

**AGENDA
SAN MATEO COUNTY COMMUNITY COLLEGE DISTRICT
BOARD OF TRUSTEES STUDY SESSION**

June 12, 2019

**Closed Session at 5:00 p.m.; Open Meeting at 6:00 p.m.
District Office Board Room, 3401 CSM Drive, San Mateo, CA 94402**

NOTICE ABOUT PUBLIC PARTICIPATION AT BOARD MEETINGS

The Board welcomes public discussion.

- *The public's comments on agenda items will be taken at the time the item is discussed by the Board.*
 - *To comment on items not on the agenda, a member of the public may address the Board under "Statements from the Public on Non-Agenda Items;" at this time, there can be discussion on any matter related to the Colleges or the District, except for personnel items. No more than 20 minutes will be allocated for this section of the agenda. No Board response will be made nor is Board action permitted on matters presented under this agenda topic.*
 - *If a member of the public wishes to present a proposal to be included on a future Board agenda, arrangements should be made through the Chancellor's Office at least seven days in advance of the meeting. These matters will be heard under the agenda item "Presentations to the Board by Persons or Delegations." A member of the public may also write to the Board regarding District business; letters can be addressed to 3401 CSM Drive, San Mateo, CA 94402.*
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 - *Government Code §54957.5 states that public records relating to any item on the open session agenda for a regular board meeting should be made available for public inspection. Those records that are distributed less than 72 hours prior to the meeting are available for public inspection at the same time they are distributed to the members of the Board. The Board has designated the Chancellor's Office at 3401 CSM Drive for the purpose of making those public records available for later inspection; members of the public should call 650-358-6753 to arrange a time for such inspection.*
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5:00 p.m. Call to Order

ANNOUNCEMENT OF CLOSED SESSION ITEMS FOR DISCUSSION

1. Conference with Legal Counsel – Anticipated Litigation: Significant exposure to litigation pursuant to Gov. Code, § 54956.9, subd. (d)(2): Two cases
2. Employee Discipline, Dismissal, Release
3. Conference with Labor Negotiator
Agency Negotiator: Mitchell Bailey
Employee Organizations: AFT, CSEA and AFSCME

PUBLIC COMMENTS ON CLOSED SESSION ITEMS ONLY

RECESS TO CLOSED SESSION

RECONVENE TO OPEN SESSION

**6:00 p.m. Call to Order/Roll Call
Pledge of Allegiance**

ANNOUNCEMENT OF REPORTABLE ACTION TAKEN IN CLOSED SESSION

DISCUSSION OF THE ORDER OF THE AGENDA

MINUTES

19-6-2 Approval of the Minutes of the Study Session of April 10, 2019

STATEMENTS FROM THE PUBLIC ON NON-AGENDA ITEMS

NEW BUSINESS

19-6-1A Approval of Personnel Items: Changes in Assignment, Compensation, Placement, Leaves, Staff Allocations and Classification of Academic and Classified Personnel

19-6-2A Approval/Ratification of District Administrator Contracts

STUDY SESSION

19-6-1C Discussion of Broadcasting of Board Meetings

19-6-2C Discussion of Proposed Changes to Board Policy 1.50, Minutes of Meetings

19-6-3C Discussion of Board of Trustees Self-Evaluation

STATEMENTS FROM BOARD MEMBERS

RECONVENE TO CLOSED SESSION (if necessary)

RECONVENE TO OPEN SESSION (if necessary)

ANNOUNCEMENT OF REPORTABLE ACTION TAKEN IN CLOSED SESSION (if necessary)

ADJOURNMENT

**Minutes of the Study Session of the Board of Trustees
San Mateo County Community College District
April 10, 2019, San Mateo, CA**

The meeting was called to order at 5:00 p.m.

Board Members Present: President Maurice Goodman, Vice President Karen Schwarz, Trustee Richard Holoher, Trustee Dave Mandelkern, Trustee Thomas A. Nuris

ANNOUNCEMENT OF CLOSED SESSION ITEMS FOR DISCUSSION

President Goodman said that during closed session, the Board will (1) hold a conference with legal counsel regarding three cases of existing litigation and one case of potential litigation as listed on the printed agenda, and (2) hold a conference with labor negotiators as listed on the printed agenda.

STATEMENTS FROM THE PUBLIC ON CLOSED SESSION ITEMS ONLY

None

RECESS TO CLOSED SESSION

The Board recessed to closed session at 5:00 p.m.

RECONVENE TO OPEN SESSION

The Board reconvened to open session at 6:42 p.m.

Board Members Present: President Maurice Goodman, Vice President Karen Schwarz, Trustee Richard Holoher, Trustee Dave Mandelkern, Trustee Thomas A. Nuris, Student Trustee Gabriela Topete Eng Goon

Others Present: Chancellor Ron Galatolo, Chief Financial Officer Bernata Slater, Skyline College President Regina Stanback Stroud, College of San Mateo President Michael Claire, Cañada College President Jamillah Moore, District Academic Senate President-Elect Jeramy Wallace

PLEDGE OF ALLEGIANCE

ANNOUNCEMENT OF REPORTABLE ACTION TAKEN IN CLOSED SESSION

President Goodman said there were no actions to report.

DISCUSSION OF THE ORDER OF THE AGENDA

President Goodman said that in order to accommodate out-of-town presenter Dr. Stephanie Droker, Senior Vice President of the ACCJC, it was requested that item 19-4-2C, Review and Discussion of Board Roles and Responsibilities in Colleges' Accreditation, be considered before item 19-4-1C. The Board agreed to the request.

MINUTES

It was moved by Trustee Nuris and seconded by Trustee Holoher to approve the minutes of the Regular Meeting of March 27, 2019. The motion carried, all members voting Aye.

STATEMENTS FROM THE PUBLIC ON NON-AGENDA ITEMS

President Claire displayed an award, prepared by the staff and children at the Child Development Center at College of San Mateo, honoring Chancellor Galatolo for recently being awarded the Harry Buttimer Distinguished Administrator Award from the Association of California Community College Administrators and the 2019 Distinguished Community College System Administrator Award from the Phi Theta Kappa Honor Society.

Chancellor Galatolo introduced and welcomed Josephine Goss Sims, the mother of Mwanaisha Sims, District Director of Policy, Training and Compliance, who was visiting from Detroit. He said Ms. Goss Sims spent her entire professional career as a teacher in the Detroit public school system.

President Stanback Stroud introduced Ingrid Vargas, the new Dean of Planning, Research, Innovation and Effectiveness at Skyline College.

NEW BUSINESS**APPROVAL OF PERSONNEL ITEMS: CHANGES IN ASSIGNMENT, COMPENSATION, PLACEMENT, LEAVES, STAFF ALLOCATIONS AND CLASSIFICATION OF ACADEMIC AND CLASSIFIED PERSONNEL (19-4-1A)**

It was moved by Trustee Holober and seconded by Vice President Schwarz to approve the items in the report. The motion carried, all members voting Aye.

STUDY SESSION**REVIEW AND DISCUSSION OF BOARD ROLES AND RESPONSIBILITIES IN COLLEGES' ACCREDITATION (19-4-2C)**

Chancellor Galatolo welcomed Dr. Stephanie Droker, Senior Vice President of the Accrediting Commission for Community and Junior Colleges (ACCJC). He said there has been a tremendous change in the culture of the ACCJC and in the way member institutions view the ACCJC, largely due to the addition of Dr. Droker and ACCJC President Dr. Richard Winn. Dr. Aaron McVean, Vice Chancellor of Educational Planning and Services, said Dr. Droker has had a connection to the community college system for some time and joined the ACCJC in 2016. He said that at this meeting, she will address the role of the Board in accreditation.

Dr. Droker said it has been a privilege to get to know the District's three colleges. She said the voices of faculty, students and administrators have been heard. She thanked Board members for their commitment to serving the needs of students.

Dr. Droker said the purposes of regional accreditation are to:

- provide quality assurance to students, the public and other institutions that colleges are achieving their missions;
- give credibility to degrees and credentials awarded to students;
- stimulate institutional improvement through assessment and evaluation practices; and be the gatekeeper of Title IV (federal financial aid).

Dr. Droker said the focus is on student learning and achievement and the accreditation process is designed to help institutions continuously improve. She said that in order to improve, institutions must rely on accurate data rather than on "gut instinct."

Dr. Droker discussed the accreditation cycle: institutional self-evaluation report (ISER); comprehensive review of the ISER and evidence by professional peers; Commission evaluation; institutional follow-up if necessary; and a midterm report in the fourth year. She emphasized that the Commission's goal is to support efforts to improve rather than to punish institutions.

Trustee Nuris asked if the accreditation review teams share practices used in other colleges that might be helpful to the college being reviewed. Dr. Droker said the team focuses on the best practices of the college being reviewed. Chancellor Galatolo said side conversations that share best practices often occur. President Claire added that the ACCJC holds "Partners in Excellence" conferences every other year which provide opportunities to share best practices.

Vice President Schwarz asked why the accreditation cycle was changed to a seven year cycle. Dr. Droker said this was negotiated during the 2014 review of the accreditation standards. She said there is recognition that the process is burdensome and that every dollar put toward accreditation takes money away from students.

Trustee Mandelkern asked how many of the current 19 commissioners were serving as commissioners in 2014. Dr. Droker said one commissioner will term out in June and she believes there are no others remaining from 2014.

Dr. Droker said that when she first came to the Commission, it did not model what it expected from the member institutions. Recent changes include the development of a mission statement, core values and a strategic plan. The Commission now uses a VP portfolio model whereby every college and district is assigned a staff liaison from the Commission. The liaison gets to know the colleges and their faculty, staff and students and works with the college/district accreditation liaison officer throughout the entire process. President Claire said that chair training now provides more opportunities to engage in open conversation. He said teams are trained to go into institutions assuming that they meet all of the standards. He said this training changes the mindset of the chair and the teams and represents

peer review at its best. Dr. Droker said teams are charged with asking questions to help a college/district meet a standard. Team reviewers' observations are also now considered valid evidence.

Dr. Droker said important tenets embedded in the ACCJC standards include: focus on achieving the institutional mission and on student outcomes; integrity and honesty in institutional policies and actions; and continuous improvement for high performance. In terms of meeting the standards, federal regulations require accreditors to terminate accreditation if an institution has not complied within two years from the time it was found to be non-compliant. Vice President Schwarz asked if federal regulations still require a yes or no answer in terms of compliance or if there are steps in between. Dr. Droker said federal regulations require a yes or no answer. However, teams are being trained to consider alignment, inferring that there are different components involved when looking at the meaning of a standard.

Dr. Droker said Standard IV focuses on the roles and responsibilities of trustees. She said governing boards have two challenges: mission-directed leadership and high performance of the board so they can best lead the college/district. She said boards have a responsibility to establish expectations of excellence and measure performance of the college/district. To perform well, trustees must be accountable and hold employees accountable as well. Dr. Droker said all board members represent the entire institution and all stakeholders, even if they were elected from a specific area or region. She said the board establishes the mission and vision for the college/district and staff develops the strategic goals and methods of achieving them. The board must then assure that the college/district goals are achieved by asking for data and analysis and by applying consistent and clear expectations across the district. The respective roles of the board and staff are iterative. The board should focus on the "what" (policy level) and not the "how."

Dr. Droker said there must be alignment among the mission and vision statements of the colleges and at the district level in order to meet the mission. She said this includes how college plans "roll up" to district plans and how district priorities "roll down" to the colleges. Trustee Mandelkern said the Board spent time during the strategic planning process to make sure they will be provided with appropriate and understandable metrics. Vice President Schwarz said reports from the colleges to the Board refer to how they are following the district strategic plan and how the plan's goals are being addressed. President Goodman said this alignment has been intentional. Dr. Droker said these comments show a positive alignment. She said a strategic plan should be a living document that can be updated as goals continue to move forward.

Dr. Droker outlined the roles of governing boards as designated by Standard IV.C:

- The institution has a governing board that has authority over and responsibility for policies to assure the academic quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. (IV.C.1)

Trustee Holober asked at what point an institution is viewed as not financially stable. Dr. Droker said Standard III-Resources focuses on processes and policies to ensure effective governance of resources. She said the fiscal health review is completed through the annual financial report. She said the Commission's focus is on how to help a college/district, which typically knows if they have an issue and is already working on it. Trustee Nuris asked what the process is for dealing with an institution that is in a financially unstable condition and does not want to take action to improve. Dr. Droker said the first step would be enhanced monitoring, along with an attempt to work with and assist the institution. Failing success with this step, it would go to the Commission and could affect the accredited status of the college/district.

- The board acts as a collective entity. Once the board reaches a decision, all board members act in support of the decision. (IV.C.2)

Dr. Droker said this does not mean that board members will not have disagreements. However, once a vote is taken, there is no minority report and all board members must support the decision. Dr. Droker said there have been situations where board members who did not agree with the majority opinion have gone to the media. She said this is very destructive to the institution and to the board's leadership.

Student Trustee Topete Eng Goon asked about the best way to address a situation where a decision has been made but there is an opinion that it does not seem to be working. Dr. Droker said the district's policies regarding how to place items on the agenda as a board member should be followed. President Goodman said that in the SMCCCD, the Board president builds the agenda in conjunction with the Chancellor and the Board Vice President is allowed to be part of the process as well. He said that Board members have the ability to request that items be placed on the agenda and should contact the Board President or Vice President or the Chancellor.

President Goodman asked if a Board member who is asked a question by the media can express an opinion and clarify that he or she is speaking as an individual and not for the Board. Dr. Droker said that once elected, board members move into a public position and lose rights as individual citizens; they are board members at all times and always represent the institution. Therefore, she said they lose the ability to say they are speaking as individuals. Trustee Mandelkern distinguished between expressing an individual opinion before a vote is taken versus after a vote is taken and there is a stated position. He said he agrees that once the board has taken a vote, it is incumbent upon all board members to support the position. However, he said he believes that if an issue of discussion has not come to a vote, an individual board member may express an opinion. Dr. Droker emphasized that the press does not come to a board member as an individual but as a member of the board. She said that expressing an opinion before a vote might be a violation of the Brown Act because it could be interpreted as the board member making a decision on an issue before the public and others have seen the item on a meeting agenda and have had an opportunity to comment on the item. Trustee Mandelkern said he does not agree with this interpretation of the Brown Act. Dr. Droker suggested that legal counsel be consulted on this issue. President Goodman said the District's policy is that the Board President or Chief of Staff speak to the press on behalf of Board. He asked what the remedy is for situations where individual Board members are contacted by the media. Dr. Droker suggested that training be provided on the appropriate way to handle the media. She noted that boards have codes of conduct and only other board members can hold an individual board member accountable.

Trustee Holober asked how common it is that board conduct leads to sanction and if communicating with the press has been an issue that has led to sanction. Dr. Droker said there have not been sanctions, mainly because the Commission has increased the number of options available prior to placement on sanction. She said matters of board conduct, however, have led to compliance issues. She noted that the Commission accredits colleges but not districts. Therefore, compliance issues dealing with board behavior affects the accredited status of all of the colleges.

- The Board is an independent, policy-making body that reflects the public interest . . . It advocates for and defends the institution and protects it from undue influence or political pressure. (IV.C.4)
- The Board delegates full responsibility and authority to the CEO to implement and administer board policies without board interference and holds the CEO accountable for the operation of the district. (IV.C.12)

Dr. Droker said board members tend to know employees and have relationships with them, which is positive. However, board members must remember that they have only one employee and that is the chancellor. The Board delegates responsibility to the chancellor and holds the chancellor responsible. The chancellor in turn delegates responsibilities to the president of each college, who then take care of their staff. Dr. Droker said this chain of command is very important. It is important that the board have clear communication with their employee (the CEO), that the employee knows what the board's expectations are, and that the employee has the ability to do his or her job to the fullest. The employee is held accountable for meeting his or her goals. How the goals are met and who the CEO delegates to help meet the goals is up to the CEO. If the goals are not met, the board will address it through the CEO evaluation.

- The Board acts in a manner consistent with its policies and bylaws and has a mechanism for regularly reviewing its policies and bylaws for effectiveness. (IV.C.7)

In closing, Dr. Droker said effective boards focus on student success and learning, support college leadership, and develop a team culture/build trust and respect.

Trustee Mandelkern thanked Dr. Droker for her presentation. He said additional evidence, such as public workshops and conferences that the Commission is holding and to which trustees are invited, is welcome and refreshing. He thanked Dr. Droker for her efforts to make things better.

Trustee Holober said he noticed that the standard regarding student learning outcomes (SLOs) being part of faculty evaluation and has been eliminated. Dr. Droker said having SLOs be part of faculty evaluation assumed that learning outcome assessment is an "individual sport" and it is actually a "team sport" in which faculty must engage as a collective. She said Standard II.A.2 has been expanded to put focus on collective engagement rather than on the individual.

REVIEW AND DISCUSSION OF COLLEGES' ACCREDITATION PROCESS (19-4-1C)

Vice Chancellor McVean said the ISERs will come to the Board for first reading on April 24. In preparation, at this meeting each college will discuss the process used to develop its ISER and the topics for its Quality Focus Essay (QFE), which is a new part of this accreditation cycle.

Cañada College

President Moore said the ISER preparation process was inclusive, offering multiple modes of participation as well as reflection and collaboration. There was a college-wide QFE development process involving participatory governance committees. The Planning and Budgeting Council served as the Accreditation Oversight Committee, with a standing agenda item on accreditation. Team members included accreditation co-chairs, standard co-chairs, sub-standard tri-chairs and writing teams. The process began in spring 2017 and included gathering, reflection, synthesizing and finalizing in spring 2019.

Karen Engle, Dean of Planning, Research and Institutional Effectiveness, said she, the accreditation co-chairs and the faculty co-chair led the communication effort and empowered the standard co-chairs to manage their teams. Multiple forms of communication were employed, including an online comment section.

Dean Engle said the QFE outlines areas for further study that are designed to enhance student success. Cañada College had twelve ideas for topics. After looking at data, they decided to hone in on the issue of persistence, using the STEM Center as a best practice model because it has used innovative methods to successfully address this issue. The project is called "I Can Start Strong" and it focuses on the student experience six months prior to enrollment at the college through nine months into the student's time at the college, with the assumption that there is a bundle of activities that can be utilized to enhance the chances of student persistence. Dean Engel said the college decided to use the Chancellor's Office Vision for Success metrics to measure progress. The intended outcomes include increasing the number of degrees and certificates awarded, increasing the percentage of students transferring to a UC or CSU, decreasing the average number of units completed, and increasing the number of CTE students who are employed in their field of study.

Skyline College

President Stanback Stroud said the college has been engaged in the accreditation process for close to two years. A steering committee was established in fall 2017 with a tri-chair system that included leadership of the classified constituency, faculty and administration. There was also recognition of the importance of including student voices. Along with the tri-chairs, the steering committee included co-chairs of the four standards, the faculty editor, and resource collaborators. Each standard co-chair worked with a team of writers. The tri-chairs also established a chief editor and evidence position. A communication strategy was set up to provide an opportunity for widespread input and participation. Multiple methods of communication were utilized to solicit feedback. College governance committees were involved, along with the standing Accreditation Oversight Committee.

Karen Wong, Coordinator of Institutional Effectiveness and Faculty Tri-Chair, said Skyline College's QFE is intended to focus on the improvement of student learning and achievement. She said Skyline College is continually engaged in this type of critical reflection inquiry to determine areas in which it can improve to strengthen access, success and completion.

Ms. Wong said the college's QFE project is the Skyline College Promise. The three signature components of the Promise program are Guided Pathways, Promise Scholars Program and Transformative Teaching and Learning. She outlined action projects associated with these components and said they will culminate in measurable outcomes to be reported to the ACCJC in the midterm report. They include: increase the three-year associate degree completion rates among first-time, full-time students; decrease the average number of units attempted by associates degree completers; increase course success rates overall; achieve equity by eliminating disparities among ethnic/racial groups; and make the graduation rate of Promise Scholar Program students double that of a comparative Skyline College cohort.

College of San Mateo

President Claire prefaced the report by noting that he has served on twelve accreditation visits and has chaired ten of the teams. He said he is grateful to Chancellor Galatolo and the Board for their leadership and courage to take a stand. He said he believes the most impactful changes made by the ACCJC are:

- There is no correlation between the number of recommendations to improve and sanctions
- Teams serve in an advocacy position, being instructed to assume that colleges have met the standards

- The ACCJC staff liaison acts as a resource, gets to know the college, and is embedded with the accreditation team when they are onsite

President Claire said College of San Mateo established an accreditation oversight committee in March 2008 and it has never been disbanded. It is a participatory governance committee and guides the overall process. He referenced the timeline leading up to the 2019 accreditation site visit and the communications plan. The leadership of the Academic Senate, classified staff and students were approached and were provided ample opportunity for feedback on the ISER. President Claire said the ISER should be written in a compact, efficient style. A writing team for each standard parses the standard down to its key elements, determines how the college responds to an element, and lists possible sources of evidence. It is then turned over a small group of technical writers who are knowledgeable about accreditation and can create an ISER that the accreditation team can basically use as its report.

Dr. Hilary Goodkind, Dean of Planning, Research, Innovation and Effectiveness, said College of San Mateo started its Education Master Plan planning process at the same time as the ISER, thereby becoming a true continuous improvement process. She said the Education Master Plan aims to support students' various pathways toward self-sufficiency. To support them doing so, the College chose two critical programs on which to focus in the QFE: the Promise Scholars Program and Career Development.

Dean Goodkind said the Promise Scholars Program is a replication of the CUNY Accelerated Study in Associate's Program. This ties directly to the second goal in the Education Master Plan which is create equitable opportunities for all students. Career development provides a clear pathway to gainful employment. The goals are: match student and employer objectives; enhance partnerships with business and industry; increase responsiveness to labor market demands; increase internship opportunities; collaborate with career counseling on campus; and improve career placement at a livable wage.

Student Trustee Topete Eng Goon highlighted student involvement in the process. She said there are always two to four students from each Student Senate who are interested and provide input.

Trustee Mandelkern asked if the peer review teams will be at the three colleges simultaneously and if they will make their recommendations to the Commission at the same time. Vice Chancellor McVean said the teams visit the colleges at the same time. Action will be taken at the Commission meeting in January and will be reported in February. Trustee Mandelkern asked to what degree the teams compare the colleges against one another. President Claire said each college is accredited individually and the three separate teams do not necessarily even meet each other. He said a team will also look at District services that are centralized. Vice Chancellor/Chief of Staff Mitchell Bailey added that common language will appear in each ISER regarding District services such as Finance, Facilities, ITS, the CEO and the Board.

President Goodman said that given the earlier discussion with Dr. Droker, he said would like to agendize for a future meeting the Board's self-evaluation process and best practices of an effective board.

STATEMENTS FROM BOARD MEMBERS

Trustee Nuris he was pleased to be in the presence of many people who honored former Trustee Tom Mohr and his wife, Sandy, at the wonderful celebration at Cañada College. He said he attended the Progress Seminar for the first time and was impressed with the number of representatives from cities, the county and business community who came together to discuss items of importance for the county.

Vice President Schwarz said she attended the event honoring Tom and Sandy Mohr. She said many community members expressed gratitude that Mr. and Mrs. Mohr were honored with such a wonderful tribute.

President Goodman said that if any Board members would like to suggest agenda items for future meetings, they should submit them to himself, Vice President Schwarz or Chancellor Galatolo. He said he would like one item to be a discussion of Assembly Bill 302 regarding allowing students to sleep in cars in community college parking lots and how this would affect the District and the Board's response to addressing the issue of homelessness. He encouraged student leaders to have conversations with students regarding the impacts of the legislation. Student Trustee Topete Eng Goon said the District Student Council is interested in the topic and she believes some students will participate in the discussion at a Board meeting. She suggested that this be the next topic in the series on race, class, gender, privilege

and equity. Trustee Holober said he believes the author of the bill should be invited to make a presentation at the meeting. Chancellor Galatolo said he will make sure that Assemblymember Berman is invited to the meeting.

President Goodman said he attended the wonderful event for Tom and Sandy Mohr. He said that during his comments, he made a statement wondering how to honor someone who has made such a great impact on education in the County. Congresswoman Jackie Speier then suggested renaming Cañada College for Mr. Mohr and this is how the idea originated. He said he understands that individuals at Cañada College have already started conversations on the topic and he would like it to be an agenda for further discussion by the Board at a future meeting. Trustee Mandelkern said the Board has a policy on the naming of facilities. President Goodman said this will be part of the discussion. Vice President Schwarz said she attended a meeting of the Cañada College Academic Senate and the topic came up in casual discussion. She suggested that they be invited to participate in the discussion as well. President Moore said the Academic Senate will be discussing the topic at its meeting of April 11.

President Goodman said President Stanback Stroud will receive a Building Empathy and Respect Award at the Peninsula Conflict Resolution Center's 8th Annual Building Empathy and Respect Benefit Reception on April 11.

Student Trustee Topete Eng Goon said the District Student Council will be conducting interviews for a new student trustee on April 12. She said an event on Human Trafficking Awareness will take place on April 24 at College of San Mateo, with more than ten organizations taking part.

Trustee Mandelkern said he regrets that he was unable to attend the event honoring Tom and Sandy Mohr. He said he attended the Progress Seminar and found the session on regionalism to be particularly interesting. He said the Seminar presents a good opportunity to interact with fellow elected officials and business and community leaders. He said he spoke with Assemblymember Marc Berman who asked why the District does not support Assembly Bill 302, which he inferred from a story on KTVU Channel 2. Trustee Mandelkern said he informed Assemblymember Berman that the Board has discussed the bill but has not taken a position on it.

Trustee Holober said he attended the event honoring Tom and Sandy Mohr and agreed that it was a wonderful tribute.

RETURN TO CLOSED SESSION

President Goodman said the Board would return to closed session to continue consideration of the items listed on the printed agenda. The Board recessed to closed session at 9:40 p.m.

RECONVENE TO OPEN SESSION/ANNOUNCEMENT OF REPORTABLE ACTION TAKEN IN CLOSED SESSION

The Board reconvened to open session at 10:45 p.m. President Goodman said the Board did not take reportable action during closed session.

ADJOURNMENT

The meeting was adjourned by consensus at 10:46 p.m.

Submitted by

Ron Galatolo, Secretary

Approved and entered into the proceedings of the June 12, 2019 meeting.

Karen Schwarz, Vice President-Clerk

BOARD REPORT NO. 19-6-1A

TO: Members of the Board of Trustees
FROM: Ron Galatolo, Chancellor
PREPARED BY: David Feune, Director, Human Resources, 358-6775

APPROVAL OF PERSONNEL ITEMS

New employment; changes in assignment, compensation, and placement; leaves of absence; changes in staff allocation and classification of academic and classified personnel; retirements, phase-in retirements, and resignations; equivalence of minimum qualifications for academic positions; and short-term temporary classified positions.

A. ADMINISTRATIVE APPOINTMENT, REAPPOINTMENT, ASSIGNMENT AND REASSIGNMENT

(NP = New position, * = New Employee)

College of San Mateo

Alexandra Fasth Interim Director of High School Transition Enrollment Services
And Dual Enrollment

Reassigned from a full-time, 12-month Program Services Coordinator (Grade 27 of the Classified Salary Schedule 60) into this interim academic supervisory assignment at Grade 193E of the Academic-Classified Exempt Supervisory Salary Schedule 35, effective June 3, 2019 covering for Tiffany Zammit who is on a leave of absence.

Micaela Ochoa Vice President of Administrative Services Administrative Services

New administrative employment, effective July 1, 2019, replacing Jan Roecks who will be retiring.

Skyline College

Jannett Jackson Interim President President's Office

New interim administrative assignment, effective July 1, 2019, replacing Regina Stroud who is retiring.

Christopher Gibson Dean of Language Arts Language Arts

Reassignment from faculty (Faculty Salary Schedule 80) into this administrative assignment at Grade AD of the Management Salary Schedule 20, effective May 3, 2019, replacing Mary Gutierrez who resigned.

Carla Grandy Director, Guided Pathways and Comprehensive Redesign Student Equity and
(Funded by Guided Pathways) Support Programs

Reassignment from faculty (Faculty Salary Schedule 80) into this academic supervisory assignment at Grade 192E of the Academic-Classified Exempt Supervisory Salary Schedule 35, effective April 1, 2019, replacing Michael Reiner.

Andrea Vizenor	Dean of Strategic Partnerships and Workforce Development (NP)	Strategic Partnerships and Workforce Development
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Reassigned from a full-time, 12-month Director, Career & Workforce Program (Grade 192E of the Academic Classified Exempt Supervisory Salary Schedule 35) into this administrative assignment at Grade AD of the Management Salary Schedule 20, effective July 1, 2019. This position was previously Board approved on December 13, 2018.

Michael Kane*	Dean of Business, Education and Professional Programs	Business, Education & Professional Programs
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New administrative employment, effective June 10, 2019, replacing Christine Roumbanis who will be retiring.

B. PUBLIC EMPLOYMENT

1. New Hires (NP = New Position, * = New Employee)

Cañada College

Alexander Claxton*	Planning and Research Analyst	Planning, Research, & Institutional Effectiveness
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New full-time, 12-month, classified employment, effective June 27, 2019, replacing Tracy Huang who was reassigned.

College of San Mateo

Briana Avila*	Instructor, Communication Studies	Language Arts
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New full-time, academic employment, effective August 12, 2019, replacing Juanita Alunan who retired.

Michelle Beatty*	Instructor, Math	Math/Science Division
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New full-time, academic employment, effective August 12, 2019, replacing Carlene Tonini-Boutacoff who retired.

Patrice Reed-Fort	Counselor/Coordinator	EOPS/CARE
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New full-time, academic employment, effective August 12, 2019, replacing Ruth Turner who retired.

Joshua Rhodes*	Instructor, Math	Math/Science
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New full-time, academic employment, effective August 12, 2019, replacing Robert Kommas who retired.

Kazumi Tsuchiyose	Instructor, Math	Math/Science
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New full-time, academic employment, effective August 12, 2019. Position was previously vacant.

Joseph Guiriba	Career Counselor	Counseling
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New full-time, academic employment, effective August 12, 2019. Position was previously vacant.

Patrick Wolff* Instructor, Social Science Creative Arts/Social Science

New temporary academic employment, effective for the 2019-2020 academic year.

District Office

Melissa Rohlf* Alumni Relations & Development Manager SMCCC Foundation

New full-time, 12-month classified supervisory employment, effective May 20, 2019, replacing Kyoki Phillips who resigned.

Steven Yee* System Administrator ITS
(Customer Relationship Management System) (NP)

New full-time, 12-month classified employment, effective June 3, 2019. This position was previously Board approved on January 24, 2019.

Skyline College

Yancy Aquino Instructor, Biology Science/Math/Technology

New academic employment, effective August 12, 2019, replacing Sandra Hsu who retired.

Emilie Hein Instructor, Physics Science/Math/Technology

New academic employment, effective August 12, 2019, replacing Ilkka Koskelo who resigned.

2. Re-Employment

Cañada College

Melissa Alforja TRIO SSS Counselor/Coordinator Student Services

Recommend approval of an extension for a temporary, categorically-funded academic position (10-month), effective Fall semester 2019 through Spring semester 2020. The position was originally approved on September 11, 2013.

C. REASSIGNMENT THROUGH THE HIRING PROCESS

College of San Mateo

Max Ullrich Office Assistant II (NP) Admissions and Records

Reassigned from a part-time (48%), 12-month Office Assistant II (Grade 18 of the Classified Salary Schedule 60) into this full-time, 12-month position at the same grade level of the same salary schedule, effective May 15, 2019. This position was previously board approved on January 24, 2019.

District Office

Claudia Rosales Accounting Technician Auxiliary Services

Reassigned from a full-time, 12-month Bookstore Operations Assistant (Grade 22 of the Classified Salary Schedule 60) into this full-time, 12-month position at Grade 24A of the same salary schedule, effective May 1, 2019, replacing Laura Brugioni who was reassigned.

Skyline College

Ame Maloney Librarian Academic Support & Learning Technologies

Reassigned from a full-time, 12-month Program Service Coordinator (Grade 27 of the Classified Salary Schedule 60) into this full-time, academic position of the Regular Faculty Schedule 80, effective August 12, 2019.

Hoi Yin (Amy) Yiu Cosmetology Office Assistant II Business, Education & Professional Programs

Reassigned from a part-time (48%), 10-month Cosmetology Office Assistant II (Grade 18 of the Classified Salary Schedule 60) into this full-time, 12-month position at Grade 26 of the same salary schedule, effective June 3, 2019, replacing Lygia Isaacs who retired.

D. TRANSFER/ADMINISTRATIVE REASSIGNMENT

None

E. CHANGES IN STAFF ALLOCATION**Cañada College**

1. Recommend creation of a new classification titled, "Retention Specialist – Funded by the Promise Scholars Program" at Grade 24 of the Classified Salary Schedule 60, effective June 13, 2019. In addition, recommend a change in staff allocation to add one full-time, 12-month Retention Specialist – Funded by the Promise Scholars Program position in Student Services, effective June 13, 2019. This position is a temporarily-funded position, effective June 13, 2019 through the expiration of the funding.

College of San Mateo

1. Recommend creation of a new classification titled, "Retention Specialist - Funded by the California Wellness Grant" at Grade 24 of the Classified Salary Schedule 60, effective June 13, 2019. In addition, recommend a change in staff allocation to add one full-time, 12-month Retention Specialist – Funded by the California Wellness Grant position in the Academic Support & Learning Technologies, effective June 13, 2019. This position is a temporary, grant-funded position, effective June 13, 2019 through the expiration of the funding.
2. Recommend a change in staff allocation to add one full-time, 12-month Cosmetology Instructional Aide position in the Business/ Technology Division, effective June 13, 2019.

F. PHASE-IN RETIREMENT**College of San Mateo****Tania Beliz**

Professor, Health Science

Math/Science Division

Recommend approval of participating in the Phase-In Retirement Program, effective August 12, 2019. Confirmation of employee eligibility and final approval of the employee's proposed workload reduction is managed by the State Teachers Retirement System.

G. LEAVE OF ABSENCE

None

H. PUBLIC EMPLOYEE RETIREMENT AND RESIGNATION**1. Retirement****College of San Mateo****Catherine Motoyama**

Professor, Communication Studies

Language Arts

Retiring as Professor Emerita, effective July 18, 2019 with 28 years of District service. Eligible for District retiree benefits.

District Office**Kathryn Blackwood**

Executive Vice Chancellor

Administrative Services

Retiring as Executive Vice Chancellor Emerita, effective May 2, 2019 with 15 years of District Service. Eligible for District retiree benefits.

Skyline College**Regina Stanback Stroud**

President

President's Office

Retiring as President Emerita, effective July 15, 2019 with 18 years of District Service. Eligible for District retiree benefits.

2. Post-Retirement

None

3. Resignation**College of San Mateo****Niruba Srinivasan**

Registrar

Admissions & Records

Resignation effective May 31, 2019.

I. ESTABLISHMENT OF EQUIVALENCY TO MINIMUM QUALIFICATIONS

None

J. PROFESSIONAL EXPERT/CONTRACT POSITIONS

None

K. SHORT-TERM, NON-CONTINUING POSITIONS

The following is a list of requested classified short-term, non-continuing services that require Board approval prior to the employment of temporary individuals to perform these services, pursuant to Assembly Bill 500 and its revisions to Education Code 88003:

<i>Location</i>	<i>Division / Department</i>	<i>No. of Pos.</i>	<i>Start and End Date</i>		<i>Services to be performed</i>
Cañada College	Humanities & Social Science (CWA)	2	08/19/2019	12/31/2019	Instructional Aide II: <i>Previously requested position</i> This is paraprofessional work involved with assisting faculty in the delivery of classroom instruction and/or laboratory teaching and tutoring by appointment for College for Working Adult students who are restricted in the time they are on campus due to distance and employment. Under direction, the employee performs a variety of preparatory work and planning and at the direction of faculty prepares materials for use in the classroom and/or laboratory.
Cañada College	Humanities & Social Science (CWA)	1	07/01/2019	12/31/2019	Retention Specialist: <i>Previously Requested Position</i> This is paraprofessional work involved with assisting faculty in the delivery of classroom instruction and/or laboratory teaching and tutoring by appointment for College for Working Adult students who are restricted in the time they are on campus due to distance and employment. Under direction, the employee performs a variety of preparatory work and planning and at the direction of faculty, prepares materials for use in the classroom and/or laboratory.

Cañada College	Workforce Development	1	07/01/2019	08/15/2019	Staff Assistant: This position will help the Director of Workforce Development in the following ways: 1)Exchange information with college staff and others regarding department services, as well as to provide operating policies and procedures; 2) Screen calls, visitors and electronic inquiries to provide policy and procedural information and/or take messages and make appropriate referrals; 3)Set up and track budget expenditures and files.
Cañada College	General Administration	6	07/01/2019	12/31/2019	Theatre Production Technicians: <i>Previously Requested Position</i> This position is to assist with construction and implementing theatrical sets, lighting, sound, and other operational aspects of theatre events and rentals held by non-Cañada clients (outside usage). This request will also cover the Humanities and Social Sciences division. This will also cover any Theatre technician work on outside events/rentals.
College of San Mateo	KCSM-FM	4	07/01/2019	12/31/2019	FM Announcers: This position will select music, create lists of music scheduled for play; host radio programs, produce promotional announcements; operate specialized station equipment.
College of San Mateo	Math/Science Division-MESA	1	07/01/2019	12/31/2019	Program Services Coordinator: <i>Previously Requested Position</i> This position will help with recruitment and identification of new and continuing students who qualify for the MESA program. Plan and coordinate events as needed for the MESA program. Provide information to MESA qualified students about the opportunities and rewards of being a MESA student. Support student academic success in math and science classes by conferences, counselor appointments, etc.

College of San Mateo	Administrative Services	1	06/01/2019	12/31/2019	Administrative Assistant: This position will support the Administrative Services department as the CBO is out on maternity leave.
College of San Mateo	Financial Aid Department	1	07/01/2019	09/30/2019	Financial Aid Assistant: <i>Previously Requested Position</i> This position will be responsible for helping students filling out their FAFSA and Dream Act applications.
District Office	Facilities Planning & Operations	1	07/01/2019	12/31/2019	Project Coordinator II (Measure H): <i>Previously Requested Position</i> This position will assist in a variety of short term projects that need the assistance of a temporary Project Coordinator to handle. Need a 0.40 FTE only.
District Office	Facilities Planning & Operations	1	07/01/2019	12/31/2019	Document Management Specialist: <i>Previously Requested Position</i> Current incumbent is detailing into the Accounting Technician position.
Skyline College	Academic Support & Learning technologies/ the Learning Center	2	07/01/2019	12/31/2019	Instructional Aide I: This position will cover hours throughout the day to insure that the Learning Center has full tutoring staff for student support. This position will provide clerical and related support to faculty and staff in a classroom and/or laboratory setting. These tutors have been trained extensively and have built considerable skills as academic support leaders.
Skyline College	Academic Support & Learning technologies/ the Learning Center	3	07/01/2019	12/31/2019	Instructional Aide II: This position will provide expert tutoring in designated areas, often tutoring higher-level courses. The position will cover hours throughout the day to insure that The Learning Center has full tutoring staff for student support. This position will also assist with day to day oversight of the four tutoring labs, including training and upkeep of lab space.

Skyline College	TRIO Program/SESP	1	0701/2019	12/31/2019	Instructional Aide II: <i>Previously Requested Position</i> This position will provide individualized and small group tutorial services in specific subject areas (i.e., Math, English, ESOL, Chemistry, Biology, Accounting and Social Science).
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BOARD REPORT NO. 19-6-2A

TO: Members of the Board of Trustees
FROM: Ron Galatolo, Chancellor
PREPARED BY: David Feune, Director, Human Resources, 358-6775

APPROVAL/RATIFICATION OF DISTRICT ADMINISTRATOR CONTRACTS

The Board of Trustees annually renews contracts for administrators. The District administrator contracts are being submitted for approval to extend the contracts for permanent administrators for the periods represented in the recommendation at the end of this report.

As of January 1, 2017, California Government Code Section 54953(c)(3) requires an oral summary of a recommendation for a final action on the salaries, salary schedules, and compensation to be paid in the form of fringe benefits to be paid to a local agency executive. This oral summary will be read by staff from the Office of Human Resources at the Board meeting and will include the individuals and positions for which contracts are being recommended. In addition, Government Code Section 53262 mandates that employment contracts for local agency executives be *ratified* in open session. The salary schedules for the administrators who receive contracts is attached to this report as Exhibit A. A sample of the contract used for administrators is attached to this report as Exhibit B.

Each administrator receives either 16.88 or 18.75 (for the local agency executives identified below) hours of vacation per month, and 7.5 hours of sick leave per month. In addition, similar to other employees in the District, each administrator receives:

- Paid holidays and other leaves granted by the District
- Medical insurance based on employee-selected allocations from the total compensation formula, with a monthly maximum District contribution of \$1,519 (for family coverage)
- Fully paid vision and dental insurance
- Retiree medical benefits for eligible retirees
- Fully paid basic life insurance
- Fully paid employee assistance program
- An IRC 125 flexible spending account that employees can use to convert out-of-pocket medical, child care, dependent care and specific other expenses into pre-tax benefits
- Fully paid disability insurance
- PayFlex commuter benefits
- Enrollment in either the State Teachers' Retirement System or Public Employees' Retirement System

Full details of the benefits can be found in the District 2018 Benefits Information Guide.

RECOMMENDATION

1. It is recommended that the Board approve employment contracts for new administrators covered by the Management Salary Schedule, as summarized in the oral presentation. The form of agreement is attached hereto; and
2. It is further recommended that the Board approve amendments to existing employment contracts for administrators on the Management Salary Schedule and Executive Salary Schedule, as summarized in the oral presentation; and
3. It is further recommended that the employment contracts for certain permanent administrators covered by the Management Salary Schedule, as described in the oral presentation, be amended by extending the term of the agreement for each such contract through June 30, 2021; and
4. It is further recommended that the employment contracts for certain permanent administrators covered by the Executive Salary Schedule, as described in the oral presentation, be amended by extending the term of the agreement for each such contract through June 30, 2022.

**San Mateo County Community College District
Management Salary Schedule (20)
Effective: 01-JUL-2018**

Grade	Step	1	2	3	4	5	6
AA	Ann	201756.00	210780.00	219780.00	230100.00	240384.00	250692.00
	Mon	16813.00	17565.00	18315.00	19175.00	20032.00	20891.00
	A3022	Chief Financial Officer					
AB	Ann	167400.00	176388.00	185412.00	194436.00	204720.00	215040.00
	Mon	13950.00	14699.00	15451.00	16203.00	17060.00	17920.00
	A2005	Vice President, Instruction					
	A2006	Vice President, Student Services					
	A3001	Vice President, Admin Services					
	A3002	Vice President, Planning, Research and Institutional Effectiveness					
	A3031	Vice President, Special Projects					
AC	Ann	164796.00	172524.00	181560.00	190560.00	199596.00	209892.00
	Mon	13733.00	14377.00	15130.00	15880.00	16633.00	17491.00
	A2004	General Manager, KCSM-TV/FM					
	A2020	Executive Director, Foundation					
	A3028	Executive Director, Facilities Planning & Oper					
AD	Ann	157080.00	164796.00	172524.00	181560.00	190560.00	199596.00
	Mon	13090.00	13733.00	14377.00	15130.00	15880.00	16633.00
	A2010	Dean, Couns/Avis/Matric					
	A2011	Dean, Division					
	A2044	Dean of Ath/Kin/Dance/Lib/LR					
	A2045	Dean of Academic Support & LT					
	A2046	Dean, Global Learning Programs					
	A2047	Dean, Student Equity & Support Programs					
	A1009	Dean of Planning, Research, Innovation, and Effectiveness					
	A2048	Dean, Enrollment Services and Support Programs					
	A2049	Dean, Strategic Partnerships and Workforce Development					

San Mateo County Community College District
Management Salary Schedule (20)
Effective: 01-JUL-2018

Grade	Step	1	2	3	4	5	6
AE	Ann	149364.00	157080.00	164796.00	172524.00	181560.00	190560.00
	Mon	12447.00	13090.00	13733.00	14377.00	15130.00	15880.00
	A2016	Director of Human Resources					
	A2023	Director of General Services					
	A2024	Director of Operations					
	A3015	Director of Maintenance & Operations					
A3029	Director of Capital Projects (Measure H)						
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AF	Ann	141636.00	149364.00	157080.00	164796.00	172524.00	181560.00
	Mon	11803.00	12447.00	13090.00	13733.00	14377.00	15130.00
	A2008	Dean, Admissions/Records					
	A2042	Dean, Enrollment Services					
	A3018	Dean, Univ Ctr/Acad Supp Svc					
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AG	Ann	135180.00	141636.00	149364.00	157080.00	164796.00	172524.00
	Mon	11265.00	11803.00	12447.00	13090.00	13733.00	14377.00
<hr/>							
AH	Ann	128748.00	135180.00	141636.00	149364.00	157080.00	164796.00
	Mon	10729.00	11265.00	11803.00	12447.00	13090.00	13733.00
<hr/>							
AI	Ann	122328.00	128748.00	135180.00	141636.00	149364.00	157080.00
	Mon	10194.00	10729.00	11265.00	11803.00	12447.00	13090.00
	A2041	Director of Development					
	A0036	Director of Planning & Research					
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AJ	Ann	115896.00	122328.00	128748.00	135180.00	141636.00	149364.00
	Mon	9658.00	10194.00	10729.00	11265.00	11803.00	12447.00
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San Mateo County Community College District
Executive Salary Schedule (10)
Effective: 01-JUL-2018

Grade	Step	1	2	3	4	5	6
CN	Ann	453192.00	453192.00	453192.00	453192.00	453192.00	453192.00
	Mon	37766.00	37766.00	37766.00	37766.00	37766.00	37766.00
	A1001	Chancellor					
EA	Ann	245076.00	255384.00	266964.00	278556.00	291444.00	304320.00
	Mon	20423.00	21282.00	22247.00	23213.00	24287.00	25360.00
	A1006	Deputy Chancellor					
EB	Ann	241680.00	251988.00	263568.00	275160.00	288024.00	300912.00
	Mon	20140.00	20999.00	21964.00	22930.00	24002.00	25076.00
	A3019	Executive Vice Chancellor					
EC	Ann	231384.00	241680.00	251988.00	263568.00	275160.00	288024.00
	Mon	19282.00	20140.00	20999.00	21964.00	22930.00	24002.00
	A1002	President					
	A1007	Vice-Chancellor, Human Resources and General Counsel					
	A1008	Provost, International Education					
	A1010	Vice-Chancellor - Chief of Staff					
	A3021	Vice-Chancellor, Education Services & Planning					
	A3025	Vice-Chancellor, Facilities					
	A3027	Vice-Chancellor, Auxiliary Services & Enterprise Operations					

EMPLOYMENT AGREEMENT - ADMINISTRATOR

This Employment Agreement (the “Agreement”) is made and entered into on **July 1, 2019** by and between the Board of Trustees of the San Mateo County Community College District (referred to as either the “District” or the “Board”, as appropriate) and «Name» (the “Employee”). The Parties mutually agree to the following:

1. **EMPLOYMENT.** The Board employs the Employee as «Position» (the “Position”) for the term beginning **July 1, 2019** through and including **June 30, 2021**. Employee is an academic employee as defined in the Education Code and an educational administrator as defined in the Education Code. Employee shall be required to render twelve (12) months of full and regular service to the District during each year of this Agreement.
2. **DUTIES.** Employee shall perform duties as required by law; as described in the job announcement on file for the Position or in any subsequent description prepared by the Office of Human Resources; and/or as assigned by the District. In addition to the duties and responsibilities enumerated in the job description, Employee is expected to represent the College and/or District by attending and participating in a variety of community and civic programs and events, public service occasions, social events, job-related meetings at the local and state level, and other activities as directed by the College President, or appropriate supervising administrator. Employee shall devote his/her time, skills, labor and attention to performing in the Position.
 - a. Transfer and Reassignment. During the term of this Agreement, Employee may be reassigned or transferred to a position for which Employee possesses the minimum qualifications required by law. However, reassignment pursuant to this section of the Agreement shall not result in a reduction of compensation during the term of this Agreement. A reassignment pursuant to this paragraph shall not constitute the creation of a new Agreement nor shall it extend the term of this Agreement.
3. **SALARY.** Employee shall be compensated in accordance with the Management Salary Schedule established and approved by the Board at Grade «Grade», Step «Step», in the amount of «Salary» per month. A step increase will occur on the anniversary date, if applicable. The Board reserves the right to increase the salary of this position from time to time, however such increases shall not be interpreted as a new agreement or operate as an extension or renewal of this Agreement.
4. **VACATION LEAVE.** During the term of this Agreement, Employee shall accrue vacation at 16.88 hours/month for each full month of employment and use it in accordance with the terms and conditions as approved by the Board. Employee shall be entitled to any increase in this vacation allowance as may be granted from time to time to all other unrepresented managers by the Board. Said vacation may be taken only at times that are convenient to the operation of the District, as approved by Employee’s immediate supervisor. The maximum vacation accumulation shall not exceed two times (2x) the

annual vacation allowance then in place, which shall include any portion of unused vacation for the current year. Once Employee reaches the maximum amount, Employee will cease to accrue additional vacation hours until that balance falls below the maximum amount. However, if Employee is unable to take vacation days because the District has been unwilling to allow utilization of those days, and Employee's accumulation will exceed the maximum, Employee shall be paid for said days in cash.

5. **SICK LEAVE.** During the term of this Agreement, Employee shall accrue sick leave at 7.5 hours/month for each full month of employment and use it in accordance with the terms and conditions as approved by the Board. Upon termination of employment, unused sick leave will have no cash value to Employee, other than its use as potential service credit with the Public Employees Retirement System or the State Teachers Retirement System as may be allowed by law. Employee shall be entitled to any increase in this sick leave allowance as may be granted from time to time to all other unrepresented managers by the Board.
6. **PAID HOLIDAYS AND OTHER LEAVES.** Employee shall be entitled to all paid holidays granted by the District during the term of this Agreement to all other unrepresented management employees, and those other holidays which might be required by the California Education Code. Employee shall be entitled to such other leaves of absence granted by the Education Code, District Rules and Regulations, or offered from time to time to all other unrepresented managers by the Board.
7. **HEALTH AND WELFARE BENEFITS.** The District shall provide to Employee all health and welfare benefits which presently include health, medical, dental, vision, and life insurance, for which Employee is eligible, and shall have the premiums for such plans paid by the District up to the employer contribution limit set for all other unrepresented managers of the District. It is agreed and understood that these fringe benefits may be amended and modified or deleted in their entirety from time to time as determined by the Board. At the conclusion of employment with the District, Employee shall receive the same retiree health benefits as the District provides for managers who meet certain age and service requirements as set forth in Exhibit A (which is attached and by reference incorporated as a part of this agreement).
8. **PERFORMANCE EVALUATIONS.** Employee will be evaluated in accordance with the District's Policy and Procedures for the evaluation of administrators. Compliance with the Section by the District shall not be a condition precedent to the right of the District to reassign Employee, terminate and/or renew this Agreement and the failure to timely evaluate Employee shall not constitute a basis to challenge any reassignment, termination or decision not to renew this Agreement. The District reserves the right to conduct additional evaluations if recommended by either the immediate supervisor or College President.
9. **ELIMINATION OR MODIFICATION OF ADMINISTRATIVE POSITION.** The Parties acknowledge that within the term of the Agreement, the Employee's Position may be eliminated, or the duties of that administrative assignment modified in the sole discretion of the District. In the event Employee's Position is eliminated or the Position's

duties are modified in accordance with this paragraph, Employee may have the following options with respect to his/her assignment: if eligible, the Employee may exercise retreat rights to a faculty position or become a first-year probationary faculty member under California Education Code sections 87454-87458.1; the Employee may be reassigned to another administrative position; the Employee may have his/her position upgraded or downgraded; or the Employee may be released from any and all administrative positions held. In the event of retreat or reassignment, Employee shall not be entitled to retain the salary, benefits, and title provided for in this Agreement.

10. **RENEWAL.** Any notice to Employee that this Agreement will not be renewed shall be provided ninety (90) days in advance of the expiration date of this Agreement. If District fails to reemploy Employee by appointment or Agreement upon expiration of this Agreement, and the notice required for in this paragraph was not given, the Administrator shall be deemed reemployed by District for a period of one year, from the expiration date of the current Agreement, with all other terms and conditions remaining unchanged.
11. **TERMINATION OF CONTRACT.** Employee serves in the Position at the pleasure (at-will) of the District. This Agreement may be terminated in accordance with the following:
 - a. Mutual Consent. Employee and the District may agree, in writing, to terminate this Agreement by mutual consent.
 - b. Termination by Employee. Employee may terminate Employee's obligations under this Agreement by providing no less than 60 days' written notice to the Vice Chancellor, Human Resources and Employee Relations.
 - c. Termination for Cause. This Agreement may be terminated for cause if Employee has materially breached the terms of this Agreement, has neglected to perform the duties under it, or committed an act specified in Education Code Section 87732. Prior to termination on this basis, Employee will receive 30 days' notice of the basis for the termination, and an opportunity to meet with the Chancellor to contest the termination. If the matter is not resolved at the Chancellor level, Employee can request a meeting with the Board of Trustees in closed session. This opportunity to be heard shall be provided within thirty (30) school days after meeting with the Chancellor. This meeting with the Board is not an evidentiary hearing, but the parties are expected to provide each other with a reasonable, complete explanation of their positions. Employee shall not be entitled to any other administrative proceeding or due process.
 - d. Termination without Cause. Notwithstanding any other provision of this Agreement, the Board, or its designee, shall have the option to terminate this Agreement by providing Employee with a written notice of termination. If the Board elects to terminate this Agreement pursuant to this section, Employee shall receive (a) an amount equivalent to six (6) months of salary, plus one additional month of salary for every year of service to the District in the Position, or the equivalent, up to a maximum of twelve (12) months of salary, or (b) an amount equal to the salary

remaining under the Agreement, whichever is less. This amount shall be offset by any amounts actually earned by Employee as a faculty member following the termination of this Agreement. The intent of this provision is to satisfy the requirements of California Government Code sections 53260-53264, and shall be interpreted consistent with those statutes.

The parties further agree that this sum constitutes liquidated damages in recognition of the extreme difficulty of determining actual damages to Employee resulting from this Agreement's termination without cause. These liquidated damages represent Employee's sole and exclusive remedy for any and all damages, known or unknown, tort, contract or otherwise, flowing from the termination of Employee's employment with the District. The parties recognize that upon payment of the liquidated damages sum, Employee will be foreclosed from bringing any action or proceeding of any nature against the District.

- e. **Retreat Rights.** This provision does not affect an administrator's right to continued employment in a faculty assignment, or rights afforded other administrators under Education Code sections 87454-87458.1, to the extent such rights exist. Notwithstanding the foregoing, for an Employee who has a right to continued employment in a faculty assignment, or rights afforded other administrators under Education Code sections 87454-87458.1, if Employee engages in conduct subject to discipline under Education Code sections 87732-87734, or others relating to academic employees, the District reserves the right to impose discipline on Employee, up to and including termination, in accordance with provisions of the Education Code applicable to academic employees.
12. **SEVERABILITY.** If any provision of this Agreement is held to be contrary to law by a court of competent jurisdiction, such provision shall not be deemed valid and subsisting except to the extent permitted by law, but all other provisions shall continue to remain in full force and effect.
13. **WAIVER.** The failure or neglect of either party to exercise any right hereunder or under law, shall not constitute a waiver of any other rights or privileges hereunder.
14. **MODIFICATION.** This Agreement cannot be changed or supplemented orally. It may be modified or superseded by mutual, written agreement, executed by both the parties.
15. **APPLICABLE LAW, RULES AND REGULATIONS.** This contract is subject to all applicable laws of the State of California, the rules and regulations of the Board of Governors of the California Community Colleges, and the rules, regulations and policies of the District, all of which are made a part of the terms and conditions of this contract as though set forth herein. This Agreement shall prevail over any conflicting District rules, regulations, policies or procedures.
16. **VENUE.** The Parties agree that in the event of litigation, venue shall be the proper state or federal court serving San Mateo County, State of California.

EXHIBIT A
MANAGEMENT RETIREE HEALTH AND WELFARE BENEFITS

1. **RETIREE MEDICAL AND DENTAL BENEFITS:** The District will provide medical and dental benefits, as described in the benefits handbook available in the Office of Human Resources, to managers who were employed as regular faculty, classified or management employees by the District prior to January 1, 1987. The eligible retired manager, and that manager's spouse at the time of the manager's retirement, shall be eligible for continuation of benefits during the life of the retired manager, and, following the death of the retired manager, during the life of the un-remarried surviving spouse.
- 1.1 **Employed Prior to 1/1/1987 and Prior to 9/8/1993:** For those employed as regular faculty, classified or management employees by the District on or after January 1, 1987, the maximum amount paid by the District for retiree medical benefits will be the amount the District would have been required to pay had the retiree selected the appropriate Kaiser Health Plan.
- 1.2 **Employed On or After 9/8/1993:** For managers whose first day of paid service as a regular faculty employee, classified employee or manager commences on or after September 8, 1993, the maximum amount paid by the District for retiree health benefits (medical and dental) shall be \$450/month until the manager becomes eligible for Medicare Part B. At that time, the District will then pay, for the manager only, the lowest cost medical plan available within the agreement between the parties.
- 1.3 **10 Years of Service Required – Employed Prior to 9/8/1993:** For those managers hired as a regular faculty employee, classified employee or manager prior to September 8, 1993, to be eligible for District-paid retiree medical and dental benefits, the retiree must have ten (10) full years of service with the District and be at least 55 years of age. For a year of service to be counted, the assignment must have been such that the manager was eligible for medical insurance benefits if such benefits were available to employees.
- 1.4 **20 Years of Service Required – Employed On or After 9/8/1993:** For those managers hired as a regular faculty employee, classified employee or manager whose first day of paid service commences on or after September 8, 1993, to be eligible for District-paid retiree medical and dental benefits, the retiree must have twenty (20) full years of service within the District, must be at least 55 years of age, must be currently employed by the District at the time of retirement, and the age at the time of retirement of the retiree (in full years), when added to the full years of service, must total 75 or more. For a year of service to be counted, the assignment must have been such that the manager was eligible for medical insurance benefits if such benefits were available to employees.

BOARD REPORT NO. 19-6-1C

TO: Members of the Board of Trustees
 FROM: Ron Galatolo, Chancellor
 PREPARED BY: Mitchell Bailey, Vice Chancellor/Chief of Staff, 574-6510

DISCUSSION OF BROADCASTING OF BOARD MEETINGS

The Board has expressed interest in discussing the possibility of broadcasting its meetings. There are a number of factors that staff would call to the Board’s attention when considering this issue of broadcasting meetings and they are outlined in this report.

- **Current District practices are in accordance with the law and policy**
 The District strives to achieve high levels of transparency, accountability and honesty and is fully committed to the public’s right to information and to be aware of the District’s decision-making processes.
 - a. The Board of Trustees meetings are properly noticed and agendas and full meeting materials of all items to be considered are published in conformance with state public meetings laws. The Board encourages and welcomes public attendance and participation in these meetings and members of the public have an opportunity to speak directly to the Board on any item on the agenda and on items that are not on the agenda.
 - b. There are audio recordings of Board meetings, which are maintained for at least 30 days. Any member of the public who wishes to have a copy of an audio recording is welcome to request one.
 - c. Minutes are taken, approved and published for each Board meeting. These minutes are made available online on the District’s website immediately following approval from the Board.

- **There are positives and negatives to broadcasting meetings of public bodies**
 The Association of Community College Trustees (ACCT) published the following briefing for Boards to consider when evaluating broadcasting meetings: <https://www.acct.org/page/trustee-talk-issue-5>.

- **Broadcasting in Other Bay 10 Districts and County High School Districts**
 Seven of the ten community college districts in the Bay Area do not broadcast their board meetings.

Community College District	Broadcast Board Meetings
Chabot-Los Positas	No
Contra Costa	No
Foothill-De Anza	No
Marin	No
Ohlone	Yes
Peralta	Yes
San Francisco	Yes
San Jose Evergreen	No
San Mateo	No
West Valley-Mission	No

Additionally, of the five high school districts in San Mateo County, two currently regularly broadcast their meetings.

High School District	Broadcast Board Meetings
Cabrillo Unified	Yes
Jefferson Union	Yes
San Mateo Union	No
Sequoia Union	No
South San Francisco Unified	Only when held in Council Chambers

- **Range of Anticipated Costs for Broadcasting Meetings**

The District currently does not have the capacity to broadcast board meetings. To do so would require equipping the Board Room with video and audio equipment, along with additional backend technology support programs as well as additional staffing. Outfitting the Board Room with the necessary equipment could cost from \$75,000 to \$100,000 (one-time), and staffing costs could range from \$40,000 to \$60,000 per year.

Staff have contacted two local providers to get a rough estimate of costs for broadcasting if these services were outsourced. The cost per year for these services (taping, broadcasting, steaming, editing, archiving, closed captioning and any necessary engineering and technical support) could range from \$25,000 to \$40,000. Additional factors that would impact cost would be length of each board meeting, required technologies and equipment and trained operators.

BOARD REPORT NO. 19-6-2C

TO: Members of the Board of Trustees
FROM: Ron Galatolo, Chancellor
PREPARED BY: Mitchell Bailey, Vice Chancellor/Chief of Staff, 574-6510

**DISCUSSION OF PROPOSED CHANGES TO
BOARD POLICY 1.50 – MINUTES OF MEETINGS**

At the Board's April 24, 2019 meeting, staff presented to the Board recommended edits to Policy 1.50 relating to minutes of meetings. The Board had a discussion about the proposed changes and indicated that it would like to revisit this issue in conjunction with a discussion about the broadcasting of Board meetings.

Therefore, this item is presented for the Board's pleasure to discuss further. No action is being requested on any proposed changes to the Board policy at this time.

CHAPTER 1: Board of Trustees
BOARD POLICY NO. 1.50 (BP 2360 and 2365)

BOARD POLICY
San Mateo County Community College District

Subject: 1.50 Minutes of Meetings
Revision Date: 2/09; 6/15
Policy References: Education Code Section 72121(a); Government Code Sections 6250 et seq., 54957.5 and 54953.7

1. A record of all transactions of the Board shall be set forth in the Board meeting minutes. All minutes, after approval by the Board, shall be kept by the Secretary for the Board in the Minute Book and/or in an appropriate electronic format as the official record of Board meetings. The minutes of all Board meetings are public records and shall be made available to the public.
2. The minutes shall be succinct; the basic function of the minutes shall be the recording of official actions of the Board and shall be drafted in conformance with the City Clerks Association of California's "Guidelines for Preparing Minutes for Governmental Agencies."
 - a. ~~The minutes shall record the name of the person making a motion, the name of the person seconding it and the vote. A member abstaining from voting on a proposition may state his/her reasons and may have them recorded in the minutes if he/she so requests at the time of the voting.~~
 - b. ~~If discussion is held on an item, the minutes will state that "a discussion was held". A summary of the positions of the Board members will be reported. Such summary may be corrected at the time the minutes are presented for adoption.~~
 - c. ~~Any Board member may request that there be included in the minutes any verbatim statement which that Board member has made or data which he/she wishes to have included in the minutes. Unless such request is made at the meeting during which the statement is made or the data produced, it shall not thereafter be requested as part of those particular minutes.~~
 - d. ~~Each Board member shall have the privilege of having his/her vote and the reasons for it recorded separately on any question if he/she so requests in the minutes. The request must be made while the vote is being taken or immediately thereafter.~~
3. Board meetings shall be audio recorded. Recordings shall be subject to inspection by members of the public in accordance with the California Public Records Act, Government Code sections 6250, et seq. Recordings of meetings do not constitute the official Board minutes, but are used to assist in clarifying the business transacted at Board meetings. Recordings normally will be retained for one month; at the discretion of the Board or the Chancellor, recordings may be retained for a longer period of time.
4. Minutes shall be posted on the District's website.
5. Minutes and recordings of Board meetings shall be available by prior arrangement for inspection by the public during the regular office hours of the District Office. If requested, the minutes shall be made available in appropriate alternative formats so as to be accessible to persons with a disability.

BOARD REPORT NO. 19-6-3C

TO: Members of the Board of Trustees
FROM: Ron Galatolo, Chancellor
PREPARED BY: Mitchell Bailey, Vice Chancellor/Chief of Staff, 574-6510

DISCUSSION OF BOARD OF TRUSTEES SELF-EVALUATION

Board Policy 1.35 states, “Board members, including the Student Trustee, shall participate in an annual Board evaluation process which will be conducted each calendar year. The purpose of this evaluation of the Board as a whole is to identify those areas of Board functioning which are working well and those which need improvement and to improve communication and understanding among Board members.”

During its last self-evaluation, the Board suggested modifying its current evaluation instrument. In addition, the Board discussed the possibility of surveying meeting attendees for their input and to provide the Board with a broader view of their effectiveness. Suggested questions for individuals attending meetings, as submitted by the Board, are included with this report. Additionally, the Community College League of California’s guide for board self-assessment is included for the Board’s reference.

Suggested survey questions for regular public attendees of Board meetings, as submitted for consideration by members of the Board of Trustees (July 2018)

To be completed by individuals who regularly attend Board meetings:

1. The Board interacts effectively and respectfully among itself.
2. The Board considers input from all stakeholders when making decisions.
3. The Board is fair and thoughtful in its deliberations.
4. The Board clearly sets policy and provides overall direction and oversight for the District.
5. The Board meetings are well organized, with sufficient time for presentations and discussions of agenda items.
6. Trustees are granted sufficient time to ask questions and discuss their opinions on agenda items.
7. Trustees treat each other with courtesy and respect.
8. Trustees treat staff making presentations with courtesy and respect.
9. Trustees treat members of the public who address the Board with courtesy and respect.
10. Trustees make succinct comments on staff presentations, and avoid inappropriate criticism or excessive flattery.
11. Agenda items are well organized to allow separate time for: (1) presentations from staff, (2) comments from the public, (3) opportunity for staff to answer Board questions, and (4) uninterrupted Board deliberation.

Additional comments:

To be completed individuals who make comments during “Statements from the Public on Non-Agenda Items” time:

1. The Board was attentive and listened to my comments.
2. The time allotted was sufficient for me to make my key point(s).
3. The Board meeting time and location was convenient for me.
4. Overall I had sufficient opportunity to address the Board of Trustees.



ASSESSING BOARD EFFECTIVENESS

Resources for Boards of Trustees
Self-Evaluation

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INTRODUCTION

Successful colleges require effective leadership and governance. Success is a result of highly qualified and skilled people serving in leadership positions. Highly qualified 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 California community 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.

While it is true that the public “evaluates” board performance when it re-elects (or not) trustees to the board, the political process provides only “yes” or “no” feedback, and it is not always clear what the reason is for the vote. To assess and improve its performance, a board needs ongoing information on how it is doing on specific roles and responsibilities – information that simply cannot be obtained through the election process.

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.

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.

BOARD RESPONSIBILITIES

- 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.

Accreditation Standard

The importance of regular board self-evaluation is underscored by the Western Association's Accrediting Commission for Community and Junior Colleges. Standard IV.C.10 (2014 Revision) states:

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

The district's accreditation self-study report should include evidence that boards have a policy and procedure, have conducted regular self-evaluations, and have used the results to improve how they are governing their district. Evidence includes survey results, annual reports from the evaluation discussion, and board meeting minutes that include review and/or ratification of board goals resulting from evaluations. The results of the evaluations are made public by posting them on the district's website and/or adopting or affirming them at a public board meeting.

PURPOSE AND OUTCOMES

The purposes of the board self-evaluation include identifying areas of board functioning that are working well and those that may need improvement. It is an opportunity for an 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 engaging in ongoing improvement. They set an example for ongoing improvement throughout the institution.

Exploring board and trustee responsibilities fosters 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 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. The self-evaluation process and results are public information under California's Brown Act.

Annual board self-evaluations are the most common and useful. 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.

Following are some common ways to gather information for the self-evaluation.

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. 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 sample surveys included later in this guide include suggested rating scales. 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 trustee and constituent surveys allows for easy comparison between the two sets of results.

Surveys are designed to assess two areas of board functioning:

- The progress 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. Some examples are included in the next section on criteria and in Sample 1 on page 16.

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. See the Evaluation Criteria chapter in this guide for more detail as well as the survey samples provided later in this document.

Interviews

Another evaluation strategy is for someone, usually a consultant, to conduct structured interviews of 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 writes a report to the board. It is a qualitative approach to evaluation. It may be used in addition to a survey.

An interview approach allows for more in-depth exploration of issues, highlights accomplishments, and identifies specific areas of concern and suggestions for improvement. It is beneficial to use when the board has not had an evaluation for some time, when trustees prefer this method and/or don't find survey information useful, or particularly when there are significant and/or ongoing concerns about board functioning. Drawbacks include that it is a time-consuming, more expensive process, and does not, in itself, result in numerical ratings that can be compared from year to year.

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

Board Policy

Boards should have a policy on the self-evaluation, and may have a procedure. The League's Policy and Procedure Service provides basic language in BP 2745: almost all boards have added to that language to reflect their own processes. There may be an accompanying procedure that includes the survey form and describes how the data will be gathered and summarized. Periodically, the board should review the policy and process to ensure it continues to be useful. Examples of board policies may be found on most districts' websites.

The policy 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 state if constituency feedback will be sought, and commits the board to using the results to enhance board performance. It reflects the decisions of the board discussed below.

A few boards 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. The CEO and executive assistant provide support to the committee. 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?
- How will the results be made public?

Who participates in the board's self-evaluation?

All board members. The expectation is that the board evaluates itself. Each and every publicly elected trustee should be involved in assessing board performance and in discussing the results of the evaluation. Newly elected trustees may think they don't have enough experience on the board to provide useful feedback; however, virtually all new trustees have spent time observing the board prior to being elected, 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. Therefore, the CEO should participate in some way, although the method of contributing feedback may be different than for the trustees or others. For instance, the CEO would provide feedback during a discussion of the results of a survey rather than completing a survey form.

College constituents. A number of boards 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. An example of a survey suitable for employees is Sample 3 on page 20.

A few districts provide opportunities for all employees to complete a board evaluation, which reflects the board's openness to broad feedback. However, the information gathered from these surveys is of questionable value due to the lack of knowledge that many employees have about board roles and responsibilities and/or the differing perceptions of the board's role.

If all employees are invited to provide feedback, the survey should be constructed to identify responses from those who regularly attend (or view) board meetings and have knowledge of board performance, in order to differentiate responses from those with little experience.

Community members. A few boards 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 may be addressed to explore the differing perceptions. The process of exploring what “excellence” 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 timing of the evaluation, particularly if it results in identifying annual 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, and may use 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 goals or priorities established by the board, 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 Accrediting Commission standards for governing boards; 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 complement 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: priorities and goals will vary from district to district and year to year. A caveat is not to have too many: most boards have between eight and twelve 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.

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 Strategic 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 8% unrestricted general fund balance.

Board Task: Expect that the budget presented for review will include a 8% 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. Governing boards and CEOs will have their own approach and language to describe goals, objectives, priorities and/or tasks. Other examples are in Sample 1 on page 16.

To help trustees (and others) respond to this type of survey, the 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 Development Goals

In addition to priorities related to achieving institutional goals, effective boards will set goals related to improving their own performance as a governing body. These goals may reflect areas that respond to current conditions (such as passing a bond election or hiring a new CEO), foster board leadership, and/or respond to accreditation recommendations or areas that were not rated highly in a board self-evaluation. Examples include:

4. *Board Priority:* Strengthen the board's connections with school district board(s) and knowledge of K-12 trends and issues.

Board Task: Participate in a joint workshop with local K-12 boards of trustees.

5. *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.

6. *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.

Again, see Sample 1 later in this guide for additional examples.

Board Performance Standards

A common approach to board self-evaluation is to use a survey based on commonly accepted criteria for effective boards. Sample Surveys 2 and 3 on page 18 and 20 are based on the following standards.

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, state and federal issues? Do board members receive and review information about education policy? Does the board continually explore how it be a cohesive team that engages in rich discussions that create an environment that fosters excellence?

Standards of Practice and Local Board Policy

One of the purposes of self-evaluation is to answer the question, "Are we doing what we say we are going to do?" A board may decide to use board effectiveness 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:

7. 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)
8. 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)
9. Board members shall not communicate among themselves by the use of any form of communication (e.g., personal intermediaries, e-mail, or other technological device) in order to reach a collective concurrence regarding any item that is within the subject matter jurisdiction of the board. (From a policy on communication among board members)

LEGAL AUTHORITY AND RESPONSIBILITIES

Education Code 70902 states the authority and responsibilities for community college boards of trustees. Governing boards fulfill these responsibilities through adopting relevant policies and exercising their authority at board meetings. Evaluating a board's performance of these responsibilities is addressed through the other criteria described in this chapter, including that the board has an up-to-date policy manual, complies with its policies, and is satisfied with their board meeting agendas and discussion.

Accreditation Standards

Every six years, colleges undergo the reaccreditation process, which includes a comprehensive self-study. As part of the self-study, boards must assess whether or not they are meeting the specific standards in ACCJC's Standard IV.C (2014 Revision). This assessment should be done the year prior to or early in the self-study process to allow the board time to correct any deficiencies.

The Commission appoints teams that visit colleges to confirm the self-study and review compliance with all standards. They review evidence that boards uphold Standard IV.C, including that they have regularly evaluated themselves. Self-evaluation policies, annual evaluation sessions, written results, and evidence of how boards have used the results to improve board performance ensure boards meet the standard.

See Sample 4 on page 22 for a survey form that reflects the accreditation standards. Please note that Samples 2 and 3 also include accreditation standards as criteria.

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 accomplishments, 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. Communication skills, critical thinking, a focus on the future and the ability to consider broad policy goals and values are all important.

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. See page 29 for a tool to help individual trustees identify learning needs, “Assessing Trustee Knowledge.”

The Community College League of California offers conferences, webinars, consultants and written resources to help trustees gain the skills and knowledge they need to be successful. The brochure, “Trusteeship, Tasks, Knowledge & Skills” outlines those skills and knowledge. The *Trustee Handbook* explores these and other issues in depth. There are numerous other resources, including *Board Focus* issues on ethics and micromanagement, *Introduction to Fiscal Responsibilities*, and *Assessing the Performance of Your CEO*. These and other resources are available at www.ccleague.org (click on Leadership Development). Finally, the Excellence in Trusteeship program provides a structure and opportunities for trustees to strengthen their capacity and ability to govern well.

In addition to assessing the need for training, boards may provide an opportunity for individual trustees to assess their performance as a trustee, using criteria related to being an effective member of the team, being a good ambassador for the college, upholding the code of ethics, and the like. A few boards have a process that provides for feedback between trustees on these characteristics to help board members strengthen their skills.

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.

SURVEY SAMPLES

In addition to being in this guide, the sample surveys that follow are available in Word format from the League's Website, www.ccleague.org/kcresources.

Sample 1 provides example criteria only, and each governing boards must define its own criteria related to the District's strategic direction and goals. Samples 2 through 4 reflect accepted standards of board effectiveness; however, boards should review them to assure that the criteria reflect their needs.

Sample 1: Evaluation of Progress on Board Priorities and Tasks

Annual board priorities and tasks are established each year and define the board's role in furthering the goals of the district. They

1. Are aligned with the major categories of district goals or directions. These tasks usually reflect board responsibilities for policy, delegation to the CEO, and monitoring institutional performance. They are developed in conjunction with the CEO.
2. Identify specific tasks for the board to focus on or improve its functioning as an effective governing board.

Board-identified priorities and tasks become criteria for the board self-evaluation. The board rates itself on how well it performed the task or role.

Board priorities are set annually and are unique to each board. Therefore the criteria are different for each board and often vary from year to year. Usually, there are one to three board priorities and tasks related to each district direction or goal.

The following example is for illustrative purposes only. The criteria for this type of evaluation must be derived from the District goals and board/CEO discussion.

A suggested rating scale for this type of survey is:

- | | |
|-----|-------------------------------------|
| 5 | Outstanding progress or performance |
| 4 | Good progress or performance |
| 3 | Performance met acceptable standard |
| 2 | Poor progress or performance |
| 1 | No progress or performance |
| N/A | Unable to evaluate |

In the examples below, the headings in bold are examples of goals from a district's strategic plan. The numbered items indicate a possible board role, the bulleted items are the specific tasks the board would do to fulfill the role.

District Direction: Student Access, Learning and Success

1. Continue the ongoing Board focus on student success, including progress on closing the "achievement gap."
 - Examples of board tasks include workshops or discussions at board meetings on programs targeting underachieving student groups; monitoring implementation of the student equity plan, etc.
2. Strengthen the Board's capacity to use metrics to monitor district progress on student success.
 - Examples of board tasks include board workshops on various accountability reporting systems, how to use data as information for decision-making.
3. Strengthen the relationship with local high schools.
 - Examples of board tasks include joint meeting with school district boards, reports on outreach efforts, reports on the success of students from local high schools, etc.

District Direction: Fiscal Stability and Vitality

4. Monitor the fiscal health of the district; expect that the board receives accurate and timely fiscal reports.
 - Examples of board tasks include: discussing monthly or quarterly fiscal reports, participating in a study session on the findings and response to the annual audit.
5. Ensure that the District has resources to meet long-term needs.
 - Examples include: Expect and approve plans to fund retirement benefits and fund long-term liabilities.

District Direction: Community and Economic Development

6. Ensure that district career and technical programs meet community and regional workforce needs.
 - Examples of board tasks include: review and discuss reports on the alignment between regional workforce needs and college programs, student achievement, and/or program review processes and how they are used to improve programs.

District Direction: Organizational Effectiveness

7. Ensure that communication and decision-making processes throughout the district are inclusive and function efficiently and effectively.
 - An example of a board task would be to review and discuss reports on these processes.
8. Ensure that district technology plans and services are up-to-date in terms of supporting student success.
 - An example of a board task is to review and approve an updated technology plan that addresses the relationship to student success.

Board Functioning

Priorities and tasks in this section are specific to each board, as it identifies areas for improvement. The following are just three examples.

1. Board members will strengthen their knowledge of principles of effective boardsmanship.
 - Tasks could include participation in the League's Excellence in Trusteeship Program, attendance at conferences, and/or participation in relevant board retreats/workshops
2. Board members will uphold trustee communication protocols related to the community, college employees, and the media.
 - Board tasks may be to have a workshop to review and develop communication protocols, or provide media training to board members.
3. Participate appropriately in the accreditation self-study.
 - Board tasks may include a board workshop on the board's role in accreditation, receiving regular reports on self-study progress, active involvement in responding to Standard IV C, and approving the self-study report.

Relationship with Other Surveys

In addition to these criteria, boards may wish to add items related to general board functioning (see Sample 2), accreditation criteria (see Sample 3), and/or a few open-ended questions (see page 24). Items from the board's code of ethics, communication protocols, or delegation to the CEO policy may also be added as desired.

Sample 2: 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. Boards may add or substitute items more pertinent to their specific needs. See the item bank (page 25) for suggestions. This survey should be accompanied by open ended questions and/or opportunity to comment on items.

The sample survey for employees includes many of the items from this form. Responses from employees may be compared to the board's self-evaluation.

Rating scales ask respondents to either rate their level of agreement with an item (strongly agree to strongly disagree), or rate how the board performs on the criterion (outstanding to poor). Rating scales are generally either 5 or 4 point scales. Respondents should be provided an opportunity to indicate "unable to evaluate."

CRITERIA

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, 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.
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 and 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 educational programs and services to ensure student success.
13. Board members are sufficiently knowledgeable about the district's educational programs and services.
14. Board decisions 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.
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.

Sample 3: Evaluation Criteria for College Constituents

A survey form would include an introduction such as “The Board of Trustees is seeking information on its performance from college employees who regularly attend board meetings. Please rate your level of agreement with the following criteria of board effectiveness.”

If the board uses the survey in Sample 2, the same rating scale would be used for the survey of constituents in order to be able to compare responses. Constituents should also be able to indicate “unable to evaluate.”

CRITERIA

1. The Board understands its policy roles and differentiates its role from those of the CEO and college staff.
2. The Board provides leadership for, regularly reviews the district’s mission and goals, and monitors progress toward the District mission and goals.
3. The Board assures that there are effective planning processes and that resource allocation supports institutional plans.
4. Board policies are regularly reviewed and are up-to-date. They effectively guide college operations.
5. The Board clearly delegates responsibility to and supports the CEO as the institutional leader.
6. The Board maintains an excellent working relationship with the CEO.
7. Board members represent the interests and needs of the communities served by the District.
8. The board supports and advocates District interests to local, state, and federal governments.
9. Board members represent the college well at college events and in the community.
10. The Board communicates a commitment to student success.
11. The Board effectively monitors the quality and effectiveness of the district’s educational programs and services.
12. Board decisions assure the fiscal stability and health of the district.
13. Board members understand the budget and provide effective oversight for fiscal operations.
14. The Board respects faculty, staff, and student participation in college decision-making.
15. Trustees refrain from attempting to manage or direct work or activities of college employees.
16. The Board expresses its authority only as a unit; members understand they have no individual authority.
17. Board members adhere to the Board’s code of ethics or standards of practice. Board members avoid conflicts of interest and the perception of such conflicts.
18. Board meeting agenda topics reflect board responsibilities and tasks, and include sufficient information for Board decisions.

19. Board meetings are conducted in an orderly, respectful manner; there is adequate time to explore and resolve key issues.
20. Board members work well with each other; trustee behavior sets a positive tone for the district.

In addition, constituents should be invited to comment on strengths of the board and to suggest areas for improvement, as open-ended questions.

Sample 4: Accreditation Standards as Criteria

Every six years, colleges undergo the reaccreditation process, which involves a self-study of colleges' compliance with accreditation standards and a visit by an accreditation team that results in recommendations from the Accrediting Commission. As part of the self-study, the board may wish to use the standards that apply to the board as criteria in an evaluation instrument. Following is a sample instrument, using criteria from Standard IV.C and other standards that reflect board roles.

A suggested rating scale is:

- 3 The board fully meets the standard
- 2 The board partially meets the standard
- 1 The board does not meet the standard

Results with less than a three indicate areas for remediation prior to the team visit.

CRITERIA

1. The institution has a governing board that has authority over and responsibility for policies to assure the academic quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution.
2. The governing board acts as a collective entity. Once the board reaches a decision, all board members act in support of the decision.
3. The governing board adheres to a clearly defined policy for selecting and evaluating the CEO of the college or the district/system.
4. The governing board is an independent policy-making body that reflects the public interest in institution's educational quality. advocates for and defends the institution and protects it from undue influence or political pressure.
5. The governing board establishes policies consistent with the college/district/system mission to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them.
6. The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity and stability.
7. The institution or the governing board publishes the board bylaws and policies specifying the board's size, duties, responsibilities, structure, and operating procedures.
8. The governing board acts in a manner consistent with its policies and bylaws. The board regularly assesses its policies and bylaws for their effectiveness in fulfilling the college/district/system mission and revises them as necessary.
9. To ensure the institution is accomplishing its goals for student success, the governing board regularly reviews key indicators of student learning and achievement and institutional plans for achieving institutional quality.
10. The governing board has an ongoing training program for board development including new member orientation.

11. Board policies and/or bylaws clearly establish a process for board evaluation. The evaluation assesses the board's effectiveness in promoting and sustaining academic quality and institutional effectiveness. The results are used to improve board performance, academic quality and institutional effectiveness.
12. The governing board has code of ethics and conflicts of interest policies, and individual board members adhere to them. The board has a clearly defined policy for dealing with behavior that violates its code and implements it when necessary.
13. The governing board delegates full responsibility and authority to the CEO to implement and administer board policies without board interference and holds the CEO accountable for the operation of the district.
14. The governing board is informed about Accreditation processes and standards and participates in the evaluation of governing board roles and functions. It supports through policy district efforts to excel.
15. The board regularly reviews and approves the mission to assure that programs and services are aligned with the mission, and that it guides decision-making and planning.
16. The board adopts policies on academic freedom and responsibility, honesty and academic integrity.
17. The board has adopted personnel policies that are available for information and review. Such policies are equitably and consistently administered.
18. The board has a written policy providing for faculty, staff, administrator, and student participation in decision-making processes.
19. The board has policies that create and maintain support for diverse personnel.
20. The board has policies that provide for administrator, faculty, and staff participation in decision-making processes, which specify how individuals bring forward ideas and work together.

Open-Ended Questions

The previous samples include items that require an evaluative rating and provide quantifiable data. Rating scale surveys should also include an opportunity for respondents to comment and to answer a few (2-4) open-ended questions.

Following are some examples of questions that may be asked either on a survey or in an interview process. A board may develop other questions that address specific issues and concerns.

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? (An alternate way to ask this is "In order for our board to become a high performing board we need to _____.")
4. I recommend that the board has the following goals for the coming year:

Alternatively, or in addition, a board committee may decide to focus on specific areas or topics.

Examples of such questions are:

- What issues have most occupied the Board's time and attention during the past year? Were these closely tied to the mission and goals of the District and the Board?
- Is the board functioning as a team as well as it should? Why or why not?
- What does the board do to maintain a positive relationship with the CEO? What does the board need to change, if anything?
- Do the agendas and conduct of the meeting effectively meet the purposes of board meetings? Why or why not?
- Has the board clearly defined expectations and protocols for trustees communications with each other, the CEO, employees and community members? Do all board members understand and follow these protocols?

Board Effectiveness Criteria Item Bank

The sample forms provided in this appendix include a relatively limited number of items in various areas of board functioning. The following item bank includes items that may be used in addition to or instead of those provided in the samples. Boards may review these to identify if certain items are more pertinent to their needs than those in the samples.

I. Mission and Planning

1. Board members are knowledgeable about the culture, history, and values of the district.
2. The board regularly reviews the mission and purposes of the institution.
3. The board spends adequate time discussing future needs and direction of the district and community. They are able to identify opportunities and challenges.
4. The board assures that there is an effective planning process and is appropriately involved in the process.
5. The board assures that district plans are responsive to community and student needs.
6. The board has adopted and monitors the implementation of the district's strategic and educational and facilities master plans.
7. The board sets annual goals or priorities in conjunction with the CEO and monitors progress toward them.

II. Policy Role

8. The board clearly understands its policy role and differentiates its role from those of the CEO and college staff.
9. The board is an independent policy-making body that reflects the public interest.
10. The board assures that the district complies with relevant laws, regulations and accreditation standards.
11. The board's policy manual is up-to-date, relevant to the college mission, comprehensive, and useful.
12. The board relies on board policy in making decisions and in guiding the work of the district.

III. Board–CEO Relations

13. The board maintains a positive working relationship with and supports the CEO.
14. The board clearly delegates the administration of the district to the CEO.
15. The board communicates clear expectations for CEO performance and provides support and feedback.
16. The board regularly evaluates CEO performance.
17. The board periodically reviews the CEO contract to assure appropriate compensation and conditions of employment.

18. The board recognizes that only the board as a whole (not a single trustee) can direct the CEO.
19. Board members adhere to the principle of “no surprises,” informing the CEO and the Board Chair when needed.

IV. Community Relations & Advocacy

20. Board members act on behalf of the public and citizens in the district when making decisions.
21. Board members consider the perspectives of various interests in the community when making decisions.
22. Board members are active in community affairs.
23. The board advocates on behalf of the district to local, state, and federal governments.
24. The board actively supports the district’s foundation(s) and fundraising efforts.

V. Educational Quality and Student Success

25. The Board exhibits a high priority for student success.
26. The Board fosters and supports a climate of academic excellence.
27. Board members are knowledgeable about the educational programs and services of the district.
28. The board is knowledgeable about current and future educational and workforce training needs in the community.
29. The board monitors the quality and effectiveness of the programs and services of the district
30. The board supports and is appropriately involved in the accreditation process.
31. The board understands and protects academic freedom.

VI. Fiduciary Role

32. The board assures that the budget supports priorities in the district’s plans.
33. Board policies assure effective fiscal management and internal controls.
34. The board regularly receives and reviews reports on the financial status of the institution.
35. The board reviews the annual audit and monitors responses to recommendations.
36. The board adopts and monitors the implementation of a facilities master plan.
37. The board has provided appropriate direction for seeking external funding.
38. The board maintains an adequate financial reserve.

VII. Human Resources and Staff Relations

39. The board's human resources policies provide for fair and equitable treatment of staff.
40. The board has established and follows clear parameters for collective bargaining.
41. The board has and follows protocols regarding communication with college employees.
42. Board members refrain from attempting to manage employee work.
43. The board expects and supports faculty, staff, and student participation in college decision-making.
44. The board expects and fosters excellence and quality in employee performance.
45. The board expects and supports professional development programs for all employees.

VIII. Board Leadership

46. The board understands and performs well its roles and responsibilities.
47. The board provides visionary governance leadership for the mission of the college.
48. The board expresses its authority only as a unit.
49. Board members understand that they have no legal authority outside board meetings.
50. The board regularly reviews its code of ethics or standards of practice and has a policy on addressing violations of the code.
51. Board members uphold and comply with the board's code of ethics.
52. Board members avoid conflicts of interest and the perception of such conflicts.
53. Once a decision is made, board members uphold the decision of the board.
54. Board discussions and relationships reflect a climate of trust and respect.
55. Board members exhibit integrity and professionalism in fulfilling their role.

IX. Board Meetings

56. Board meetings are conducted in an orderly, efficient manner.
57. Board meetings and study sessions provide sufficient opportunity to explore key issues.
58. Agenda items provide sufficient information to enable good board decision-making.
59. The board understands and adheres to the Brown Act.
60. The board maintains confidentiality of privileged information.
61. Board members clearly understand how the agenda is developed and have an opportunity to contribute to that development.

X. Board Education and Evaluation

62. New members participate in a comprehensive orientation to the board and district.
63. Board members participate in trustee development activities.
64. Board members participate fully in study sessions, workshops, and retreats in order to improve their knowledge.
65. The board evaluation process helps the board enhance its performance.
66. The board measures its accomplishments against board goals.
67. The board has a process for and is willing to address trustees who are not fulfilling their responsibilities.

Assessing Trustee Knowledge and Skills

Individual trustees may be asked to assess their knowledge and skills in the following areas to determine needs for trustee education and development.

A suggested rating scale is 3 – I am very confident in my knowledge and skills, 2 – I have some knowledge and skills, 1 – Need more information and resources

I. Board Member Responsibilities

1. Board and trustee roles and responsibilities for California's community colleges
2. Working collaboratively on the board; what it means to be "a unit."
3. How to contribute ideas and influence board direction
4. Board self-evaluation requirements and processes
5. Brown Act provisions, including open and closed meeting requirements
6. Rules for running and participating in meetings (basic parliamentary procedure)
7. Board agendas and how to place items on the agenda
8. Differentiating between board policy and administrative procedure
9. Understanding board policy development; the policy making process
10. Defining and avoiding micromanagement
11. Identifying policy implications and values in issues
12. Laws and regulations related to conflicts of interest
13. Local codes of ethics/standards of practice for trustees
14. Upholding the Board's code of ethics and addressing violations

II. Board and CEO Relationships

15. The differences between board and CEO roles and responsibilities
16. How to effectively delegate to the CEO
17. CEO compensation and contract provisions
18. CEO evaluation tools and processes
19. Maintaining a positive relationship and providing support for CEO's leadership
20. Communication protocols with the CEO

III. Community and State Relations

21. Social, economic, and business trends and needs in the communities
22. Connecting with key community and business leaders and other external stakeholders
23. Connecting with legislators and the political process
24. Advocacy role and strategies
25. Communication protocols with community members
26. Representing the District with the media

IV. Mission and Student Success

27. Role and unique nature of community colleges
28. History and culture of the college(s)
29. District mission, vision, and values
30. Board role in mission and setting priorities
31. Student success definitions, goals and metrics
32. Board policy on academic affairs and student services
33. Board policy and processes that assure the quality of educational programs
34. Accreditation standards and The board's role in accreditation
35. District and college plans (e.g. long-range, master, educational plans)
36. Program review processes and use in planning
37. How planning and budgeting are integrated
38. How to use data and information to make decisions (operate in a "culture of evidence")

V. Employee Relations and Human Resources

39. Organizational structure and lines of accountability/responsibility
40. Laws regarding participation of faculty, staff, and students in decision-making
41. The district's local decision-making process and structure
42. Board policies and roles related to human resources
43. Protocols for communicating with employees
44. Collective bargaining processes, parameters, and constraints
45. General compensation and contract provisions
46. Long range implications of employee group contracts on budget
47. Hiring, evaluation and other human resources policies

VI. Fiscal and Facilities Responsibilities

48. Board responsibilities for financial stability
49. Long-range financial planning
50. Board policies in business and fiscal services
51. State constraints and requirements for district budgets
52. The state budget development process
53. Understanding the district's budget development process and document
54. Revenue sources and expenditure categories
55. Understanding reserves
56. Reading and evaluating financial statements
57. Understanding the audit report
58. District's accountability to state government
59. District foundation
60. Grants and other external funding resources
61. Facilities policy development and monitoring
62. Funding for facilities (current and planned) including bonds
63. Maintenance and operation needs and plans
64. Property acquisition and management,
65. Building design and construction

ADDITIONAL RESOURCES

The Community College League of California provides consultants skilled in helping boards design and evaluation process, conducting self-evaluations and facilitating the self-evaluation discussion. www.ccleague.org

The Association of Community College Trustees has information on board self-evaluation on its website, and provides consultants to assist boards in the process. www.acct.org

The Association of Governing Boards for Colleges and Universities provides consultant services and sample criteria, which may be adapted to fit community colleges. www.agb.org

BoardSource is dedicated to increasing the effectiveness of nonprofit organizations by strengthening their boards of directors. www.boardsource.org