



SAN MATEO COUNTY
COMMUNITY
COLLEGE DISTRICT

Board of Trustees HANDBOOK

Adopted November 29, 2023

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SECTION 1: GENERAL INTRODUCTION

The SMCCCD Board of Trustees Handbook was developed in May 2023.

The purpose of the handbook is to provide summary reference information to the Board of Trustees, and also serves as a support document for the new trustee onboarding process.

New trustees shall receive a thorough orientation that familiarizes them with the District and Board culture, as well as with the roles, responsibilities, "dos," and "don'ts" associated with serving on a board.

Upon completion, new trustees, along with the chancellor and Board President, will sign a document certifying the initial stage of their new trustee professional development.

1.1 - Authority (BP 2200, Ed Code §70902)

The Board of Trustees governs on behalf of the residents of the District in accordance with the authority granted and duties defined in Education Code Section 70902.

The essential responsibilities of the Board, **in the public interest and trust**, shall be to:

- Act as a unit
- Represent the common good
- Set policy direction
- Employ, support, and evaluate one employee: the chief executive officer (CEO)
- Define policy standards for college operations
- Monitor institutional performance
- Assure that the District and its Colleges are effectively and efficiently managed
- Create a positive climate
- Support and advocate the interests of the institution
- Maintain fair and equitable policies for employees and students
- Lead as a thoughtful, educated team
- Know and support the mission and philosophy of community colleges
- Support the work of the Colleges in the community
- Engage in ongoing professional development
- Provide a New Trustee Orientation program
- Represent the general interests of the entire College District and to act only on the basis of what is in the best interests of the College District and the community
- Serve the needs of one's respective communities, but also to respond to regional and statewide needs
- Represent one's local communities' particular interests in the state and national legislative and executive agencies
- Hear from constituents and stakeholders, regarding their concerns and interests

The essential duties of the Board, as the elective body representative of **all the people of the District**, shall be to:

- Maintain, operate, and govern the Colleges of SMCCCD
- Initiate and carry out the duties of a community college district as delineated in ED Code § 70902 including :

- Provide policy guidelines for staff through adoption and periodic review of District Mission and Goals Statement.
- Establish, enforce, and annually review board policies consistent with the goals and operation of the District and its Colleges.
- Appoint and annually evaluate the chancellor of the District.
- Give direction, through appropriate board action and decision making, to CEO on matters relating to the District organization, operations, and property in an ethical and lawful manner
- Approve all District and College programs, ensuring that program offerings are responsive to and reflect community needs.
- Establish guidelines for District negotiations and the collective bargaining process.
- Review and set salary schedules annually for all District personnel. Consider and approve all personnel assignments and transfers on the recommendation of the chancellor.
- Provide guidelines on funding levels, allocations, and District reserves; review and consider staff-prepared District and College budgets; adopt annual budgets; assure fiscal health and stability.
- Delegate and honor appropriate authority to the chancellor or designee for implementation of State law, regulations, and board policies.
- Under most circumstances, serve as the final appeal within the District for students, staff, and citizens of the San Mateo County Community College District.
- Monitor institutional performance and educational quality.
- Direct independent internal review and independent external reports and performance audits to assure: the sufficiency and soundness of management, financial and operational controls and processes; compliance with board policies and procedures, governing laws and other relevant requirements; effectiveness and efficiency; and controls against fraud or other fiscal wrongdoing.
- Carry out such specific duties as required by law.
- Develop district policy on pending public policy matters affecting the district, including legislation and regulations
- Provide for the health and safety of all District operations

1.2 - Role of Board Members (BP 2200)

Effective institutional governance requires strong boards that understand their unique responsibilities. While the CEO and other employees manage the day-to-day operations of the institution, the board's role is to ensure that the work is done and that policies are in place to guide staff.

As a lay board, trustees are elected to represent the community and uphold the district's values. The board operates as a unit, with trustees contributing their collective talents and perspectives, but having no individual power to direct staff. Instead, the board governs through policy, providing guidance and direction for the CEO (and staff) to implement.

The board's primary focus should be on developing effective policies that reflect the district's vision and mission. This requires strategic thinking and a deep understanding of the diverse needs and values of the community. By delegating day-to-day operations to the CEO and staff, the board can focus on ensuring future needs and institutional effectiveness.

1.3 - Board Education (BP 2740)

An engaged board that prioritizes their own professional development plays a crucial role in fostering a culture of learning and effective governance within their district. To achieve this, board education programs must be flexible

and adaptable, taking into account the varied backgrounds, learning styles, goals, and time constraints of individual trustees.

To this end, the SMCCCD board will provide a variety of educational opportunities, such as study sessions, retreats, access to reading materials, support for conference attendance, and other activities that foster trustee education, including a new trustee orientation. These programs not only encourage collective learning among the entire board but also provide opportunities for individualized and district-specific education.

By prioritizing their own professional development, the board can enhance their ability to make informed decisions, better understand the district's needs, work more effectively with their chancellor, and communicate with stakeholders. Overall, a well-educated board can positively impact the educational outcomes of the district and promote a culture of effective governance.

A comprehensive trustee education program shall incorporate various approaches including:

- a. New Trustee Orientation: It is imperative for newly appointed trustees to gain a comprehensive understanding of their roles and responsibilities, as well as the historical, programmatic, and cultural contexts of the colleges they govern. In this regard, the board President assumes a critical role in welcoming new trustees and facilitating their orientation process. As a key player in this process, the chancellor can significantly influence new trustees to attend state and national conferences, which can enhance their knowledge and awareness of their responsibilities and expectations at the local and state level.
- b. Retreats and Study Sessions: Retreats and study sessions are highly effective strategies for facilitating board development, enabling all members, as well as other key players, to engage in in-depth exploration and discussion of critical issues affecting the district or the system. Some examples include:
 - a. enrollment and retention trends
 - b. Statewide initiatives (such as the Vision for Success)
 - c. strategic and integrated planning
 - d. housing initiatives
 - e. state of the system/district and strategies for moving forward
 - f. The chancellor assumes a pivotal role in identifying the need for and planning such meetings, and often facilitates them to ensure their smooth execution.
- c. Conferences: Association conferences present a significant opportunity for learning, enabling attendees to engage in critical discussions regarding educational policy issues, gain insights into the practices of other boards and colleges, enhance their understanding of effective boardsmanship, and establish valuable professional networks with other trustees and college leaders. Typically, board Presidents are more inclined to attend such conferences as they bear a greater responsibility to remain up-to-date on critical issues, and they also encourage other trustees and the chancellor to attend.

1.3.1 - CCLC

The Community College League of California ("League") is a nonprofit public benefit corporation whose voluntary membership consists of the 73 local community college districts in California.

Annual Convention

The Annual Convention is the League's largest annual meeting featuring educational sessions, special events and networking, state and nationally known speakers, and an educational showcase expo. Trustees, administrators, staff and faculty attend the event.

Annual Legislative Conference

The League's Annual Legislative Conference provides a unique opportunity to connect with other advocates and learn the latest news on higher education in California. During this two-day conference, attendees are encouraged to visit their legislative representatives.

Annual Trustees Conference

This conference helps strengthen the skills and knowledge of trustees and CEOs to lead districts and colleges and be accountable to their communities.

Effective Trusteeship & Board Chair Workshops

This annual workshop is an overview of responsibilities required for board members of California community colleges. State leaders and experienced trustees will provide comprehensive information on the knowledge and skills necessary to be an effective trustee.

Excellence in Trusteeship Certificate Program

The Excellence in Trusteeship Program (ETP) is designed to facilitate the ongoing education of all trustees in California community colleges by providing a solid foundation for effective board governance. The League proudly offers the only certificate program in community college trusteeship in the state. There are multiple pathways to complete the 9-competency, 27-unit program, that can be completed in one year that supports the accreditation requirement for continuing board development. The program has been vetted by the national Association of Community College Trustees (ACCT) and the Accrediting Commission of Community and Junior Colleges (ACCJC)

Student Trustees Workshop

This workshop is designed to help student board members become knowledgeable, influential, education policy-makers.

1.3.2 - ACCT

The Association of Community College Trustees (ACCT) is a non-profit educational organization of governing boards, representing more than 6,500 elected and appointed trustees who govern over 1,200 community, technical, and junior colleges in the United States and beyond. Located in Washington, D.C., ACCT is a major voice of community college trustees to the presidential administration, U.S. Congress, the Departments of Education and Labor and more.

National Legislative Summit

The National Legislative Summit is the premier community college advocacy event in Washington, DC, bringing together more than 1,000 community college leaders.

Government Leadership Institute

The Governance Leadership Institute for New & Experienced Trustees and Presidents is a great opportunity for the entire board, the president, and board staff. This institute is tailored to review the principles of effective board leadership.

Leadership Congress

Learn about innovative strategies taking place nationwide, network with major foundations, philanthropies, government officials and corporations that support community colleges, stay updated on the latest federal policies affecting your college, and participate in the only national meeting that focuses on providing community college boards the information and tools needed to govern and develop policies that focus on meeting community needs.

1.4 - Ethics

1.4.1 - Code of Conduct/Standards of Practice (BP 2715)

Codes of ethics, also known as "standards of practice," establish the expectations for the behavior of board members. It is crucial for boards to clearly define, for themselves, the college, and the community, what constitutes appropriate conduct. These codes of ethics outline the desired behavior and conduct of trusteeship as well as the expected behavior of individual trustees.

1.4.2 - Civility, Decorum, and Consideration for Others

- Remain courteous and open-minded and treat others with honesty, decency, and respect.
- Practice responsible self-restraint and set a good example for others by communicating thoughtfully and representing the college well in their interactions with others.
- Avoid acrimonious conversations by using courteous, non-racialized, and non-inflammatory language at board meetings.
- Seek the President of the board's attention to speak

Consideration for others means speaking well of others in public. Criticizing or belittling other trustees, college staff, or community members hurts the reputation of the entire board.

1.4.3 - Board/CEO Relationship

- Respect, reliability, trustworthiness and justice are all key values in the board/CEO relationship.
- Commit an environment of "no surprises," and clear differentiation of roles, delegation and direction.
- The CEO is the only employee of the Board, and the Board as a whole is the CEO's only supervisor. Lines of communication shall be respected.

1.4.4 - Open Communication

- All board members, as well as the CEO, are responsible for maintaining an open, cooperative environment and promoting a free exchange of information at the board meetings.
- Trustee deliberations are characterized by fairness and open and impartial processes for gathering and evaluating information.
- Honest and direct statements by Trustees should be civil and respectful.

1.4.5 - Communication Protocols

- Good relationships between trustees and district staff is important and encouraged. Occasional conversation over coffee or lunch is acceptable. However, as a professional courtesy, trustees shall notify the chancellor of communications regarding functional operations with other college administrators,

faculty and classified staff members. This ensures clarity in protocol and respects established lines of communication and effective administration of college business.

- Student and employee complaints to trustees should be referred directly through appropriate Human Resources channels or to the chancellor.

1.4.6 - Communicating with Community Members and Media

- In matters involving the media, it is best practice that only the board president speaks to the media, or that individual trustees do not speak for the board unless specifically delegated to do so. These protocols ensure reliability of information, and respect the board as a unit and the roles of those designated as spokespeople for the district

1.4.7 - Function as a Unit

- It is important to remember that board members are part of a team leading approximately 1500 employees at the District. Board members bring diverse personalities, motivations, knowledge, attitudes, experiences, backgrounds, community voice and capabilities to the table. These differences can provide valuable perspectives, foster innovation, and lead to imaginative solutions. Demonstrating openness and respect towards other members' opinions is vital to achieving consensus.
- Any requests for research or analysis from an individual board member, shall be directed to the Chancellor by the President of the Board of Trustees through a majority consensus of the board. It is important that the Board give enough lead time to fulfill requests. The Chancellor ensures that Board requests for information are addressed no later than 60 days following the request.

1.5 - Legal Responsibilities

There are many laws and regulations that affect what the board does and how it conducts itself. Two major sets of laws that affect trustees directly are covered below: conflicts of interest and open and public meetings.

1.5.1 - Conflicts of Interest (BP 2710)

California has two sets of laws governing conflicts of interest of public officers and employees. The first, most restrictive statutes, are in Government Code sections 1090, et seq. The second is found in the Political Reform Act, at Government Code sections 81000, et seq.

The basic intent of both sets of statutes is to avoid even the appearance of impropriety.

Public officers and employees must be aware of these laws and their implications, which include criminal prosecutions and bars elected officials from holding further public office. The statutes address personal interests that may be affected by the trustee's exercise of his or her official duties, including personal investments and businesses, and the employment of trustees and family members as college employees. Essentially, trustees may not participate in decisions that benefit them financially, or have the potential to do so.

Public perceptions that board members are furthering their own interests rather than those of the district harm the college. Being sensitive to situations for potential conflicts, and seeking legal advice when necessary will help avoid problems.

1.5.2 - Open and Public Meetings (BP 2340 and BP 2720)

State law requires that public boards do their work in public. Public service requires that issues affecting the public are shared and debated openly. Doing so promotes trustworthiness and reliability.

The Brown Act created the primary set of statutes (Government Code 54950-54961) that governs community the legislative bodies of local agencies. Community college governing boards, academic senates, and associated student governing bodies are among the groups to whom the Act applies.

The laws cover board meetings and agendas, public participation, and limits on how boards may meet.

They provide for holding executive or closed sessions on a number of matters, including personnel, contract negotiations, and lawsuits. Closed sessions protect the rights of personnel and the college, and it is unlawful to reveal information discussed in these sessions.

1.5.3 - Investigations

The District is committed to equal opportunity in educational programs, employment, and all access to institutional programs and activities. The District is committed to providing an academic and work environment that respects the dignity of individuals and groups.

The complaint and investigation procedures adhere to the protocol specified in the District's Administrative Procedure (AP 2745) and are supervised by the Vice-Chancellor of Human Resources, not the board, during the initial stages of the process. The board is the final and last appeal in the complaint process and must avoid even the appearance of interference or involvement in the process until its final stage.

1.6 - Board Policy vs. Administrative Procedures (BP 2410)

Boards of trustees are responsible for governing the district through the policies they create. A key difference between the board and administration is that the board sets policy, while the administration implements it. A good board focuses on broad policy concerns and does not involve itself nor engages in discussion of day-to-day district operations.

Boards have several responsibilities including thoughtfully deliberating issues, being alert to the need for new or changed policy, and acting in accordance with and supporting board policy.

Policy statements serve as concise and broad expressions of purpose, principles, or philosophy that guide the institutions' actions.

Policies are typically followed by the development of administrative regulations and procedures, which provide stakeholders with additional guidance on how to implement policies and assign responsibility for doing so.

The responsibility for developing administrative regulations and procedures is delegated to the CEO, not the board. However, distinguishing between policy and administration is not always straightforward. Good boards exercise self-discipline and focus solely on policy-making, avoiding day-to-day operations which are solely the responsibility of the CEO.

The board and CEO need to work together to manage the policy-making process. Board Policy 2430 delegates authority to the chancellor and this handbook, with specific references to CCLC CEO/ Board tables, outlines the roles and responsibilities of all involved parties and commits to principles of inclusiveness and communication. By honoring BP 2430 and the importance of policy, boards increase the respect that staff and the community have for them.

1.7 - Planning (BP 3250)

To be successful, colleges need to have effective planning and decision-making strategies that involve the entire institution and take into account the future learning needs of their communities. The Board of Trustees are

responsible for setting the overall policy direction and ensuring that the institution engages in planning based on data.

A culture that values planning and views it as an integral part of the institution's functioning is crucial to its success.

The responsibility of the board in the planning process:

a. Ensure planning happens

By adopting policies that establish standards for and require planning, the board sets priorities for the CEO and staff. BP 3250 establishes a policy that requires the chancellor implements a broad-based comprehensive, systematic and integrated system of planning that involves appropriate segments of the College community and is supported by institutional effectiveness research.

Below is a list of plans, based on institutional planning at the college and district level, that shall be included:

Long range educational or academic master plans, which shall be updated periodically as deemed necessary by the governing board

- a. Facilities plan
- b. Equal Employment Opportunity Plan
- c. Student equity plan
- d. Student Success and Support Program Plan
- e. Cooperative Work Experience
- f. Disability Resource Center
- g. Health and Safety Plans

b. Develop policy that sets direction

The board's second key responsibility is to articulate the college's vision, mission, and goals at the outset of the planning process. BP 1200 sets the policy direction for the institution, which affirms and prioritizes student success and community engagement. This direction guides internal planning processes, allowing staff to develop goals, action plans, and benchmarks that align with the strategic and master plans.

c. Monitor Progress and analyze data

Thirdly, the board must monitor the district's progress in fulfilling its mission and achieving its goals for student success.

Regular data-based reports are provided to the board to evaluate the effectiveness of the institution in meeting the needs of students and the community. This monitoring role requires the board to stay informed about changes and trends that could impact the district and colleges' future direction.

Remember, preparing information for the board requires staff time, and every request from the board or a trustee therefore potentially "manages" the time of the staff. Boards, as part of their fiduciary responsibility, want staff time to be devoted to accomplishing the goals of the institution. An effective board balances its legitimate need for information with the demands on staff time. It is the responsibility of the CEO to ensure that staff presentations and information are presented effectively. Board members have the responsibility of remembering that injudicious and scattered requests for information diverts

valuable time and staff resources away from effectively carrying out the district's goals.

In sum, the board: (1) ensures that planning is underway; (2) monitors the planning and operational progress through board reports; (3) recognizes that institutional planning at the college and district level is operational and falls under the purview of the CEO; and (4) shall regularly review the District vision, mission, and goals to ensure they remain relevant and aligned with the district's mission.

1.8 - Fiscal Responsibilities (BP 6100)

Boards of trustees are responsible for ensuring the financial strength and stability of the institutions they govern. That duty is fulfilled through adopting useful and relevant board policies and criteria that guide how the district manages public monies.

1.8.1 - Delegation to the CEO (BP 6100)

The chief executive officer is responsible to make recommendations to the board, carry out board policy and administer the institution. In the fiscal area, board policies often delegate to the CEO the responsibility and authority to:

- develop the budget in accordance with laws and regulations, board policies, and college priorities
- efficiently and prudently manage resources
- provide adequate information to the board for its decision-making and monitoring.

1.8.2 - Financial Planning (BP 6100 and BP 6300)

Policies in the planning and budgeting area require that budgeting is tied to long-range institutional and educational plans, and that key people have appropriate opportunities to participate in budgeting and planning.

The Board of Trustees delegates authority to the chancellor in BP 6100 to supervise the general business processes and procedures of the District. The chancellor or designee shall make appropriate periodic reports to the Board and shall keep the Board fully advised regarding the financial status of the District.

BP 6100 ensures that the district budget for the fiscal year is in accordance with Board-adopted educational short- and long-term goals and objectives. The district financial plan includes long-range projections of enrollment, revenue, and expenditures provided to the board. The projections clarify future fiscal needs, establish a broad fiscal roadmap, and identify appropriate reserves. The plans also help assure the board that projections are realistic when long-term commitments are made in areas such as multi-year contracts with unions, capital construction, and new program development.

1.8.3 - Fiscal and Cash Flow Management (BP 6100)

Fiscal management policies set standards for the appropriate expenditure of funds and the accounting practices used by the district. Successful boards delegate significant authority to the CEO and staff to expend funds within the approved budget and policy constraints. Once the budget is adopted, boards limit their actions to legally required approvals and those required by their own policies.

1.8.4 - Compensation and Collective Bargaining (BP 6225)

Boards approve compensation levels, including salary schedules and benefits. They depend on the CEO to recommend salaries and benefits that are fair, equitable, competitive, and which can be supported by projected revenues. Illustrations of possible benchmarks for salaries and benefits are as follows:

- faculty and administrative salaries shall be in the top half of the salary schedules at comparative colleges
- classified salaries shall be comparable to public agencies in the region served by the college
- administrative salary and benefit increases shall be similar to those negotiated for faculty unions.

1.8.5 - Budgets (BP 6225)

Budget proposals presented to the board should be clear and understandable. Boards benefit from having a brief summary of the budget and key issues. How the proposed budget takes into account assumptions about revenues and expenditures and how it meets district goals and policy criteria should be emphasized.

Important: Trustees are not expected to review individual line items in the budget. Focusing on too much detail obscures how the overall budget meets policy criteria and is trustee micromanagement. **Remember, the role of the board is to develop policy, and take a balanced approach in its efforts to understand the big picture of the district, and not engage in the management of operations.**

In evaluating the proposed budget, the board carefully reviews all reserves, projected income and expenditures to make sure that they are realistic. The board compares the projections against the criteria and assumptions that they have established.

1.8.6 - External Audit (BP 6400)

The board selects the auditing firm, the CEO manages the audit process, and the board has final authority to review the audit findings. Boards often follow the practice of changing the audit firm every five years in order to ensure fresh, objective perspectives.

Independent audits from the external auditor are due to the CCCCCO December 31st annually and are presented to the board at a public meeting before submission to the State Chancellor's office.

The board monitors that corrective actions recommended in the management letter from the independent auditor are implemented.

1.9 Board/CEO Roles

What follows are diagram excerpts from the CCLC publication, *Board and CEO Roles, Different Jobs, Different Tasks*, that clarify, in visual form, the delineated roles and responsibilities of the board and the CEO. If the goal of the board and CEO is to govern effectively, it is imperative that the two parties understand and implement these separated responsibilities in both theory and in practice.

Strengthening The Board and CEO Relationship

Governing boards and CEOs are partners in leading the institution. As partners, they have the following tasks:

- goal setting and evaluation
- communication
- board operations

Board Support For CEO	CEO Support For Board
Goal Setting and Evaluation	
<ul style="list-style-type: none"> • Establish goals and expectations in consultation with the CEO • Periodically evaluate the CEO • Engage in periodic board self-evaluation 	<ul style="list-style-type: none"> • Establish goals and expectations in consultation with the board; regularly report progress • Ensure that there are CEO and board self-evaluation processes
Communication	
<ul style="list-style-type: none"> • Maintain open communication • Direct the CEO only as a board, not as individual trustees • Keep the CEO informed of major issues and questions; follow the 'no surprises' rule • Establish and follow processes for board and staff communication that honor the CEO's leadership role; do not direct staff • Call the CEO before board meetings if there are questions about agenda items • Refer complaints and comments to CEO; listen impartially • Always publicly support the CEO and college staff • In multi-campus districts, notify the chancellor before approaching college presidents 	<ul style="list-style-type: none"> • Maintain ongoing communication via e-mail, written, or phone updates • Keep all board members informed of issues and major events; follow the 'no surprises' rule • Accommodate different communication styles as feasible • Treat all board members equally and respectfully • Provide the same information to all board members • Contact all board members before each board meeting to address any questions • Follow up when the board refers comments or problems • Always publicly support the board • In multi-campus districts, keep college presidents informed of board issues and concerns
Board Operations	
<ul style="list-style-type: none"> • Adopt and follow policies that: <ul style="list-style-type: none"> • Define structure and role of the board and its officers • Establish standards for trustee and board behavior • Define meetings and meeting practices • Define the level of information and support desired from the CEO; study and discuss the information provided • Attend conferences and other events to maintain own knowledge and skills 	<ul style="list-style-type: none"> • Provide adequate support for the board to follow its governing policies • Work with the chair to uphold the standards of practice • Work with the board chair to develop meeting agendas • Prepare meeting agenda items that engage trustees in broad policy-level discussions • Provide sufficient information to empower boards to make wise policy decisions • Support and manage trustee and board development • Invite and accompany trustees to conferences and events

Organizational Leadership

Governing boards and CEOs play important and complementary roles in leading the organization. Task areas in organizational leadership include:

- general oversight
- policy making
- planning
- external leadership roles
- organizational structure
- decision-making

Board Role and Tasks	CEO Role and Tasks
General Oversight	
<ul style="list-style-type: none"> • Lead the institution through effective governing policies • Work in partnership with the CEO • Support the CEO as the institution's leader • Create a positive climate for effective leadership through supporting institutional leaders and modeling integrity, vision, and ethical behavior 	<ul style="list-style-type: none"> • Lead and administer the institution • Implement and comply with board policy • Work in partnership with the board; support the governing role of the board • Ensure that board policies are up to date and followed • Create a positive climate and provide effective leadership by modeling integrity, vision, and ethical behavior
Policy Making	
<ul style="list-style-type: none"> • Identify and discuss broad policy-level values inherent in issues before the board • Reference and use current policy when making decisions • Provide thoughtful input early in the policy drafting process • Periodically review policies to ensure they are up-to-date 	<ul style="list-style-type: none"> • Identify broad policy implications inherent in issues and agenda items presented for board discussion • Reference current policy when presenting items for board action • Seek general input from the board prior to drafting policy • Establish and manage a system for periodic review of broad policy
Planning	
<ul style="list-style-type: none"> • Adopt policies that require and set parameters for effective planning • Be knowledgeable about future community needs and interests • Contribute to the development of the policy direction (mission, vision, and goals) • Ensure that public and community interests are represented in the mission, vision and policy goals • Ensure that the policy direction meets current and future community needs 	<ul style="list-style-type: none"> • Anticipate and articulate future trends and needs • Lead and manage a visionary and comprehensive planning processes • Articulate the mission, vision, and goals; work in partnership with the board • Ensure that planning responds to current and future community needs • Ensure that all district plans are linked • Ensure that college operations and budgets are aligned with plans • Keep the board informed on progress toward accomplishing plans and goals

<i>Board Role and Tasks</i>	<i>CEO Role and Tasks</i>
<i>Monitoring Fiscal Health</i>	
<ul style="list-style-type: none"> • Require periodic reports to monitor fiscal control policies and accounting processes • Require regular reports on the fiscal status of the institution • Become educated about financial statements and their implications • Define broad expectations for the independent audit of the district accounts and business procedures • Set criteria for an auditing firm to conduct the annual audit • Review the audit report • Discuss deviations (if any) and give appropriate direction to CEO 	<ul style="list-style-type: none"> • Periodically, report to the board compliance with fiscal control policies • Periodically report the fiscal condition of the institution; provide a summary that clearly shows the relationship of expenditures to budget • Educate the board on how to read financial statements • Assist the board with the selection of an auditing firm • Cooperate with an auditor so the audit is thorough • Assist the board in reviewing the audit report • Correct deviations (if any) found as a result of the audit

Human Resources

The area of human resources includes all personnel and employment issues, and is subject to numerous state and federal laws and regulations. The board and CEO work together to address:

- hiring and other personnel practices
- treatment of personnel
- professional development
- salaries, benefits, and collective bargaining

Board Role and Tasks	CEO Role and Tasks
Personnel Hiring	
<ul style="list-style-type: none"> • Establish policies that require: <ul style="list-style-type: none"> • Selection of the best qualified personnel • Administrative, faculty, and staff diversity • Competitive salaries and working conditions, within budget constraints • Set policy regarding which positions require board approval • Compliance with equal employment and affirmative action laws • Ratify hires as required by law (based on compliance with policy) 	<ul style="list-style-type: none"> • Ensure that personnel recruitment and hiring processes are: <ul style="list-style-type: none"> • Fair, legal, comply with laws • Result in good applicant pools • Reflect well on the institution • Seek to achieve that staff diversity reflects college and community populations • Forward personnel actions to the board as required; inform the board about other key personnel changes
Treatment of Personnel	
<ul style="list-style-type: none"> • Establish policies that require: <ul style="list-style-type: none"> • Fair and effective evaluation and supervision processes • Safe and pleasant working environment • Clear grievance procedures • Due process in employee discipline and termination • Academic freedom • Protection of privacy • Adopt policies that guide implementation of ADA and harassment laws • Adopt policies that ensure appropriate consultation with and delegation of authority to employee groups • Establish clear processes for board/staff communication that do not abrogate the board/CEO relationship • Support CEO recommendations on disciplinary action or terminations when cause is demonstrated and procedures have been followed 	<ul style="list-style-type: none"> • Ensure that: <ul style="list-style-type: none"> • Personnel regulations and procedures are fair, legal, and equitable and meet board policy criteria • Personnel manuals and handbooks are current and public • Personnel procedures are implemented and followed • Grievance procedures are clear, equitable, and followed • Discipline and termination are for demonstrable cause and follow procedures • Seek legal counsel when needed; share information with the board • Alert the board early to personnel problems that may become public or reach the board level • Provide adequate information to the board about personnel problems and recommendations

SECTION 2: CHANCELLOR/CHANCELLOR OFFICE ROLE

The chancellor serves as the only employee of the board, holding the authority delegated to manage and administer the district in compliance with the board's policies. The chancellor's leadership is a critical factor in the success of the district. It is important to remember that while the chancellor is the only employee of the board, the board as a whole is the chancellor's supervisor and the chancellor can only act on the direction of the board as a whole.

A harmonious and effective relationship between the board and the chancellor is essential to create an environment that fosters the success of the district. The board delegates its authority to the chancellor to manage the district, and to be accountable for the institution's performance. A strong board/chancellor relationship is crucial to the institution's success, and the board must ensure that the chancellor has the resources and support to carry out their duties effectively.

The relationship can be complex. The CEO is employed by the board to implement policies and expected to provide guidance and educational leadership to the board. Both parties in the relationship have a responsibility to establish and maintain a strong partnership. The partnership is between the CEO and the board as a whole, rather than individual trustees.

Trustees respect the expertise of the leaders they hire and strongly affirm the authority of the chancellor as the chief executive.

Trustees show their support for the success of the District by:

- Delegating authority to the CEO to lead and administer.
- Keeping the CEO informed and adhering to the rule of "no surprises."
- Honoring the authority of the CEO as the point of contact for the institution. Communication with staff must go through the CEO unless it is a casual meet and greet that does not cross a line of discussing the business of the district.
- Adhering to protocols by informing CEO of campus visits, meetings, or conversations with college administrators or staff
- Publicly supporting the CEO and backing the CEO's decisions.
- Fully considering information and recommendations offered by the CEO.
- Supporting professional development for the CEO
- Adhering to standards of board ethics.
- Ensuring discussions are at policy level and not operational.
- Ensuring that the CEO has the resources and support needed to do the job.

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

CEOs demonstrate their effectiveness by:

- Honoring the board's governing role
- Providing the board with comprehensive, relevant, timely information
- Following the rule of "no surprises"
- Engaging the board in policy-level discussions early in the planning and decision-making processes
- Making recommendations that include analysis of options and their long-range implications

- Publicly supporting the board and its members
- Adhering to board policy
- Facilitating trustee involvement in community leadership and advocacy
- Preparing reports that enable the board to monitor institutional performance
- Ensuring that the board has the resources needed to do its job
- Creating opportunities for trustee and board development

2.1 - State Chancellor's Office

The California Community Colleges Chancellor's Office (CCCCO) is the largest system of public higher education in the United States that is led by the State Chancellor who is the employee of the Board of Governors. The Chancellor's Office is composed of three main offices that provide administrative, communications and legal support to the 116 Colleges in the system.

2.2 - Board of Governors

The Board of Governors are appointed by the governor and accountable to the state. The eighteen-member board is responsible for state policy leadership and providing support for the locally-governed community college districts.

The Master Plan for Higher Education in California in 1959 concluded that the "local board should remain the governing body." The role of the state in providing direction for the colleges was formalized in 1967 with the creation of the board of Governors.

The bilateral governance system of shared responsibility between local boards and the state board of Governors has allowed the California community colleges to become the most flexible, cost-effective segment of higher education in California today. Forcing the colleges into a system governed by a single centralized board would reduce their ability to respond to local needs and move accountability from local communities to a state bureaucracy.

2.3 - Community College League of California (CCLC)

CCLC (also known as "the League") supports locally elected trustees and community college CEOs. CCLC advocates on behalf of its members at the state and federal levels, provides professional development, builds its members knowledge base about the California community colleges through certifications, workshops, seminars, publications and other resources, expands networking opportunities for its members, focuses on policy advancement, and delivers professional/technical services to districts/ colleges that employ economies of scale to minimize cost.

2.4 - California Community College Trustees Board (CCCT)

The CCCT board consists of 21 members elected statewide by the 73 district governing boards and a student-member elected by the student trustees. The CCCT board takes positions on and formulates education policy issues that come before the California Community Colleges board of Governors, the State Legislature, and other relevant state-level boards and commissions. This policy board provides input to the League board to advance the mission and effectively serve the organization's member colleges.

2.5 - Accreditation

California's community colleges are accredited by the Accrediting Commission for Community and Junior Colleges (ACCJC) of the Western Association of Schools and Colleges. Accreditation is a voluntary, nongovernmental process involving institutional self-study and professional peer review. Accreditation provides two essential services:

quality assurance to the public and other institutions, and institutional improvement through a peer review process.

Accreditation is a continuing process, the heart of which lies in periodic self-appraisal by an institution. In preparation for each accreditation visit, every institution prepares an extensive report with primary emphasis on self-analysis and evaluation. Preparing the report usually involves representatives from all employee groups and areas of the college. The report and other materials are sent to an evaluation team, which visits the college, meets with groups and individuals, validates the self-study report, evaluates compliance with the standards, and reviews the college's responses to the previous report.

The comprehensive self-study and evaluation are conducted at least every six years. Ongoing evaluation and planning enable colleges to integrate self-study processes into regular review processes of the institution; however, the self-study and planning for the accreditation report generally begin two years prior to the scheduled accreditation visit.

Between scheduled visits, each institution addresses its own and previous visiting team recommendations and submits periodic reports. The effectiveness of self-regulatory accreditation depends upon the institution's acceptance of specific responsibilities, including complying with all of the standards and abiding by the Commission's policies, procedures, and decisions.

Accreditation Standard IV.B.1 describes the board's role and responsibilities.

Key points include the following:

- The board is designated as having the responsibility to set policies for the District and to act in a manner consistent with those policies.
- Through such policies the board has ultimate responsibility for the educational quality, legal matters, and financial integrity of the institution.
- The board establishes policies consistent with the mission statement.
- The board regularly evaluates its policies and practices and revises them as necessary.
- The board advocates for and defends the institution and protects it from undue influence or pressure.
- The board is responsible for selecting and evaluating the chancellor and for delegating full responsibility and authority to implement and administer board policies without board interference and holds the chancellor accountable for the operation of the district.
- Once the board reaches a decision, it acts as a whole.
- The board is responsible for board development, self-evaluation, and improvement.
- The board has a code of ethics which is enforced by the board.
- The board is informed about and involved in the accreditation process.

Accreditation necessitates the board be informed and involved in the accreditation process. The chairperson of the board signs the self-study document at the time of submitting the self-study report, confirming the accuracy of the report that reflects the institution's nature and substance. The governing board, i.e., the board of trustees, reviews the final evaluation team report and is ultimately accountable for ensuring that the college responds to the self-study's raised issues, evaluation team's recommendations, and the Commission's decisions.

At the outset of the accreditation self-study process, the board and CEO should create a strategy to address Standard IV.C. Governing board, which outlines the governing board's responsibilities. The strategy should align with the college committee's accreditation process efforts and may include:

- Assessing the status of board policies related to the standard and updating policies if necessary.
- Identifying the strategies used by the board to meet the standards, describing the results of those strategies, and developing new strategies if necessary.
- Contributing to and reviewing drafts of the report for the self-study.

2.6 - District Mission Statement and Organizational Charts

2.6.1 - SMCCCD Mission Statement

In an atmosphere of collegiality and shared responsibility, and with the objective of sustaining open access for students and being responsive to community needs, the San Mateo County Community College District will fulfill the following mission with excellence:

1. Provide a breadth of educational opportunities and experiences which encourage students to develop their general understanding of human effort and achievement
2. Provide lower division programs to enable students to transfer to baccalaureate institutions
3. Provide occupational education and training programs directed toward career development, in cooperation with business, industry, labor, and public service agencies
4. Provide developmental and remedial education in language and computational skills required for the successful completion of educational goals
5. Provide a range of student services to assist students in attaining their educational and career goals
6. Provide community education classes, contract education and training, and related services tailored to the human and economic development of the community
7. Celebrate the community's rich cultural diversity, reflect this diversity in student enrollment, promote it in its staff, and maintain a campus climate that supports student success.

To fulfill this educational mission, the District is committed to effective institutional research that supports the evaluation and improvement of programs, services, and student outcomes. Shared governance is practiced through processes that are inclusive with regard to information sharing and decision-making, and that are respectful of all participants. The District plans, organizes, and develops its resources to achieve maximum effectiveness, efficiency, equity, and accountability. (<https://smccd.edu/dpgc/files/dsgc-DistrictMission.pdf>)

2.6.2 - SMCCCD Organization Chart



[Detailed SMCCCD Organizational Chart](#)

2.7 - College Mission Statements (MS) and Organizational Charts (OC)

2.7.1 - Cañada College

- [Canada College Mission Statement](#)
- [Canada College Organizational Chart](#)

2.7.2 - College of San Mateo

- [College of San Mateo Mission Statement](#)
- [College of San Mateo Organizational Chart](#)

2.7.3 - Skyline College

- [Skyline College Mission Statement](#)
- [Skyline College Organizational Chart](#)

2.8 - District Emergency Response Plan (BP 3505)

[District Emergency Response Plan](#)

SMCCCD shall have an emergency response and evacuation procedures for notifying the campus communities in the event of a significant emergency or dangerous situation involving an immediate threat to the health and safety of students or employees occurring on the campus.

The chancellor shall establish procedures that ensure that the District implements a plan to be activated in the event of an emergency or the occurrence of a natural disaster or hazardous condition.

The board shall delegate responsibility and response to the chancellor per the [District Emergency Response Plan \(DERP\)](#).

2.9 - Communication to/from District Personnel

Board members are mindful of their role as members of the board and any comments made should not be presented as views of the Board of Trustees. If there is a question related to the District, it is best to go through the Chancellor's Office. As a professional courtesy, communication with staff should go through the CEO. Remember, the chancellor works for the board. All other employees of the District work for the chancellor.

2.10 - Campus Visits

Board members are welcome to visit the District campuses; however, there are protocols that board members follow in order to avoid possible miscommunication or an unintended misunderstanding.

For example:

- As a matter of professional courtesy, when board members visit a District campus, they identify themselves as a trustee.
- When on a District campus, board members are careful with their comments, knowing it is possible that they be taken out of context.
- When board members are invited to campus social events, they are mindful of representing the board in a thoughtful way.

2.11 - Constituency Groups

The board values the concept of collegial consultation to ensure faculty, management, classified staff, and students the right to participate effectively in collegial consultation in particular areas where they have their responsibility and expertise as specified in Title 5 regulations, while retaining its own right and responsibilities in all areas defined by state laws and regulations.

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

There are many groups and committees that are a part of the District. There are a few groups that the board regularly has contact with at board meetings.

Be mindful that during negotiations, meeting with constituent groups is not advisable. Comments made to constituent groups can be taken out of context, detrimentally impacting negotiations. It is best practice to not meet with or talk with individuals associated with bargaining groups during negotiations in order to mitigate potential issues during the process. The District's negotiating team is the board's agent in the negotiations process and the team has the responsibility to execute the board's direction concerning negotiations and to keep the board informed during the negotiations process.

2.11.1 - Academic Senate

The board or its designees will consult collegially with the Academic Senate, as duly constituted with respect to academic and professional matters, as defined by law. Procedures to implement this section are developed collegially with the Academic Senate. The Board of Trustees recognizes the definition of "academic and professional matters" as stated in the Title 5 regulations and colloquially referred to as "10+1":

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

The Board also recognizes its obligation, under Title 5 Regulations, to "consult collegially" with the Academic Senate on these "academic and professional matters." Additional academic and professional matters may be added as specified in #11 only through formal resolution of mutual agreement by the Board.

The Board further recognizes that, under Title 5, it may choose to “consult collegially” through the option of “relying primarily on the advice and judgment of the district academic senate¹” when adopting policies and procedures on “academic and professional matters.” Board members must remember that Title V and AB 1725’s delineation of “collegial consultation” applies specifically and only to the district academic senate, not to the faculty bargaining unit.

The Board shall have the final responsibility for developing all policies governing the community college district, including academic and professional matters.

For purposes of academic and professional matters, the Board shall **rely primarily** on the advice of the Academic Senate. If the Board has a compelling reason for not accepting the advice of the Academic Senate, it shall provide that reason in writing upon request of the Academic Senate.

The decision of the Board on all policies shall be final.

2.11.2 - Classified Senate

Staff shall be provided with opportunities to participate in the formulation and development of District policies and procedures that have a significant effect on staff. The opinions and recommendations of the classified staff will be given every reasonable consideration.

2.11.3 - Associated Students

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

2.11.4 - California School Employees Association (CSEA)

The California School Employees Association (CSEA) is the bargaining unit for certain classified employees, chapter 33.

2.11.5 - American Federation Teachers (AFT)

The American Federation Teachers association (AFT) is the bargaining unit for the faculty, local 1493.

2.11.6 - AFSCME

The American Federation of State, County and Municipal Employees is the bargaining unit for local 829, Council 57.

2.12 - Board Clerk

The board clerk reports to the chancellor but performs a wide variety of administrative functions in assisting the Board and chancellor. It is the responsibility of board members to reply to the board clerk’s correspondence in a timely manner as the board clerk is an organizational liaison between the Board and chancellor.

¹ SMCCCD BP 2.08.11

The board clerk's duties include:

- agenda preparation/posting;
- coordination of activities associated with board meetings and members;
- recording, writing, publishing and indexing the official minutes, records, agendas of the Board;
- preparing follow-up correspondence to notify departments and/or individuals of actions of the Board.
- maintaining records of contracts;
- supervising and participating in a variety of administrative duties for the board president, board members, and the chancellor, including correspondence, follow-up to board actions, answering surveys, coordinating various special meetings, and conducting independent research and completing information required; supervising and planning of travel arrangements.

2.13 - Conference Travel (BP 2735)

As part of the Board's commitment to professional development, board members, including the Student Trustee, are encouraged to participate in professional conferences and meetings that increase and enhance their understanding of the community college mission and the role of trustees, including serving as advocates for and representatives of the District.

The District shall reimburse the reasonable expenses incurred by board Members in authorized travel to appropriate conferences and professional meetings related to their board responsibilities. Examples include the CCLC Annual Trustee and

Legislative conferences, ACCT, and any other conferences related to governance agreed upon by the Board and contingent on budgeted trustee conference budget allocation. Because the ACCT Conferences are outside California and more costly, the board president and vice-president will be given priority as attendees.

Trustees shall be reimbursed for actual and necessary expenses incurred in attending meetings and conferences while performing services as a Trustee for the District. Where appropriate, travel expenses such as conference registration fees will be prepaid. Reimbursement will not exceed the pre-authorized amount

The chancellor reviews and authorizes Trustees' travel requests.

Trustees requesting travel and meeting expenses should plan ahead to avoid unnecessary short-notice travel or meeting expenses and late registration charges.

A Travel Request will be completed by the board clerk to the Board of Trustees in advance of the travel, with estimates for travel expenses. To ensure funds are available at the completion of travel, funds will be encumbered based on an estimated total cost of the travel.

Whenever travel is properly authorized in advance and costs are incurred, a claim shall be filed by the board clerk to the Board of Trustees that shows in detail all expenditures incurred. Invoices or proof of payment (receipts) should be attached to the claim for all expenditures. The CEO, or their designee, shall be required to review and approve each travel claim. Claims are filed within 30 days after return from travel.

Receipts or vouchers are submitted for every item of expense. All expenses must be properly itemized and accompanied by the necessary receipts. All board travel and related expenditures will be presented in open session to ensure transparency and accountability.

Per diem meal limitations are established by the District based on the Internal Revenue Services (IRS) guidelines according to the travel destination. Trustees are responsible for the difference in cost of the actual meal charge and the established per diem limit. If meals are provided as part of the conference or registration fee, those meals may not be claimed for reimbursement. Alcoholic beverages are not reimbursable.

SECTION 3: BOARD OF TRUSTEES PRESIDENT

The president of the board is entrusted to lead and facilitate board processes. The president plays a critical role in ensuring effective governance of the District, creating strong CEO/ board relations, and in promoting a cohesive working environment among trustees. Additionally, the president is widely viewed as the Board's primary spokesperson and typically serves as the main point of contact with the district's CEO.

As the main liaison between the Board and the district's CEO, the board president plays a crucial role in facilitating regular communication and collaboration between the two parties. They work closely to develop board meeting agendas, discuss significant matters, and establish expectations. Together, they identify critical issues that require attention and develop a plan to address them effectively. The president works with the CEO to ensure the policies and decisions of the Board are enacted expeditiously and effectively. Moreover, the president serves as a sounding board for the CEO, providing support and assistance as needed to help them excel in their role.

3.1 - Board Goals

Annually, at a facilitated retreat, the Board sets specific goals or priorities for the upcoming academic year which align with the Board's role in achieving long-term institutional objectives and student success, while addressing current issues and enhancing performance. These goals are established in collaboration with the CEO and complement the CEO's annual objectives and priorities. At the end of the academic year, the Board assesses the extent to which its priorities were addressed. This evaluation serves as a benchmark for the Board's subsequent annual self-evaluation, as well as for the CEO's evaluation in the following year.

Additionally, the Board sets goals aimed at improving their own governance. These goals may address current conditions, such as fiscal stability, hiring a new CEO, or focus on developing board leadership, strengthening CEO and board relationship, and addressing areas of weakness identified in the Board's self-evaluation or accreditation recommendations. Such goals may cover areas such as board meeting conduct, ethics, trustee communication, CEO support, teamwork, board chair role, agenda preparation, delegation of authority, and more.

3.2 - Board Duties and Responsibilities (BP 2200)

The Board of Trustees governs on behalf of the citizens of the District in accordance with the authority granted and duties defined in Education Code Section 70902.

The Board operates as a unit, with trustees contributing their collective talents and perspectives, but having no individual power to direct staff. Instead, the Board governs through policy, providing guidance and direction for the CEO to implement.

The board president presides over board meetings and may be granted additional powers by the Board. However, the board president does not have more legal authority than any other board member. As the representative of the Board, the chair is responsible for ensuring the Board's decisions and viewpoints are addressed and acted upon while working with the CEO or communicating with the public.

The board president assumes responsibility for overseeing trustee orientation, promoting professional development, and ensuring productive meetings. They play a crucial role in maintaining strong relationships with trustees and the CEO, serving as the primary link between the Board and the chancellor.

Agendas are prepared jointly by the board president and chancellor. (BP 2340). The board president and vice president attend the agenda review meeting with the chancellor, to include executive staff as needed. The president is responsible for keeping board meeting discussions at the policy level and for maintaining reasonable decorum.

3.3 - Student Trustees (BP 2015)

In addition to the regularly elected members of the Board of Trustees, the Board shall include one student trustee beginning June 1 of each year.

The student trustee shall:

- serve a one-year term
- be an advisory vote
- be recognized as a full member of the Board at meetings
- shall have the right to make first or second motions
- Shall not attend closed session meetings

Student trustees play a crucial role in ensuring that students are able to effectively participate in District governance and express their opinions on important governance initiatives and issues. To this end, the board president shall ensure the student trustee completes the new trustee orientation and provides opportunities for the student trustee to engage in ongoing trustee development opportunities.

3.4 - Officers of the Board (BP 2210)

The Board of Trustees shall elect officers from among its members at the annual organizational meeting (See BP 2210) titled Officers of the Board). The terms of officers shall be for one year. Below are the elected officers and defined duties:

3.4.1 - Duties of the President of the Board

1. Preside over all meetings of the Board
2. Work closely and communicate regularly with the chancellor
3. Jointly prepare board meeting agendas with the chancellor
4. Call special or emergency meetings as required by law
5. Assure board compliance with policies on board education, self-evaluation and chancellor evaluation
6. Perform such other duties as may be prescribed by law or by action of the Board
7. Communicate with individual board members regarding board roles and responsibilities, district matters, and policy issues that affect the district
8. Foster the Board's adherence to its ethics policies
9. Responsible for the orientation process for new board members and Student Trustees
10. Represent the Board and District in the community and at events, or designate a representative
11. Ensure the Board fulfills its role by ensuring the law and Ed. Code are followed, and that it focuses on policy when working with the chancellor
12. Promote a positive climate by modeling standards for trustees' behavior by adhering to principles of effective trusteeship and expecting other trustees to do the same

13. Facilitate teamwork and good relations with board members by clarifying goals, seeking contributions, and facilitating effective board meetings
14. Promote ongoing board education through external professional development activities and District study sessions to ensure trustees are knowledgeable about their roles and the issues
15. Ensure the Board conducts an annual self-evaluation
16. Ensure reasonable decorum during board meetings
17. Establish ad hoc committees to comply with board Policies and deadlines.
18. Support and cultivate a strong relationship with chancellor
19. Support and create strong relations with board members

3.4.2 - Duties of the Vice President of the Board

1. To perform in the absence of the president, all the duties of the president;
2. To attest the signature of the president or other members of the Board on contracts, agreements, deeds, leases, and other legal documents not delegated to the chancellor or other officers of the District;
3. To attest to the signature of the president or other members of the Board on all other documents of the District when the attestation is a legal requirement.

3.4.3 - Board Secretary

The chancellor of the District shall serve as the secretary to the Board.

Duties of the Secretary to the Board

1. To provide notification of board meetings to members of the Board.
2. To jointly prepare agendas with the board president.
3. To attend all board meetings and closed sessions unless excused, and in such cases to assign a designee
4. To have recorded in the minutes all actions taken at board meetings, review unadopted minutes of each meeting, and transmit such minutes to board members before each ensuing regular meeting
5. To certify or attest to board actions, as required, and to execute official papers
6. To conduct correspondence on behalf of the Board in response to communications received by the Board or in pursuance of board actions.
7. To safeguard records, proceedings, and documents of the Board.

3.4.4 - Duties of the Board Clerk

1. To attest the signature of the president or other members of the Board on contracts, agreements, deeds, leases, and other legal documents not delegated to the chancellor or other officers of the District
2. To attest to the signature of the president or other members of the Board on all other documents of the District when the attestation is a legal requirement
3. To certify copies of records of the District as required
4. Monitor the Board calendar as it refers to meeting dates required by board policy and reminding the board president and the Board of impending deadlines

The board clerk reports to the chancellor but performs a wide variety of administrative functions in assisting the Board and chancellor. It is the responsibility of board members to reply to the board clerk's correspondence in a timely manner as the board clerk is an organizational liaison between the Board and chancellor.

3.5 - Board Education/ New Trustee Orientation (BP 2740)

Board presidents are responsible for planning and encouraging participation in trustee development activities. The president:

- ensures that the Board identifies goals and activities for trustee and board development;
- welcomes new trustees and participates in their orientation;
- helps plan board retreats and study sessions for the Board;
- encourages all trustees to attend conferences and seminars;
- uses evaluations of past trustee development activities in planning new activities;
- participates actively in trustee education activities;
- works with the CEO to ensure the Board is informed of educational opportunities and receives or has access to educational materials; and
- ensures that the CEO provides information to candidates for the Board and is involved in orienting new trustees.

Boards that are engaged in their own professional development throughout their tenure model a high standard of performance and continuous improvement for the District as a whole.

The board president ensures that the trustee activities and conferences are evaluated in order to determine future resource allocations and the effectiveness of the activities. This can be part of the annual board evaluation or retreat discussion.

3.6 - Code of Ethics/ Standards of Practice (BP 2715)

Trustees have a significant responsibility to uphold moral, ethical, and legal obligations that serve the public good and protect the community college district.

Compliance with applicable laws and regulations is a critical component of the trustees' legal obligations. Ethical obligations, on the other hand, extend beyond legal considerations and encompass moral responsibilities.

Ethics establish standards of conduct that differentiate between right and wrong, good and bad.

Trustees are expected to act in accordance with their ethical duties and uphold their moral obligation to do what is right and just.

It is imperative that the members of the governing board not only understand what is legal and what is not, it necessitates acting in the best interest of the community college district, complying with applicable laws and regulations and stakeholders, and upholding moral and ethical obligations to serve the public good.

The Board maintains high standards of ethical conduct for its members.

Members of the Board should:

- Act only in the best interests of the entire community
- Ensure public input into board deliberations; adhering to the law and spirit of the open meeting laws and regulations
- Prevent conflicts of interest and the perception of conflicts of interest
- Exercise authority only as a board
- Use appropriate channels of communication.

- Respect others; act with civility, and ensure reasonable decorum.
- Be informed about the District, educational issues, and responsibilities of trusteeship.
- Devote adequate time to board work.
- Maintain confidentiality of closed sessions.

The Board of Trustees will promptly address any violation by a board member or board members of the Code of Ethics. Such violation(s) will be addressed by the board president, who will first discuss the violation(s) with the board member in an effort to seek to reach a resolution. If resolution is not achieved and further action is deemed necessary by the board president, the board president may appoint an ad hoc committee composed of up to two board members to examine the matter and recommend further courses of action to the Board.

Possible courses of action include:

- If the alleged behavior violates the board policy on ethical conduct, the president of the Board shall alert the board member in question regarding the violation of policy, the Board of Trustees may discuss the violation at an open board meeting and affirm its policy expectation, and/or the Board may move to censure the trustee.
- If alleged behavior violates laws, legal counsel may be sought, at the discretion of the Board of Trustees, and the violations referred to the District Attorney or Attorney General as provided for in law.

3.7 - Meetings of the Board (BP 2310)

All regular and special meetings of the Board of Trustees are open to the public, must be accessible to persons with disabilities, and comply with Brown Act provisions, except as otherwise required or permitted by law.

A notice identifying the location, date, and time of each regular meeting of the Board shall be posted at least ten (10) days prior to the meeting and shall remain posted until the day and time of the meeting.

Regular meetings of the Board shall be held on the fourth Wednesday of each month. Meetings will be held in the Board of Trustees Meeting Room, District Administration Building, unless otherwise specified. Roll call will be held at 6:00 pm and the public session of the meeting will begin at that time.

Individuals who may wish to place a matter on the agenda or speak on an agenda item may do so by following the procedures outlined in BP 2340. Agenda item requests are addressed in more detail below.

3.8 - Board Representatives (BP 2305)

At the annual organizational meeting, the Board appoints representatives to the various organizations and bodies requiring representation. Currently, the Board appoints the following representatives:

- One Representative for the County Committee on School District Organization
- Two Representative for San Mateo Community College Foundation board
- Educational Housing Corporation
- San Mateo School Board Association
- Standing Committees

3.9 - Meeting Protocol (BP 2715)

The behavior of board members can have a significant impact on the District community, both positively and negatively. It's important to note that a seemingly harmless remark can be misinterpreted, resulting in unintended consequences.

To avoid misunderstandings, guidelines are recommended for individual board members:

- Keep the Board discussion at the policy level versus getting into operations or how something will be accomplished
- Ask questions of staff as necessary to make an informed decision, but try to avoid questions that may imply the Board is trying to micromanage the District
- Submit questions on agenda items to the chancellor several days before the Board meeting to allow for a prompt and prepared reply from staff
- Be cautious about making statements that might be interpreted as belittling or disparaging to the staff or to students
- Praise in public and discipline in private
- Utilize and expect “No Surprises” conduct
- Be professional and courteous to fellow board members
- Remember that as a board member, your words are public and carry weight that can have a lasting impact on the community
- Ensure that the business of the Board is conducted in an efficient manner and that meetings end at a reasonable time
- Ensure that the agenda discussions are substantial yet efficient
- Ensure board discussions align with annual board goals and priorities
- Be aware that board meeting directives, and research/data requests add to staff workload

3.10 - Quorum and Voting (BP 2330)

Three publicly elected or appointed board members will constitute a quorum for the transaction of business. An affirmative vote of the majority of all publicly elected board members will be required for the passage of a motion except where otherwise provided by law.

No action shall be taken by secret ballot.

The Board will publicly report any action taken in open session and the vote or abstention of each individual member present.

The following actions require a two-thirds majority of all members of the Board:

- Resolution of intention to sell or lease real property (except where a unanimous vote is required)
- Resolution of intention to dedicate or convey an easement
- Resolution authorizing and directing the execution and delivery of a deed
- Action to declare the District exempt from the approval requirements of a planning commission or other local land use body
- Appropriation of funds from the reserve for contingencies
- Resolution to condemn real property

The following actions require a unanimous vote of all members of the Board:

- Resolution authorizing a sale or lease of District real property (includes campuses) to the state, any county, city or any other public school or community college district
- Resolution authorizing lease of District property under a lease for the production of gas

3.11 - Remote Attendance and AB 2449

Beginning January 1, 2023, the legislative body of a local agency can use teleconferencing without noticing each teleconference location or making it publicly accessible, provided at least a quorum of the body participates in person at a single physical location that is identified on the agenda, open to the public, and within the boundaries of the agency, and provided that other requirements regarding accessibility are met. However, an individual member of the legislative body may participate remotely only in one of two circumstances:

1. With “just cause”, the member can participate remotely after giving notice as soon as possible. AB 2449 defines “just cause” as (a) a family childcare or caregiving need; (b) a contagious illness; (c) a need related to a physical or mental disability that is not otherwise accommodated; or (d) travel while on official business. The bill also limits a member to participating remotely under this provision to two meetings per calendar year.
2. In “emergency circumstances,” defined as a physical or family emergency that prevents the member from attending in person, the member can participate remotely by requesting approval to do so from the legislative body. The legislative body may take action on the request as soon as possible, including at the beginning of the meeting, even if there was not sufficient time to place the request formally on the agenda.

Under either circumstance, the member in question must give a general description of the circumstances relating to their need to appear remotely, but need not disclose any medical diagnosis, disability, or other confidential medical information.

In addition, AB 2449 provides that a member cannot participate solely by teleconference under the new teleconference framework for more than 3 consecutive months or more than 20 percent of the agency’s regular meetings (more than two meetings if the agency meets fewer than 10 times per year).

Outside of the limited circumstances authorized by AB 2449 (and until January 2024, AB 361) public meetings can still occur via teleconference if the legislative body complies with the general (pre-pandemic) agenda, notice, and quorum requirements of the Brown Act.

In that case, the following requirements apply:

- The remote locations may be connected to the main meeting location by telephone, video or both;
- The notice and agenda of the meeting must identify the remote locations;
- The remote locations must be posted and accessible to the public;
- All votes must be by roll call;
- The meeting must in all respects comply with the Act, including participation by members of the public present in remote locations.
- A quorum of the legislative body must participate from locations within the jurisdiction, but other members may participate from outside the jurisdiction.
- No person can compel the legislative body to allow remote participation.
- The teleconferencing rules only apply to members of the legislative body; they do not apply to staff members, attorneys or consultants who can participate remotely without following the posting and public access requirements.

3.12 - Special and Emergency Meeting (BP 2320)

Special meetings may from time to time be called by the president of the Board of Trustees, by a majority of the members of the Board, or by the chancellor when approved by the president of the Board.

Notice of such meetings shall be posted at least 24 hours before the time of the meeting and shall be noticed in accordance with the Brown Act.

No business other than that included in the notice may be transacted or discussed.

Emergency meetings may be called by the president of the Board when prompt action is needed because of actual or threatened disruption of public facilities under such circumstances as are permitted by the Brown Act, including work stoppage, crippling disasters, and other activity that severely impairs public health or safety

No closed session shall be conducted during an emergency meeting, except as provided for in the Brown Act to discuss a dire emergency.

The chancellor shall be responsible to ensure that notice of such meetings is provided to the local news media as required by law.

3.13 - Closed Session (BP 2315)

All matters discussed or disclosed during a lawfully held closed session and all notes, minutes, records or recordings made of such a closed session are confidential and shall remain confidential unless and until required to be disclosed by action of the Board or by law. Closed sessions of the Board of Trustees shall only be held as permitted by applicable legal provisions including but not limited to the Brown Act, California Government Code, and California Education Code.

Matters discussed in closed session may include:

- The appointment, employment, evaluation of performance, discipline or dismissal of a public employee
- Charges or complaints brought against a public employee by another person or employee, unless the accused public employee requests that the complaints or charges be heard in an open session.
- Advice of counsel on pending litigation, or on any action/situations with significant exposure to litigation, as defined by law;
- Consideration of tort liability claims as part of the District's membership in any joint powers agency formed for purposes of insurance pooling
- Real property transactions;
- Threats to public security;
- Review of the District's position regarding labor negotiations and giving instructions to the District's designated negotiator;
- Discussion of student disciplinary action, with final action taken in public;
- Conferring of honorary degrees;
- Consideration of gifts from a donor who wishes to remain anonymous;
- Consideration of District's response to a confidential final draft audit report from the Bureau of State Audits
- Evaluation of the chancellor related to board goals and objectives

The agenda for each regular or special meeting shall contain information regarding whether a closed session will be held and shall identify the topics to be discussed in any closed session in the manner required by law.

After any closed session, the Board shall reconvene in open session before adjourning and shall announce any actions taken in closed session and the vote or abstention of every member present.

3.14 - Labor Negotiations (BP 2610)

During labor negotiations, regular updates and information are brought to the Board in closed session. The Board's obligation is to understand the fiscal implications on the budget.

- Can the district stay fiscally solvent while honoring our collective bargaining agreements?
- Does the contract honor our district goals?

It is important that board members understand their role in the process. When individual board members get involved in negotiations, it creates a risk of compromising the district's position. Side negotiations can hurt the position of the district. Board members must trust the negotiations team to do the work.

Conversations and meetings outside of the negotiations process are likely detrimental to the position of the negotiations team. As such, meeting with constituent groups, and comments made with constituent groups can be taken out of context. It is best practice to not meet with or talk with individuals associated with bargaining groups during negotiations in order to protect the integrity of the process.

Boards carry out their labor negotiation responsibilities by:

- establishing the structure in which effective negotiations can take place, and
- ensuring accountability with the public, who deserve and expect transparent communications from the governing board they have elected into office.

3.15 - Complaints/Investigations

The District is committed to equal opportunity in educational programs, employment, and all access to institutional programs and activities. The District is committed to providing an academic and work environment that respects the dignity of individuals and groups.

The complaint and investigation procedures adhere to the protocol specified in Education Code, Board Policy and Administrative Procedure. Investigations are supervised by the chancellor and any designated counsel. The Board does not play a role during the initial stages of the process as the Board is the final and last appeal in the complaint process. Board members may receive updates in closed session on open investigations but are generally not made privy to details of claims, given their role as a member of the appeals body.

The District shall be free of sexual harassment and all forms of sexual intimidation and exploitation, including acts of sexual violence. The District shall be free of other unlawful harassment and bullying including, but not limited to, that which is based on any of the following federal and state protected classes: race; color; national origin, ancestry or citizenship status; religion or creed; age; marital status; sex and gender (including sexual orientation and identity; gender identity and gender expression); physical or mental disability; genetic information; medical condition; political activities or affiliations; military or veteran status; status as a victim of domestic violence, assault or stalking; or because one is perceived to have one or more of the foregoing characteristics or associates with a person or group with one or more of these characteristics.

Pursuant to Government Code Section 54957, if any person requests an opportunity to present complaints to the Board about a specific employee, such complaints shall first be presented to the chancellor. The Board is obligated to redirect all complaints and claims to the Chancellor to preserve its role on appeal.

Notice shall be given to the employee against whom the charges or complaints are directed. If the complaint is not first resolved at the administrative level, the matter shall be scheduled for a closed session of the Board. The employee against whom the charges or complaints are directed shall be given at least 24 hours written notice of the closed session and shall be given the opportunity to request that the complaints be heard in an open meeting of the Board.

If a claim or complaint is directed at the chancellor, the role of managing the claims shall be delegated by the Board to the Chief Human Resources Officer and/or designated counsel.

3.16 - Agenda Review

In accordance with Board Policy, agendas shall be prepared jointly by the President of the Board and the Chancellor. The board president, the board vice president, and the chancellor shall meet at least ten (10) days before the board meeting to review agenda items.

Draft agenda topics are published to the BoardDocs platform prior to the agenda-setting meeting.

The agenda is finalized and published five (5) calendar days before the scheduled board meeting.

3.17 - Board Calendar

The chancellor and the board clerk create a calendar for a twelve-month period, outlining the dates of the regular board meetings and study sessions, with operational agenda items and study session topics that align with the board goals. This calendar will be prepared by June each year and requires board approval.

3.18 - Consent Agenda

The consent agenda contains all routine items that require board approval or ratification. For the most part, these are actions that the Board is legally required to take but are routine or in areas in which the Board has delegated significant authority to the CEO. They usually include approval of warrants, personnel actions, and contracts. All items on the consent agenda are moved in one motion.

Prior to approval of the consent agenda, a board member may ask questions about a particular agenda item. Also, before approval, any board member, or member of the public may request that an item be removed to be considered separately. If an item is removed, it will be discussed in the order listed, after approval of remaining items on the consent agenda.

3.19 - Preparing for Meetings (BP 2340)

Board members have five days to review the materials prior to the meeting. Board members shall submit their questions to the chancellor and board president three (3) days prior to the board meeting so that the chancellor and staff can provide a thorough response, prior to, or at the time of the meeting.

It is best practice to avoid surprises at the board meeting. Responses to any information requested prior to the board meeting are provided to all board members.

During the week of the board meeting, the chancellor corresponds with the Board to review the agenda and addresses any questions.

3.20 - Requesting Agenda Items (BP 2340)

Any person or persons wishing to place a matter directly related to community college district business before the Board for deliberation or action shall submit to the chancellor a written request for inclusion of the matter on the

agenda no less than ten days prior to the date of the regular meeting. The board president and chancellor decide where, when, or whether the item will be placed on the agenda.

Any member of the Board may ask the board president to add an item to the agenda. If the board president denies the request, the requesting board member may raise the issue at a board meeting under “Statements from Board Members.” If a majority of board members agree to add the item, it shall be added to a subsequent agenda. Normally, requests for agenda items shall be submitted no later than ten (10) calendar days in advance of the meeting date.

3.20.1 - Request by Board Members to Place Matters on a Board Agenda (BP 2340)

A member of the Board may request that an item be placed on a Board agenda by first meeting and discussing the item and rationale in specific terms with the Chancellor and the Board President. After the initial discussion of the proposed agenda item, the board president and chancellor may add the item to the agenda depending on the availability of staff to prepare any documents or data. In the event that the Chancellor and the Board President deny the request to place the item on a Board agenda, one Board member may submit a request in writing that that item be placed on the agenda, and the item shall be placed on the Board agenda. The item will be noticed for discussion.

Consistent with the Brown Act, the one proposing Board member and the Board President will not discuss the proposed agenda item with any other Board members except after notice, during a regular meeting of the Board. If, after full Board discussion, there is a consensus of a majority of the Board to notice the matter for action, it will be placed on a later Board agenda for action. Items placed on the agenda under this paragraph cannot be placed on the agenda again except by action of a majority of the Board or by the board president in consultation with the chancellor as part of their duties.

Inclusion of an item placed on the agenda in this manner does not confer upon the requestor the right to direct or require preparatory staff study, analysis, research or review of background material related to the item.

Any direction to staff to study or provide analysis, research, or review of background material may come only as the result of action approved by a majority of the Board to do so.

3.21 - Running Effective Meetings: Responsibilities and Expectations

The board president presides over board meetings. Board meetings that are well-organized and effectively run reflect favorably on the Board and the district. Board chairs must have the skills to promote and facilitate productive discussions, ensure discussions are at the policy level, be able to redirect conversations that are operational or tangential, effectively manage disruptive behavior, and proficiently employ parliamentary procedures.

Characteristics of effective meetings:

- They start and end on time.
- The rules for participation are clear to board members, staff, and the public. They are reviewed at the beginning of the meeting and are included in the written agenda.
- There is sufficient time to discuss major issues. People do not feel overly rushed or silenced.
- Discussion is kept to the point. People do not feel their time is abused by discussion that is irrelevant or overly redundant.
- The agenda is not so full that the meeting will be overly long. It is well planned and issues can be addressed in the time allocated for the meeting.

- A subcommittee should be appointed whenever an issue becomes complex or tabled until all board members are up to speed
- The agenda items provide sufficient, succinct information. board members and the public trust that the decisions the Board makes are well informed.
- The agenda items clearly state what is expected from the board members.

Board expectations from staff:

- Staff reports and presentations should be concise, rehearsed, with clear objectives or asks.
- All presentation background reading and supporting materials should be in board packets which are publicly available when agendas are published.
- No new material should be introduced at the board meeting, unless board members are apprised in advance. These documents must be uploaded and available online to the public before the meeting.
- Standard presentations should be limited to fifteen (15) minutes and presentations should highlight reading materials and include an analysis or summary for the Board, so that there is a clear objective or ask from staff.
- Emphasis of the presentation should be on questions to staff and board discussion.

Expectations for Board members:

- Board members have prepared by reading the agendas in advance of the meeting
- Board members have looked at presentations and read background reading and supporting materials
- Board members have looked at action items and submitted their questions to the board president and chancellor 3 days prior to the meeting
- Board members will keep discussions at the policy level, mindful of not veering into operational details

Board Report Standardization:

- Identify lead staff person and contributors
- Issue summary
- Concise background
- Impacts
- Three questions that will help shape discussion
 - How does this advance student success and equity?
 - How does this relate to board goals?
 - What policy issue is applicable?
- Staff recommendation and why (when action is required)
- Draft resolution (when appropriate)

3.22 - Speakers, Board Meetings (BP 2350)

Persons may speak to the Board of Trustees either on an agenda item or on other matters of interest to the public that are within the subject matter jurisdiction of the Board. Persons wishing to speak to matters not on the agenda shall do so during the “Statements from the Public on Non-Agenda Items” time.

For comments on an agenda item, the Board shall invite public comment after the agenda item has been presented and staff reports are made.

Persons addressing the Board will be asked to preface their remarks by giving their name to the president of the Board. The president of the Board may rule “out of order” if in their judgment, the commentary is not relevant to the agenda item.

The Board acknowledges that the Brown Act, Government Code Section 54954.3, requires that every agenda for regular meetings, but not every notice for special meetings, shall provide an opportunity for members of the public to directly address the Board on items of interest to the public that are not on the agenda.

There is a three (3) minute time limit on individual speakers.

The total time for members of the public to speak on the same or a substantially similar subject shall be limited to 30 minutes, unless the president of the Board extends the limit.

Members of the public desiring to address the Board shall complete and submit a speaker card.

Persons speaking to the Board in accordance with BP 2350 are subject to the following:

- No members of the public may speak without being recognized by the president of the Board or designee.
- Persons may speak to the Board only on an agenda item named or on other non-agenda matters of interest that are within the subject matter jurisdiction of the Board.
- Closed agenda items are considered “agenda items” for purposes of public comment.
- Employees who are members of a bargaining unit represented by an exclusive bargaining agent may address the Board under this policy, but may not attempt to negotiate terms and conditions of their employment. This policy does not prohibit any employee from addressing a collective bargaining proposal pursuant to the public notice requirements of Government code Section 3547.
- Speakers may not discuss in public meetings charges or complaints which the Board has scheduled to consider in closed session.
- Speakers may not use profanity, obscenity and other offensive language or threaten violence directed towards any person or property. Violations of this policy will be ruled “out of order” by the presiding officer.

The president of the Board may rule “out of order” persons who use profanity, threats, physical violence, or obscenity in any form, disturb or disrupt the Board meeting, or fail to conform to a reasonable request to maintain decorum in the meeting room.

Persons who are ruled “out of order” shall be warned of their infraction, dismissed from the meeting room if the warning is not heeded, and removed from the meeting room by appropriate authorities if they do not comply with instructions or directives of the Board or board president to leave.

In the event that any board meeting is willfully interrupted by an individual or group of persons so as to render the orderly conduct of the meeting unfeasible, and order cannot be restored by the removal of individuals who are willfully interrupting the meeting, the Board may order the meeting room cleared and continue in session.

Representatives of the news media and staff members, except those participating in the disturbance, shall be allowed to attend the meeting.

As a matter of law, members of the Board may not discuss or respond to public comments. The Board may discuss the matter among itself if it is posted for discussion or action on the agenda. As a matter of protocol, board members shall not respond to public comments. Board president may talk with the chancellor, and for particularly acute public comments where confusion, misinformation is apparent or clarification is needed, the chancellor may

address the issue in chancellor reports or “point of privilege” comment, unless the matters are properly noticed for discussion or action in Open Session.

3.23 - Communication with the Board President

Effective board teamwork is characterized by clear purposes, norms or rules for behavior that are supported by all, and a group commitment to accomplishing the Board’s work.

The board chair leads boards effectively by identifying expectations, facilitating discussion, communicating often, and by helping to achieve consensus. A skilled chair models and demands a high standard of professional decorum, encouraging trustees to work collaboratively with the CEO toward modeling and expecting a high standard of professional decorum, and by moving trustees and the CEO to work collaboratively toward achieving the common goals and mission.

To support the chancellor and streamline communications from the Board, all requests are to be sent to the board president and the chancellor.

3.24 - Communication Among Board Members (BP 2720)

A majority of the members of the Board shall not communicate among themselves outside a regularly scheduled meeting by using a series of communications of any kind, directly or through intermediaries, to reach a collective agreement on any item that falls within the Board's jurisdiction.

Furthermore, no other person may engage in serial communication, directly or through intermediaries, to discuss, deliberate, or take action on any business item that is within the subject matter jurisdiction of the Board.

Additionally, board members are reminded that electronic communications, including posts on social media, can facilitate a Brown Act violation.

3.25 - Communication with Chancellor

All board member requests received will be referred to the chancellor who will determine the appropriate disposition and may include, where indicated, the anticipated cost of completing the request, as well as an expected completion date.

It shall be the policy of the Board that whenever an individual board member wishes for an investigation, study, research project, or analysis, it shall be directed by the majority vote of the Board through the chancellor. (BP 2715)

3.26 - Annual Retreat

Each year the Board holds an annual retreat with the Board and the chancellor.

The retreat allows the Board to qualitatively reflect on its progress over the past year. The Board will conduct an annual self-evaluation in July and set goals for the upcoming year by August .

1. Board goals: The Board will collaborate with the chancellor to identify priorities that drive the district's progress. These goals will guide the Board's efforts.
2. Board development goals: The retreat will also focus on improving the Board's effectiveness, both as individual members and as a cohesive unit.

3.27 - Board Self-Evaluation (BP 2745)

The Board of Trustees is committed to assessing its own performance as a board in order to identify its strengths and areas in which it may improve its functioning.

Annual board self-evaluations provide an opportunity for the Board to reflect on the past year's accomplishments and challenges and to set priorities for the coming year.

Board members, including the Student Trustee, shall participate in an annual board evaluation process which will be conducted each calendar year. The purpose of the board evaluation is to assess the Board's effectiveness in promoting and sustaining academic quality and institutional effectiveness, as well as 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.

Evaluation instruments with criteria based upon District Policies and Procedures shall be developed and approved by the Board, and a facilitator shall be used by the Board as necessary to assist in this process.

The Board shall discuss the results of the evaluation at a public meeting in June.

3.28 - Setting Annual Board Goals

The Board of Trustees use the results of the self-evaluation and annual retreat to set internal goals for the upcoming year. Annual goals establish direction and priorities. Board development goals and annual priorities clarify steps toward achieving broader goals. When the Board adopts outcome goals as policy, and the colleges use them to frame institutional strategic plans, the process helps ensure that the trustees, CEO, and college staff are working together toward common purposes.

In summary, board development goals help improve their own performance as a governing body. Major tasks for the chancellor and the colleges are derived from the Board's annual goals and priorities. The chancellor goals are often established jointly by the Board and chancellor and serve as the framework for the chancellor's annual evaluation.

3.29 - Annual Organizational Meeting (BP 2305)

Following certification of election results, newly elected trustees assume office on the second Friday in December following the November elections. The Board of Trustees shall hold an annual organizational meeting on a day within fifteen calendar days of the last Friday in November.

The purpose of the annual organizational meeting is to elect a president, vice president, representative of the Board to the County Committee on School District Organization, representatives of the Board to the San Mateo County Community Colleges Foundation Board, representative to the San Mateo County School Boards Association and any other representatives to external agencies, and conduct any other business as required by law or determined by the Board.

3.30 - Evaluation of Chancellor (BP 2435)

The Board of Trustees shall conduct an annual evaluation of the chancellor in July .

Such evaluation shall comply with any requirements set forth in the contract of employment with the chancellor as well as BP 2435. The criteria for evaluation shall be based on board policy, the chancellor job description, and annual board and performance goals developed by the Board and chancellor.

SECTION 4: INTRODUCTORY CONTEXT ON CCC INITIATIVES, STATUTORY AND REGULATORY RESTRICTIONS

Below are essential topics that board members within the California College System should understand. This primer gives board members an introduction to the laws, regulations, and initiatives but it is highly recommended that Board of Trustees access the publications footnoted for a more comprehensive understanding and attend conferences as the conversations on these issues are often changing,

4.1 - 75/25 (1988)

AB 1725, authored by Vasconcelos and enacted in 1988, included a strong requirement to increase the ratio of full-time to part-time or adjunct faculty in community colleges to 75% of instruction. Related to the Faculty Obligation Number (FON) which is explained below, 75/25 is the system goal stated in terms of a percentage of instruction performed by full-time faculty, whereas the system compliance mechanism (FON) is constructed in terms of a hiring obligation that sets the minimum number of full-time faculty required for each district.

This number is adjusted up or down in relation to a district's growth (funded) or decline in credit FTES. In theory, this mechanism should maintain the district ratios of full-to part-time instruction that were in place in 1988 when AB 1725 took effect. However, various work groups who have studied data trends since 1988 found varied trend patterns ranging from a low of 38.1 to a high of 78.6 in 2004 with intervening years quite varied.²

Below is SMCCCD's data from 2018-2022 compared to statewide FT percentage average.

YEAR	SMCCCD	Statewide
2021-22	70.7	60.9
2020-21	70.1	59.3
2019-20	69.2	59.4
2018-19	65.24	57.45

4.2 - FON - Faculty Obligation Number (1989)

California Code of Regulations (CCR), Title 5 Section 51025 and 53311

The Faculty Obligation Number (FON, Title 5 Sections 51025 and 53311) was established in 1989 as a means of ensuring that colleges increased their number of full-time faculty workforce in proportion to their growth in credit FTES. Because FTES have growth and decline trends, increases in the FON in times of growth are reversed in times of revenue decline. The California Code of Regulations (CCR), Title 5 Section 51025 requires community college districts to increase their base number of full-time faculty over the prior year in proportion to the amount of growth in funded credit FTES.

- FON is calculated by the CCCCO in November for the following year. The Board of Governors take action in November to determine if there are adequate funds in the current year to increase FON for the following year Fall.
- Calculation is based upon credit funded FTES
- There is a financial penalty for non-compliance

FON was implemented in 1989 to encourage movement towards 75/25; however, it is not the same as 75/25. If a district's full-time faculty percentage is less than 75% then FON is triggered. The base and subsequent changes in

² https://www.cccco.edu/-/media/CCCO-Website/About-Us/Reports/Files/workgroup_75_25_proposal.pdf

this number (caused by increases or decreases in certain apportionment dollars) are described in Sections 53311 and 53312. This full-time faculty obligation number specifies the minimum number of full-time faculty that must be employed by a district in order to avoid reduction in apportionment for non-compliance. It is recalculated annually for each district, but the recalculation does not involve any examination of a full-time/part-time ratio, which of course also depends on part-time hiring actions.

There has been lively debate on FON, 75/25 and the 50% law. In 2005, under State Chancellor Brice Harris, a workgroup was charged with researching the 75/25 goal. The workgroup analyzed FON data from 1988 to 2004 and found that districts rarely fall below their obligation number. Districts rarely went below FON while not making any progress towards the 75/25 goal of AB 1725.³

The CCC system has failed to attain this goal for a number of reasons, including but not limited to a lack of funding for increased full-time faculty hiring, fluctuations in the economy, rapid enrollment growth, faculty retirement incentives, and competing demands for system resources. Rather than encouraging the system to make progress toward the 75% goal, the FON has itself become the goal for most colleges.

[2022 - FON Compliance, Statewide](#)

4.3 - Fifty Percent Law (1961)

The Fifty Percent Law requires all community college districts to spend at least half of their “Current Expense of Education” for “Salaries of Classroom Instructors.” Education Code Section 84362 and the implementing regulations in the California Code of Regulations title 5, section 59200, et. al., provide for exemptions under certain circumstances.

Education Code 84362 (d): “There shall be expended during each fiscal year for payment of salaries of classroom instructors by a community college district, 50 percent of the district's current expense of education.”

The intent of the 50% Law is to spend at least 50% of a district’s budget inside the classroom. However, over time colleges have become aware that what happens in the classroom is only one part of the student pathway as students need support both inside and outside the classroom. This support is what we refer to as “high touch” services: counselors, admissions and records staff, librarians, non-instructional faculty as well as college operational staff engaged in marketing, technology support, institutional research, degree evaluation, etc.,

Classroom faculty are included on the instructional side of the law, sometimes referred to as the “right side” of the law, while the other side includes support faculty such as counselors, librarians, tutorial coordinators, and any other faculty not actively in a classroom as well as other college operating expenses. In addition to the “high touch” wrap-around services noted above, faculty who are not in the classroom and on reassigned time

³ https://www.cccco.edu/-/media/CCCCO-Website/About-Us/Reports/Files/workgroup_75_25_proposal.pdf?la=en&hash=DE855A09B65C8B83913E8CC6080E2A0A8357D92A

(Department Chair, Curriculum Chair, Academic Senate, Union leaders) would be on the wrong side of the 50% law.⁴

While in theory this separation may be reasonable, the reality is that student access, retention, persistence and success is not only solely experienced within the classroom.

With the outcome emphasis of the CCC Chancellor's Office Vision for Success, guided pathways, and the Student-Centered Funding Formula, the system's focus has shifted to personalized high-touch services for students. These services require a coalition of faculty to support each student, from both sides of the 50% Law.

Additionally, the practical (and mandatory) operating expenditures of Districts to ensure Minimum Conditions as required by Title V of the California Code of Regulations and the California Education Code are mostly for supportive services that fall on the "wrong" side of the 50% Law and delineates the adoption of regulations and establishment of procedures for:

- Educational and Facilities Master Plan
- Affirmative Action Employment Programs
- District Staff and Diversity Plan
- Accreditation Requirements
- Creating an Organized Counseling Program
- Establishing of Programs of Education that Meet Approval of Chancellor
- Academic Freedom
- Vocational or Occupational Training
- Programs Review
- Matriculation Plan
- Shared Governance Participation – Faculty, Staff and Students
- Student Equity Plan
- Transfer as a Primary Mission
- Monitoring Student Progress
- Providing a Resource Library
- Providing Space, Facilities, Clerical Support and an Advisory Committee for Transfer Center
- Internal Evaluation and Annual Report to the Chancellor's Office

The list above, though not exhaustive, necessitates resources (human and financial) which are on the "wrong side" of the fifty percent law.

In sum, as many others within the system have noted, the law may be a fiscal and structural barrier to student support and success.⁵

[2022-Fifty Percent Law Compliance, Statewide](#)

⁴ <https://ccleague.org/sites/default/files/pdf/PRP50law.pdf>

⁵ <https://ccleague.org/sites/default/files/pdf/PRP50law.pdf>

4.4 - CCCC Vision for Success Initiative⁶

In 2017, the Vision for Success established a set of robust five-year goals to serve as a “North Star” in guiding the collective reform efforts of the California Community Colleges. These goals established clear targets for completion, transfer, efficiency, and employment, and most importantly, for closing equity gaps and regional attainment gaps (see sidebar on page 6). In addition to establishing systemwide goals, the 2017 Vision for Success also called for college districts to develop and adopt aligned local goals for student success, which all districts have now done.

4.4.1 - Vision for Success Goals

1. Increase by at least 20 percent the number of California Community Colleges (CCC) students annually who acquire associates degrees, credentials, certificates, or specific skill sets that prepare them for an in-demand job.
2. Increase by 35 percent the number of CCC students transferring annually to a University of California or California State University.
3. Decrease the average number of units accumulated by CCC students earning associate’s degrees, from approximately 96 total units (the most recent system-wide average) to 79 total units—the average among the quintile of colleges showing the strongest performance on this measure.
4. Increase the percentage of exiting Career Technical Education (CTE) students who report being employed in their field of study, from the most recent statewide average of 69 percent to an improved rate of 76 percent—the average among the quintile of colleges showing the strongest performance on this measure.
5. Reduce equity gaps across all of the above measures through faster improvements among traditionally underrepresented student groups, with the goal of cutting achievement gaps by 40 percent within five years and fully closing those achievement gaps within ten years.
6. Reduce regional achievement gaps across all of the above measures through faster improvements among colleges located in regions with the lowest educational attainment of adults, with the ultimate goal of fully closing regional achievement gaps within ten years.

4.4.2 - Vision for Success Core Commitments

1. Focus relentlessly on students’ end goals.
2. Always design and decide with the student in mind.
3. Pair high expectations with high support.
4. Foster the use of data, inquiry, and evidence.
5. Take ownership of goals and performance.
6. Enable action and thoughtful innovation.
7. Lead the work of partnering across systems.

⁶<https://www.cccco.edu/-/media/CCCCO-Website/Reports/vision-for-success-update-2021-a11y.pdf>

SECTION 5: APPENDICES

[Brown Act Guide](#)

[Cañada College Educational Master Plan](#)

[Cañada College Mission, Vision, and Values](#)

[Cañada College Organizational Chart](#)

[College of San Mateo Educational Master Plan](#)

[College of San Mateo Organizational Chart](#)

[College of San Mateo Vision, Mission, and Values](#)

[Robert's Rules Cheatsheet](#)

[Skyline College Educational Master Plan](#)

[Skyline College Mission – Vision - Values](#)

[Skyline College Organizational Chart](#)

[SMCCCD Mission Statement](#)

[SMCCCD Organizational Chart](#)

[SMCCCD Students First Strategic Plan](#)

SECTION 6: SMCCCD NEW TRUSTEE ORIENTATION CHECKLIST

- Authority
- Code of Ethics / Standards of Practice
- Brown Act
- Duties and Responsibilities
- Fiscal Responsibilities
- Participatory Governance
- Board/CEO Roles
- Understand board role in:
 - Policy
 - Planning
 - Budget
 - Finance
- Meetings of the Board
 - Agenda expectations and responsibilities
 - Communication with Chancellor
 - Robert's Rules
 - Preparing for meeting
 - Meeting protocol
 - Running effective meetings: responsibilities and expectations
 - Consent calendar
 - Quorum and voting
 - Closed session
- Board Development
 - New Trustee Orientation Certificate
 - Professional development
 - Board Goals
 - Board Retreats and Study sessions
 - Board Self Evaluation
 - Chancellor Evaluation

This checklist certifies that Trustee _____ has completed the SMCCCD new trustee orientation process.

The next step is to attend the CCLC Excellence in Trusteeship program to obtain certification which meets the ACCJC accreditation requirement for continuing board development.

Trustee signature

SMCCCD Board President

SMCCCD Chancellor

GLOSSARY

AB 1725 (1988): 1988 State Assembly Bill authored by Vasconcellos that introduced a number of reforms to California's Community College System, including the requirement of collegial consultation in specified areas of institutional decision-making and an expanded role for the academic senate.

ACCJC: Accreditation System of periodic in-depth peer review that ensures quality standards for institutions of higher education. ACCJC The Accrediting Commission for Community and Junior Colleges, the sub-commission of the Western Association of Schools and Colleges (WASC) responsible for accrediting community colleges in California, Hawaii, and the Pacific islands.

Accreditation Commission: A body composed of CEOs, administrators, academic and public members charged with overseeing the accreditation peer review process.

Administrative Procedures: District administrative procedures implement Board Policy, laws, and regulations. They address how the general goals of the District are achieved and define operations of the District. They include details of policy implementation, responsibility, accountability, and standards of practice. Although procedures may be developed by the Chancellor, managers, faculty, staff members, and students, it is the administrators/managers who are held responsible for upholding the specific information delineated in the procedures. Procedures do not require Board action but should be vetted and approved through campus organizational processes

Annual Board Retreat: Special yearly meeting of the Board of Trustees, which coincides with the Board's annual self evaluation and goal setting.

Anti-racism: A powerful collection of antiracist policies that lead to racial equity and are substantiated by antiracist ideas. Practicing antiracism requires constantly identifying, challenging, and upending existing racist policies to replace them with antiracist policies that foster equity between racial groups.

Apportionment: State funding or revenue received from the state based on total enrollment. (not relevant to SMCCCD, but good for trustees to be aware of how other districts are funded)

AS: Associated Students Organizations are the Board-recognized student body organizations at District colleges.

Basic Skills: Formally used in reference to preparatory coursework two or more levels below college level; informally used to refer to all college preparatory and English as a Second Language instruction.

BP – Board Policy: Board policy is the voice of the Board of Trustees and defines the general goals and acceptable practices for the operation of the District. It implements federal and state laws and regulations. The Board, through policy, delegates authority to and through the Superintendent/ President to administer the District. The Chancellor and District employees are responsible to reasonably interpret Board policy as well as other relevant laws and regulations that govern the District. Policy is best expressed in broad statements. It legally binds the District. Therefore, policy statements should be clear, succinct, and current. Board policies require official adoption by the Board of Trustees.

California Code of Regulations (CCR): A compendium of the regulations that have been adopted by state agencies, including Title 5, the section of the CCR dealing with educational institutions. CCR sections dealing with community colleges are developed and issued by the Board of Governors for the California Community Colleges.

California Education Code: Laws governing educational institutions in California.

California Educational Employment Relations Act: The 1976 state law, which establishes the role of collective bargaining in California's K-12 systems and community colleges.

CCCCO: The California Community Colleges Chancellor's Office, which provides administrative oversight and coordination for the 112 community colleges in the state system.

CCSSE: Climate Surveys and Community College Surveys of Student Engagement

Census: Census is the Monday closest to the point at which 20% of the class has been completed (Title 5 §58003.1.b). For the primary terms, this date is typically the Monday of the fourth week of a semester-based on 20% of 17.5 weeks = 3.5 weeks rounded to four weeks); the number of students enrolled in a class on that date is the enrollment number used in the funding formula. For short-term classes, the census date is calculated individually for each short-term pattern.

CFR: Code of Federal Regulations available at:

<https://www.gpo.gov/fdsys/browse/collectionCfr.action?collectionCode=CFR>

Collective Bargaining Agreements: The union contracts. Community College System Refers to the entire system of 116 California community colleges.

Consultation (Collegial Consultation): The formal, legally mandated process of seeking advice and opinions from stakeholder or constituency groups prior to policy-level decision making.

Core Indicators (of Institutional Effectiveness): Outcome measures of institutional achievement linked to the District Strategic Plan

CTE Career/Technical Education: Includes all instruction related to career and vocational fields, as opposed to liberal arts and sciences curricula or Basic Skills instruction.

DAS: The District Academic Senate, the representative body of the nine college Academic Senates

DEIA: Diversity, Equity, Inclusion and Accessibility

District (the District System): Refers to all operations, activities, and structures associated with the District Office and the three SMCCCD colleges.

District-level: As opposed to college-level, refers to activities or processes that are carried out by the District Office or by district-wide decision-making or coordinating committees.

DSCH: Daily Student Contact Hours, an attendance accounting measure used for non-regularly scheduled classes, including short-term classes. Along with WSCH and Positive Attendance, DSCH is the basis for college funding.

EC - California Education Code: (one of the 29 State statutes) available at

<http://leginfo.legislature.ca.gov/faces/codes.xhtml>

Ending Balance: The total of all funds remaining in District accounts at the end of the year, including college balances.

Enrollments (Duplicated Headcount): The number of "seats" filled at the institution. Each course enrollment is counted separately.

Enrollments (End-of-term): A count of all students receiving a grade.

Enrollments (First Census): An attendance accounting procedure that determines the number of actively enrolled students at a particular point in the term.

Enrollments (Unduplicated Headcount): A student enrollment count based on an individual student that identifies a student only once in the system—regardless of the number of units or courses in which that student is enrolled.

Equity: Equity recognizes that each person has different circumstances and allocates the exact resources and opportunities needed to reach an equal outcome.

External Scan: Data on factors outside the District system that impact District operations, which are considered during strategic planning, including population demographics, educational attainment levels

Faculty Equivalency: Process for granting faculty who lack the minimum qualifications for a particular discipline the right to teach courses in that discipline based on other qualifications. Foundations Independent non-profit organizations associated with the District and the colleges that provide additional support to the District, the colleges and, through scholarships, District students.

Fifty Percent Law (1961): The Fifty Percent Law requires all community college districts to spend at least half of their “Current Expense of Education” for “Salaries of Classroom Instructors.” Education Code Section 84362 and the implementing regulations in the California Code of Regulations title 5, section 59200, et. al., provide for exemptions under certain circumstances. (CCCCO)

FON - Faculty Obligation Number (1989): California Code of Regulations (CCR), Title 5 Section 51025

The FON was established in 1989 as a means of ensuring that colleges at a minimum increased their number of full-time faculty workforce in proportion to their growth in credit FTES. Because FTES have growth and decline trends, increases in the FON in times of growth are reversed in times of revenue decline. The California Code of Regulations (CCR), Title 5 Section 51025 requires community college districts to increase their base number of full-time faculty over the prior year in proportion to the amount of growth in funded credit FTES.

- FON is calculated by the CCCC in November for the following year. The Board of Governors take action in November to determine if there are adequate funds in the current year to increase FON for the following year Fall.
- Calculation is based upon credit-funded FTES
- If a college exceeds its FON, the college pays a penalty.

FON was enacted in 1989 to encourage movement towards 75/25, however it is not the same as 75/25 as the yearly number is based on FTES.

FTES: Full-time Equivalent Students—a “workload measure” based on the assumption that one full-time student is enrolled in 15 hours of instruction per week for 35 weeks a year—or for 525 total “Weekly Student Contact Hours” (WSCH) per year. A college’s FTES per term is derived by multiplying its total Weekly Student Contact Hours by 17.5 (weeks per term) and dividing by 525.

FTEF: Full-Time Equivalent Faculty - Each “FTEF” generally equals 15 units of instructional load, regardless of whether those units are taught by full- or part-time faculty. All academic employees are considered to be faculty for this purpose including instructors, librarians, and counselors.

GC – California Government Code: (one of the 29 State statutes) available at:

<http://leginfo.legislature.ca.gov/faces/codes.xhtml>

GE: General Education courses and programs, as opposed to courses and programs in Career/Technical Education or Basic Skills.

Grievance: A formal complaint filed by an employee based on an alleged violation of a stipulation in a collective bargaining agreement.

Headcount: Unduplicated headcount is the total number of individual students enrolled in a college per term or year; duplicated headcount is the total number of enrollments.

High School Capture Rate: The percent of 12th grade students enrolling in a college from a particular high school or school district management

IEPI: Institutional Effectiveness Partnership Initiative

Institutional Effectiveness: An organization's capacity to set and hold itself accountable for achieving measurable strategic goals leading to continuous quality improvement. Internal Scan Data on District and college students, systems, and operations which are considered during strategic planning, including student demographics, enrollment trends, student achievement data, budget and unit efficiency data, etc.

May Revise: The Governor's updated budget projection for the coming fiscal year, available in mid-May.

Minimum Qualifications: The degrees, course work, and/or work experience required by Title 5 CCR to teach in the various disciplines. Minimum Qualifications are determined by the State Academic Senate.

No Penalty Drop Date: The date by which students may drop a class without incurring a fee, typically the end of the third week of classes during a regular term.

Participatory Governance: Sometimes referred to as "shared governance," refers to the process of inclusive, consultative decision-making required within the provisions of State Assembly Bill 1725 (1988).

Persistence Rate: The percentage of students who enroll in a subsequent term—that is, individual students are tracked across terms. Typically computed fall-to-fall, or sometimes fall-to-spring, or spring-to-fall.

Program Review: An in-depth assessment of an educational program, a student support service, or an administrative unit for the purpose of program or unit improvement.

Public Employment Relations Board (PERB): A quasi-judicial administrative agency charged with administering the collective bargaining statutes covering employees of California's public schools, colleges, and universities, and other state employees.

Reserves: Funds set aside as a percentage of revenue for unanticipated future needs.

Retention Rate: The percentage of enrollments with a grade of A, B, C, D, F, P, NP, I, at end-of-term. (Only excludes W's.)

Rodda Act (SB 160): Also known as the Educational Employment Relations Act (EERA), the 1975 State Senate bill that guarantees public school employees the right to collective bargaining.

Salary Survey: A formal study undertaken by the Personnel Commission to determine appropriate pay categories for classified employees.

Self Studies (Self Study Reports): Comprehensive self assessment reports compiled by colleges for accreditation site visits every six years. Senior Staff (District)

Skelly Hearing: A Skelly hearing derives its name from *Skelly v. State Personnel Board* (15 Cal. 3d 194) in 1975. Dr. Skelly, a public employee, was terminated from his employment with the State of California. The California Supreme Court determined, among other things, that he was deprived of his due process right to pre-disciplinary discovery—the “materials upon which the action is based.” A Skelly hearing allows an employee to respond to the allegations prior to the imposition of any actual disciplinary action. A Skelly Hearing includes: a pre-imposition opportunity to respond to the proposed discipline; an opportunity to refute factual allegation(s), and is an opportunity to mitigate severity of penalty

Student Learning Outcomes (SLOs): The knowledge, skills, abilities, or attitudes that students are expected to attain as the result of specific educational experiences.

Student Success: A district-wide initiative devoted to improving all student achievement outcomes. Commonly used to refer to measurable student achievement outcomes, including degree and certificate completion, transfer to four-year institutions, completion of preparatory course sequences, etc.

Success: The percentage of enrollments with a grade of A, B, C, P at end-of-term.

Summative Assessment: The final determination of student knowledge, skills, or abilities, or the final determination of the effectiveness of a plan or strategy.

SWOT (SWOT Analysis): A type of focus group activity used in strategic planning to assess stakeholders’ perceptions of current organizational “strengths” and “weaknesses” as well as future “opportunities” and “threats.”

Title 5 – California Administrative Code: Title 5 Regulations adopted by the Board of Governors of the California Community Colleges available at: <http://ccr.oal.ca.gov/linkedslice/default.asp?SP=CCR-1000&Action=Welcome>

Vision for Success Goals: In 2017, the Vision for Success established a set of robust five-year goals to serve as a “North Star” in guiding the collective reform efforts of the California Community Colleges. These goals established clear targets for completion, transfer, efficiency, and employment, and most importantly, for closing equity gaps and regional attainment gaps. In addition to establishing systemwide goals, the 2017 Vision for Success also called for college districts to develop and adopt aligned local goals for student success, which all districts have now done.

WSCH: Weekly Student Contact Hours (pronounced (“Wish”), is the count of the regularly scheduled hours per week that students meet with faculty, used to calculate FTES enrollment; $WSCH = \text{The number of Students enrolled at Census} \times \text{The number of Scheduled Weekly Student Contact Hours} \times \text{the Term Length Multiplier (TLM)}$

75/25 (1988): The numbers of full-time and part-time faculty in community colleges has been a matter of national concern since the inception of two-year institutions of higher education.

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