, including open meeting provisions, confidentiality, conflicts of interest, and role in collective bargaining or setting staff salaries.
- Arrange your schedule to be able to attend state and national conferences for trustees.

Learn about the College's Programs, History and Culture

- Work through the CEO to arrange to talk with key people about major programs and accomplishments of the district.
- Arrange to tour the college(s).
  Peruse the college catalog, accreditation self-study and team report, key planning documents, and annual report.
- Know the district and college mission, vision, and policy goal statements, and the board's policies related to educational programs and services.
- Read about the history of the college. Plan to attend major district events, such as convocations, opening days, and graduations.
- Read about the community colleges in general, including chapter 1 in Trusteeship in Community Colleges.

Learn about External Trends and Issues

- Read local newspapers and listen to the news for trends that might affect the college.
- Strengthen links with key people and groups in the communities served by the college. Attend community events. Listen for issues that are pertinent to the college.
- Read about local demographic and economic trends that affect the college.
- Read about state legislative, fiscal, and other policy issues that affect the colleges.

Learn about College Planning Processes and Budgets
- Working through the CEO, meet with appropriate people to explore the policy goals in the strategic and master plans.
- Meet with the appropriate personnel to review the policy aspects of the budget, its parameters and restrictions, the process for developing the budget, its relationship to strategic and master plans, and how the board monitors the fiscal health of the district.

Learn about Board Meetings and Board Operations
- Review past agendas and minutes.
- Thoroughly read the agenda for each meeting.
- During the first few months, don't hesitate to call or meet with the CEO, mentors or other trustees, and/or the board chair before each meeting to seek clarification on agenda items.
- Become knowledgeable about basic parliamentary procedures and other practices related to participating in effective meetings.
- Be willing to observe and learn for the first few months to understand how things have been operating. Call the board chair or CEO when there are questions.
- Understand the key conditions of open meeting laws and laws and regulations related to conflicts of interest.

Practice Good Human Relations Skills
- Get to know other members of the board as individuals.
- Learn and respect communication protocols with other trustees, the CEO, and staff members.
  Work to be a member of the board team. Wisely contribute ideas and opinions.

Rely on the Following Resources
- The Chief Executive Officer.
- The board chair and other experienced trustees.
- Your state trustee association
- Association of Community College Trustees

Ethics

The public asks, and expects, its leaders to uphold and maintain high standards in the performance of their public duties. Trustees, as public officials, are expected to model and uphold high ethical standards.

It is essential for trustees to recognize there are different standards of conduct for public officials than for private citizens and must become familiar with laws that regulate public officials.

Each board should develop and live by a code of ethics as a standard policy. Codes of ethics usually define specific expectations for individual trustees. Codes address the responsibility of governing board members to promote the public trust. Ethical trustees do not limit themselves to special or single interests. The codes reinforce the concept that board members have no power as individuals, and that the only authority the board has is as a unit. Ethical trustees do not act alone.

Governing boards usually include in their codes of ethics descriptions of how trustees should treat each other and should conduct themselves. Ethical trustees do not insult each other, treat their president or other employees with disrespect, or exhibit a lack of civility.

Legal conflicts of interest are defined in law. They include conflicts related to private economic interests, including investments and other sources of income, which may be affected by the trustee's exercise of his or her official duties. Trustees should review the specific implications of those laws and regulations to ensure they avoid problems. Trustees should also be aware of activities that create the perception of favoritism or personal gain. Public perceptions that board members are furthering their own interests rather than those of the district harm the college. Being sensitive to situations for potential conflicts and understanding their negative impact will help avoid problems.
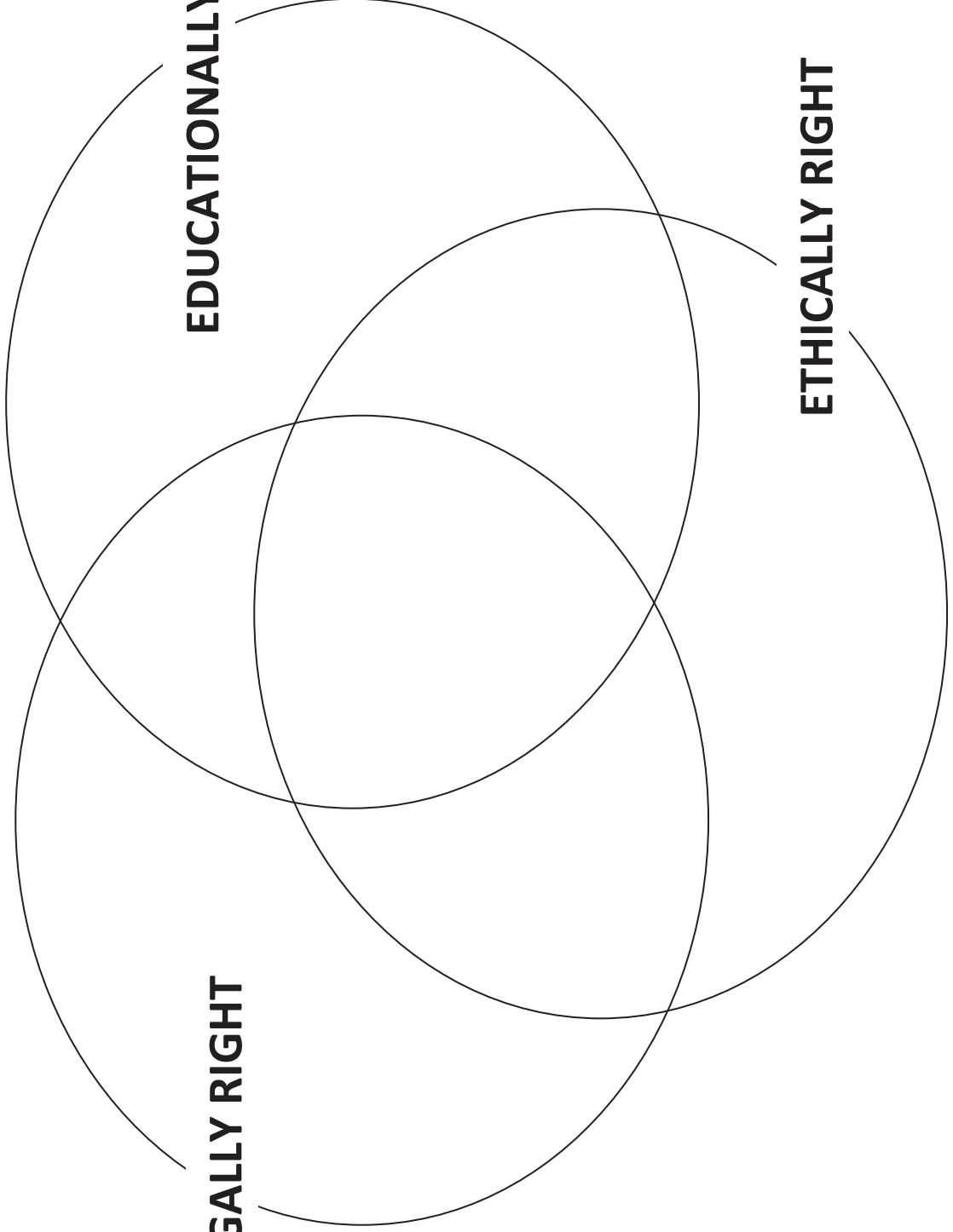
A first step in determining if an action is ethical is for the trustee to ask:
> ➤ Am I doing to others what I would want done to me?
> ➤ Would I mind seeing what I am doing on the front page of a newspaper?
> ➤ Am I comfortable with members of my family knowing what I am doing?
> ➤ Do I want to encourage employees and students to do this?

EDUCATIONALLY RIGHT

ETHICALLY RIGHT

LEGALLY RIGHT

What are "Ethics"?

Ethics are standards of right and wrong, good and bad. Ethics are concerned with what one ought to do to fulfill one's moral duty. There are two aspects to ethics:

Being able to determine what is right or wrong, good or bad

Committing to doing what is right and good.

The latter aspect means that being ethical is more than understanding what the right thing is to do; it means that one must do ethical actions – one must "walk the talk."

Being ethical means doing what is right and good and well as avoiding what is wrong or bad. The failure to be ethical can be construed as being unethical.

Ethics leads to a set of rules of conduct for specific situations. Basic ethical principles guide the development of standards for specific professions and groups.

Ethics are a subset of values. The definition of values applies to things that are desired as well as what one ought to do, and can include such concepts as wealth, happiness, success, and fulfillment. Ethics define how a moral person should behave; values include other beliefs and attitudes that guide behavior.

Just because something is desirable, it does not mean it is ethical. Using only a personal value system to guide behavior is not sufficient. Being ethical requires that decisions are based on ethical standards as well as being guided by one's values. For instance, a person may hold a value that one religion or set of beliefs is superior to all others. That belief is a legitimate one for that person. However, persecuting or discriminating against others on that basis would be unethical—it would violate the ethics of respect, caring, and fairness. Some values and moral concepts that define the "oughts" of behavior (such as those related to gambling, dress, music, and some sexual practices), while valid for some people, do not equate to core ethical standards, described below.

What are core ethical values?

Two sets of core ethical values are described below, the first from Ethical Frontiers in Public Management by Kathryn Denhardt; the second from the Josephson Institute.

Public Service Ethics:
Denhardt identifies three major ethical values inherent in public service: honor, benevolence, and justice. All three contribute to the moral foundation of public service—doing good not for personal gain but for the satisfaction of contributing to society.

Honor is having a strong sense of duty and pursuing good deeds as ends in themselves. Being honorable means having integrity, being honest and keeping commitments. Honorable trustees are committed to the public interest and to the principles of democracy. Promoting one's own interests at the district's expense, engaging in manipulation, following hidden agendas, and making power plays are not honorable or ethical.

Benevolence is the disposition to do good and to promote the welfare of others. Public education is a benevolent act. Through providing for the education of others, the public welfare

is improved. Benevolence as a trustee for a public institution involves seeking the common good or the well being of the entire community. The common good is a higher standard than serving a particular constituency or interest, and involves aggregating many diverse interests in the community.

Justice underlies fairness and regard for the rights of others. A commitment to justice asks public officials to be committed to respecting the dignity and worth of every member of society. They promote systems of laws and regulations that protect individual and group rights. Regard for the rights of others is a particularly important value in higher education, where diverse values and different ways of thinking are explored and discussed as part of the educational process.

Pillars of Character
Adapted from *Making Ethical Decisions*, www.josephsoninstitute.org.:
The Josephson Institute calls its core ethical values the "Six Pillars of Character". They are trustworthiness, respect, responsibility, fairness, caring and citizenship. Using these six values as filters or guides helps ensure that our decisions are based on ethical principles. Using all six helps ensure we do not sacrifice one value for another.

Note: The following description including excerpts from "Making Ethical Decisions" at www.josephsoninstitute.org.

Trustworthiness. When we are trustworthy, people believe in us. Being trustworthy requires honesty, integrity, reliability and loyalty.

Being honest means we are sincere, truthful, straightforward, and avoid deception. It does not mean, however, violating confidentiality or being uncivil.

Integrity refers to "wholeness." A person who has integrity is consistent in decision-making and behavior, and firmly adheres to a code of ethics or values.

Reliability means we keep our promises. If we commit to a task, we follow through. This is one of the reasons why it is important to avoid making commitments to people prior to the public discussion in a board meeting on an issue: the discussions may identify issues that affect trustee positions on an issue.

Loyalty means protecting and promoting the interests of certain people, a group or organization. As a trustee, the primary loyalty is to the college and the public good—loyalty to friends and single interest groups is subordinate. The duty of loyalty also means maintaining the confidentiality of confidential information.

Respect. The second "pillar of character" is respect. It includes civility, courtesy, decency, autonomy, and tolerance.

Civility and courtesy are particularly important when engaging in discussions with other trustees and the president when we disagree with them. Autonomy means that we do not try to live others' lives for them. Tolerance means we accept others' perspectives and judge others only on their core ethical values.

Responsibility. Responsibility means being willing to make decisions and choices and to be accountable for them. Responsible people do not shift the blame to others.

Responsibility means doing the best one can, and being diligent, careful, prepared, and informed. It means persevering, following through, and finishing tasks that one commits to.

Responsibility also involves self-restraint, prudence, and recognizing the importance to set a good example. A responsible trustee recognizes that there are some limits on being able to say whatever one wants to, because people look to them as representatives of the college.

Fairness. The fourth pillar, fairness, involves equality, impartiality, openness and using due process. People say that "life is unfair," and to be sure, it can be very difficult to define what's fair in a way that all would agree. Exhibiting fairness involves using open and impartial process for gathering and evaluating information, so that even those who disagree with a decision can understand how it was made. It means seeking equity and avoiding favoritism or prejudice.

Caring. Caring means that we are genuinely concerned about the welfare of others. We are benevolent. Trustees are often asked to care about many different people–community members, students, faculty, and others. As public officials, we care about the common good and welfare of the community. Sometimes, supporting the welfare of one group of people may mean making a decision that is perceived as not beneficial to others.

Because we care about other people, we care about being ethical, about being respectful, responsible, and trustworthy. Being unethical is easier if we do not care about others.

Citizenship. The last "pillar" is citizenship, which involves how we behave as part of a community. Ethical citizens obey laws, contribute to the community through service and leadership, and protect the environment. Citizenship is concerned with the future health and welfare of society. Trusteeship is an expression of civic leadership, and the ethics of trusteeship reflect good citizenship practices.

Why should boards adopt a code of ethics or standards of practice?
Trusteeship brings with it certain responsibilities and expectations. Some of these are related to what is ethical and appropriate behavior for public officials. The public expects its leaders and representatives to uphold high standards in the performance of their duties.

Codes of ethics (or "standards of practice" as they are sometimes called) define specific expectations for board members. It is important for boards to clarify for themselves what behavior is appropriate. It is not enough to assume that because something is legal, it is ethical, or that everyone knows how they are supposed to act as board members the minute they are elected or appointed to the position.

At least two regional accrediting commissions require boards of trustees to have a code of ethics: the Western Association's Accrediting Commission for Junior and Community Colleges, and the Northwest Association. During the re-accreditation process, institutions in those regions are evaluated on whether or not the board has a code of ethics.

The process of developing, adopting, and reviewing adherence to codes of ethics involves boards in very substantive discussions of what is expected of board members. These discussions are instrumental in strengthening boardsmanship, and enhance the ability of the board to effectively lead and set an example for the institution. The development and adoption of a code of ethics strengthens boards.

What ethical concepts might boards address?
Codes of ethics, which are also called standards of practice, codes of conduct, or standards for excellence, cover three general areas.

- Promote the public trust.
- Roles and responsibilities of trustees and governing board
- How trustees should treat others and conduct themselves.

Promote the Public Trust

Represent common good:
Trusteeship is an expression of civic leadership. Governing boards derive their authority from and are accountable to the community as a whole. As public officials, trustees fulfill the core value of responsibility to society by acting on behalf of the entire community. They express the value of benevolence by seeking well being of the entire community. They represent the interests of the community in their board decisions.

Considering special interests:
Single and special interest groups play an important part in representing various segments of our diverse society, such as political parties, racial and ethnic groups, employee associations, religious groups, neighborhood associations, taxpayer groups.

However, while all of these interests are important, trustees must remember that the first and foremost obligation of every trustee is to represent the general interests of the college's service area. Ethical behavior involves being aware of a wide variety of public and community needs, and integrating them into the interests of the whole.

Open meetings:
Most states have laws that address open meetings for public governing boards. Part of the responsibility of public service is that issues affecting the public are shared and debated in public. Doing so promotes trustworthiness and reliability. College boards may hold executive or closed sessions to protect the rights of personnel and the college; respect for the rights of others means that ethical trustees do not reveal discussions in those sessions.

Conflicts of interest/personal gain

Public service as a trustee is intended to benefit the college and the community, not the individual trustee or his or her relatives and friends. Preventing trustees from abrogating this responsibility is why many states have laws that define conflicts of interests for public officials. The laws may prohibit trustees from making decisions that would benefit their income, personal investments, and businesses owned by the trustee or family members. Trustees should review the specific implications of those laws and regulations to ensure they avoid problems.

Beyond legal implications, trustees should be aware of activities that create the perception of favoritism or personal gain. Examples of potential problem areas are preferential treatment of other trustees or college staff, selectively sharing information with only certain people, or informally steering business to or seeking to have friends hired. Public perceptions that board members are furthering their own interests rather than those of the district harm the college. Being sensitive to situations for potential conflicts and understanding their negative impact will help avoid problems.

Board Role and Focus

Student success:
The college's purpose is to educate students and produce people who contribute to society. Boards should expect their members to uphold the welfare and success of students as a primary concern.

Quality of education:
In order to fulfill the trust granted them by being appointing or elected, ethical boards spend a significant amount of time identifying and discussing the results of the college's educational program. Through establishing broad outcome goals and monitoring progress, boards ensure the colleges contribute to society. Boards may wish to have an ethical standard that they focus on educational goals in their meetings.

Promoting the college:
Ethical trustees promote and support the college in the community. They do not denigrate staff, programs, or courses. They take advantage of opportunities to speak well of the college and advocate its interests to public officials and community leaders. They are interested in the college's welfare and effectiveness and expect the college to be the best it can be.

Board as a unit:
One of the most basic tenets of effective trusteeship is the recognition that governing authority rests with the entire board, not with any individual trustee. As individuals, trustees have no authority to direct staff, determine programs and procedures, or represent the college, and ethical trustees do not try to do so.

The board's voice is expressed through the policies and actions it takes in its official meetings. Once the board has decided a policy or position, a trustee must be prepared to support it publicly. It is unethical to try to use authority independently from the board, to speak out against, or to try to sabotage a board decision.

Making decisions; making policy:
Making ethical decisions means applying core values in decision-making. Making good decisions also means seeking and considering all available facts and perspectives. It means studying and asking questions to clarify board agenda materials. Being ethical and responsible to the public means not making any promises about how one will vote prior to discussions at open meetings.

Delegation:
Board responsibilities include establishing policies that direct the operations of the college and assuring that the college performs according to policies. Ethical trustees engage wisely in policy making and respect the delegation of authority to the chief executive to administer the college.

Micromanagement:
One of the most sensitive areas facing trustees is the difference between their policy role and the roles of the college staff. Trustees set broad policy direction and monitor adherence to policy. Problems occur when trustees become involved in the day-to-day operations and try to second guess or direct staff activities. Although often well intentioned, these trustees are performing acts that are both harmful to the college and to the office of the chief executive.

Board/CEO Relationship:
Respect, reliability, trustworthiness and justice are all key values in the board/CEO relationship. Specific ethical practices include committing to:

- Thoughtful, thorough CEO search processes;
- Open and clear communication (including "no surprises");
- Clear delegation, expectations and direction;
- Support for the CEO.

Communications with staff and students:
The board and CEO should discuss and reach agreement on protocols for trustee contact with other college administrators, faculty, and classified staff members. Ethical trustees support the authority of the CEO position and respect established lines of communication.

Student and employee complaints to trustees should be referred directly through appropriate channels or to the chief executive officer. Every community college has, or should have, procedures that allow student and employee grievances.

Communicating with community members and media:
A code of ethics may include statements about protocols for communicating with community members and media personnel. The protocols usually state that individual trustees do not speak for the board unless specifically delegated to do so, and that they refer and/or follow up with community members through appropriate channels. These protocols ensure reliability of information, and respect the board as a unit and the roles of those designated as spokespeople for the college.

Compensation and expenses:
Trustees should accurately account for their expenses and follow local protocols and laws about receiving compensation of any kind. There should be appropriate reimbursement criteria and procedures, which define fair reimbursement for trustee expenses. Ethical trustees always ask themselves if their expenses are authorized, legitimate, direct, and reasonable.

Board Relations

Open communication:
All board members, as well as the CEO, are responsible for maintaining an open, cooperative environment and promoting a free exchange of information at the board meetings. Trustee deliberations are characterized by fairness, including open and impartial process for gathering and evaluating information. Trustees are honest and straightforward in civil and respectful ways.

Function as a team member:
Being a good board member requires the ability to function as part of a team. Board members differ in personality, motivation, knowledge, attitude, experience, background, community stature, and capability. Differing points of view help develop alternatives, stimulate the imagination, and lead to creative solutions. Being open to and respectful of other members' viewpoints are skills that are necessary to reach consensus.

Trustees often bring specialized knowledge to the board by virtue of their backgrounds and professions. However, trustees are not on the board to be "experts" in their fields – they are there to represent broad community interests and do not play other roles while acting as a trustee.

Maintaining confidentiality:
While most of what the board does is public, an important aspect of trustee ethics is maintaining confidentiality about issues discussed in closed session. Violating confidentiality occurs when individuals share closed session information, such as informing the union of the collective bargaining positions, leaking information to the media, or discussing private personnel information.

Consideration for others:
An important consideration in maintaining harmonious operations is to respect fellow board members' opinions and those of other stakeholders. Remaining courteous and open-minded and treating others with honesty, decency, and mutual respect are characteristic of ethical trustees. Avoiding bitter arguments and using courteous, non-inflammatory language at board meetings help create an atmosphere for solving problems and provides a good example for college employees and community members. Criticizing or belittling other trustees hurts the reputation of the entire board.

Commitment:
Commitment relates to the core ethical value of responsibility, which requires trustees to devote time and attention to the position. There is a great deal to learn about the role of trustees and the governing board, the colleges, and educational issues and trends. This learning requires much effort7 and thought. Learning occurs through reading, studying agendas and other resource materials, engaging in study sessions and discussions, and conference attendance.

Four questions to ask yourself:

To help determine ethical behavior, ask:

1. Am I doing to others what I would want done to me?
2. Would I mind seeing what I am doing on the front page of a newspaper?
3. Am I comfortable with members of my family knowing what I am doing?
4. Do I want to encourage employees and students to do this?

Developing a code of ethics

Developing a code of ethics engages all trustees and the CEO in discussions of ethical concepts. The best format for these discussions is a board retreat or workshop, which can be facilitated by an outside consultant to allow all trustees to engage in discussions.

Steps in the process might include a discussion of the concepts presented on this website or provided by consultants. Participants would be invited to define what they think is ethical behavior for their particular board. They discuss and agree on what the general expectations are for the board members and the CEO working together. They may develop their own language or use the worksheets provided on this website or ACCT's model code of ethics, as well as standards of good practice.

The models and samples provided on this site are designed to be the basis of discussion. However, a code of ethics has more meaning if it is understood and accepted by all. Therefore we do not recommend simply adopting a model statement or someone else's code of ethics. Much of the benefit of a code of ethics derives from the discussion that goes into developing one that fits the board.

After the discussion, the code of ethics should be adopted by the board in a public meetings and incorporated into board policy.

Using a code of ethics

Codes of ethics are:
- Good resources when there are questions about specific situations or behaviors.
- Useful tools to orient new trustees to their responsibilities.
- Excellent criteria for board self-evaluations.
- Valuable discussion items for a board retreat.

Periodically reviewing the code helps keep it current, useful, and relevant to the board.

What happens when boards or trustees are not ethical?
Questionable or unethical behavior by a trustee or by the board hurts the college, and its reputation suffers. Trustees have harmed the very thing—the institution—that they were supposed to protect.

Time and energy is wasted addressing the behavior in question, time that is better spent on ensuring that students are educated. Community members, college employees, and students lose respect. College employees and students may lower their own standards for ethical behavior, based on the message they are receiving from the board. Community members and politicians may be less likely to support the college, including funding, if they believe that the board does not act with integrity and with the best interests of the college and community in mind.

Ethical dilemmas and challenges:
We all believe that we are ethical people. In fact, each of us probably believes we are more ethical than most other people. However, it is not possible for everyone to be more ethical that everyone else. So, even though we may have the best intentions in the world, even the most conscientious people rationalize their behavior. And, there are times when making a decision that incorporates some ethical values may violate others. A few common challenges and dilemmas are:

It's for a good cause, or the end justifies the means:
It is tempting to take short cuts in decision-making when the end result will be a good thing. For instance, hiring a person or awarding a contract without giving other people a chance to apply for the job or bid for the contract may reduce the time and money that is spent making the decision. However, not being open about the process violates other public service and civic leadership ethics, including being trustworthy, open, and fair. The public trust is a tenuous thing, and the public will quickly lose faith if it suspects unfair means.

Multiple loyalties:
Many trustees feel a reasonable obligation to promote the interests of special interest groups (community leaders, neighborhoods, businesses, faculty, ethnic and religious groups, etc.) and those who supported their election or appointment to the position. Loyalty is an ethical value. However, as a trustee, the primary loyalty is to the college and the public good—loyalty to friends and single interest groups is subordinate. The obligation can become unethical when it extends to making sure that a special interest benefits at the expense of other groups.

Concealment:
We've all avoided giving negative feedback or expressing opinions that others won't like because we care about people's feelings or we don't want to offend others. However, not being honest is disrespectful—the key is share negative information or disagree with others in ways that still communicates respect.

Alternatively, it is unethical to use the position to bully others or misuse information that will harm the college and other trustees. Publicly criticizing college staff, programs, and other trustees abrogates the responsibility to protect the assets of the college. Criticisms and concerns should be shared in the appropriate problem-solving venue.

No one will know.
We may excuse behavior that might not meet ethical standards because "no one will be hurt." Using the stature of the position to influence staff, asking for special favors or perks, or sharing confidential information may seem easy and harmless, but the ethic of trustworthiness is violated.

Everybody's doing it.
Others acting in unethical ways is not permission for unethical behavior. Some organizational and group practices or systems may be so ingrained that they seem acceptable even if they are ethically questionable. Ethical trustees will always evaluate behavior against the board's ethical code.

The Difference between Policy and Administration

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

Trustees should keep the following broad principles of the roles and responsibilities of boards and administration in mind at all times:

The Board:	The President:
Governs	Administers
Decides: Why, What	Decides: How, Who
Makes Policy	Implements Policy
Sets Goals	Plans to Achieve Goal
Reviews Plans	Implements Plans
Evaluates Progress	Monitors Progress

Trustee involvement should not extend into the day-to-day life of the college. Trustees should not be on campus to such an extent it is perceived as interfering or micromanaging college activities. They should not ask special favors of staff members or attempt to direct staff activities.

The college president works with the board chair in preparing and presenting the agenda to the board, and is responsible for the recommendations brought to the board. If a problem or issue comes to the attention of a trustees that is a matter for the board, ask to have it reviewed by the board. If the problem is one that should be solved through administrative channels, it should be referred to the president for handling by the appropriate staff member.

The president and board function best as a team. While the president is hired to carry out board policies, trustees look to the president for guidance and educational leadership. Mutually agreed-upon clear descriptions and expectations of roles and responsibilities help ensure open communication, confidence and trust.
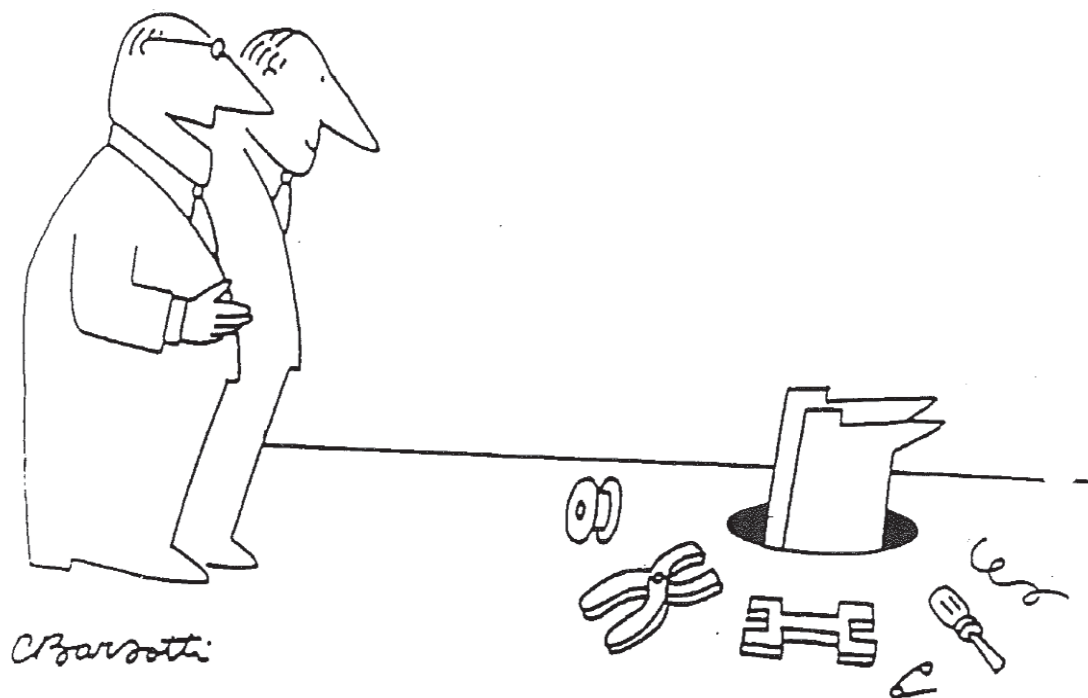
"As trustees, we look at the big picture, while Dr. Smith, as president, sees to the day-to-day operations."

What You Need to Know About the State's Ethics Law
A Guide for State Board and Commission Members

Overview of the State Ethics Law

The state's ethics law is founded on the principle that public position, whether filled through election, appointment, or by hiring, may not be used for personal gain or benefit. State officers are expected to maintain high ethical standards and to conduct the business of the state only in a manner that advances the public's interest.

The standards established under the state's ethics law, chapter 42.52 RCW, are based on four key ideas:

- State officers and employees should not have financial or other interests, or engage in business or professional activities, that conflict with the performance of their official duties;

- State officers and employees should not use their state positions to secure special privileges or exemptions for themselves or any other person;

- State officers and employees should not receive compensation from a source other than the State of Washington for the performance or non-performance of an official duty; and,

- State officers and employees should not receive a gift if it could be reasonably expected to influence or reward the performance of their official duties.

These key ideas form the basis for ethical guidelines relating to conflicts of interest, use of state resources, political activities, confidential information, receipt of gifts, and post-state employment. Guidelines for outside employment do not apply to board and commission members who serve without compensation, or who only receive reimbursement or a predetermined amount for expenses.

Conflicts of Interest

Conflicts of interest may arise in many areas during the course of your service with the state. While some conflicts of interest are clear—you cannot bid to perform work on a state contract under your supervision—others are more complex. For example, would you have a conflict if you serve on the board of directors for a company that does business with the state? The answer depends on your official duties for the state of Washington.

Conflicts of interest involve the concepts of *benefit* and *bias*. Questions to ask yourself when evaluating a potential conflict of interest include:
- Will your interests benefit as a result of your official action?

- Would a reasonable person conclude that a private or personal interest impairs your independent and impartial judgment in the exercise of your official duties?

Some conflicts of interest are clearly defined in the state's ethics law. These are:

- Having or acquiring a beneficial or financial interest in a contract, sale, lease, purchase or grant that is under your authority or supervision as a state officer.

- Accepting compensation, a gratuity, or a reward from someone else who is beneficially interest in a contract, sale, lease, purchase or grant under your authority or supervision.

- Acting in a state matter or transaction involving an entity or person in which you own a beneficial interest, or an entity in which you serve as an officer, agent, employee, or member.

- Assisting other persons, or sharing in compensation, in transactions involving

the state when you had responsibility for these transactions as a state officer.

Other types of conflicts are not so obvious and are determined on a case-by-case basis after careful analysis of the facts. These conflicts include:

- Non-financial interests, professional or business activities, or obligations that conflict with the performance of official duties.

- Use of your official state position to secure or convey a special privilege or exemption for yourself or others.

Dealing with Conflicts of Interest

Most conflict of interest issues can be resolved easily and without resort to more drastic measures such as removal from position or resignation. The resolution of conflicts depends on *disclosure* and *recusal*.

If you have a private or personal interest that could benefit from your actions, or bias your judgment as a state officer, disclose the interest at a public meeting of your board or commission. Once you disclose the interest, recuse or abstain from participation in discussions or voting on a matter that affects this interest.

If the conflict would affect your board's or commission's ability to perform its statutory responsibilities by causing a lack of a quorum, for example, a member need only publicly disclose his or her interest.

Many boards and commissions have their own conflict of interest policy. Consult this policy if you have any questions about how to proceed. If there is no conflict of interest policy, consult your assigned Assistant Attorney General or the administrative office of the Executive Ethics Board.

Use of State Resources

The state's ethics law protects and limits the use of state resources—including equipment, office and conference room space, vehicles,

supplies, postage, and personnel—for the conduct of official state business. The law allows narrow exceptions to this standard as determined by the Executive Ethics Board.

Exceptions may be found in chapter 292-110-010 of the Washington Administrative Code (WAC). *De minimis*, or minimal, unofficial use is allowed under this rule provided the use results in no cost to the state, does not interfere with the performance of official duties, and is brief in duration and accumulation.

State resources may <u>never</u> be used to support an outside business, whether or not operated for profit; for commercial activities like advertising or selling; for illegal or inappropriate uses; or, for political activities unless explicitly authorized (see next section).

The following standards govern the use of specific state resources:

- *Phones.* Local telephone calls to conduct reasonable personal business (medical and dental appointments, child care arrangements, transportation arrangements, etc.) are permitted. Long distance calls must be placed using a personal calling card. *Cell phones* are limited to business use.

- *E-mail.* Occasional personal e-mail messages are permitted provided they do not relate to a prohibited use, e.g., an outside business.

- *Internet.* Internet use, other than to transmit e-mail messages, is restricted to official business purposes only.

"Reimbursing" costs associated with a personal use of state resources does not mitigate the personal use.

State Resources and Political Campaigns

A state agency's facilities, property, and personnel may not be used to assist in a campaign for the election of a person to any office, or to promote or oppose a ballot

proposition. Supervisors who acquiesce in the use of state resources for these purposes violate the ethics law.

A statutory exception to this prohibition exists for activities that are the normal and regular conduct of an agency. For example, an agency may respond to a public records request from a campaign that supports or opposes a ballot proposition.

State officers may participate in political campaigns outside of working hours. For an explanation of working hours, see WAC 292-110-020. Separate restrictions exist for lobbying activities under chapter 42.17 RCW. Contact the Public Disclosure Commission for more information.

The misuse of state resources for political campaigns is a serious ethics issue. If you have questions about what you can or cannot do as a board or commission member, consult with your Assistant Attorney General or the Executive Ethics Board for guidance.

Confidential Information

Some board and commission members may serve in positions where they have access to confidential information. If you have access to confidential information, this information may not be disclosed unless provided for by law or by an agreement between the agency and the person seeking the information. Confidential information may also not be used for personal benefit, or to benefit of others.

The obligation to safeguard confidential information is an obligation you take with you upon leaving state service.

Receipt of Gifts, Gratuities, and Favors

There are two circumstances under which gifts, gratuities, and favors may not be accepted:

- If the gift, gratuity, or favor could reasonably be expected to influence the performance or nonperformance of official duties; and,

- If the gift, gratuity, or favor could be considered as part of a reward for action or inaction in the performance of official duties.

When neither of these conditions is present, you may accept a gift or gifts up to $50 in value per calendar year from a single source, or a single gift with a value of up to $50 from multiple sources. Gifts given to family members are subject to the $50 limit, unless the family member has an independent family, business, or social relationship with the gift donor.

The state's ethics law also provides for the acceptance of certain items that are either (a) not included in the definition of "gift", or (b) items that are gifts but are not presumed not to influence unless circumstances indicate otherwise. These items are not subject to the $50 limit.

More restrictive gift limitations exist for state officers who participate in regulatory activities, or who contract for goods and services.

Gifts and Items You May Accept

Items excluded from the definition of gift:

- Items from family members when not intended to influence official action;
- Items related to an outside business that are customary and not related to the performance of official duties;
- Items exchanged among state officials or employees or a social event hosted by a state officer or state employee for coworkers;
- Items that are authorized by law;
- Items returned to the donor within thirty days of receipt or donated to a charitable institution;
- Campaign contributions that are legally reported;
- Discounts available to you as a member of a broad-based group or occupation; and,
- Awards, prizes, scholarships or other items provided in recognition for academic or scientific achievement.

If your duties for the state do not include regulation or contracting for goods and services, you may also accept:

- Payments by a governmental or nongovernmental entity of reasonable expenses (travel, lodging, and subsistence) incurred in connection with a speech, presentation, appearance, or trade mission made in an official capacity; and,
- Payments of enrollment and course fees and reasonable travel expenses attributable to attending seminars and educational programs sponsored by a governmental or nonprofit professional, educational, trade, or charitable association or institution.

Gifts not subject to the $50 limit (presumed not to influence)

- Unsolicited flowers, plants, and floral arrangements;
- Unsolicited advertising or promotional items of nominal value;
- Unsolicited tokens or awards of appreciation in the form of a plaque, trophy, desk item, wall memento, or similar item;
- Unsolicited items received for the purpose of evaluation or review;
- Informational material, publications, or subscriptions related to the performance of official duties;
- Food and beverages at hosted receptions where attendance is related to official duties;
- Admission to and the cost of food and beverages at events sponsored by or in conjunction with civic, charitable, governmental, or community organizations;
- Unsolicited gifts from dignitaries in another country or state that are personal in nature.
- Food and beverage on infrequent occasions where attendance is related to the performance of official duties.

In addition to these gifts, you may accept all items excluded from the definition of gifts.

Gift Limitations for Those Who Regulate or Contract

- Unsolicited advertising or promotional items of nominal value;
- Unsolicited tokens or awards of appreciation in the form of a plaque, trophy, desk item, wall memento, or similar item;
- Unsolicited items received for the purpose of evaluation or review;
- Informational material, publications, or subscriptions related to the performance of official duties;
- Food and beverages at hosted receptions where attendance is related to official duties;
- Admission to and the cost of food and beverages at events sponsored by or in conjunction with civic, charitable, governmental, or community organizations;

You may also accept those items excluded from the definition of "gift", except for payment of expenses for a speech, appearance, trade mission, etc., and payment of course fees and travel for seminars and education programs. You may not accept other gifts, even if valued at less than $50.

Post-State Employment

Under some circumstances, a board or commission member may be affected by the post-state employment restrictions designed to prevent former state officers and state employees from personally benefiting as a result of actions and decisions made while serving the public. Like other conflicts of interest, a determination of whether post-state employment guidelines could apply to you is made on a case-by-case basis.

The post-state employment provisions prevent former state officers and employees from:

- Acquiring a beneficial interest in a contract or grant for two years after leaving state service if they participated in the state action that authorized or funded the contract or grant

- Assisting any person at any time in a state action if they participated in such action while employed by the state.

Additional restrictions exist for accepting employment when employment was offered for the purpose of influencing or rewarding the performance of official duties; or when related to the fulfillment of a contract the officer or employee negotiated or administered while in state service.

Where to Go When You Have Questions

We hope you have found the information provided in this pamphlet useful. For further information we invite you to visit our agency web site at http://www.wa.gov/ethics. You can also call our office at (360) 664-0871.

Relevant Advisory Opinions

Advisory Opinion 96-09 and 96-09A
Can a state board whose members are required by statute to be appointed from identified groups adopt rules that require members to disclose their interests and abstain from voting on certain matters as a way of addressing ethical prohibitions in the law?

Advisory Opinion 97-12
Whether the state's ethics law prohibits a board member from participating in a proceeding when the member owns stock in a person who appears before the board, and when the member was appointed to represent a particular interest on the board?
Does the ethics law require disclosure of a board member's holdings prior to the commencement of proceedings?
Does the ethics law require divestiture to allow a board member's participation in proceedings, or are alternative measures available to ensure compliance?

Advisory Opinion 98-08
Can board members recuse themselves from discussing and voting on matters on which there is no existing conflict of interest in order to preserve potential future business opportunities?

Advisory Opinion 99-01
Applies to the Washington State School Directors' Association board of directors and discusses "normal and regular conduct" under the exception to the prohibition against the use of state resources for political campaigns under RCW 42.52.180(2)(c).

Reprinted from Material Prepared By

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TRUSTEES AND PRESIDENT
THE GREEN LINE

Board Half

Evaluate

Set Goals & Objectives
(intended ends)

Oversee
Measure Learning
(actual ends)

Evaluate

Learning

Teaching

Evaluate

Evaluate

Design Programs
(intended means)
teachers
times
materials
methods
facilities
resources

Operate Programs
(actual means)

Professional (Administrative) Half
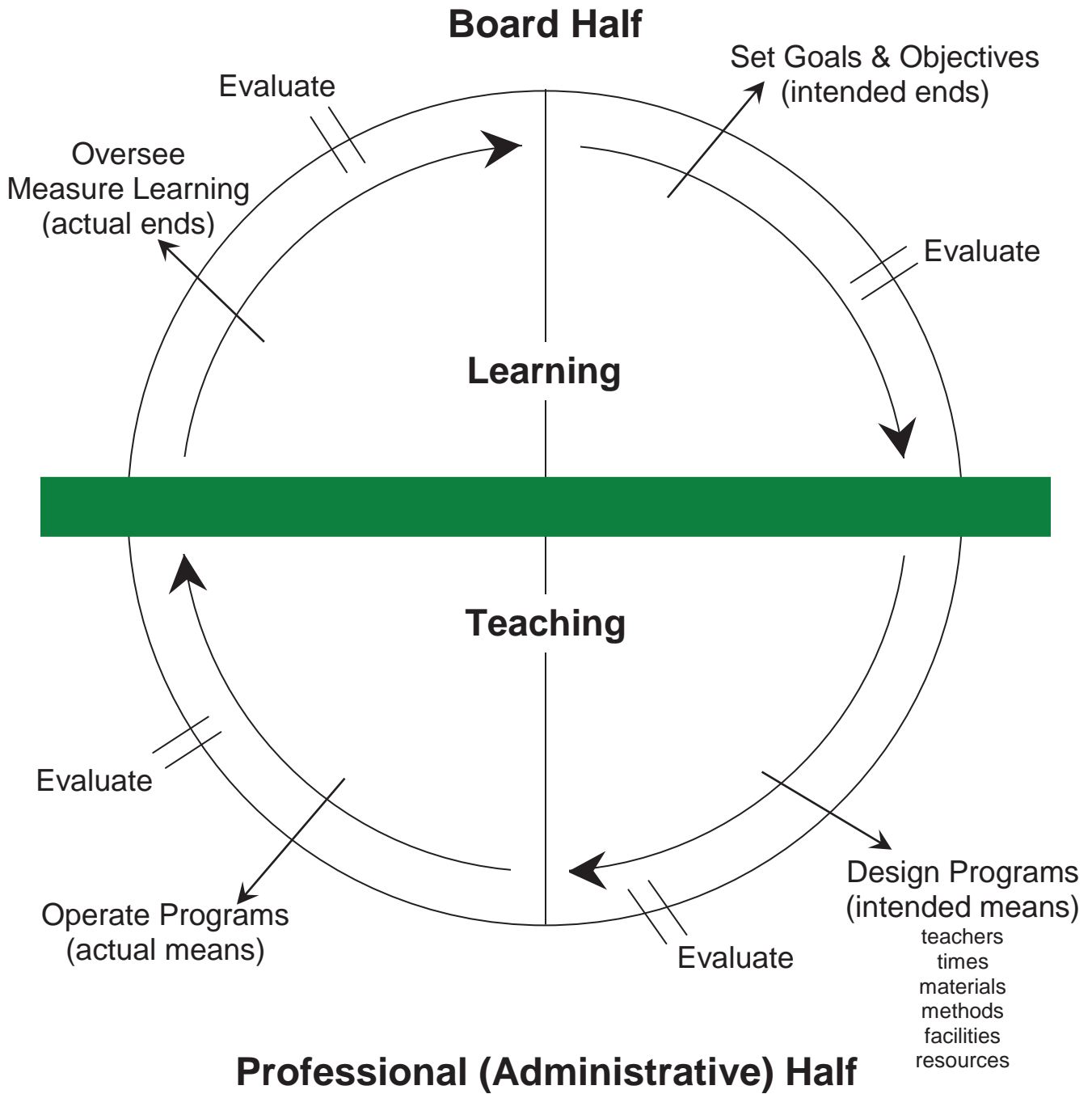
Role of Board Chair

The board chair, as all board members, has no legal authority as an individual other than that specifically delegated by the board. Boards should adopt as policy the role and expectations of the board chair. He or she is a member of the board team, but has greater responsibility to create a positive climate, lead the board as a team, and work closely with the president.

Roles of a board chair include:
- ➢ Presiding officer of the board
- ➢ Board liaison with the president
- ➢ Spokesman for the board
- ➢ Representative of the board

Develop the board team: A good board chair will build a sense of team and help trustees work together. Board chairs help ensure there is respectful and ongoing communication among board members, and assist them in understanding their roles and responsibilities. Where there are significant disagreements or "split" boards, chairs need excellent conflict resolution skills to prevent discord from hurting the institution. It is the chair's responsibility to work directly with individuals who are being disruptive or not contributing to the board as a unit. The board chair must occasionally remind board members of legal, ethical, and appropriate board behavior. This takes tact and courage, but is essential for an effective board.

Represent the board and district: The board chair often acts as the spokesperson for the board. Therefore he or she must be knowledgeable about the district, board policy, and external issues and trends. The chair must have the self-discipline to represent only the board's actions, not personal views.

Work closely with the president: The board chair is a major source of support and counsel for the college president. The chair should communicate regularly with the president and clearly state board expectations on behalf of the board. The chair ensures the president is regularly evaluated.

Preside over board meetings: The chair presides over board meetings and ensures discussion and decision-making are orderly, deliberate, and appropriate. He or she works with the president to set the meeting agendas and is familiar with all items and pertinent issues. The chair ensures all trustees stay focused on policy-making, avoid administrative-type actions, support the mission and goals of the college, and are oriented toward the future.

Board Speaks as a Whole

Trustees make a difference by contributing to overall board effectiveness. Trusteeship is not an individual act – it is expressed by being a valuable member of a team of people, who together comprise the legal unit that governs a district.

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

Effective governance of a community or technical college requires trustees work together to be a cohesive unit. Community and technical college boards should consider many points of view and sources of information when making policy decisions, but should seek consensus to the fullest extent possible for the good of the district.

- ➢ Trustees should honor the "team" nature of the board.
- ➢ Individual trustees have no authority.
- ➢ Trustees should not speak for the board unless delegated by the board to do so.
- ➢ Trustees should not participate in any meeting outside of a legal assembly of the board in which matters of board substance are discussed.
- ➢ Trustees should fully support all decisions made by the board.

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

Advocacy Role of a Trustee

A major contribution boards make to their colleges is by using their contacts and influence to shape public policy in favor of education. Trustees in particular have political clout as a result of being appointed by the governor. They have moral clout as people who hold the college in trust for the community and they are seen as more objective and altruistic than people who are employed by the college.

A major area of a board responsibility includes the following advocacy activities:
  ➢ Establish clear mission and goals and communicate them to state and federal policy-makers
  ➢ Establish monitoring systems that ensure accountability
  ➢ Become informed about and take positions on relevant legislative proposals
  ➢ Get to know local, state, and national elected officials representing the district
  ➢ Be willing to actively advocate on behalf of the district

Successfully advocating on behalf of the colleges requires three approaches. First, those in the legislature must be made aware of the colleges' contribution to the community and state. The missions of the colleges must be clearly articulated, and the benefit to the community and the state clearly defined. Local colleges and state and national associations must be able to describe the value colleges add through the education they provide.

Second, ongoing personal communication among trustees and college staff and their elected representatives is important. The best time to make friends with legislators is before they are needed. Bringing them on campus, following up on contacts, and building community support are important aspects of the advocacy role. Informed trustees, in their role as community representatives, bring credibility to discussions on policy matters and the impact of proposed legislation on the community.

The last critical component is developing third-party relationships with people outside of the colleges in such a way that these people become advocates for the colleges. Boards develop friends and allies for the community college cause through their linkages with the ownership and through their support of collaborative efforts. The business and community groups with whom the college partners are powerful voices in seeking support for the college. Ongoing communication and collaboration with others in the community helps ensure that the colleges have broad-based business and community support.

Legislative Expectations of Trustees

- Get to know your legislators on a first-name basis.

- Develop an understanding of the issues and be prepared to discuss these issues with decision-makers (legislators and community leaders).

- Be an advocate of the college and the system with legislators and community leaders.

- Ensure the college has a legislative and media plan (that is congruent with the system's program), a strategy to achieve the plan, and an active legislative action committee.

Evaluating Board Performance

This information was adapted for Washington Association of College Trustees based on the publication, Assessing Board Effectiveness: Resources for Boards of Trustees Self-Evaluation, *by Cindra Smith and presented during the May 23, 2019, Spring Conference.*

Effective Leadership and Governance

Successful colleges require effective leadership and governance. Success is a result of highly qualified and skilled people serving in leadership positions. These people learn their roles, embrace their responsibilities, and continually improve their performance. Effective governing boards are comprised of trustees who are committed to excellence in performing their duties.

Students, communities, college staff, the public, media, government, and the accrediting commission have the right to expect and deserve a high degree of professionalism and performance from trustees of Washington's community and technical colleges.

How do governing boards assure they are effective? One way is through ongoing board and trustee education and development, to provide the skills necessary to govern well. Another is through regular board self-evaluation, to assess how the board is upholding commonly accepted standards of good governance. The board seeks and uses information on how it is performing on specific roles and responsibilities.

Assessing board performance involves looking at the board as a unit. While individual trustee behavior contributes to effective board functioning, a board self-evaluation looks at how individuals *collectively* work together to govern the district. It focuses on board policies and practices related to the role of the board in representing the community, setting policy direction, working with the CEO, and monitoring institutional effectiveness.

Board Tasks
Adopt a board self-evaluation policy and process
Regularly conduct a board self-evaluation
Discuss the results of the evaluation to identify strengths and areas for improvement
Use the results to enhance board effectiveness and set annual board goals

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Relationship to CEO Evaluation
Given the unique nature of the relationship between the board and CEO, the evaluations of the board and the CEO are intertwined. When the board evaluates itself, it is evaluating in part how well the CEO supports the board; when it evaluates the CEO, it is evaluating the direction and support the board provides for that person. The CEO contributes to board evaluation and evaluates his or her support and leadership to the board. The board conducts the CEO evaluation and looks at its own behavior in fostering CEO effectiveness.

Some boards schedule their CEO evaluation and board self-evaluation discussions in conjunction with each other to capitalize on the link between them. Others do them at different times. One of the outcomes of both evaluations are priorities and tasks for the coming year, and no matter how the evaluation sessions are linked, the board and CEO priorities must be aligned.

Accreditation Standard
The importance of regular board self-evaluation is reflected in the Northwest Association of College and University Accrediting Commission Standards. Standard 2.A.8 states:

> *"The board regularly evaluates its performance to ensure its duties and responsibilities are fulfilled in an effective and efficient manner."*

The district's accreditation self-study will provide evidence that boards have conducted regular self-evaluations and used the results to improve how they are governing their district.

Purpose and Outcomes

The purposes of the board self-evaluation are to identify areas of board functioning that are working well and those that may need improvement. It is an opportunity for open and candid discussion about board and trustee responsibilities, as well as trustees' interests and desires. Board self-evaluations also model the value of reflecting on one's own performance and engage in ongoing improvement. They set an example for ongoing improvement throughout the institution.

Evaluation discussions foster communication and leads to more cohesive board teams. Reports from trustees on boards that regularly conduct self-evaluations include that they gain an increased appreciation for and understanding of their fellow trustees. Their board meetings run more smoothly and they receive better information. They have a set of priorities that guide board agendas and workshops. And, they increase the time they spend on college policy, goals and accomplishments.

The outcomes of a board self-evaluation include:
- a summary of what the board does well and its accomplishments for the prior year
- a better understanding of what is needed from each trustee and the CEO to be an effective board and board/CEO team
- an assessment of progress on the prior year's goals and identification of what needs to be completed
- goals and tasks for the coming year related to board performance and its leadership for district goals

In addition to the general outcomes, boards may have specific needs or desires from year to year, depending on circumstances. For instance, during an accreditation self-study, the board

may want to focus on the accreditation standards. Or, if the board has hired a new CEO in the past year, the evaluation may focus on the board/CEO relationship. If a board has not been functioning well, it may wish to focus on team dynamics, communication and the board's code of ethics. If the board has a significant number of new trustees, the evaluation may focus on the roles and responsibilities of the board and trustees.

Evaluation Process

Self-evaluation processes range from relatively informal discussions to formal, structured assessment surveys or even interviews. A board evaluation, whether formal or informal, should result in a report that describes the process, summarizes the results, and identifies actions that the board intends to take as a result of the evaluation.

Annual board self-evaluations are the most common. Each year, the board sets aside time to reflect on past accomplishments and performance against pre-determined criteria, and to identify priorities and expectations for the coming year.

Boards may choose specific areas to review more often. For instance, some boards will quickly assess the board meeting discussion and agenda content at the end of each meeting, which provides immediate feedback. Other examples are boards assessing how they oriented and integrated newly elected trustees, or the process of hiring a new CEO, after those events occurred.

Surveys
Surveys are by far the most common approach to gathering information about board performance. Responders rate board performance on various criteria, and the ratings are summarized and presented to the board for discussion. (College staff, a consultant, and/or a board member or committee may do the summary). The discussion of the summarized ratings and related comments is the board's self-evaluation.

Survey instruments ask responders to rate performance on the items in the survey, usually using a numeric scale. The ratings are provided as raw data and/or are summarized in some way (averages, charts, graphs, etc.)

Using the same rating scale from year to year allows average ratings to be compared to prior years for the same or similar criteria. Using the same rating scale for surveys of trustees and for college leadership allows for easy comparison between the two sets of results.

Surveys are designed to assess two areas of board functioning
- The progress was made on achieving board priorities and tasks set the previous year.
- Board performance on characteristics of effective board functioning.

Annual Board Priorities and Tasks: Survey instruments that assess achievement on board priorities are unique to each board. Annual priorities, related to the Board's governance role for

institutional goals, will vary from district to district (and from year to year within the same district). In addition, the board may identify specific areas related to board performance to address in the coming year.

Board Functioning. There are two primary types of instruments that assess board functioning. The first involves using a generic survey based on criteria that reflect commonly accepted standards of board effectiveness. The second involves developing a survey using criteria in local board policy and practice, related to ethics, board meetings, delegation to the CEO, monitoring policy implementation, and other board roles.

Interviews
Another evaluation strategy is for someone, usually a consultant, to interview all board members, the CEO and others (if any) identified by the board. The interviewer gathers information about board performance, summarizes the results of the interviews and presents a report to the board. It is a qualitative approach to evaluation. It may be used in addition to a survey.

An interview approach may be beneficial to use when the board has not had an evaluation for some time, or when there are significant and/or ongoing concerns about board functioning. Drawbacks include that it is a time-consuming, more expensive process.

Informal Discussion
Informal processes do not use surveys or structured interviews to gather information. Rather, the board allots time for a substantive discussion of board strengths, accomplishments, weaknesses and areas for improvement. It is recommended that such discussions be facilitated by an external person or consultant to allow the board chair ample opportunity to participate. A report of the discussion is prepared that summarizes the discussion and identifies further board action.

Boards with members who have been together a number of years, along with a long-term CEO, may use this approach. The drawback is that, unlike surveys, it does not provide numerical ratings that can be compared over time.

Designing the Evaluation Process
A Board Policy may be adopted that states the purpose and value of the board self-evaluation, either describes the process or states how it will be determined (by a committee of the board or other method), indicates when the evaluation will take place, may include if constituency feedback will be sought, and commits the board to using the results to enhance board performance.

Boards may have a standing or ad hoc committee to review the criteria and conduct the process. If a board hasn't had a process or wishes to significantly revamp the process and criteria, a subcommittee of the board is usually asked to develop a recommendation.

Alternatively, the Board may ask the CEO and his or her staff to research and recommend a self-evaluation process to the board.

Decisions for the board include: the specific purposes of the evaluation, whether or not the evaluation will include a survey and/or interviews, who will participate, which criteria will be used, consultant roles (if any), how the results will be shared and discussed, and who will write the report. Designing the process involves answering the following questions:

- Will the board evaluation be conducted through an evaluation discussion, survey, interviews, or a combination of approaches?

- Who will be asked to evaluate the board?

- Who will gather the information and compile the results?

- When will the results be discussed by the board?

Who participates in the board's self-evaluation?
All board members: The expectation is that the board evaluates itself. Each and every trustee should be involved in assessing board performance and in discussing the results of the evaluation. New trustees may think they don't have enough experience on the board to provide useful feedback; however, most new trustees have spent time observing the board prior to being appointed, and their input can be very valuable. Student trustees may be encouraged to contribute feedback and participate in the evaluation discussion.

CEO: The CEO is in a position to provide essential feedback to the board on its performance, and is key to ensuring that the board has the information and other resources to fulfill its responsibilities on many evaluation criteria. For instance, the CEO would provide feedback during a discussion of the results of a survey rather than completing a survey form.

College constituents: Boards may provide an opportunity for college employees to complete surveys on board performance. The most common approach is to invite the college leaders who are most familiar with the board to complete a brief survey and make comments. They are usually administrators who routinely attend board meetings as well as faculty, staff, and student constituency group leaders. Data from these surveys let the board know how it is perceived by those who most often see it in action.

Community members: A few boards occasionally seek information from selected community representatives (such as those on foundation boards or advisory committees). Surveys or interviews that gather feedback from community members should include those areas that community members may know about, such as the visibility and effectiveness of the board as ambassadors for the college. These surveys are often short – three to six questions, such as:
- The Governing Board for [Community College District] has a reputation for effective governance and positive leadership for the colleges.

- [Community College District] board members are effective ambassadors for the community colleges.

- The Governing Board for [Community College District] ensures that community interests and needs are reflected in decisions affecting the colleges.

If the board evaluation process includes feedback from college and/or community, the summary of the survey or feedback should be presented separately from the board's self-evaluation data, so that the board may compare trustee perceptions with those of others.

Evaluation Discussion
The actual board self-evaluation is the *discussion* about the survey or interview results. Interview summaries and survey ratings provide information for the board as a basis for discussion, but are not, in themselves, the self-evaluation.

Survey ratings identify areas where the board is doing well; high scores should be celebrated, and lower scores explored to see how the board might improve. Items where trustees had differing ratings should be addressed to explore the differing perceptions. The process of exploring what "excellence" and "efficiency" looks like contributes to board effectiveness.

The evaluation session is an open meeting of the board. Boards often schedule the evaluation session as a study session, workshop or retreat to allow for enough time to discuss the evaluation and identify priorities for the following year.

The schedule for evaluation, particularly if it results in identifying s annual priorities and identifying priorities, should be coordinated with the district's annual goal setting cycles.

The Report
The end results of the evaluation are a summary of the discussion and a set of goals or actions to be taken as a result of the evaluation. A written follow-up report helps ensure that the results will be used and that any issues will be addressed. It is evidence for the public and college community that the board is serious about assessing its performance and that trustees are committed to being an effective governing body. **The report is a public document, usually posted on the District's Web page for the Board of Trustees.** The goals, priorities, or action items for the coming year are usually reviewed at a subsequent board meeting and ratified or adopted.

Conducting the Survey
Most districts have research personnel who are skilled in survey development and using survey software to collect responses. The raw data of the results may be provided, but it is very helpful to summarize the data in some way (averages, charts, and/or graphs) to help the board make sense of the data.

Role of Consultants

Consultants and facilitators are often helpful to boards in developing and conducting an evaluation. They can provide an independent, non-biased influence to help keep board discussions focused and productive. They may help prepare the survey form, summarize data, and provide follow-up reports. They allow the board chair, who would normally chair the discussion, to participate fully.

Evaluation Criteria

Boards may use a variety of types of criteria to assess performance, as well as a combination of approaches. A good practice is to combine assessing progress on board priorities with criteria related to effective board practice.

1. Progress on annual board priorities, including board roles (tasks) in furthering the strategic goals of the district.
2. Commonly accepted standards for community college boards of trustees, including but not limited to ACCT, ACT and Accrediting Commission standards, and/or
3. Criteria gleaned from the board's own policies (e.g. the code of ethics, board responsibilities and duties, delegation to the CEO).

Annual Board Priorities and Tasks

Each year, boards should discuss progress on the district's goals and plans, identify the most important priorities for the coming year and the board's role (tasks) in governing and furthering those priorities. **Board priorities are developed in conjunction with the CEO and align with the CEO's annual goals and priorities.**

Annual priorities clarify where board and CEO resources and time should be spent in the coming year. They comprise steps toward strategic and long-range goals and clarify what the board should be doing. The priorities lead to tasks or roles for the board and answer the question, "What does the board need to do in order to accomplish the specific priorities?"

Common board roles or tasks related to the goals include "setting expectations," "monitoring progress," "reviewing and approving plans or policies," "advocating for the district," and the like. The priorities and tasks inform the development of board meeting agenda items and workshop topics.

The priorities and implementing board roles (or tasks) are criteria in the board's annual self-evaluation for the following year. Specific benchmarks or measures may be established to help the board define expectations for itself and the members.

Following are just a few examples of district goals, board priorities, and related tasks, and a possible benchmark. There are countless possibilities and they will vary from district to district and year to year. A caveat is not to have too many, perhaps six to ten areas to address.

Board goals may be lofty, such as "provide leadership to ensure educational quality through fostering innovation." This type of statement lets the college know the Board is vitally

interested in educational quality and will be expecting reports. It is helpful to identify specific tasks or roles for the board in providing such leadership, e.g. "review a comprehensive report of program reviews in the career-technical areas, and monitor implementation of plans to improve programs where indicated."

Example 1. District Strategic Goal: Improve Student Success
- Board Priority: Expect and monitor progress on establishing and assessing student success measures.
- Board Task: Participate in workshop that educate board members about the metrics and reports used by the district to monitor student achievement.

Example 2. District Stragegic Goal: Maintain the Fiscal Stability of the District
- Board Priority: Ensure that all board members are knowledgeable about the district's fiscal condition.
  - Board Task: Hold board study sessions on state and other revenues, long-range budget projections. Support trustee education on understanding budgets, financial statements and audit reports.

- Board Priority: Maintain a 10% unrestricted general fund balance.
  - Board Task: Expect that the budget presented for review will include a 10% unrestricted general fund balance.

Example 3. District Strategic Goal: Promote a college culture that fosters innovation, excellence, and commitment to education.
- District Objective: Strengthen professional and leadership development opportunities for all staff.
  - Board Priority: Ensure there is a program for leadership development to address retirements and turnover in administration.
    - Board Task: Expect and review a report on leadership development within the administration.
    - Board Task: Expect that the budget will include resources for professional and leadership development.

These examples barely scratch the surface of possible criteria, as well as approaches to goal setting. Governing boards and CEOs will have their own approach and language to describe goals, objectives, priorities and/or tasks.

1. Board Priority: Strengthen the board's connections with and knowledge of K-12 trends and issues.
   - Board Task: Participate in a joint workshop with local K-12 boards of trustees.

2. Board Priority: Ensure that board meetings are positive and productive.
   - Board Task: Revise the board meeting agenda to include a consent agenda on routine items to allow more time to discuss issues.

- Board Task: Maintain respectful, inclusive and professional attitudes and language during board meetings.

3. Board Priority: Strengthen the board's policy role.
   - Board Task: Approve an updated board policy manual by the end of the academic year.
   - Board Task: Uphold the principle that delegation to the CEO is only through the board as a unit.

In addition to the priorities and tasks related to the District's strategic goals, the board may set professional development standards for itself. There may be special circumstances, such as hiring a new CEO, integrating new trustees, and/or respond to accreditation recommendations that will require board attention. The board may wish to focus on area that were not rated highly in a board self-evaluation. Examples include:

Example 1: Board Priority: Strengthen the board's connections with and knowledge of K-12 trends and issues:
   - Board Task: Participate in a joint workshop with local K-12 boards of trustees.

Example 2: Board Priority: Hire and support and excellent CEO
   - Board Task: Work with a search consultant to conduct a professional and effective search resulting in an outstanding CEO.
   - Board Task: Develop and implement a plan to support and guide the new CEO during his or her first year.

Example 3 Board Priority: Strengthen the board's policy role.
   - Board Task: Approve an updated board policy manual by the end of the academic year.
   - Board Task: Uphold the principle that delegation to the CEO is only through the board as a unit.

To help trustees (and others) respond to these types of criteria, the survey instrument may describe what the board did to fulfill its role. For instance, the survey may list the board meetings or workshops where the board addressed certain topics, or activities the trustees engaged in to further their own development or represent the district.

Board Performance Standards
The most common approach to board self-evaluation is to use a survey based on commonly accepted criteria for effective boards. A sample survey form is included as an appendix. Criteria also may be derived from the following:

District Mission and Planning: Does the board understand the role and mission of community colleges? Does the board regularly review the mission? Does the board provide leadership for planning through setting broad policy direction and standards for planning processes?

Board Policy Role: Does the board understand and fulfill its policy role? Is the board policy manual up to date? Does the board clearly differentiate between its role and the role of the CEO? Is the board focused on the future direction of the district?

Board/CEO Relationship: Is there an open, respectful partnership and good communication between the board and the CEO? Does the board clearly delegate to and set clear expectations for the CEO? Is there an effective CEO evaluation process? Does the board create an environment that supports CEO success?

Board/Community Relationship: Does the board represent the community that it serves? Is the board knowledgeable about community trends and needs? Does the board help promote the image of the college in the community? Does the board effectively advocate on behalf of the college?

Educational Programs and Quality: Does the board understand the educational programs and services? Does the board monitor student success and educational quality? Does the board focus on the students of the future and their needs?

Fiduciary Responsibilities: Does the board ensure that the district is fiscally healthy? Does it approve a budget that supports educational and strategic goals? Does it effectively monitor fiscal management? Does it assure that district facilities meet student and employee needs?

Board/Staff Relations & Human Resources: Does board policy and direction foster respect and support for employee excellence? Does the board provide leadership and clear parameters for the collective bargaining process? Does the board refrain from micromanaging staff work? Does board policy and practice support faculty, staff, and student participation in decision-making?

Board Leadership and Behavior: Does the board understand and uphold its role and responsibilities? Does it have and adhere to a code of ethics and policies on conflicts of interest? Does the board deal effectively with perceived ethical violations? Do board members work together as a unit for the good of the district? Do board members respect each other's opinions? Do board members "do their homework" and contribute effectively to board discussions?

Board Meetings and Agendas: Do meeting agendas focus on key policy issues and board responsibilities? Does the board have the information it needs to make good decisions? Are meetings conducted in such a manner that the purposes are achieved effectively and efficiently? Do board members adhere to all aspects of open meetings laws?

Board Development: Does the board have its own goals and objectives for the year and evaluate itself on how it has achieved them? Do new board members, including the student trustee, receive an orientation to the roles and responsibilities and to the district's mission and policies? Are all board members encouraged to engage in ongoing education about college and state issues? Do board members receive and review information about important issues? Does the board continually explore how it be a cohesive team that engages in rich discussions that create an environment that fosters excellence?

Local Board Policy

In addition to commonly accepted criteria, a board may decide to use criteria derived from its local policies. The code of ethics and policies on board roles, meetings, delegation to the CEO, and how the board monitors policy implementation are all rich sources of criteria. A benefit of this approach is that the board reviews its policies during the course of the evaluation.

Using this approach requires a board committee and/or staff to develop a customized survey instrument. The following are examples of items found in various board policies:

1. Individual trustees have no legal authority outside the meetings of the board; they shall conduct their relationships with the community college staff, the local citizenry, and all media of the community on the basis of this fact. (From a board code of ethics policy)

2. The board delegates to the CEO the executive responsibility for administering the policies adopted by the board and executing all decisions of the Board requiring administrative action. (From a board policy on delegation to the CEO)

Individual Trustee Performance

As stated at the beginning, board self-evaluation focuses on how the board, as a unit, is functioning. The focus is on board roles, dynamics, and practices. However, effective board functioning depends on the contributions of individual trustees—boards benefit when their members are skilled and knowledgeable about their roles and the issues they face. Excellent communication skills, critical thinking, a focus on the future and the ability to consider broad policy goals and values are all important attributes.

Boards may wish to provide an opportunity for individuals to assess their knowledge and skills required to be an effective, contributing trustee. The responses to these individual self-assessments can be used to identify trustee development activities, including board study sessions, attendance at conferences, reading materials, and on-line seminars.

Summary

This resource guide is intended to help boards of trustees design a self-evaluation process that meets specific board needs and cultures. The information should help boards determine the approach they will use, which criteria will provide the best information for the board, who will be asked to evaluate the board, and how the results will be used.

Governing boards that engage in the self-evaluation process and thoughtfully consider and use the results to improve their performance provide excellent leadership for their communities and colleges. They are embracing their responsibilities and ensuring that board members have the skills and knowledge to lead and govern. High performing boards of trustees add value to their districts, thereby ensuring that their colleges make a difference in the lives of students and for the community.

Sample Board Self-Evaluation Survey

Board Performance Standards

The following set of criteria reflect key characteristics of effective governing boards. Results from this survey form may be used to provide a basis for discussion of overall board functioning. It may be used in conjunction with a survey on progress on board priorities and tasks. Boards may add or substitute items more pertinent to their specific needs.

Trustees are asked to rate their level of agreement using the following scale:

     5   Strongly Agree
     4   Agree
     3   Neutral
     2   Disagree
     1   Strongly Disagree
     N/A   Unable to evaluate

CRITERIA	RATING
1. The Board understands its policy role and differentiates its role from those of the CEO and district/college employees.	
2. The board is committed to and regularly reviews the district's mission and goals and monitors progress toward achieving the mission and goals.	
3. The board assures that there are effective planning processes and that resource allocation support institutional plans.	
4. The board adheres to its policies; the board's policies are regularly reviewed and up-to-date	
5. The board delegates responsibility and authority to the CEO, and supports the CEO's leadership.	
6. The board maintains an excellent working relationship with the CEO; including honoring established protocols for communication.	

CRITERIA	RATING
7. The board sets clear expectations for and effectively evaluates the CEO.	
8. Board members represents the interests and needs of the communities served by the District.	
9. The board supports advocates District interests to local, state, and federal governments.	
10. Board members represent the District well at college events and in the community.	
11. The board reflects a commitment to student success in its deliberations and decisions.	
12. The board effectively monitors the quality and effectiveness of the educational program and services in fostering student success.	
13. Board members are sufficiently knowledgeable about the district's educational programs and services.	
14. The board assures the fiscal stability and health of the district.	
15. Board members understand the budget and provide effective oversight for fiscal operations.	
16. The board ensures that plans for facilities and maintenance are current and monitors their implementation.	
17. Board human resource policies and union contracts protect the district and effectively set standards for quality, fairness and equity.	
18. The board respects faculty, staff, and student participation in college decision-making.	
19. Board members refrain from attempting to manage or direct the work or activities of employees.	
20. Board members understand and fulfill their roles and responsibilities.	
21. The board expresses its authority only as a unit; members understand they have no individual authority.	
22. Board members maintain confidentiality of privileged information.	
23. The board regularly reviews and adheres to its code of ethics, and avoid conflicts of interest and the perception of such conflicts.	
24. Board meeting agendas reflect board responsibilities and include sufficient information for decision-making.	
25. Board meetings are conducted in an orderly, respectful manner; there is adequate time to explore and resolve key issues.	
26. The board understands and adheres to the Brown Act.	
27. Board members work together and with the CEO for the good of the District.	

CRITERIA	RATING
28. The new member orientation process effectively educates new members about board roles and the institution.	
29. Board members are committed to their own professional growth and participate in trustee development activities.	
30. The board evaluation process helps the board enhance its performance.	

Add any comments related to any of the above items:

Please respond to the following questions.
1. What are the board's greatest strengths?

2. What are the major accomplishments of the board in the past year?

3. What are areas in which the board could improve its performance?

4. I recommend that the board has the following goals for the coming year:

Hiring and Evaluating a President

The college president is the most important single individual in the institution. That person is the primary agent of the board—the one to whom the board delegates its authority to manage or administer the institution in accordance with its policies. It follows that the most important action a board can take to ensure the success of its district is to appoint and retain the best president possible.

Boards should base the president selection criteria on a careful analysis of institutional needs. The person selected should possess the specific qualifications needed by the institution and the community. The search process for a new president should be designed to involve appropriate constituencies, clarify the board's goals and objectives, and enable the board to select a person it can fully support.

Board hiring and evaluating responsibilities include:
 ➢ Appoint a president who can meet the college's needs and is compatible with the board
 ➢ Establish appropriate lines of authority and delegation
 ➢ Define clear expectations for performance
 ➢ Provide constructive and honest feedback in a supportive manner
 ➢ Establish a fair process for the evaluation
 ➢ Conduct regular evaluations

While the emphasis on accountability in higher education continues to grow, so will the importance of performance appraisals of college presidents. Trustees who are committed to improving the process of evaluating the president can enhance the president's effectiveness. Presidents should be evaluated annually.

Objectives of an evaluation process include:
 ➢ Assess how well the institution is fulfilling its mission
 ➢ Examine, and re-set if necessary, goals for the institution and the president
 ➢ Support the president by providing constructive information on past performance
 ➢ Develop plans for the future to address any issues that arose during the evaluation process
 ➢ Provide an opportunity for the board to learn how its performance can enhance the board/president partnership
 ➢ Foster communication between the board and the president

Student Success and Education Policy

Appreciation is extended to Dr. Kay McClenney, Sid W. Richardson Endowed Fellow and Director, Center for Community College Student Engagement, Community College Leadership Program, The University of Texas at Austin for permission to use their material for this summary.

Community colleges provide educational opportunities that result in a better quality of life. Access, equity, and success are central to the community college mission. As guardians of the public's interests, boards are responsible for ensuring that the colleges they govern have programs and services that ensure student success and that meet community needs.

Board Responsibilities:
- **Provide and ensure visible, persistent leadership.**
- **Provide and expect a strategic focus on access, equity and student success.**
- **Build a culture of evidence and a climate for innovation and creativity.**
- **Expect effective education.**
- **Protect academic freedom.**

Board Role

Board leadership, expressed through policy and performance, sets the tone for the entire institution. If boards are focused on student success and quality education, their districts will be more successful in producing student learning.

Boards provide and expect visible and persistent leadership for student success. They ensure such leadership by hiring the right chief executive officer, one who is not just committed and knowledgeable, but is also passionate and relentless about student success. They honor administrators, faculty and staff who lead efforts that promote student success.

Boards focus on and are committed to student success over time; they realize that it may take years to change the culture of a college. Trustees expect that the district's strategic and other plans put student success at the center. They expect that human resources process and professional development programs foster expectations and a climate for student success. When reviewing and adopting budgets, boards assure that spending priorities are aligned with the student access, equity and success goals.

Board meeting agendas regularly include discussion of student progress and achievement. Board members are patient but relentless in expecting and setting ambitious but realistic goals for student success.

Colleges that enjoy a culture of evidence or inquiry are more effective in fostering student success. Boards provide leadership in building a culture of evidence when they support inquiry and curiosity and avoid blame.

Trustee discussions and questions are framed in a manner that makes it both safe and necessary for the college to engage in courageous conversations about equity and student success. The board supports and expects college employees to use data in decision-making, to risk innovatively, and to be willing to shift when programs don't work well. They celebrate and reward progress toward improving student success.

Finally, boards set policies that protect academic freedom. A unique and important contribution of colleges is to provide a forum in which people have the freedom and sanctuary to explore problems and issues. Boards protect the right and responsibilities of colleges to be independent voices in society to create, criticize, challenge, and advocate new ideas.

Student Access, Equity and Success are Central

Effective community colleges reflect an environment in which learning is valued and celebrated. Since the mid-1990's, educational leaders and policymakers have increasingly focused on the outcomes of education.

Trustees are more likely to become involved in discussions about student learning and success in addition to their traditional focus on budgets, buildings and legal accountability. Boards and colleges are now establishing and evaluating goals that focus on student learning.

Learning – becoming a more educated person – occurs in many ways. Students learn through traditional classroom instruction, collaborative approaches and learning communities, individual support and tutoring, counseling and advising, college activities and events, work experience, distance learning, independent study, and a wide variety of modes and schedules for delivering information.

Understanding the conditions that lead to student success enables boards to reinforce and allocate funds to programs and services that work well. Institutional and classroom-based research, including systematic student feedback, provides the information boards need to adopt appropriate policies and ensure funds are allocated well. Board leadership creates a climate in which educators are willing and encouraged to do education differently and by design – to do more of what works.

Key principles of effective education include:
- Intensive student engagement in learning.
- High expectations for students.
- Focus on the front door, on student readiness.
- Making effective practice mandatory for students.

Boards should be aware of research on educational practice and quality, work with the CEO to foster effective practice, and expect the faculty to inquire into and capitalize on what works.

Board Policy

The policies boards adopt are the public statements of their intent and leadership. A focus on student success may be reflected in any number of policies, including the vision, mission, values and goals. Boards also may choose to adopt an "umbrella" policy on student success.

Vision, Mission, and Values

A primary function of the board of trustees is to create and affirm a broadly developed and compelling vision and mission. Visionary trustees, in partnership with the CEO and college leaders, anticipate what is needed to respond to community needs and environmental trends. Creating and re-creating a vision and mission requires the colleges to sharpen priorities, ensure a strategic approach to the future, and anticipate potential problems.

The vision states what the college will be in the future. The mission reflects the purposes. Values frame the operations of the college. The statements are developed through integrating values and ideas from trustees, college employees, students and community members. They are adopted as policy and periodically reviewed. They guide board and college deliberations.

Ends and Student Success Goals

John Carver developed the concept of Ends policies, which is helpful in defining the role of governing boards in educational policy-making. Ends policies define the value the district adds to the community by answering the question, "What good will be produced for which people, at what cost?" The "good" includes the learning produced by the institution. The people are those whom the college benefits outside of the organization, e.g. the students, different publics, and the community as a whole. The cost reflects the resources used as well as the alternatives not chosen.

Ends are not the services the college provides – they are the results of the services. Ends are not the activities in which the staff is engaged – those are the means the staff uses to achieve the Ends. Ends policies contain concepts that can be evaluated. As boards develop Ends policies and monitor their achievement, the need for good data becomes obvious. Boards must be informed about community demographics, economic projections, and educational needs in order to define ends goals. They must have information about student outcomes and program effectiveness in order to evaluate progress.

The following examples reflect three different perspectives on setting outcome goals or ends. The first perspective defines the difference the college should make for the community. It explicitly recognizes the responsibility and connections that colleges have to and with their communities, e.g.:

- Because of the College, the people in the region served by the college will have convenient and extensive access to postsecondary training and education.
- The adult population of the region will have the workforce knowledge and skills necessary to achieve an economically self-sufficient life.
- Because of the College, the region will be a caring, compassionate community.

The second perspective reflects a focus on what happens to the students, such as:

- Students will obtain the lower division courses, knowledge and skills needed to succeed in earning a baccalaureate degree.
- Students who lack college-level reading and comprehension skills will acquire literacy skills at a level that enables them to participate in college-level courses.
- As a result of their college experience, students will be able to critically think and participate in society as productive citizens.

Boards may set specific benchmarks in student success goals, such as:

- Increase completion of certificates and associate degrees by 5% each year until at least 2020.
- By 2020, close attainment gaps based on race/ethnicity and family income.
- Each year, significantly improve successful completion rates (C or better) in basic skills courses, compared to the college's baseline.

Specific policies vary from district to district and reflect differing priorities and needs within their communities. Boards should work closely with college employees to clearly define community needs and develop relevant educational priorities and goals.

Board Policy on Student Access, Equity and Success

Developing a policy on student success would involve administrators, faculty, staff and students; such policy is within the purview of the Academic Senate as an "academic and professional matter." Trustees should actively contribute to the policy concepts, which may include the following:

- Definition of the board's role and accountability.
- Definitions of student success and goals; statements of and/or delegation to identify key performance indicators and benchmarks.
- Direction or delegation to the CEO to ensure that student access, equity, and success is central to planning and budgeting.
- Processes that address key roles for administrative, faculty, and staff involvement, which may include the college committees focused on access, equity and success.
- Processes and a general schedule for monitoring student success.

Summary

Students are successful when faculty, staff and administration work together to ensure that there are clear standards for student learning, effective teaching, and excellence in educational practice and support services.

Leadership from the board of trustees and the chief executive is key to creating an environment in which students succeed. Through their policies and focus, governing boards can and must create this environment. They ensure systems are in place to enable the board to monitor student success and program quality, and that provide the board and public with sufficient assurances that the colleges are fulfilling their missions.

Case Studies

Case Studies 1

What are the issues/dilemmas?

- Brown, a board member at Urban Community College, is a leading expert in biological research and an occasional guest speaker in basic biology classes at the college. Brown regards Smith, a new part-time faculty member in the biology department, as "weak" and has asked the president not to renew Green's contract.

- Trustees discuss college business in the parking lot on their way to their cars following the board meeting.

- Blue is a board member at Progressive Community College. The board votes in executive session 3-2 to hire a new president. Blue did not vote in favor and is upset about the hire. When asked about the final decision by a reporter after the board meeting, Blue shares his concerns about the candidate and his frustration with the vote and his fellow board members.

- If trustees vote to support a college administration committee's recommendations, are they simply rubber-stamping or are they confirming their confidence in their administration?

- An associate dean has left the college. He has some champions within the faculty who are angry he left, several of whom have signed a letter to the board saying he was unfairly treated by the vice president of instruction and forced out. They are demanding the resignation of the vice president. A trustee gets a call from a staff member at home. The caller wants to talk about what a great person the associate dean is and what wonderful contributions he has made to the college. What should the board do with the letter? What should the trustee on the telephone say/do?

- How much trustee input is expected by the administration?

- From whom should trustees obtain information? From the president only? At board meetings only? Should trustees have easier access to faculty, staff and student opinions? Should they individually seek out information from community sources?

Case Studies 2

What are the issues/dilemmas?

- Smith, board chair at Cityview Community College, has asked the president to hire Jane Rogers, the spouse of Smith's golfing buddy. Smith told the president she will vote against the president's proposed salary increase at the next board meeting if Jane isn't hired.

- A student publicly accuses faculty in the dental hygiene program of racial discrimination. A trustee has heard similar complaints about this program in the past and says so to a reporter (in confidence), indicating there is probably truth to the accusation and the college is at fault.

- A trustee asks the college to provide him with travel insurance for his trips to and from board meetings.

- From whom should trustees obtain information? From the president only? At board meetings only? Should trustees have easier access to faculty, staff and student opinions? Should they individually seek out information from community sources?

- The president briefed the board about filling a recent vacancy in student services with a highly qualified candidate. Following the report, a trustee criticized the college's application and interview procedures and stated that "underhanded practices" prevented an interview for someone he had recommended. Should the trustee speak to this issue without formal approval of the board? Due to the accusations being made, should this discussion occur in closed session? Should the board establish employment policies for the college? What is the role of the president, the board, and of individual trustees?

- Can a trustee expect his/her "pet project" to be part of the mission and long-range planning of the institution?

- Where does the issue of trust come into play? When a president is hired, shouldn't his/her judgment be trusted?

Case Studies 3

What are the issues/dilemmas?

- White, a trustee at Progressive Community College, was contacted late one evening by the local press and asked about a rumored decision by the board to terminate its president, which was discussed in executive session. White proceeds to tell the reporter that the president had performed poorly and needed to be removed by the board.

- A well-respected dean who has served the college for more than 30 years is approaching retirement age. She has approached the president of the college with a proposal about early retirement. She suggested she be raised a pay classification to the next level this year for purposes of computing her retirement benefits. This would put her at the classification she would reach if she served out her entire term. Instead, she would then take early retirement the next year. As she sees it, the proposal would benefit her in retirement, be consistent with her service to the school, and save the college money with her early retirement and hiring a less costly replacement. The president has brought this proposal to the trustees for consideration. What are the conflicting values in this proposal? Would you approve or disapprove the proposal? Why?

- A trustee volunteers to sell goods to the college at a break-even rate.

- When should a board of trustees provide independent judgment and run the risk of being perceived as undermining the administration?

- At what point should trustees be involved in the long-range planning process? At the end, when the final report is going to be adopted? At the beginning, when the process is forming? Should trustees serve on college-wide committees? Where is their input most useful?

- When is trustee involvement actually delving into administration?

- From whom should trustees obtain information? From the president only? At board meetings only? Should trustees have easier access to faculty, staff and student opinions? Should they individually seek out information from community sources?

Case Studies 4

What are the issues/dilemmas?

- Jones, a trustee at Rural Community College, believes that more diversity in the faculty, staff and student body would be in the best interests of society and the local community. What can Jones do as a trustee to promote diversity at his college?

- "I am a business lobbyist. I am a college trustee. The attorney for one of the government bodies I lobby regularly wants to talk to me about of my college's programs. He has concerns about the organization and funding of the program. If I don't talk to him, I don't get his help when I need it. If I do talk to him, am I undermining the college president's authority?"

- A trustee asks her Foundation CEO for a copy of mailing labels to use in a partisan political fund-raising letter.

- Are there times when personal conviction should be put aside in order to support the administration?

- A good friend of yours is a part-time instructor at the college. A full-time job in her field is available. She asks you to put in a good word for her with the president and dean. How should you respond?

- A reporter calls a trustee to say a faculty member has been suspended after being charged with sexual harassment of a student. The president has already fully briefed the trustee on the matter. The reporter wants a comment from the trustee. How should he/she respond to the reporter? What is the appropriate role for a board member, the board chair and the college president?

- From whom should trustees obtain information? From the president only? At board meetings only? Should trustees have easier access to faculty, staff and student opinions? Should they individually seek out information from community sources?

Legal Information

OPEN GOVERNMENT RESPONSIBILITIES OF BOARD MEMBERS; STATE ETHICS LAW

New Trustee Orientation
February 17, 2020

Dave Stolier

Sr. Assistant Attorney General

Education Division Chief

Legal Services to Colleges

- Attorney General's role is to provide independent legal advice to state agencies, boards, commissions, and state officials. AGO represents agencies in court and defends lawsuits.

- AGO is organized into 27 legal divisions.

- Education Division assigns an attorney to each college to act as general counsel.

- College is also assigned an attorney specializing in civil service staff labor and employment.

Tort Lawsuits – Indemnification (RCW 28B.10.842)

- Action or claim against trustee, officer, employee, arising out of good faith performance of duties.

- Board may authorize Attorney General to defend and costs paid from tort fund.
  - *Board resolution determining that trustee, officer or employee was acting in good faith.*
  - *Tendered to Attorney General along with Request for Defense.*

Open Government Trainings Act

■ Every member of the governing body of a public agency must complete OPM training within 90 days of assuming duties or taking oath of office. Thereafter, training required every four years.

--RCW 42.30.205.

OPEN PUBLIC MEETINGS ACT

Legislative Declaration of Purpose – RCW 42.30.010

- Public agencies of this state exist to aid in the conduct of the people's business. Actions are to be taken openly and deliberations conducted openly. They must remain informed so they may retain control over the instruments they have created.

- The people do not yield their sovereignty to the agencies which serve them.

- The people do not give public servants the right to decide what is good for the people to know and what is not good for them to know.

OPEN PUBLIC MEETINGS ACT
(RCW 42.30)

All meetings of the governing body of a public agency shall be open and public (RCW 42.30.030).

Each board of trustees shall follow procedures for open public meetings. Each board shall provide time for public comment. (RCW 28B.50.100).

Minutes must be recorded and are open to public inspection (RCW 42.32.030).

What is a Governing Body?

"All meetings of a _**governing body**_ of a public agency shall be open and public . . . . "

Multi-member governing bodies of state and local agencies.

Subcommittees,

if constitute quorum of board.

if delegated final decision-making authority, conducting hearings, or taking public testimony.

Governing Body of Associated Students.

Quorum of Board of Trustees

- "Three members of the board shall constitute a quorum." RCW 28B.50.100

- "Three trustees shall constitute a quorum, and no action shall be taken by less than a majority of the trustees of the board." RCW 28B.50.130

  - *Majority of Trustees on the Board = 3 of 5*

- Boards with 6 trustees (student trustee):

  - *Quorum still at 3*

  - *Action still requires majority; 4 of 6*

  - *Student must be excused from participation or voting on matters related to hiring, discipline, tenure, or CBA*

  - *How many trustees needed to take action on a matter in which student trustee is excused?*

What Constitutes a Meeting ?

"All **_meetings_** of a governing body of a public agency shall be open and public . . . . "

A meeting is a gathering where "**action**" is taken. Any such meeting must be open.

"Action" means "the transaction of the official business of a public agency by a governing body including but not limited to:

"ACTION"

Public testimony

All deliberations

Discussions

Reviews

Evaluations

Final action (collective positive or negative decision or final vote by a majority sitting as a body or entity)

Travel & Gathering

- "It shall not be a violation of the requirements of this chapter for a majority of the members of a governing body to travel together or gather for the purposes other than a regular meeting or special meeting…PROVIDED, That they take no action as defined by this chapter." RCW 42.30.070

GIVING NOTICE: REGULAR MEETINGS

Recurring meetings of the public body.

Colleges must adopt regular scheduled meetings by rule in the Washington Administrative Code (WAC). All state agencies, including colleges, file yearly prior to January 1st with Code Reviser.

No agenda requirement.

20 day notice to change date of regular meeting

GIVING NOTICE: SPECIAL MEETINGS

Final action limited to agenda items

Written notice must be given to:

Each member of governing body

Each media entity which has requested notice

Posted on College website

Delivered at least 24 hours in advance

Must specify:

Time

Place

Business to be transacted (agenda).

EXECUTIVE SESSIONS
Are authorized for limited, specific topics listed, including:

Receive and evaluate complaints or charges against a public officer or employee

Review performance of a public employee

Evaluate qualifications of a job applicant

Meet with legal counsel concerning reasonably anticipated litigation and legal risks

Consider site selection, acquisition, or sale price of real estate*

Quasi-judicial actions (exempt)

Collective bargaining strategy (exempt)

RCW 42.30.110; 140

Action to hire, set salary, discharge

- "[W]hen a governing body elects to take final action hiring, setting the salary of an individual employee or class of employees, or discharging or disciplining an employee, that action shall be taken in a meeting open to the public;"

- RCW 42.30.110(g).

Public Attendance

College may not require a member of the public to register their names and provide other information, complete a questionnaire, or otherwise fulfill any condition precedent to attendance

~ RCW 42.30.040

■ Reasonable rules of conduct can be set. Can remove disruptive individuals. If meeting is disrupted can clear room or adjourn to another place and reconvene.

■ Cameras and tape recorders are permitted unless disruptive

~ AGO 1998 No. 15

Going into Executive Session

■ " . . . [T]he presiding officer of a governing body shall publicly announce the purpose for excluding the public from the meeting and the time when the executive session will be concluded."

(RCW 42.30.110(2))

Penalties for Violating
Open Public Meetings Act

- Personal civil liability ($500/$1000 penalty)

- Costs and attorneys fees

- Action taken is null and void

- Media attention (of the unfavorable kind)

Emails / Texts

- The definition of "meeting" does not require "the physical presence of members in the same location

- Thus, an exchange of emails among board members can constitute a deliberation or discussion, i.e., "action", and thus, a "meeting" subject to the Open Public Meetings Act.

Wood v. Battle Ground School District (2001).

To: Trustee Smith   From: Trustee Jones

"After we spoke yesterday, I texted Trustee Doe to bring her up to speed. I'm sure I have secured her vote."

Any problems presented by this email? Has there been a meeting?

PUBLIC RECORDS – RCW 42.56

- Any writing containing information relating to (a) the conduct of government, or (b) the performance of any governmental or proprietary function

- Prepared, owned, *used*, or retained by any agency

- Writing can be in any media or format

Public records definition (cont'd)

- The definition is broad enough to encompass anything prepared for College business or use.

- Includes emails, texts, and any other materials you prepare on personal computer, smartphone, tablet, and voice mail to communicate about college business.

Public Policy Strongly Favors Disclosure

- The duty to disclose public records is broadly construed. Public policy favors disclosure

- Exemptions are narrowly construed

- Public has right to inspect and seek copies, unless a specific exemption applies.

- College must designate a public records officer, who must receive training.

Some Exemptions
RCW 42.56.230-480

- Student Education Records under federal law (the Family Educational Rights and Privacy Act, 20 U.S.C. Sec. 1232g)

- Communications protected by the attorney-client privilege

- Private information in employee personnel files/application materials

- Test questions, scoring keys, and other examination data used to administer an academic exam

- Trade secrets

- Preliminary drafts in which policies are formulated

PUBLIC RECORDS

- Penalties can range from $0-$100 per day per record for improperly withheld records.

- Tip: Compose everything you put in writing even tangentially related to college business as if it will be made public at some point.

- Tip II: Do not use the "Reply All" function on your email.

- Tip III: To extent possible, use College-owned devices. If not possible, keep all college-related emails in one easily identifiable folder.

- Tip IV: Beware of long email strings with multiple subjects.

Document Retention

- Documents created or received by Trustees regarding College business are public records

- No public record can legally be destroyed without authorization

- Records retention schedules tell you how long records must be kept. New retention schedule for colleges as of February 2020.

- Transitory records are temporary in nature and are not needed for any office purpose and have not retention value. Examples:
  - *Scheduling*
  - *Greetings*
  - *Notices*
  - *Transmittal letters*
  - *Duplicate copies (but don't assume someone else has kept a copy)*
  - *Preliminary drafts*

Executive Ethics Act
RCW 42.52

- Aimed at preventing/mitigating conflicts of interest

- Government officials and employees hold a public trust. Paramount in that trust is the principle that public office may not be used for personal gain or private advantage

- Executive Ethics Board – http://ethics.wa.gov

Ethics Law Overview

- No activity in conflict with proper discharge of official duties

- May not use official position or state resources to secure special privileges for yourself or others

- May not receive a gift if it could be reasonably expected to influence performance of official duties -- $50 aggregate limit on unsolicited gifts per year from a single source.

- May not use state resources for political campaigns

Ethics (cont'd)

- Ethics violations are personal to the state employee/official, rather than the college.

- The Attorney General's Office is not statutorily authorized to defend an official or employee in actions before the Executive Ethics Board

RECAP

- AGO –we're here to assist.

- Open Meetings–everything is action.

- Public Records—everything is a public record.

- Emails – be aware, be intentional.

- Ethics—Be aware of conflicts and make use of the Exec Ethics Bd.

LEGISLATIVE MESSAGING

New Trustee Orientation

Kim Tanaka, ACT Director

Arlen Harris, Legislative Director

Laura McDowell, Communications Director

January 22, 2018

COMMUNITY AND TECHNICAL COLLEGES
Washington State Board

WHAT WE ARE GOING TO COVER

- Legislative overview
- Communicating with your Legislators
    - Why it's important
    - Olympia Office Visits
    - Testimony
    - Year-Round Engagement
- Messaging
- Resources

LEGISLATIVE OVERVIEW

- Washington has a part-time Legislature.
- 49 districts represent each corner of the state.
- The number of elected members:
  - House of Representatives: 98 members
  - Senate: 49 members
- The Governor's office and Legislature rely on the expert knowledge of advocates, stakeholders and staff for information.

LEGISLATIVE OVERVIEW

- The state's legislative cycle is two years long:
  - Odd years: session convenes for 105 days
  - Even years: session convenes for 60 days
  - The Governor may call a special 30-day session at any time
  - Session lengths have grown in the past few years (16 since 2001)
- Lawmakers introduce roughly 2,500 bills in a long session and 1,500 in a short session
- Only about one in five will become law
  - About 500 in a long session
  - About 300 in short session

COMMUNITY AND TECHNICAL COLLEGES
Washington State Board

COMMUNICATING WITH YOUR LEGISLATORS: WHY IT'S IMPORTANT

- Advance CTC system priorities

- Increase visibility

- Showcase colleges, students, programs

- Influence legislative decisions

COMMUNITY AND TECHNICAL COLLEGES
Washington State Board

OLYMPIA OFFICE VISITS

- Bring with you:
  - Legislative agenda, operating budget request, capital budget request
- Personalize the request to reflect their interests & the districts' needs. Legislators want to know:
  - Why do I care?
  - How does this impact my district/constituents?
  - What can I do about it?
  - In closing, ask for their support: "I hope we can count on your support this session."

COMMUNITY AND TECHNICAL COLLEGES
Washington State Board

ADDITIONAL TIPS FOR SUCCESS

- Do your homework!
  - Legislators and their roles
  - Colleges in their districts

- Repeat key points/messages

- Use local, personal stories to support data

COMMUNITY AND TECHNICAL COLLEGES
Washington State Board

TESTIMONY: PROTOCOL

- Let "your" legislators on the committee know you'll be testifying.
- Acknowledge the chair, committee members – address them by title.
- State your name for public record.
- Thank legislators for hearing your testimony.
- Stay on message, know your agenda.
- Repeat your message.

COMMUNITY AND
TECHNICAL COLLEGES
Washington State Board

TESTIMONY TIPS

- Be prepared – your time with them may be shorter than you anticipate.
- Anticipate likely questions, practice responses.
- The more lively and concise you are, the greater chance of your message getting across.
- Don't read your notes.
- Don't worry about lack of attention from legislators; your comments are being recorded and watched.

COMMUNITY AND
TECHNICAL COLLEGES
Washington State Board

TESTIMONY: TOUGH QUESTIONS

- Let them finish their sometimes long questions.
- Repeat your message.
- Acknowledge concerns, whether in fact you believe they are valid or not.
- Answer to the "best of your recollection" and "as I remember it".
- When helpful, repeat the question to give yourself time to answer.
- Try and take control of the hearing by getting your key points across – bring it back to your agenda.

COMMUNITY AND
TECHNICAL COLLEGES
Washington State Board

TESTIMONY: TOUGH QUESTIONS

- Address the entire committee if you get a difficult question. Don't focus on the questioner; diffuse it.
- If you don't know a fact:
  - Say "I'd like to confirm that information. I can get back to you and committee staff as soon as I have the definitive answer."
  - Describe a trend
  - Tell a story, it will be remembered

- Watch your body language.

COMMUNITY AND
TECHNICAL COLLEGES
Washington State Board

TESTIMONY: TOUGH QUESTIONS

- Do not:
  - Speak for the system unless there's a definitive position; speak about your college or students.
  - Promise something you can't deliver.
  - Answer hypothetical questions
  - Provide answers to questions that were not asked.
  - Get defensive or interrupt.

COMMUNITY AND TECHNICAL COLLEGES
Washington State Board

YEAR-ROUND CONTACT

- Hold candidate forums during election season.
- Attend candidate fundraisers <u>as a private citizen</u>.
- Attend events where the legislator is a guest.
- Subscribe to newsletters so you can find out your legislators' priorities; discuss how your college and our system help advance those priorities.
- Meet off-campus at a casual location (like coffee or lunch) to talk about issues.
- Give campus tours, emphasizing areas of interest to that legislator.
- Serve as a resource for them if they have questions or need a subject matter expert.
- Meet them in Olympia during the legislative session.
- Build a relationship with their legislative assistant.

COMMUNITY AND TECHNICAL COLLEGES
Washington State Board

EFFECTIVE MESSAGING

- Good messages are:
    - Accurate
    - Credible
    - Expressive
    - Supported by facts
    - Personalized
    - Reflective of system-wide themes
    - Repeatable

COMMUNITY AND
TECHNICAL COLLEGES
Washington State Board

EFFECTIVE MESSAGING: EXAMPLES

- Community and technical colleges:
  - Give everybody the chance to pursue skills and education beyond high school – in a way that fits them best.
  - Provide better skills, better jobs, better lives.
  - Build prosperity for everyone in Washington – greater good.
  - Fuel our economy by providing a talented and skilled workforce that meets employers' demands.

COMMUNITY AND
TECHNICAL COLLEGES
Washington State Board

RESOURCES

- WA State Legislature: http://www.leg.wa.gov/pages/home.aspx
- TVW: http://www.tvw.org/
- ACT: http://www.sbctc.edu/about/college-trustees/default.aspx
- SBCTC: http://www.sbctc.edu/
- Legislative News: http://sbctclegislativenews.blogspot.com/
- Twitter: *@SBCTCWashington*

Summary of 2013-14

- Washington community and technical colleges enrolled the equivalent of 182,677 full-time students (annual FTES) during academic year 2013-14, a decrease of two percent from the previous year's level. Of the total, 142,460 FTES — 78 percent — were in state-funded courses. State-funded FTES are supported by student tuition and state funding.

- Community and technical colleges served over a third of a million people — 388,082 students in 2013-14. This unduplicated headcount represents each student counted only once, even if the student enrolled for more than one quarter or at more than one college during the year.

- A total of 67,924 (48 percent) state-supported FTES were generated by students enrolled for workforce education (upgrading job skills or preparing to enter a new job field). Workforce FTES declined three percent from the previous year and 13 percent from the record high enrollment in 2010-11.

- In 2013-14, community and technical colleges served 12,690 Worker Retraining students (8,245 FTES). This represents a 13 percent decrease in students from the prior year, largely a result of the slowly recovering economy.

- Students who were preparing to transfer to four-year institutions accounted for 56,695 FTES (40 percent). 13,757 FTES (almost 10 percent) were generated by students enrolled with an immediate goal of basic education: Adult Basic Education (ABE), English as a Second Language (ESL), High School Equivalency preparation, or high school completion.

- Colleges enrolled 42,032 FTES in eLearning instruction, an increase of nine percent from 2012-13. Online learning comprises 63 percent of eLearning and increased by six percent. Hybrid, which combines online with some face-to-face, was 35 percent of all eLearning. Colleges enrolled 14,724 FTES as hybrid, an increase of 14 percent from the prior year.

- In 2013-14, 20,100 Running Start students — high school students earning high school and college credit simultaneously — accounted for 14,699 FTES. Another 3,998 high school students enrolled in college classes offered at their high school — (College in the High School) and 3,908 high school students enrolled in alternative high school programs offered at the colleges. Additionally, 744 students received their high school diploma as part of earning their associate degree.

- Integrated Basic Education and Skills Training (I-BEST) pairs ABE or ESL with workforce training. In 2013-14, 3,861 students were enrolled for 2,034 FTES in programs in fields such as allied health, welding, automotive, and early childhood education.

- Ten colleges offered upper division course work for the applied bachelor's degrees (649 FTES).

- In 2013-14, 17,724 individuals were employed in state-supported positions in Washington community and technical colleges. This included faculty, classified staff, administrative, and other professionals, and equaled 13,665 full-time equivalents and 53 percent faculty positions.

- System expenditures totaled more than $1.31 billion. Forty-six percent came from general and special state funds.

- Capital appropriations for the 2013-15 biennium totaled $302.5 million. The 30 college districts own just over 19 million square feet of facilities and 2,976 acres of land.

System Information

COMMUNITY AND TECHNICAL COLLEGES
Washington State Board

Executive Office and Cabinet Directors

August 2, 2021

Jan Yoshiwara
Executive Director

Beth Gordon
Executive Assistant

Carli Schiffner
Deputy Executive
Director of Education

- Education
- Policy Research
- Student Services
- Transfer
- Education
- eLearning
- Open Education
- Workforce
- Adult Basic
- Education

Ha Nguyen
Director for Equity,
Diversity

Arlen Harris
Legislative Director

Laura McDowell
Director of
Communications

Stacey Hagreen
Web Content
Manager

Katie Rose
Communications &
Marketing Associate

Julie Walter
WACTC Coordinator/
Legislative &
Communications
Assistant

Kim Tanaka
ACT Director

Elexa Miller
Administrative
Assistant

Choi Halladay
Deputy Executive
Director of Business
Operations

- Accounting
  Services
- Operating
  Budget
- Capital Budget
- Human
  Resources

Grant Rodeheaver
Deputy Executive
Director of
Information
Technology

- Systems Service
- Infrastructure
- Data Services
- ctcLink Project
- Customer
  Services & Tech
- Integration
- Application
  Services
- Technology
  Innovation

Board of Presidents (WACTC)

Presidents' Assistants for Community and Technical Colleges (PACTC)

Commissions and their councils:

Business Affairs Commission (BAC)
- Bookstore Council
- Budget, Accounting & Reporting Council (BAR)
- Operations & Facilities Council (OFC)
- Purchasing Affairs Council (PAC)
- Safety, Security & Emergency Management Council (SSEMC)

Human Resources Management Commission (HRMC)

Information Technology Commission (ITC)
- Security Council

Public Information Commission (PIC)

Instruction Commission (IC)
- Articulation & Transfer Council (ATC)
- Baccalaureate Leadership Council (BLC)
- Council for Basic Skills (CBS)
- Continuing Education Council (CEC)
- eLearning Council (ELC)
- Library Leadership Council (LLC)
- Workforce Education Council (WEC)

Research & Planning Commission (RPC)

Washington State Student Services Commission (WSSSC)
- Admissions & Registration Council (ARC)
- Advising & Counseling Council (ACC)
- Financial Aid Council (FAC)
- Council of Unions & Student Programs (CUSP)
- College Women's Programs Council (CWPC)
- Career & Employment Services Council (CESC)
- Disability Support Services Council (DSSC)
- Multicultural Student Services Directors Council (MSSDC)

WASHINGTON ASSOCIATION OF COMMUNITY AND TECHNICAL COLLEGES

WACTC

Aug. 9, 2016

BOARD OF PRESIDENTS
2021-22

Executive Committee

President	Christine Johnson
President-elect	Chris Bailey
Past President	Eric Murray
Chair, Capital Budget	Darrell Cain
Chair, Critical Issues	Suzanne Johnson
Chair, Educational Services	Sara Thompson Tweedy
Chair, Equity	John Mosby
Chair, Legislative & Public Information	Ivan Harrell
Chair, Operating Budget	Tim Stokes
Chair, Technology	Joyce Loveday
Ex-officio	Jan Yoshiwara

Capital Budget

Darrell Cain, chair
Luke Robins, vice chair
Walter Hudsick
Rosie Rimando-Chareunsap
Jim Richardson

BAC: Pat Sisneros
IC: Suzy Ames
SSC: Jessica Gilmore-English

Critical Issues

Suzanne Johnson, chair
Chemene Crawford, vice chair
Marty Cavalluzzi
Bob Mohrbacher
Michele Johnson

Educational Services

Sara Thompson Tweedy, chair
Amit Singh, vice chair
Chris Bailey
Karin Edwards
Chad Hickox
Daria Willis

IC: Jenni Martin
ITC: Kevin Combs
RPC: Kelley Sadler
SSC: Chio Flores

Equity

John Mosby, chair
Julie White, vice chair
Ed Brewster
Steve Hanson
Tom Keegan

DEOC: Rashida Willard
HRMC: Summer Korst
IC: Sayumi Irey
SSC: Andre Guzman

Legislative & Public Information

Ivan Harrell, chair
Kimberlee Messina, vice chair
Gary Locke
Linda Kaminski

PIC: Arden Ainley

Operating Budget

Tim Stokes, chair
Kevin McCarthy, vice chair
Kevin Brockbank
Kathi Hiyane-Brown
Eric Murray

BAC: Marty Logan
IC: Joyce Hammer
ITC: Rick Sparks
SSC: Scott Latiolais

Technology

Joyce Loveday, chair
Rebekah Woods, vice chair
Amy Morrison
Shouan Pan
Lin Zhou

BAC: David Williams
HRMC: Reagan Ballamy
IC: Rolita Flores Ezeonu
ITC: Tim Rager
RPC: Valerie Parton
SSC: Claire Peinado

Corrections Education

Luke Robins, chair
Ed Brewster
Kevin Brockbank
Karin Edwards
Ivan Harrell
Chad Hickox
Tom Keegan
Kevin McCarthy
Bob Mohrbacher
Rosie Rimando-Chareunsap
Amit Singh
Lin Zhou
Seattle Central

Nov. 9, 2021

2021-22 ACT Legislative Action Committee Reps and College Chairs

District	College	Primary Contact	Secondary Contact	Board Chair
28	Bates Technical College	Layne Bladow	TBD	Heather Moss
8	Bellevue College	Greg Dietzel	Richard Leigh	Richard Leigh
25	Bellingham Technical College	Brad Smith	TBD	Brad Smith
18	Big Bend Community College	Jon Lane	Anna Franz	Thomas Stredwick
30	Cascadia College	Janet McDaniel	N/A	Mike Kelly
12	Centralia College	Court Stanley	N/A	Doris Wood-Brumsickle
14	Clark College	Jeanne Bennett	Paul Speer	Rekah Strong
29	Clover Park Technical College	Alice Phillips	Lua Pritchard	Carol Mitchell
19	Columbia Basin College	Holly Siler	Allyson Page	Kedrich Jackson
17	Community Colleges of Spokane	Glenn Johnson	Beth Thew	Glenn Johnson
23	Edmonds College	TBD	Wally Webster	Wally Webster
5	Everett Community College	Toraya Miller	Bob Bolerjack	Toraya Miller
2	Grays Harbor College	Jim Sayce	N/A	Harry Carthum
10	Green River College	Elaine Chu	Jennifer Ramirez Robson	Elaine Chu
9	Highline College	Sharmila Swenson	Joe Bowman	Sili Savusa
26	Lake Washington Institute of Technology	Robert Malte	Lynette Jones	Anne Hamilton
13	Lower Columbia College	Mike Karnofski	Alice Dietz	Alice Dietz
3	Olympic College	Harriette Bryant	Cheryl Miller	Harriette Bryant
1	Peninsula College	Mike Glenn	N/A	Mike Glenn
11	Pierce College	Steve Smith	Brett Willis	Brett Willis
27	Renton Technical College	Debra Entenman	Frieda Takamura	Kirby Unti
6	Seattle Colleges	Louise Chernin	Rosa Peralta	Louise Chernin
7	Shoreline Community College	Tom Lux	N/A	Catherine D'Ambrosio
4	Skagit Valley College	Kathryn Bennett	N/A	Ozell Jackson
24	South Puget Sound Community College	Steven Drew	Jeff Davis	Jeff Davis
22	Tacoma Community College	Lois Bernstein	Bob Ryan	Lois Bernstein
20	Walla Walla Community College	Bill Warren	Michelle Liberty	Bill Warren
15	Wenatchee Valley College	Paula Arno Martinez	Steve Zimmerman	Tamra Jackson
21	Whatcom Community College	Rebecca Johnson	John Pedlow	Rebecca Johnson
16	Yakima Valley College	Bertha Ortega	Neil McClure	Neil McClure

Joint Legislative Committee

Purpose:
The purpose of the Joint Legislative Committee is to provide advice to the State Board and the State Board staff on legislative issues. The committee reviews the legislative priorities of the trustees and the presidents to formulate a recommendation to the State Board for a system legislative platform. During the legislative session, the committee meets weekly (via telephone) to advise the State Board staff on legislative positions for the system.

Membership:
The chair of the committee is the executive director of the State Board for Community and Technical Colleges. The membership consists of representatives from each of the following bodies:

➤ State Board for Community and Technical Colleges (three State Board members);
➤ Trustees Association of Community and Technical Colleges (TACTC president and Legislative Action Committee Co-Chairs)
➤ Washington Association of Community and Technical Colleges (WACTC president, president-elect and Legislative and Public Information Committee chair)
➤ State Board staff (Deputy Executive Director of Finance, TACTC Administrator / Legislative Liaison, and Director of Communications)

The committee relies on the staff of the State Board for Community and Technical Colleges for assistance in the preparation of materials to support the committee's work.

System Acronyms

![SBCTC - Washington State Board for Community & Technical Colleges]

Glossary of system acronyms

A

AA	Associate of Arts degree (see also DTA)
AACC	American Association of Community Colleges
AA/EEO	Affirmative Action/Equal Employment Opportunity
AAHEA	American Association of Higher Education and Accreditation
AAG	Assistant Attorney General
AAS	Associates of Applied Science degree or Associate of Arts and Science degree
AAUW	American Association of University Women
AAWCJC	American Association of Women in Community and Junior Colleges
ABE	Adult Basic Education — Former name for "Basic Education for Adults"
ABLE	Adult Basic and Literacy Educators
ACCT	Association of Community College Trustees
ACE	American Council on Education
ACAE	Advisory Council on Adult Education
ACRL	American College and Research Librarians
ACTP	American College Testing Program
ADA	Americans with Disabilities Act
AEAC	Adult Education Advisory Council
AEH	Adult Education for Homeless
AFRS	Agency Financial Reporting System
AFT	American Federation of Teachers

Glossary of Washington state community and
technical college system acronyms

Updated: January 2015

AG	Attorney General
AGB	Association of Governing Boards
AGO	Attorney General's Opinion
AHE	Association of Higher Education
AHEAD	Association on Higher Education and Disability
APGA	American Personnel and Guidance Association
AS	Associate of Science degree
ASHE	Association for the Study of Higher Education
ASSIST	Adult Statewide System for Information through Technology
AVA	American Vocational Association

B

BA	Bachelor of Arts	
BAC	Business Affairs Commission	
BAR	Budget, Accounting and Reporting Council	
BAS	Bachelor of Applied Sciences	
BEA	Basic Education Allotment	
BEdA	Basic Education for Adults	Formerly "Adult Basic Education"
BFA	Bachelor of Fine Arts	
BFET	Basic Food and Employment Training	BFEandT also acceptable
BIA	Bureau of Indian Affairs	
BIs	Baccalaureate Institutions (see also PBIs)	
BS	Bachelor in Science	
BT	Bachelor in Technology	

C

CAM	Capital Analysis Model	
CASAS	Comprehensive Adult Student Assessment System	
CBO	Community Based Organization	
CBS	Council for Basic Skills	
CCSSEE	Community College Survey of Student Engagement	
CCSEQ	Community College Student Experience Questionnaire	
CCE	Community and Continuing Education	
CE	Continuing Education	
CEC	Continuing Education Commission	
CESC	Career and Employment Services Council	
CEU	Continuing Education Units	
CHE	Center for Higher Education	
CIH	College in High School	
CIP	Classification of Instructional Programs	
CIS	Center for Information Services	Formerly CTC
CLEP	College Level Examination Program	
COCNASC	Commission on Colleges -- Northwest Association of Schools and Colleges	
COP	Council of Presidents	
CRLA	College Reading and Learning Association	
CSDAC	Counseling and Student Development Administration Council	
CTC	community and technical colleges	
CTCLAMS	Community and Technical College Library and Media	

SBCTC
WASHINGTON STATE BOARD FOR
COMMUNITY & TECHNICAL COLLEGES

	Specialists
CUPA	College and University Personnel Association
CUSP	Council of Union and Student Programs
CWPC	College Women's Programs Council
D	
DACUM	Develop a curriculum
DCD	Department of Community Development
DES	Department of Enterprise Services
DIS	Department of Information Services — Now part of the Department of Enterprise Services
DLC	Distance Learning Council
DLOA	Data Linking for Outcomes Assessment — Data files with employment and further education information on former students designed for research and accountability purposes
DOE	Department of Education
DOP	Department of Personnel
DSHS	Department of Social and Health Services
DSSC	Disabled Student Services Coordinators
DTA	Direct Transfer Agreement (Associates degree)
E	
EALR	Essential Academic Learning Requirements — Competencies required in K-12
ECEAP	Early Childhood Education and Assistance Program — A state-funded program somewhat like Head Start
ECS	Education Commission of the States
EDP	External Degree Program
EEO	Equal Employment Opportunity
EEOC	Equal Employment Opportunity Commission

Glossary of Washington state community and
technical college system acronyms

Updated: January 2015

EOE	Equal Opportunity Employer	
ES	Employment Security	Can also mean Employment Services, a function with the ES agency
ESAC	Even Start Advisory Committee	
ESD	Educational Service District	
ESL	English as a Second Language	
ESOL	English for Speakers of Other Languages	
F		
FAC	Financial Aid Council	
FACTC	Faculty Association of Community and Technical Colleges	
FAE	Faculty and Equipment	
FAFSA	Free Application for Federal Student Aid	
FIP	Family Independence Program	Part of TANF. Family Independence (FI) is a time-limited program that assists families with dependent children when families cannot provide for their basic needs.
FLSA	Fair Labor Standards Act	
FMS	Financial Management System	
FRACHE	Federation of Regional Accrediting Commissions of Higher Education	Merged in 1975 with Federation of Regional Accrediting Commissions of Higher Education (FRACHE) to create the Council on Postsecondary Accreditation (COPA).
FTE	Full-time equivalent	
FTEF	Full-time equivalent faculty	
FTES	Full-time equivalent student	
G		
GA	General Administration State Department of	Now part of DES
GAAPCom	Governor's Affirmative Action Policy Committee	
GED®		Formerly "General Education Development." GED ® is a proprietary term.

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GSL	Guaranteed Student Loan
H	
HCA	Health Care Authority
HEGIS	Higher Education General Information Survey	The Higher Education General Information Survey (HEGIS) system was conducted by the NCES between 1966 and 1985. This system was comprised of several surveys of institutions that were accredited at the college level by an agency recognized by the Secretary, U.S. Department of Education. These surveys collected institution-level data on such topics as institutional characteristics, enrollment, degrees conferred, salaries, employees, financial statistics, libraries and others. HEGIS surveys were sent to approximately 3,400 accredited institutions of higher education.
HECB	Higher Education Coordinating Board	Now Washington Student Achievement Council (WSAC)
HEPB	Higher Education Personnel Board
HRMC	Human Resource Management Commission
HSC	High School Completion
I	
I-BEST	Integrated Basic Education and Skills Training
IC	Instruction Commission
ICOA	Inter-institutional Committee of Academic Officers (of PBIs)
ICRC	Inter-college Relations Commission
ICSEW	Interagency Community of State Employed Women
I-DEA	Integrated Digital English Acceleration
IPEDS	Integrated Postsecondary Education Data System	Federal data collection for higher education
IPQ	Indicators of Program Quality
IRC	Information Resources Coordinator
IRCA	Immigration Reform and Control Act
ITPG	Information Technology Planning Group

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J

JCE	Joint Center for Education
JCS	Job Service Center
JEVC	Joint Economic Vitality Cabinet
JLARC	Joint Legislative Audit and Review Committee

L

LAAP	Learn Anytime, Anywhere Program
LEP	Limited English Proficient
LLA	Laubach Literacy Action
LMDC	Library Media Director's Council
LRC	Learning Resources Center
LVA	Literacy Volunteers of America

M

MIS	Management Information System
MOOC	Massive Open Online Course
MRTE	Mutual Research Transcript Enterprise
MSSD	Multicultural Student Services Directors

N

NACFAM	National Coalition for Advanced Manufacturing
NACTC	Northwest Association of Community and Technical Colleges
NACV	National Association of Concerned Veterans
NAFSA	National Association of Foreign Student Advisers
NASC	National Association of Schools and Colleges

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Acronym	Definition	Notes
NASFAA	National Association of Student Financial Aid Administrators	
NASPA	National Association of Student Personnel Administrators	
NCA	National Commission on Accrediting	Merged in 1975 with Federation of Regional Accrediting Commissions of Higher Education (FRACHE) to create the Council on Postsecondary Accreditation (COPA).
NCBA	Northwest College Bookstore Association	
NCDA	National Career Development Association	Formerly the National Vocational Guidance Association (NVGA).
NCES	National Center for Education Statistics	
NCFL	National Center for Family Literacy	
NCHEMS	National Center for Higher Education Management Systems	
NCSACE	National Council of State Association Chief Executives	
NDEA	National Defense Education Act	
NDSLC	National Direct Student Loan Coalition	
NEH	National Endowment for Humanities	
NIEA	National International Education Association	
NIFL	National Institute for Literacy	
NIMS	National Institute for Metalworking Skills	Also National Incident Management System
NSIS	North Snohomish, Island and Skagit Counties Consortium for higher education	Colleges and universities cooperating on joint program planning to serve that area.
NSSB	National Skill Standards Board	
NVGA	National Vocational Guidance Association	Renamed in 1985 the National Career Development Association (NCDA).
NWAACC	Northwest Athletic Association of Community Colleges	
NWCCU	Northwest Commission on Colleges and Universities	
NWPA	Northwest Placement Association	
NWREL	Northwest Regional Educational Laboratory	Now Education Northwest

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NWRLRC   Northwest Regional Literacy Resource Center

O

OAL	Office of Adult Literacy (SBCTC)
OASI	Old Age and Survivors' Insurance (social security)
OCCP	Office of Child Care Policy
OCR	Office of Civil Rights
OFC	Operations and Facilities Council (plant managers)
OFM	Office of Financial Management
OPEP	Organization of Parent Education Programs
ORIA	Office of Refugee and Immigrant Assistance
OSHA	Occupational Safety and Health Administration
OSPI	Office of the Superintendent of Public Instruction

P

PAC	Purchasing Affairs Council
PBIs	Public Baccalaureate Institutions
PERC	Public Employment Relations Commission
PERS	Public Employees' Retirement System
PIC	Public Information Commission
PID	Periodic Increment Date
PMCI	Performance Management for Continuous Improvement
PMIS	Personnel Management Information System A quarterly snapshot of the PPMS file used by SBCTC
PODC	Participant Outcomes Data Consortium
PPAC	Professional Placement and Advancement Committee

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PPMS	Personnel/Payroll Management System	A core administrative data system of the CTCs
R		
RCW	Revised Code of Washington	
RFI	Request for information	
RFP	Request for proposals	
RFQ	Request for quotation	
RIF	Reduction in force	
RPC	Research and Planning Commission	Formerly Washington Association for Research and Planning (WARP)
RS	Running Start	Program for dual enrollment in high school and college
S		
SAT	Scholastic Aptitude Test	
SBCCE	State Board for Community College Education	Now State Board for Community and Technical Colleges (SBCTC)
SBCTC	State Board for Community and Technical Colleges	Formerly State Board for Community College Education (SBCCE)
SBE	State Board of Education	
SBVE	State Board for Vocational Education	Now Workforce Training and Education Coordinating Board (WTECB)
SCAN	State Controlled Area Network	
SCANS	Secretary's Commission on Achievement of Necessary Skills	Commission appointed by Secretary of Labor in 1990. Work completed in 1992
SDA	Service Delivery Area	
SEBB	State Employees Benefit Board	
SEOG	Supplemental Educational Opportunity Grant	
SJTCC	State Job Training Coordinating Board	Now Workforce Training and Education Coordinating Board (WTECB)
SLIAG	State Legalization Impact Assistance Grants	
SMIS	Student Management Information System	Summary snapshot of the SMS for use by SBCTC

SMS	Student Management System	A core administrative data system of the CTCs
SPI	Superintendent of Public Instruction	
SSC	Student Services Commission	
STARS	State Training and Registry System	Career development system designed for child care providers.
STTACC	Staff Training for Technical and Community Colleges	
T		
TABE	Test of Adult Basic Education	
TACTC	Trustees Association of Community and Technical Colleges	
TANF	Temporary Assistance for Needy Families	
TEACH	Teacher Education and Compensation	For child care providers
TESC	The Evergreen State College	
TESOL	Teachers of English to Speakers of Other Languages	
TIAA/CREF	Teachers Insurance and Annuity Association/Retirement Equities Fund	
TRS	Teachers Retirement Fund	
U		
USDE	United States Department of Education	
V		
VC	Virtual Campus	
VISTA	Volunteers in Service to America	
W		
WAC	Washington Administrative Code	
WACAL	Washington Coalition for Adult Literacy	
WACCFAA	Western Association of Community College Financial Aid	

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Administrators

WACCSAP	Washington Association of Community College Student Activities Personnel
WACRAO	Washington Council of Registrars and Admissions Officers
WACTC	Washington Association of Community and Technical Colleges — Association of community and technical college presidents
WACTC-BAC	Washington Association of Community and Technical Colleges – Business Affairs Commission
WACTC-HRCM	Washington Association of Community and Technical Colleges – Human Resources Management Commission
WACTC-IC	Washington Association of Community and Technical Colleges – Instruction Commission
WACTC-PIC	Washington Association of Community and Technical Colleges – Public Information Commission
WACTC-SSC	Washington Association of Community and Technical Colleges – Student Services Commission
WACTC-WP	Washington Association of Community and Technical Colleges – Women's Programs Council
WACTCS	Washington Association of Community and Technical College Students
WACTE	Washington Association of Colleges of Teacher Education — Also Washington Association for Career and Technical Education
WADE	Washington Association for Developmental Education
WAESOL	Washington Association for the Education of Speakers of Other Languages
WAFSA	Washington Application for State Financial Aid
WAOE	Washington Association of Occupational Educators
WAOL	Washington Online
WAOL VC	Washington Online Virtual Campus

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WAPEC	Washington Association of Parent Education Coordinators	
WAPED	Washington Association on Postsecondary Education and Disability	
WARP	Washington Association for Research and Planning	Now Research and Planning Commission (RPC)
WASA	Washington Association of School Administrators	
WASP	Washington Association of School Principals	
WCHSCR	Washington Council for High School-College Relations	Usually referred to as "The Washington Council"
WCPCAN	Washington Council for the Prevention of Child Abuse and Neglect	
WCTCCA	Washington Community and Technical College Counselors' Association	
WEA	Washington Education Association	
WEACPECP	Washington Association of Educators of Personnel in Early Childhood Programs	
WEC	Workforce Education Council	
WF	WorkFirst	
WFAA	Washington Financial Aid Association	
WICHE	Western Interstate Commission on Higher Education	
WINS	Workplace Integration of Necessary Skills	
WISC	Washington Information Systems Commission	
WISHA	Washington Industrial Safety and Health Act	
WL	Washington Literacy	
WOIS	Washington Occupational Information Service	
WP	Women's Programs Council	
WPCT	Washington Pre-College Test	

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WPEA	Washington Public Employees' Association	
WSAC	Washington Student Achievement Council	Formerly Higher Education Coordinating Board (HECB)
WSASEA	Washington State Association of Student Employment Administrators	
WSATC	Washington State Apprenticeship and Training Council	
WSCA	Washington School Counselors Association	Professional development group for K-12 school counselors
WSSSC	Washington State Student Services Commission	
WSTPCC	Washington State Tech Prep Coordinating Council	
WTB	Workforce Training Board	
WTECB	Workforce Training and Education Coordinating Board	Formerly State Board for Vocational Education (SBVE) and State Job Training Coordinating Board (SJTCB)
WtW	Welfare to Work	
WVA	Washington Vocational Association	Now Washington Association for Career and Technical Education

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