DRAFT

RIO HONDO COMMUNITY COLLEGE DISTRICT
PLANNING FISCAL COUNCIL MINUTES
Tuesday, October 27, 2015, 2:30 p.m., Board Room

Members Present: Kenn Pierson (Co-Chair and VPAA), Robert Bethel (Co-Chair and President, AS), Dr. Kevin Smith (1st VP, AS), Katie O'Brien (2nd VP, AS) Michelle Bean (Secretary, AS), John Frala (ASCCC Rep, AS), Dr. Adam Wetsman (Past President, AS), Dr. Sergio Guzman (President, RHCFA), Julius B. Thomas (Faculty), Jeannie Liu (Faculty), René Tai (CSEA), Suzanne Frederickson (CSEA), William Ashby (ASRHC), Sean Burton (ASRHC), Dr. Vann Priest (Mgmt. AA), Loy Nashua (Mgmt. SS) Mark Littrell (Faculty) Sandra Rivera (President, CSEA)

Members Absent: Myeshia Armstrong (VPFB), Sheila Lynch (Parliamentarian, AS), Suzanne Frederickson (CSEA), Herzon Alfaro (ASRHC)

Staff Members: Reneé Gallegos (Recorder)

I. Call to Order

Kenn called the meeting to order at 2:33 pm.

II. Acceptance of Minutes
– The minutes of October 13, 2015 were accepted with one edit on page 5 regarding lifelong learning and CCC Apply.

III. Co-Chair's Report
– Robert reported that he asked for the membership lists for PFC Committees so he can be aware of faculty serving on committees. Robert is always for faculty participation and this will help filling vacancies. Robert reviewed the Distance Education, Basic Skills, IEC, SLO, Staff Development and the Safety Committee. If there is anyone that we are missing please let Robert or Kenn know.

Kenn reported that he was thinking about what a busy time of the year this is. Take a step back to see what everyone is working on we have the CBT Consultants assessing our enrollment strategies, the follow up to accreditation, on-going initiatives such as the participation in the OEI, CAI, and many other statewide endeavors. We are involved in 3SP, we received late breaking announcements on Student Equity and the Title V Grant, in addition to all the work that we are all involved in. We are in the midst of the annual planning process so it is a very busy time of year. Kenn appreciates all the activity that is going on.

IV. New Business
BP/AP Review

- BP 3200 Accreditation - Concern was raised by members regarding the connection between the District and ACCJC. After clarification that ACCJC is the current accrediting body at this time consenses was reached with one minor edit.
- BP 3250 Institutional Planning - Consensus reached with the strikeout of the asterisk on the Student Equity plan as there is no footnote or definition linked to the asterisk. It was clarified that the Educational Master Plan name is now called the Long Range Educational Master Plan an impetus to ACCJC.
- BP 3410 Nondiscrimination - Consensus reached.
- BP 3540 Sexual and Other Assaults on Campus - Consensus reached with one clarification to check on Ed Code section 67383 which is not mentioned in the new language in red (attached). Is it relevant?

- BP 4040 Library and Learning Support Services - Consensus reached.
- BP 4050 Articulation - Consensus reached with one minor edit adding a colon after Sources/References.

Sandra requested that we return to the practice of placing the CCLC language of "legally required, legally advised or insert local practice," at the top of the draft APs/BPs. That was most helpful during the review process. Reneé will follow up with Sandy Sandello on this item.

V. Unfinished Business

- **Debriefing on Accreditation Visit** – Kenn reported on what on occurred on Friday, October 16, 2015 when the Team was on campus for their visit. They were fast in and out. The first meeting at nine is where Matt Koutroulis did an outstanding job along with Barbara Salazar on SLO software demonstration and reports. Kenn shared the form with the team on Course SLO Assessment Reports. Howard and Kenn were on site and Adam was available via telephone. Two of the recommendations were for SLOs to be accurate on course syllabi and to develop syllabi for non-credit courses. The ten o'clock meeting was with Howard and Lydia Gonzalez regarding Program Set Standards. The eleven o'clock meeting was with Kenn, Dean Green and Colin Young, DE Coordinator. Much of the focus was on substantive contact between instructor and student. Kenn elaborated further that it appeared to be a good sign that team members were focused on regular and effective contact vs. regular and substantive contact. One is a state level term and the other is federal language. ACCJC representing the Feds so they use regular and substantive contact. Kenn tried to use regular and substantive contact when speaking to the team. We are getting hung up on a word. We have put many processes in place including; The Course Expectations letter that the team was impressed with, the Faculty Online Training and Best Practices form. There was no discussion of Program Discontinuance. Recommendation seven was handled by Yolanda Emerson and President Dreyfuss regarding SLOS and the evaluation process.

  We are planning to meet this afternoon to have a discussion on the feedback that we may be receiving. Certainly, there will be move to come in the near future. We will have an opportunity to respond to the team's report before ACCJC takes action in January, 2016. There was no discussion of program discontinuance.

- **Instructional Equipment Sub-Committee** – The co-chairs announced that nearly $600,000 of instructional funding has been made available to Rio Hondo College as categorical state funding, from the Chancellor's Office. $100,000 of this amount has been designated for the Library. After some concerns were raised it was clarified that this is a separate subcommittee (that does not run parallel to Facilities, Equipment & Technology Committees in Annual Planning) that will meet because the allotted funds are specifically for Instructional areas. This is also not to be confused with the Instructional Technology Committee.

  A subcommittee of the PFC has been formed to prioritize funding requests, tied to our institutional planning process, and make recommendations accordingly. Volunteers for the subcommittee include; Sandra Rivera, Jeannie Liu, Vann Priest, Michelle Bean, a faculty member from the BSS Division(*Melissa Rifino-Juarez*), and Adele Enright upon her acceptance (*Adele confirmed*). It will also be most helpful to have Gary Van Voorhis, Carlos Monteros and Jim Poper on call as needed should the committee have questions as it nears finalization of priorities. The meeting schedule is yet to be determined. Howard will share the resource requests documents at the November 10 meeting.

Will departed at this point of the meeting (2:57 pm).

VI. Committee Reports

PFC Sub-Committees

- Safety – No report.
- Staffing – No report.
- IEC - No report.
- Program Review – No report.
- Facilities –No report.
- Equipment & Technology – No report.

Other Committees

- Staff Development – Report below.
- Basic Skills – Report below.
- SLO – No Report.
- Online Education (OEC) – No Report.

Staff Development – Katie reported that due to restrictions at the Clarke Estate, a new venue was selected at the All Staff Retreat will be held at Pico Park. We have a budget for 100 attendees. To date 85 staff members have responded. Tomorrow we are holding a New Faculty Orientation which is a springboard for the spring semester new hires.

Basic Skills – Michelle and Sergio are the co-chairs and announced that the Basic Skills Annual Report was just turned in to the state.

Sandra asked how Canvas going? Sergio reported that Canvas implementation is going well. The agreement is set with the District and we are moving forward. We anticipate holding training sessions in January so staff can be trained before we go live. Robert asked if Canvas will run parallel to Blackboard until it is discontinued.

VII. Announcements

Henry reported that the Chancellor's Office released the allocations for the SSSP funding. Rio Hondo College received $4,311,135.00, an increase of $2,213,835.00 from 2014-15. We received one of the highest increases in the State of California. This is especially noteworthy given our FTES compared to other colleges in our region. We are 10th in enrollment but received the 4th largest allocation in funding. Henry gave special thanks to the Counselors and everyone else for their efforts.

VIII. Public Comment – No comments were made.

IX. Adjournment – The meeting was adjourned at 3:23 pm. The next meeting will be held on November 10, 2015, 2:30 – 4:00 p.m., Board Room.

RIO HONDO COLLEGE

OFFICE OF THE PRESIDENT

November 4, 2014

To: President's Council
Administrative Council
Planning Fiscal Council

From: Sandy Sandello

Subject: **REVISION OF BOARD POLICIES**

Attached is a revision to the following Board Policies:

- BP 2200 Board Duties and Responsibilities
- BP 2410 Board Policies and Administrative Procedures
- BP 2430 Delegation of Authority
- BP 2435 Evaluation of Superintendent/President
- BP 2510 Participation in Local Decision Making
- BP 2715 Code of Ethics/Standards of Practice
- BP 2740 Board Education
- BP 2745 Board Self Evaluation

This will begin the review process for the above policies. Should you have any edits/revisions to these policies, please bring them to the attention of your Vice President as soon as possible so they can be pulled for further study. Thank you.

BOARD DUTIES AND RESPONSIBILITIES

BP No. 2200

Board Adopted: 2/20/08

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

II. The Board is committed to fulfilling its responsibilities to:

- Represent the public interest
- Establish policies that define the institutional mission and set prudent, ethical, and legal standards for college operations
- Hire and evaluate the CEO
- Delegate power and authority to the chief executive to effectively lead the District
- Assure fiscal health and stability
- Monitor institutional performance and educational quality
- Advocate and protect the District

III. Reference:

ACCJC Accreditation Standard ~~IVB.1.d~~ IV

BP 2200 Board Duties and Responsibilities

Reference:

ACCJC Accreditation Standard IV *(formerly IV.B.1.d)*

Note: *This policy is **suggested as good practice**. Board duties and responsibilities are also reflected throughout the Board Policy Manual and are addressed in BP 2715 titled Code of Ethics/Standards of Practice.*

Insert local practice; sample concepts are provided below. Additional resources may be found in ~~Chapter 7 of~~ the League's Trustee Handbook and other publications on trusteeship.

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 is committed to fulfilling its responsibilities to:

- Represent the public interest
- Establish policies that define the institutional mission and set prudent, ethical and legal standards for college operations
- Hire and evaluate the CEO
- Delegate power and authority to the chief executive to effectively lead the District
- Assure fiscal health and stability
- Monitor institutional performance and educational quality
- Advocate and protect the District

NOTE: *Additional duties and responsibilities may be added.*

New 8/06, revised 11/14

I. The Board of Trustees may adopt such policies as are authorized by law or determined by the Board to be necessary for the efficient operation of the District. Board policies are intended to be statements of intent by the Board on a specific issue within its subject matter jurisdiction. The policies have been written to be consistent with provisions of law, but do not encompass all laws relating to District activities. All District employees are expected to know of and observe all provisions of law pertinent to their job responsibilities.

II. Policies of the Board may be adopted, revised, added to, or amended at any regular Board meeting by a majority vote; however, they shall not be included in the Consent Agenda. Proposed changes or additions shall be introduced not less than one regular meeting prior to the meeting at which action is recommended and should undergo the review process outlined in Administrative Procedure 2410 unless the Board finds there are special circumstances. **The Board shall regularly assess its policies for effectiveness in fulfilling the District's mission.**

III. Administrative procedures are to be issued by the Superintendent/President as statements of method to be used in implementing Board Policy. Such administrative procedures shall be consistent with the intent of Board Policies. Administrative procedures may be revised as deemed necessary by the Superintendent/President after undergoing the review process outlined in Administrative Procedure 2410.

IV. The Board will regularly review and evaluate Board policies to ensure that they are consistent with the mission of the College and are in compliance with requirements established by appropriate external agencies. In addition, policies will be evaluated for their effectiveness as measured by specific outcomes, and clarity of language and intent. The process for review is delineated in Administrative Procedure 2410. All constituent groups (administrators, faculty, staff, and students) shall be provided the opportunity to participate effectively in the formulation and development of District policies and procedures. Proposed changes to Board policies and new Board policies shall be reviewed by the President's Cabinet, President's Council, Administrative Council, and Planning and Fiscal Council, for input before adoption. Should the Board wish to revise a Board policy, an amended version will go through the review process and should return to the Board within three (3) months. For Board policies related to academic and professional matters as defined by Title V, Section 53200, the Board will consult collegially with the Academic Senate.

V. The Superintendent/President shall provide each member of the Board with copies of administrative procedures and advise the Board of any revisions as they are established. The Board reserves the right to direct revisions of the administrative procedures should they, in the Board's judgment, be inconsistent with the Board's own policies. Copies of all policies and administrative procedures shall be readily available through the Superintendent/President's Office, the College website, and the campus library.

VI. Where the Board has not adopted a specific policy governing any aspect of the operation of Rio Hondo College, applicable provisions of the Education Code of the State of California, and Title 5, Administrative Regulations, will prevail.

VII. Each policy, once adopted, shall remain in force until modified or deleted by action of the Board of Trustees.

IX. Sources/References:
Education Code Section 70902; former Policy 1000 and 1020.
ACCJC Accreditation Standards IV.C.7., IV.D.4., I.B.7, and I.C.5 (formerly IV.B.1.b & e)

BP 2410 Board Policyies and Administrative Procedures

References:

Education Code Section 70902;
ACCJC Accreditation Standards IV.C.7, IV.D.4, I.B.7, and I.C.5 (*formerly IV.B.1.b & e*)

Note: *Education Code 70902 establishes the policy-making authority of Boards. The following policies are* ***suggested as good practice*** *to define the Board's use of that authority.*

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

The policies have been written to be consistent with provisions of law, but do not encompass all laws relating to dDistrict activities. All District employees are expected to know of and observe all provisions of law pertinent to their job responsibilities

Policies of the Board may be adopted, revised, added to, or amended at any regular Bboard meeting by a majority vote. Proposed changes or additions shall be introduced not less than one regular meeting prior to the meeting at which action is recommended. The Board shall regularly assess its policies for effectiveness in fulfilling the District's mission.

Administrative procedures are to be issued by the **[*CEO*]** as statements of method to be used in implementing Board Policy. Such administrative procedures shall be consistent with the intent of Board Policy. Administrative procedures may be revised as deemed necessary by the ***[CEO]***.

The ***[CEO]*** shall, ***[schedule to be determined by the bBoard; suggest annual or biennial]***, provide each member of the Board with ***[copies of the administrative procedures]*** or ***[any revisions since the last time they were provided]***. The Board reserves the right to direct revisions of the administrative procedures should they, in the Board's judgment, be inconsistent with the Board's own policies.

Copies of all board policies and administrative procedures shall be readily available to District employees through the **[*CEO*]**.

Revised 11/14

DELEGATION OF AUTHORITY

BP No. 2430

Board Adopted: 11/12/03

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

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

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

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

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

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

VII. The Superintendent/President shall act as the professional advisor to the Board in policy formation and keep the Board President or the whole Board informed of news, events, and actions that may concern the Board.

VIII. All employee communications and reports to the Board ~~of Trustees~~ and Board communications and reports to the employees shall be coordinated through the Superintendent/President.

IX. In the absence of the Superintendent/President, his/her duties shall be assumed by the Executive Vice President of Academic **Affairs** ~~Services~~.

X. In the event the Office of the Superintendent/President becomes vacant because of resignation, termination, or death of the existing Superintendent/President, or by an extended and incapacitating illness as certified by medical documentation, the Board shall appoint an Interim Superintendent/President.

XI. Sources/References:

Education Code Sections 70902(d), 72400;
ACCJC Accreditation Standard**s IV.B.5., IV.C.12, and IV.D.1 (formerly IV.B.1.j and IV.B.2)** ~~10.A.3~~; former Policy 1000 and 1030.

BP 2430 Delegation of Authority to the [*CEO*]

References:

Education Code Sections 70902(d) and 72400;
ACCJC Accreditation Standards IV.B.5, IV.C.12, and IV.D.1 *(formerly IV.B.1.j and IV.B.2)*

Note: *The above code sections authorize the Board to delegate authority; the accreditation standard contains an expectation that the Board will do so. The following policies are* ***suggested as good practice*** *to fulfill the intent.*

The Board delegates to the **[*CEO*]** the executive responsibility for administering the policies adopted by the Board and executing all decisions of the Board requiring administrative action.

The **[*CEO*]** may delegate any powers and duties entrusted to him/her by the Board ***[including the administration of colleges and centers]***, but will be specifically responsible to the Board for the execution of such delegated powers and duties.

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

The **[*CEO*]** is expected to perform the duties contained in the **[*CEO*]** job description and fulfill other responsibilities as may be determined in annual goal-setting or evaluation sessions. The job description and goals and objectives for performance shall be developed by the Board in consultation with the **[*CEO*]**.

The **[*CEO*]** shall ensure that all relevant laws and regulations are complied with, and that required reports are submitted in timely fashion.

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

The **[*CEO*]** shall act as the professional advisor to the Board in policy formation.

Revised 11/14

EVALUATION OF SUPERINTENDENT/PRESIDENT

I. The Board **of Trustees** shall conduct an evaluation of the Superintendent/President at least annually. Such evaluation shall comply with any requirements set forth in the contract of employment with the Superintendent/President, as well as this policy.

II. The Board shall evaluate the Superintendent/President using an evaluation process developed and jointly agreed to by the Board and the Superintendent/President.

III. The criteria for evaluation shall be based on Board policy, the Superintendent/President's job description, and performance goals and objectives developed. ~~in accordance with~~ Source/Reference

Accreditation Standard **IV.C.3 (formerly IV.B.1)** ~~10.A.4~~.
Board Policy ~~1105~~ 2430 (Delegation of Authority).

BP 2435 Evaluation of the [CEO]

Reference:

ACCJC Accreditation Standard IV.C.3 (*formerly IV.B.1*)

The Board shall conduct an evaluation of ***[CEO]*** at least annually. Such evaluation shall comply with any requirements set forth in the contract of employment with the ***[CEO]*** as well as this policy.

The Board shall evaluate the ***[CEO]*** using an evaluation process developed and jointly agreed to by the Board and the ***[CEO]***.

The criteria for evaluation shall be based on Board policy, the ***[CEO]*** job description, and performance goals and objectives developed in accordance with BP 2430 titled Delegation of Authority to the [***CEO***] ~~CEO Succession~~.

Note: The League has resource materials to assist Boards and CEOs in developing the CEO evaluation process.

Revised 11/14

I. The Rio Hondo College Board of Trustees 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 and administrative procedures for Superintendent/President action under which the District is governed and administered.

A. Participatory/Shared governance furthers the Vision, Mission, and Values of the District. In keeping with the spirit and intent of Assembly Bill 1725, the Board recognizes the unique role of the faculty, acting through the Academic Senate, in participatory/shared governance at Rio Hondo College. The Board affirms the District's commitment to maintaining and following the agreements developed with the Academic Senate to achieve the implementation of Title V, Section 53200. In addition, the Board encourages and recognizes the active participation of other District constituencies in those participatory/shared governance activities most appropriate to their interests and expertise.

B. Definition of Participatory/Shared Governance

Participating effectively in District and College governance is shared involvement in the decision-making process. It does not imply total agreement; the same level of involvement by all is not required; and final decisions rest with the Board or designee.

II. Each of the following shall participate as required by law in the decision making processes of the District, as stated in AB1725 (commonly known as the "10+1" legislation):

A. Academic Senate (Title 5, Sections 53200-53206)

1. The Board and its designees will consult collegially with the Academic Senate with respect to academic and professional matters. Academic and professional matters include the following:

a) Curriculum, including the establishment of prerequisites and placing courses within disciplines;
b) Degree and certificate requirements;
c) Grading policies;
d) Educational program development;
e) Standards regarding student preparation and success;
f) Governance structures as related to faculty roles;
g) Faculty involvement in accreditation;
h) Policies for faculty professional development activities;
i) Policies for program review;
j) Processes for institutional planning and budget development, and;

k) Other academic and professional matters as mutually agreed upon between the Academic Senate and the Board.

B. Staff (Title 5, Section 51023.5)

1. Classified staff shall be provided with the opportunity to participate effectively in the formulation and development of District policies and procedures that have a significant effect on staff. The opinions and recommendations of the California School Employees Association **(CSEA)** will be given every reasonable consideration.

2. Management/Confidential staff shall be provided with the opportunity to participate effectively in the formulation and development of District policies and procedures that have a significant effect on staff. The opinions and recommendations of the Management/Confidential ~~group~~ **(MCC)** will be given every reasonable consideration.

C. Students (Title 5, Section 51023.7)

1. The Associated Students **of Rio Hondo College (ASRHC)** shall be given an opportunity to participate effectively in the formulation and development of District policies and procedures that have a significant effect on students, as defined by law. The recommendations and positions of the **ASRHC** ~~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 **ASRHC** ~~Associated Students~~.

III. Except for unforeseeable emergency situations, the Board shall not take any action on matters subject to this policy until the appropriate constituent group or groups (administrators, faculty, staff, and students) have been provided the opportunity to participate as referenced in BP 2410 (Board Policy and Administrative Procedure).

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

V. References/Sources:
Education Code Section 70902 (b)(7)
Government Code Sections 3540, et seq
Title 5 Sections 53200 et seq. (Academic Senate); 51023.5 (Staff) and 51023.7 (Students)
ACCJC Accreditation Standards IV.A., and IV.D.7

BP 2510 Participation in Local Decision-Making

References:

Education Code Section 70902(b)(7);
Title 5 Sections 53200 et seq. (Academic Senate), 51023.5 (Staff), and 51023.7 (Students);
ACCJC Accreditation Standards IV.A and IV.D.7

Note: *The language below reflects the minimum policy requirements of the Education Code and Title 5. It is* ***legally advised*** *that districts insert their current policies here.*

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 and administrative procedures for ***[CEO]*** action under which the District is governed and administered.

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

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

The Board or its 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.

Staff (Title 5 Section 51023.5)

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 ***[name(s) of recognized group(s)]*** will be given every reasonable consideration.

Students (Title 5 Section 51023.7)

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

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

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

Revised 9/01, 11/14

I. The Board of Trustees maintains high standards of ethical conduct for its members and adopts Standards of Good Practice to promote a healthy working relationship among its members and its Superintendent/President, based upon mutual trust and support. Members of the Board are responsible to:
- Act only in the best interest of the District;
- Ensure public input into Board of Trustees 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;
- Support the District mission;
- Ensure that students receive the highest quality education;
- Exercise authority, not as individuals, only as a Board;
- Use appropriate channels of communication;
- Respect others and act with civility;
- Remain informed about the District, educational issues, and responsibilities of Board membership;
- Devote adequate time to Board work and preparing for meetings;
- Maintain the confidentiality of closed sessions;
- Deal with any violations; and
- Adhere to the established Board protocols.

II. The Board will promptly address any violation by a Board member or Board members of the Code of Ethics in the following manner:

If a Board member feels BP 2715, Code of Ethics/Standards of Practice has been violated, the Board member should go to the President of the Board, or Vice President of the Board if the President of the Board is in violation. The President (or Vice President) of the Board shall go to the Board member (or Board President) who violated the policy and have a discussion to resolve the violation.

If not resolved, the President of the Board/Vice President of the Board, in open session at the next regularly scheduled Board meeting, will appoint a committee of two Board members to hear the case within a two-week period of the notification to determine if censure is in order.

If the appointed Board committee finds that the Board member should be censured, the item will be placed on the next regular Board meeting agenda for full Board discussion and follow the censure process associated with Robert's Rules of Order, the Board's chosen method of handling the Board's official business (Board Study Session 6-14-13 and reaffirmed at the Board Retreat on August 10, 2013).

If the alleged behavior violates laws, the President of the Board/Vice President of the Board may seek legal counsel and the violations referred to the District Attorney or Attorney General, as provided for in law.

III. The Board will review the Code of Ethics statement at least annually. (Agreed at the June 14, 2013 study session and reaffirmed at the Board Retreat on August 10, 2013.)

IV. Source/References:

ACCJC Accreditation Standards IV.C.11 (formerly. IV.B.1. a, e, & h.

BP 2715 Code of Ethics/Standards of Practice

Reference:

ACCJC Accreditation Standard IV.C.11 (*formerly IV.B.1.a, e, & h*)

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

[Insert the current Board code of ethics or standards of Board practice.]

Note: *The code must contain a clearly defined statement for dealing with behavior that violates its code. The ~~See~~ sample language on the following page* ***reflects the accreditation standards****.]*

Note: *The Community College League of California has resources to assist Boards develop codes or standards. It suggests that standards address the following areas:*

- Acting only in the best interests of the entire community.
- Ensuring public input into Board deliberations; adhering to the law and spirit of the open meeting laws and regulations.
- Preventing conflicts of interest and the perception of conflicts of interest.
- Exercising authority only as a Board.
- Using appropriate channels of communication.
- Respecting others; acting with civility.
- Being informed about the District, educational issues, and responsibilities of trusteeship.
- Devoting adequate time to Board work.
- Maintaining confidentiality of closed sessions.

The Governing Board will promptly address any violation by a Board member or Board members of the Code of Ethics in the following manner:

Sample 1

The Superintendent/President and Governing Board President are authorized to consult with legal counsel when they become aware of or are informed about actual or perceived violations of pertinent laws and regulations, including but not limited to conflict of interest, open and public meetings, confidentiality of closed session information, and use of public resources. Violations of law may be referred to the District Attorney or Attorney General as provided for in law.

Violations of the Governing Board's Policy 2715 (Code of Ethics) will be addressed by the President of the Board, who will first discuss the violation with the Board member to reach a resolution. If resolution is not achieved and further action is deemed necessary, the Governing Board President may appoint an ad hoc committee to examine the matter

and recommend further courses of action to the Board. Sanctions will be determined by the Governing Board officers ***[or committee]*** *and may include a recommendation to the Governing Board to censure the Board member. If the President of the Governing Board is perceived to have violated the code, the Vice President of the Governing Board is authorized to pursue resolution.*

Sample 2

Charges by any person that a Governing Board member has violated laws and regulations Governing Board behavior or the Board's Code of Ethics shall be directed to the Governing Board President or the Governing Board itself. The Governing Board President may establish an ad hoc committee to examine the charges and recommend further courses of action to the Board. Possible courses of action include:

- *If alleged behavior violates laws Governing Board behavior, legal counsel may be sought and the violations referred to the District Attorney or Attorney General as provided for in law.*
- *If the alleged behavior violates Board Policy on ethical conduct, the President of the Governing Board shall alert the Board member in question regarding the violation of policy, the Governing Board may discuss the violation at a Board Meeting and affirm its policy expectation, and/or the Board may move to censure the trustee.*

Sample 3

All Governing Board members are expected to maintain the highest standards of conduct and ethical behavior and to adhere to the Board's Code of Ethics. The Governing Board will be prepared to investigate the factual basis behind any charge or complaint of Board member misconduct. A Board member may be subject to a resolution of censure by the Governing Board should it be determine that Board member misconduct has occurred. Censure is an official expression of disapproval passed by the Governing Board.

A complaint of Board member misconduct will be referred to an ad hoc committee composed of two Board members not subject to the complaint. In a manner deemed appropriate by the committee, a fact-finding process shall be initiated and completed within a reasonable period of time to determine the validity of the complaint. The committee shall be guided in its inquiry by the standards set forth in the Code of Ethics as defined in Board Policy. The Board member subject to the charge of misconduct shall not be precluded from presenting information to the committee. The committee shall, within a reasonable period of time, make a report of its findings to the Governing Board for action.

Excerpted from the Community College League's Winter 2005 Board Focus Newsletter (http://www.ccleague.org/files/public/BF05win.pdf)

Revised 9/05, 11/14

BOARD EDUCATION

BP No. 2740

Board Adopted: 3/13/02; 11/12/03; 11/11/09

I. The Board **of Trustees** is committed to its ongoing development as a Board and to a trustee education program that includes new trustee orientation.

II. To that end, the Board will engage in study sessions, provide access to reading materials, and financially support conference attendance and other activities that foster trustee education.

III. The Board Members will provide post-professional development activity reports at the subsequent Board meeting.

IV. Source/Reference:

ACCJC Accreditation Standard **IV.C.9 (formerly IV.B.1.f)** ~~10.A.6~~

BP 2740 Board Education

Reference:

ACCJC Accreditation Standard IV.C.9 (*formerly IV.B.1.f*)

The Board is committed to its ongoing development as a Board and to a trustee education program that includes new trustee orientation.

Note: Local districts may insert their own policy here regarding their programs of Board development. A general statement is:

To that end, the Board will engage in study sessions, provide access to reading materials, and support conference attendance and other activities that foster trustee education.

Note: The Community College League has resources to assist Boards in further developing a local new trustee orientation program as well as ongoing development for the Board and experienced trustees, including the Community College League's Excellence in Trusteeship Program.

Revised 11/14

I. 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.

II. To that end, the Board has established the following processes:

A. A committee of the Board shall be appointed in June to determine the instrument or process to be used in Board self-evaluation. Any evaluation instrument shall incorporate criteria contained in these Board Policies regarding Board operations, as well as criteria defining the Board effectiveness promulgated by recognized practitioners in the field.

B. The process for evaluation shall be recommended to and approved by the Board.

C. If an instrument is used, all Board members will be asked to complete the evaluation instrument and submit them to the Board Secretary (Superintendent/ President).

D. A summary of the evaluations will be presented and discussed at a Board session scheduled for that purpose. The results will be used to identify accomplishments in the past year and goals for the following year.

III. Source/Reference:

ACCJC Accreditation Standard **IV.C.10 (formerly IV.B.1.e & g)** ~~10.A.5~~

BP 2745 Board Self-Evaluation

Reference:

ACCJC Accreditation Standard IV.C.10 (*formerly IV.B.1.e & g*)

The Board 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.

To that end, the Board has established the following processes:

Note: Local districts may insert their own process here. The Community College League has resources to assist boards in developing processes. A sample process is:

A committee of the Board shall be appointed in **[*month*]** to determine the instrument or process to be used in Board self-evaluation. Any evaluation instrument shall incorporate criteria contained in these Board policies regarding board operations, as well as criteria defining board effectiveness promulgated by recognized practitioners in the field.

The process for evaluation shall be recommended to and approved by the Board.

If an instrument is used, all board members will be asked to complete the evaluation instrument and submit them to **[*insert position, such as Board president or Board secretary*]**.

A summary of the evaluations will be presented and discussed at a Board session scheduled for that purpose. The results will be used to identify accomplishments in the past year and goals for the following year.

Revised 11/14