

**RIO HONDO COMMUNITY COLLEGE DISTRICT
BOARD OF TRUSTEES
Special Meeting/Board Retreat, Saturday, August 17, 2019, 8:00 a.m.
3600 Workman Mill Road, Whittier, CA
AGENDA**

RIO HONDO COLLEGE MISSION STATEMENT

Rio Hondo College is committed to the success of its diverse students and communities by providing dynamic educational opportunities and resources that lead to degrees, certificates, transfer, career and technical pathways, basic skills proficiency, and lifelong learning.

I. CALL TO ORDER

- A. Call to Order (8:00 am)**
- B. Pledge of Allegiance**
- C. Roll Call**
- D. Open Communication for Public Comment**

Persons wishing to address the Board of Trustees on any item on the agenda, or any other matter, are invited to do so at this time. Pursuant to the Brown Act, the Board cannot discuss or act on items not listed on the agenda. Matters brought before the Board that are not listed on the agenda may, at the Board's discretion, be referred to staff or placed on the next agenda.

Persons wishing to make comments are allowed three (3) minutes per topic. The maximum time allotment for public speakers on any one subject regardless of the number of speakers at any one board meeting shall be thirty (30) minutes.

II. CLOSED SESSION

- *Pursuant to Section 54957:*

PUBLIC EMPLOYEE PERFORMANCE EVALUATION

- Superintendent/President

III. BOARD RETREAT

- Review Board - Superintendent/President Roles
- Closure Next Steps

IV. ADJOURNMENT

Date of Next Regular Board Meeting – Wednesday, September 11, 2019, 6:00 p.m.

REASONABLE ACCOMMODATION FOR ANY INDIVIDUAL WITH A DISABILITY

Any individual with a disability, who requires a reasonable accommodation to participate in a Board meeting of the Rio Hondo Community College District, may request assistance by contacting the President's Office, 3600 Workman Mill Road, Whittier, California. This document is available in an alternate format.

Telephone (562) 908-3403; fax (562) 908-3463; TDD (562) 908-3422.



Rio Hondo Board of Trustees Retreat August 17, 2019

Agenda Evaluation of Public Employee: Superintendent/President

8:00 - 8:15 *Breakfast*

8:15 – 8:30 **Welcome**
President Reyes
Trustee Valladares

8:30 – 8:45 **Overview of the Day and Ground Rules**

8:45 – 9:30 **Identify and Discuss Values**

9:30 – 10:30 **Discuss Expectations for Board Communication**

10:30 – 10:45 *Break*

10:45 – 11:30 **Outline Accountability Strategies**

11:30 – 12:00 *Lunch*

12:00 – 12:45 **Review Board / Superintendent-President Roles**

12:45 – 1:00 **Closure and Next Steps**



Rio Hondo Board of Trustees Retreat August 17, 2019

Expectations for Internal Board Communication Combined and categorized from conversations with all Board members

“Respect others and act with civility” (BP 2715)

- Respect others’ perspectives, experiences, and opinions
- Listen carefully
- Wait until speaker is finished; Do not interrupt
- Be concise, non-repetitive
- Ensure that all voices are heard
- Moderate tone when speaking (calm voice, no outbursts, not patronizing)
- No personal insults/attacks
- Speak only for oneself during discussions

When discussing issues/topics during Board meetings:

- Maintain order without controlling the conversation
- Ensure the Board formally approves any decisions
- Use special study sessions as a time to build consensus rather than make decisions (don’t treat it like another Board meeting; minimize decisions/actions)
- Questions for the group:
 - How to determine when to vote, table, or drop?
 - What are some strategies for communicating frustrations?

“Exercise authority, not as individuals, only as a Board” (BP 2715)

- After Board comes to consensus, each trustee will support decisions and speak as one voice

“Devote Adequate time to Board work and preparing for meeting” (BP 2715)

- Be prepared for meetings
- Be responsive to emails, requests, etc.

“Use appropriate methods of communication” (BP 2715)

- In discussions with non-Board members, “Refrain from discussing topics under discussion at Board Meeting” (BP 2720)
- Do not engage in “back room” deals
- “Board members shall refer the individual or group [with needs or complaints] to the Superintendent/President” (Board Protocols)

No surprises

- Ensure topics are fully vetted before adding them to a Board meeting agenda
- All Board members should have same information in preparation for meetings/discussions
- Practice good governance/follow procedures



BOARD OF TRUSTEES BOARD PROTOCOLS

I. PROTOCOL FOR RESPONDING TO NEEDS OR COMPLAINTS EXPRESSED TO AN INDIVIDUAL BOARD MEMBER

- A. Board Members shall be accessible; listen respectfully and impartially.
- B. If the concern is not urgent or does not have policy implications:
 - Board Members shall refer the individual or group to the Superintendent/President.
 - Board Members shall not make any commitments on behalf of the Board and/or District to the individual or group.
 - Board Members shall not attempt to solve the problem as individual Board members.
 - Board Members shall inform the Superintendent/President and receive follow-up response.
- C. If the concern is urgent or could have policy implications:
 - Board Members shall refer the individual or group to the Superintendent/President.
 - Board Members shall not make any commitments on behalf of the Board and/or District to the individual or group.
 - Board Members shall not attempt to solve the problem as individual Board Members.
 - The Superintendent/President will inform and discuss with the Board President.
 - In consultation with the Board President, the Superintendent/President, will decide how to handle the issue and inform all Board Members through email, formal written report, etc. or may place on the Board agenda for further discussion
- D. If the concern is raised by an employee, the Board member shall inquire whether it has been discussed with the appropriate supervisor, and if not, shall encourage the employee to do so

II. PROTOCOL FOR RESPONDING TO NEEDS OR COMPLAINTS EXPRESSED IN BOARD MEETINGS DURING PUBLIC COMMENT ON NON-AGENDA ITEMS

- A. The Board President thanks the speaker(s) and acknowledges that the need or complaint has been heard by the Board.
- B. If appropriate, the Board President may make a brief statement about the issue.
- C. The Board President will ask the Superintendent/President if there are any comments from the Administration.

- D. The Board President will ask the Superintendent/President to look into the issue and report back to the Board. The Board President will determine what form the report will take (e-mail, formal written report, etc.)
- E. After receiving the report from the administration, the Board may decide to place the issue on a future Board agenda for discussion or action.

III. PROTOCOL FOR RESPONDING TO CONCERNS EXPRESSED DURING A CRISIS

- A. Board Members shall be respectful, listen respectfully and impartially.
- B. Board Members shall refer the individual or group to the Superintendent/President.
- C. Board Members shall not make any commitments on behalf of the Board and/or District to the individual or group.
- D. Board Members shall not attempt to solve the problem as individual Board members.
- E. The Superintendent/President will alert the Board President.
- F. In consultation with the Board President, the Superintendent/President, will decide how to handle the issue.
- G. Any written communication with the individual or group expressing the concern, or with the media, will be made by the Superintendent/President and / or Board President.
- H. The Board may request a more formal investigation of the concerns.

IV. PROTOCOL FOR THE CONFIDENTIALITY OF CLOSED SESSION

- A. The confidentiality of Closed Session creates a safe space for the candid discussion of appropriate topics.
- B. All participants in closed Session are required to maintain the absolute confidentiality of Closed Session discussions.
- C. Any suspected breach of Closed Session confidentiality should be referred to the Superintendent/President and/or Board President immediately.
- D. Closed session agenda matters shall be consistent with Board Policy 2315
- E. Consequences if confidentiality of closed session is violated shall be consistent with Board Policy 2715

V. PROTOCOL FOR MEDIA INQUIRIES

- A. The Board President responds to all media inquiries on behalf of the Board of Trustees and may choose to collaborate with the Superintendent/President if necessary. Other members of the Board of Trustees are expected to defer to the Board President and/or the Superintendent/President with regard to media inquiries.

VI. Protocols shall be reviewed annually at the Board of Trustees Retreat.



BOARD DUTIES AND RESPONSIBILITIES

BP No. 2200

Board Adopted: 2/20/08; 1/13/16; 6/14/17

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- 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 Superintendent/President
 - Delegate power and authority to the Superintendent/President to effectively lead the District
 - Assure fiscal health and stability
 - Monitor institutional performance and educational quality
 - Advocate and protect the District
- III. Sources/References:

ACCJC Accreditation Standard IV

DISTRICT VISION, MISSION, VALUES STATEMENT

BP No. 1200

Board Adopted: 1/9/02; 11/12/03; 12/12/12; 6/11/14; 12/9/15; 4/12/17**Page 1 of 1**

- I. This policy is required by the Western Association of Schools and Colleges (WASC)/Accreditation Commission of Community and Junior Colleges (ACCJC) accreditation standards. The accreditation standard requires that "the mission describes the institution's broad educational purposes, its intended student population, the types of degrees and other credentials it offers, and its commitment to student learning and student achievement."

- II. As stipulated in AB 1725, California Community Colleges are charged with the following broad missions: transfer, vocational education, community services, contract education, and economic development.

III. **VISION**

The vision of the Rio Hondo Community College District is as follows:

"Rio Hondo College strives to be an exemplary California community college, meeting the learning needs of its changing and growing population and developing a state of the art campus to serve future generations" (Board: 6/21/06)

IV. **MISSION**

The mission of the Rio Hondo Community College District is as follows:

"Rio Hondo College is committed to the success of its diverse students and communities by providing dynamic educational opportunities and resources that lead to degrees, certificates, transfer, career and technical pathways, basic skills proficiency and lifelong learning." (Board 12/9/15)

The mission is evaluated and revised on a regular basis.

V. **VALUES**

The values of Rio Hondo Community College District ~~is~~are as follows:

- Quality Teaching and Learning
- Student Access and Success
- Diversity and Equity
- Fiscal Responsibility
- Integrity and Civility

- VI. **Source/Reference:**
ACCJC Accreditation Standard 1A

COMMUNICATIONS AMONG BOARD MEMBERS

BP No. 2720

Board Adopted: 3/13/02; 11/12/03; 1/11/12; 7/12/17

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- I. A majority of the members of the Board of Trustees shall not, outside a regularly scheduled meeting, engage in communications of any kind, directly or through intermediaries, to discuss, deliberate, or take action on any item of business that is within the subject matter jurisdiction of the Board. This policy shall not be construed as preventing an employee or official of the District from engaging in separate conversations or communications with members of the Board outside of a meeting in order to answer questions or provide information regarding a matter that is within the subject matter jurisdiction of Board, if that person does not communicate to members of the Board the comments or position of any other member or members of the Board.

- II. Source/Reference:

Government Code Section 54952.2

CODE OF ETHICS/STANDARDS OF PRACTICE**BP No.
2715**

Board Adopted: 11/12/03; 5/14/08; 1/15/14; 1/13/16; 7/12/17; 4/10/19
(Reviewed at Board Study Session on 6/14/13 and Board Retreat on
8/10/13)

Page 1 of 2

- 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;
 - Prevent breach of confidentiality or perception of breach of confidentiality;
 - 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;
 - Adhere to the established Board protocols; and
 - Adhere to responsibilities and legal requirements as elected officials or appointed college representatives

- 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).

CODE OF ETHICS/STANDARDS OF PRACTICE

BP No. 2715

Board Adopted: 11/12/03; 5/14/08; 1/15/14; 1/13/16; 7/12/17; 4/10/19
(Reviewed at Board Study Session on 6/14/13 and Board Retreat on
8/10/13)

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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. Sources/References:

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

Board/CEO Relationships

The district chief executive officer (CEO) is the primary agent of the board—the person to whom the board delegates its authority to manage or administer the district in accordance with its policies. The success of an institution is most dependent on the quality of leadership provided by the CEO. Good board/CEO relationships create an environment that supports the success of the CEO and the colleges.

Board Responsibilities

- Appoint a CEO who will meet the district's needs and is trusted by the board.
- Establish appropriate lines of authority and delegation.
- Define clear expectations for performance.
- Provide a mutually beneficial contract.
- Support the CEO's authority.
- Maintain open communication.
- Base the relationship on mutual respect and trust.
- Conduct regular evaluations.

The Board/CEO Partnership

The relationship between the board and the CEO is multifaceted and paradoxical. It is paradoxical in the sense that while the CEO is employed by the board and carries out its policies, he or she is also looked to by trustees for guidance and educational leadership. A national survey found that 97 percent of college and university trustees cited the recommendations of the CEO as the most important factor in the decision-making process. CEOs are professional advisors to the board and help facilitate board processes.

Both parties in the relationship are responsible for creating and maintaining a strong partnership. The partnership is between the CEO and the board as a unit, not individual trustees. A strong partnership combines the strength of the board as community representatives and policy-makers with the strength of the CEO as an expert educational leader. The board is responsible to study and identify future community interests and needs. The CEO is responsible to translate the board's vision and expression of community interests into actions that ensure the institution is successful in providing education that benefits the community.

Appointing a Chief Executive

Because the CEO is the most important single person in the district, it follows that the most important action a board can take to ensure the success of its district is to appoint and retain the best CEO possible. The conditions existing on most community college campuses today require energetic and thoughtful leaders as well as skilled managers. Community colleges need CEOs who can set clear priorities in implementing board policy, and then act on those priorities in ways that protect the quality and stability of the colleges.

The responsibility for the CEO selection lies squarely on the shoulders of district boards even when boards choose to hire a search consultant to assist them in the process. The search process for a new CEO should be designed to involve appropriate constituencies, determine the qualifications based on an analysis of institutional needs, and enable the board to select a person it can support fully. More discussion of the search process is contained in the chapter on the CEO search.

Retaining and Supporting the CEO

Successful teamwork is based on the following elements, each of which is discussed in more detail below.

- Acknowledging and respecting different roles
- Sharing a common purpose
- Exhibiting mutual respect and support
- Maintaining ongoing, open communication
- Having clear expectations and standards for performance

Board and CEO Roles Are Different

The roles and responsibilities of the board and the chief executive are profoundly different. The board is much different than a “super-CEO” or simply the next level above the CEO. The best boards and CEOs understand the subtleties and complexity of their roles.

Governing boards govern—they do not administer, manage, or provide day-to-day guidance. The board’s authority emanates from state law, but its strength comes from its connections to the community. Boards set policy and monitor institutional performance on the public’s behalf.

The CEO administers the institution and provides leadership on a daily basis. The CEO is an expert educational administrator and leader. The CEO translates the board’s expression of the public interest into concrete actions ensuring that the institution effectively serves its students and communities. CEOs work with their boards to set priorities and then they achieve those priorities in ways that ensure quality and stability.

The roles complement each other. The board embodies the community’s interests. The chief executive officer embodies the interests of the institution. Both parties care greatly about the quality of the education that students are receiving and the ultimate affect it has on their lives.

Once boards set policy for the direction and standards of college programs, services, and operations, the president is empowered to run the organization.

Developing Shared Purpose

Successful teams share common goals and purposes. Boards and CEOs develop these goals and purposes through open dialogue that engages all team members. The board views its role not as second-guessing presidential decisions, but as providing a forum in which the best decisions can be made. The governing board becomes a sounding board for the CEO to explore different options. Trustees ask key questions about the success of the district’s students and about critical community issues and needs. Boards and CEOs engage in “courageous conversations” about how well the institution is serving students and the community.

Productive dialogue entails having sound information about key issues. The CEO fosters institutional and board success when she or he makes sure that trustees know what they need to know. The CEO gives the board clear and meaningful information that is focused on the most important issues facing the college. In turn, trustees are constantly alert to changing community needs and share what they learn with other board members and the CEO.

Trustees and the CEO focus on the “big picture.” Board members, the CEO, and other college leaders explore:

- The external environment: What is going on in the community, the state, and the nation that affects education? How satisfied is the community with the district’s mission and programs?
- Student success: How well does the college serve its community? How successful are its students?
- Future needs: What will students need to learn in the future? What is the institution’s role in responding to these needs?
- Education and training trends: What are potential competitors and partners doing? How are educational services being provided? What is happening in education?
- Potential strategies: What does the college have to do well to succeed? What are the barriers it faces?

Meaningful give-and-take about the direction of the college provides trustees the opportunity to make valuable contributions to setting policy. Such conversations also enable the CEO to capitalize on the strength of the board as community representatives, exploring ideas and strategies.

CEOs and boards that have the same information and engage in open dialogue are able to come together to establish a shared vision and set strategic goals for the institution. The board-CEO team then shares the same understanding of the major issues. The board upholds a common vision and goals; the CEO works to achieve them.

Mutual Respect and Support

Even though the roles are different, the responsibilities that each has to the other members are similar. Boards are responsible for creating an environment in which the CEO has the power to lead the college. Boards empower CEOs to be outstanding leaders and knowledgeable managers. The CEO has the responsibility to foster the success of the board. CEOs empower their boards by creating an environment in which boards can successfully govern the college and by facilitating board process.

Trustees respect the expertise of the leaders they hire. They strongly affirm the authority of the president as the chief executive. They show their respect by:

- Delegating authority to the president to lead and administer.
- Keeping the CEO informed; adhering to the rule of “no surprises.”
- Honoring the CEO as the point of contact for the institution.
- Publicly supporting the CEO and backing his or her decisions.
- Fully considering information and recommendations offered by the CEO.
- Supporting professional development for the CEO.
- Adhering to standards of board ethics.
- Ensuring that the CEO has the resources 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 college’s direction and vision. CEOs show their respect by:

- Honoring the board’s governing role.
- Providing the board with comprehensive, relevant, timely information.
- 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.
- Following the rule of “no surprises.”
- 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.

Problems arise when presidents withdraw from working with their boards—withholding information, avoiding bad news, or neglecting individual board members. Trustees contribute to problems when they make end runs around the president, surprise the president at board meetings, and criticize the administration in public. Those practices reflect badly on the trustees and the CEO, and most importantly, hurt the college in the community.

When the CEO and board show mutual support and respect, the institution and community benefit. The CEO and trustees send a message that they value the institution and its goals above all else. By their behavior, they establish a standard for respectful behavior for community members and college employees.

Ongoing and Open Communication

Constant open communication is a major component of expressing mutual support and respect and deserves further discussion. Many practices listed above enhance communication. So do the following:

No Surprises. This rule is one of the most often-mentioned keys to good board-CEO relationships. When possible, board members should hear about major problems, activities, and issues from the CEO before they hear about them from others, read about them in the press, or are asked to comment on them in public. Boards should not be asked to make major decisions with little or no advance preparation. At the same time, public statements by trustees should not be a surprise to CEOs—trustees should alert CEOs and board chairs about their concerns prior to going public with them. Trustees also let the CEO know what information they want to have available at board meetings prior to the meetings.

Equal communication. All members of the board should have the same information and be treated equally. CEOs generally make it a practice to provide information requested by one trustee to everyone on the board. They also avoid even the appearance of playing favorites or of aligning themselves with certain members or a faction on the board. The CEO and board chair may communicate more often, particularly when it comes to developing the agenda for the board meetings; however, the chair should not routinely be privy to communications that are not also open to the rest of the board.

Trustees also make it a practice to share information and questions with other board members and the CEO. They do not foster cliques on the board or put the CEO in a position where she or he is asked to keep information from other board members.

Regular communication. Boards expect that the CEO will keep the board informed about critical issues and college activities. Many presidents do so by providing the board with regular updates, such as a weekly e-mail that highlights college activities, alerts the board to relevant external trends and issues, and lets the board know what the CEO is doing. CEOs routinely touch base with board members prior to meetings to ensure that trustees have the information they need regarding board agenda items.

In turn, trustees keep the CEO informed about their contacts in the community, discussions with legislators and other policymakers, calls from citizens or college staff, and any visits to the college. They regularly let the CEO know about their work on behalf of the college and rely on the CEO's assistance.

Communication styles. Treating the CEO, board chair, or trustees equally does not necessarily mean that they treat each person the same. Different people have different communication styles and learning needs, and to the extent practical, CEOs and trustees honor those differences. Some like to meet in person, some are content with phone conversations, while others prefer to communicate via e-mail or receive information on paper.

Some trustees, particularly new ones, benefit from detailed person-to-person explanations of board agenda items. Others are comfortable with reading analyses of alternatives and long-range projections. Some trustees like to have frequent access to the president—others are satisfied to hear from the president only when there are major issues and meet with him or her only occasionally.

Respecting Time. There are many demands on the time and attention of both CEOs and trustees. Trustees help the CEO be effective by not making unnecessary demands on her or him. Boards understand that they have hired the CEO to lead the college and caring boards ensure that the majority of his or her time is devoted to the institution and the community, not to individual trustee needs. CEOs honor trustees and their busy schedules when they provide information in a timely manner and avoid asking trustees to make decisions without adequate time to consider the relevant issues.

Clear Expectations

The board-CEO team performs best when their roles are clear and members seek to meet the expectations for their positions. The same principle is true in employer-employee relationships—employees perform best when they know what is expected of them and have helped craft the expectations.

As employers, boards define the expectations for the CEO in written policy, the job description, and annual goals. Boards that state their expectations up front help foster success—their CEOs do not have to “read trustees’ minds” or fear sudden shifts in board direction. Clear, public expectations provide CEOs with a framework for action and assure them that their actions will have board support. In addition, CEOs who state what they need from their boards help trustees perform their role and responsibilities. CEOs expect their trustees to provide guidance, support, dialogue, information, and feedback.

Stating expectations “up front” can be risky and difficult. It is not easy to articulate a clear set of expectations and adhere to them. It is often simpler to react and respond to events. It takes discipline and courage to sit together as a group to think through values, contribute ideas, see issues from different perspectives, and come up with direction and guidelines. However, making the effort to live by clear expectations is just another way to help the CEO, board members, and the institution to flourish.

Contracts

A well-crafted contract between the board and the CEO provides clarity and security to both the board and the chief executive. Many experts note that it is becoming more difficult to recruit and retain CEOs in recent years, due to a high number of retirements and the challenges inherent in the job, and an attractive contract may also be a recruiting tool (see “The CEO Search”). Boards should consult with an attorney when offering a contract to a new CEO and/or updating the current CEO’s contract.

Contracts typically address duties and expectations, salary, benefits, other compensation, evaluation, the term of the contract, and rollover provisions. Benefits and other compensation includes annuities, retirement packages, “golden handcuffs,” insurances, housing allowances, auto expenses, memberships, and expense allowances for professional and community activities. Retreat rights, provisions to engage in outside consulting, and leaves and sabbaticals are also included. Good contracts also include clauses for ending the contract, both voluntarily and involuntarily. Both boards and CEOs should periodically review the contract and update it to address the changing professional needs of the CEO.

Summary

Effective boards and CEOs respect each other’s duties and value each other’s contributions to the leadership team. They are committed to working together to benefit the institution and the community. They recognize that struggling over who is in charge wastes time that is better spent supporting each other. While there are certainly instances where the board legitimately asserts its authority by not accepting a CEO recommendation, doing so with regularity signifies that something has gone wrong in the relationship.

Governing boards rely on their CEOs for leadership and have confidence in their recommendations. They contribute their perspectives early in policy discussions so that CEO recommendations to the board reflect board values and can be easily supported by the board.

Governing boards maintain healthy board-CEO relationships by working as partners with their CEOs. But first, they create healthy relationships by being exemplary employers and supervisors of their presidents.

Resources

Additional resources, including *Board and CEO Roles: Different Jobs, Different Tasks* available on request from the Community College League of California and posted on the League’s Web site. Also see an article by Mark Drummond, published in the Fall 2000 issue of the League’s *Board Focus: Conflict or Consensus? Seven Steps to Creating an Effective Board*. Additional resources are listed in the Resources and Readings chapter of this handbook.



Welcome

Rio Hondo Board of Trustees Retreat:
Evaluation of Superintendent/President

August 17, 2019
8:00 am – 1:00 pm



Thank you!

Ground Rules

- My role: neutral facilitator
- Flexible agenda
- This is just the beginning...

Closed Session: Maintain Confidentiality (Board Protocol IV)

IV. PROTOCOL FOR THE CONFIDENTIALITY OF CLOSED SESSION

- A. The confidentiality of Closed Session creates a safe space for the candid discussion of appropriate topics.
- B. All participants in closed Session are required to maintain the absolute confidentiality of Closed Session discussions.
- C. Any suspected breach of Closed Session confidentiality should be referred to the Superintendent/President and/or Board President immediately.
- D. Closed session agenda matters shall be consistent with Board Policy 2315
- E. Consequences if confidentiality of closed session is violated shall be consistent with Board Policy 2715

Board Duties and Responsibilities (BP 2200)

RIO HONDO COMMUNITY COLLEGE DISTRICT

Board Policy

BOARD DUTIES AND RESPONSIBILITIESBP No.
2200

Board Adopted: 2/29/03; 1/13/16, 6/14/17

Page 1 of 1

- 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 and define the institutional mission and set prudent, ethical, and legal standards for college operations
 - Hire and evaluate the Superintendent/President
 - Delegate power and authority to the Superintendent/President to effectively lead the District
 - Assure fiscal health and stability
 - Monitor institutional performance and educational quality
 - Advocate and protect the District
- III. Sources/References:

ACCJC Accreditation Standard IV

Superintendent/President Evaluation Process

- Board of Trustees communicates **priorities** for the District to the Superintendent/President
- Superintendent/President works with the board to establish **District goals and measures** based on those priorities
- Board evaluates Superintendent/President's performance based on implementation of District goals

5

For the process to be effective...

Productive internal board communication

6

Retreat Objectives

- Identify personal values and alignment with board communication and District values
- Discuss expectations for internal board communication
- Design communication guidelines
- Outline communication accountability strategies
- Review Board/Superintendent-President roles

7

Agenda

8:00 - 8:15	<i>Breakfast</i>
8:15 – 8:30	Welcome
8:30 – 8:45	Overview of the Day and Ground Rules
8:45 – 9:30	Identify and Discuss Values
9:30 – 10:30	Discuss Expectations for Board Communication
10:30 – 10:45	<i>Break</i>
10:45 – 11:30	Outline Accountability Strategies
11:30 – 12:00	<i>Lunch</i>
12:00 – 12:45	Review Board / Superintendent-President Roles
12:45 – 1:00	Closure and Next Steps

8

Values

Identify Personal Values

Sort Values Cards into two piles:

1. Values that are most important to you
2. Values that are least important to you

Personal Values for Board Work

From your “most important” pile,

Select your 5 – 7 top values that guide your work with the board

11

Personal Values for District Vision

From your “most important” pile,

Select your 5 – 7 most important values that guide your vision for the District

12

Rio Hondo CCD Values (BP 1200)

VALUES

The values of Rio Hondo Community College District ~~is~~are as follows:

- Quality Teaching and Learning
- Student Access and Success
- Diversity and Equity
- Fiscal Responsibility
- Integrity and Civility

12

Expectations for Board Communication

Expectations for Communication: Code of Ethics/Standards of Practice (BP 2715)



- 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;
 - Prevent breach of confidentiality or perception of breach of confidentiality;
 - 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;
 - Adhere to the established Board protocols; and
 - Adhere to responsibilities and legal requirements as elected officials or appointed college representatives

15

What are your expectations around Board communication?



Review the “Expectations for Internal Board Communication” handout

Take notes on:

- What’s missing?
- Does the structure make sense?
- What are your recommended revisions/additions?

16

What are your expectations around Board communication?

Next steps?

What type of documentation is needed?

- Informal understanding
- Protocol
- Add to code of Ethics/Standards of Practice (BP 2715)
- Other

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Break

Accountability Strategies

Accountability Strategies for Board Communication (BP 2715, Section II)

- 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 3-14-13 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.

Accountability Strategies/Guidelines



How can the Board be reminded of the communication guidelines?

What can be done when someone is not adhering to guidelines?

What type of commitment is needed from each Board member?

21

Accountability Strategies/Guidelines



Next Steps?

22

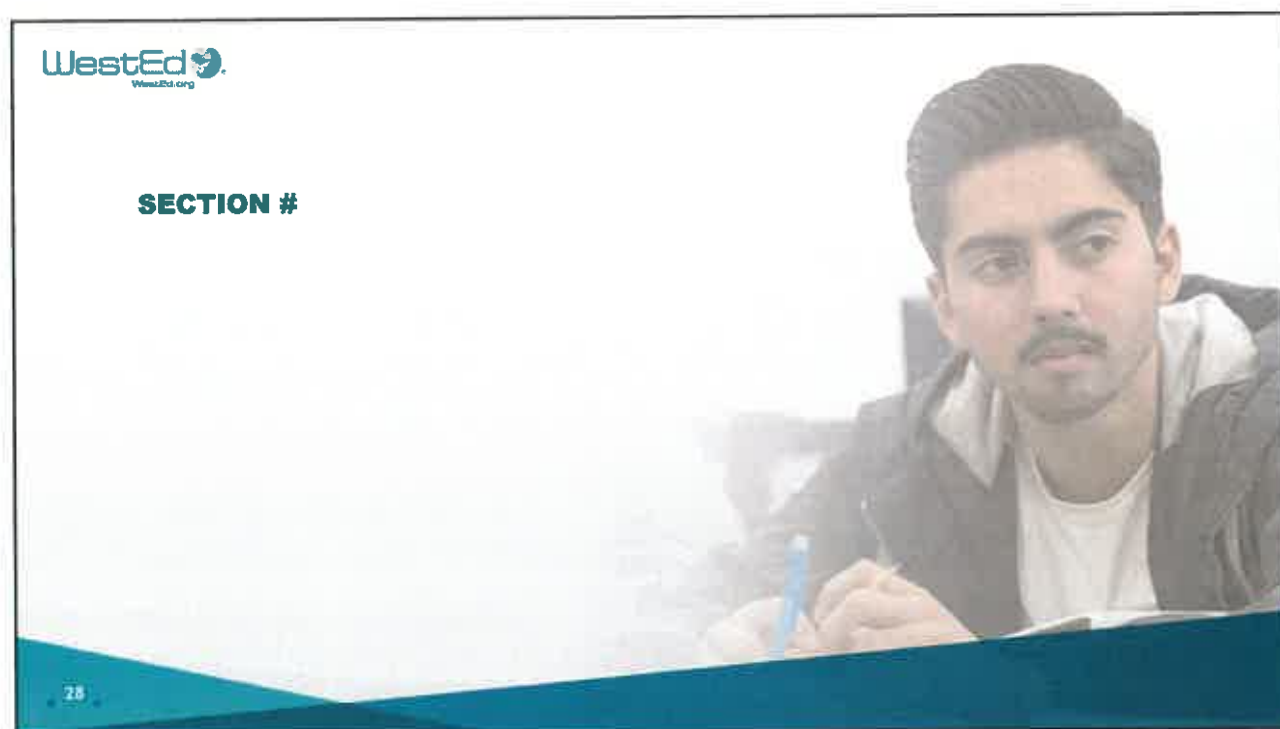
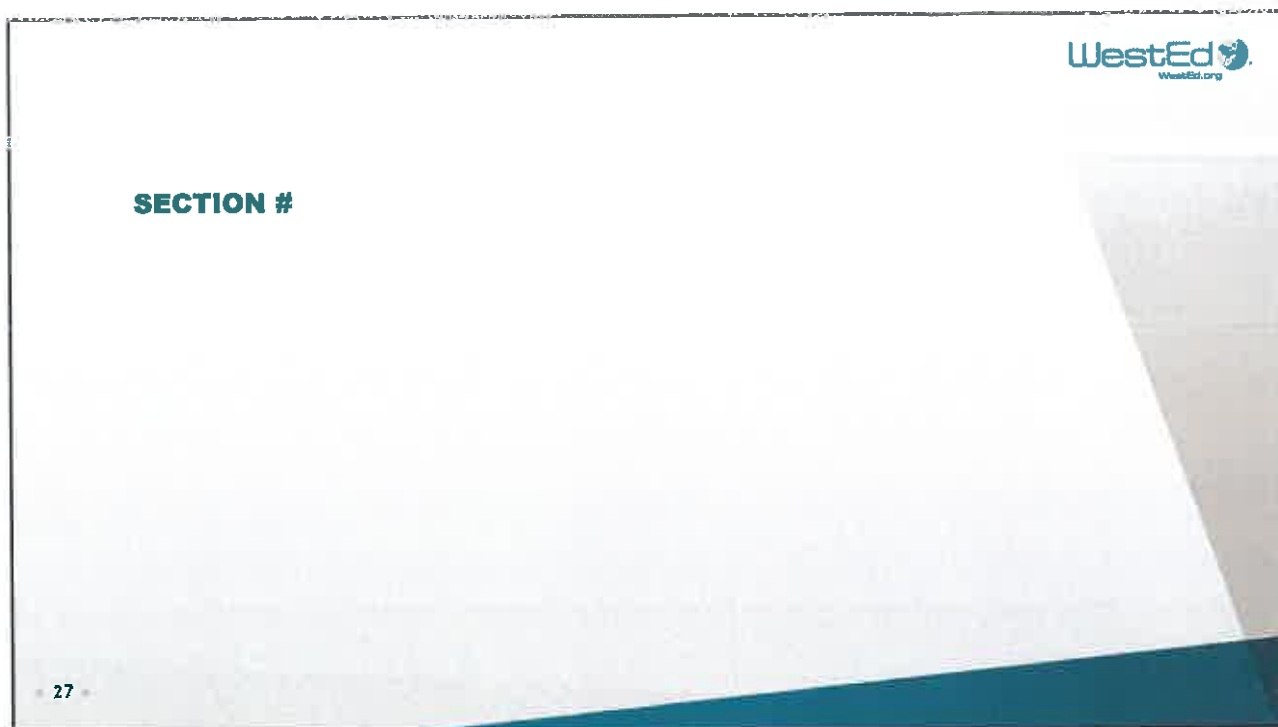


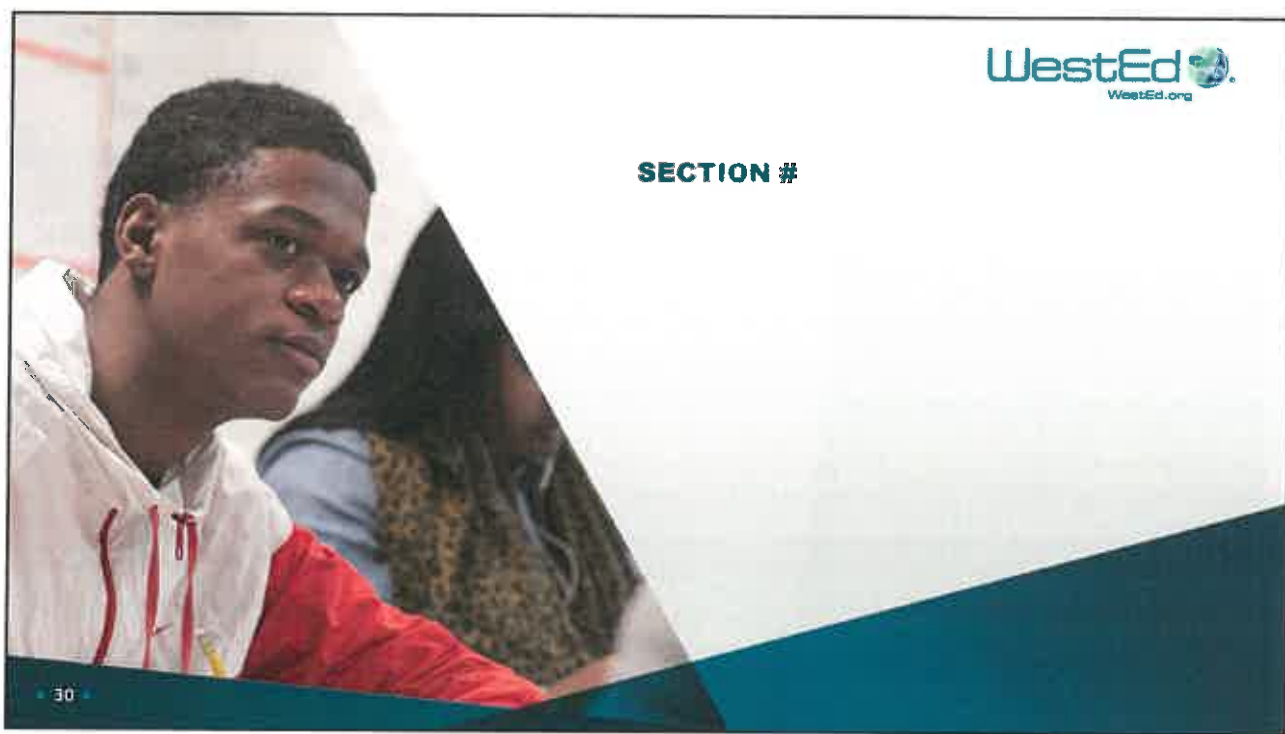
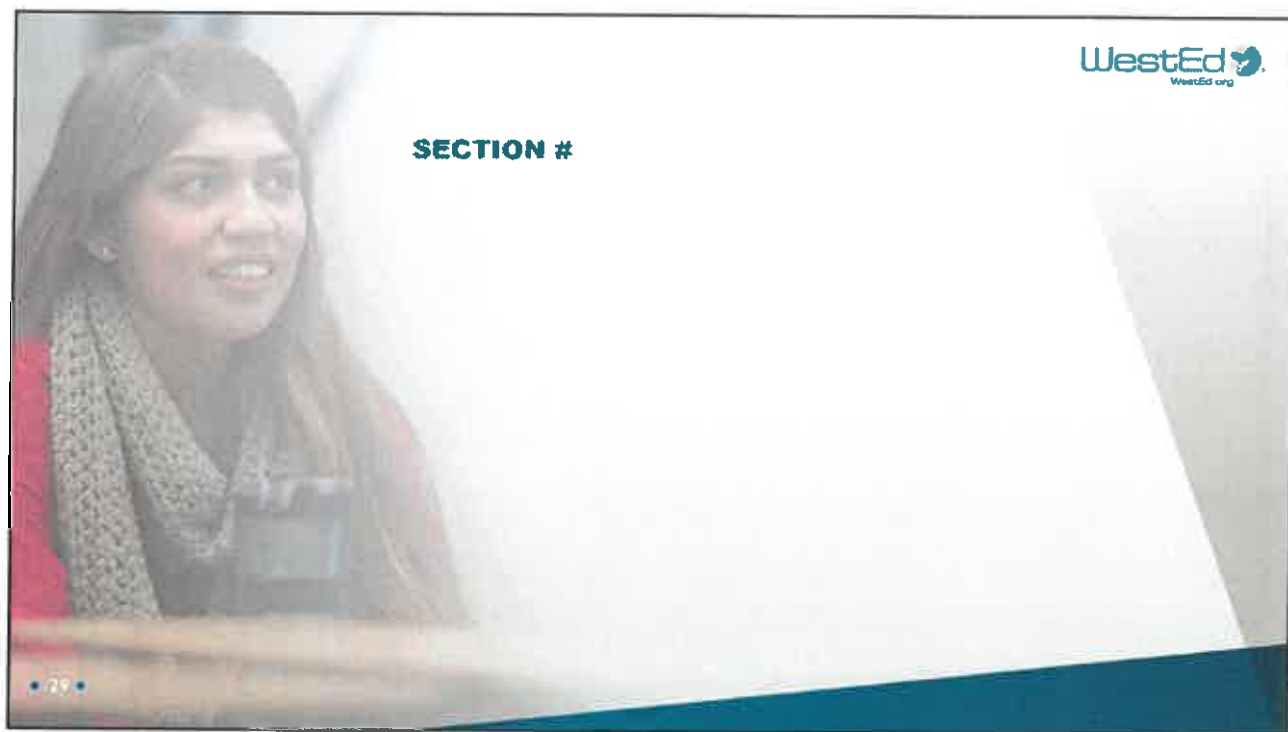
Lunch



Board and Superintendent/President Roles














31



"This space can be used to call out something like a quote, excerpt, or highlight. If desired, this text box can be deleted."

32



This space can be used to call out something like a quote, excerpt, or highlight. It can even be used to frame a graphic. If desired, this text box can be deleted.

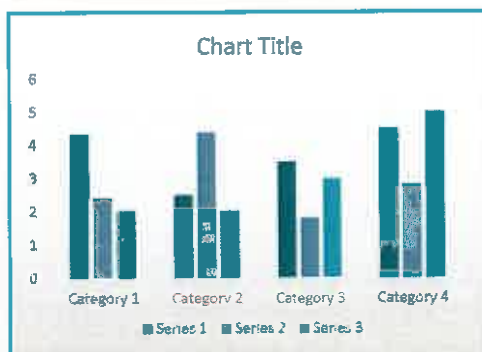
33



34

This text box can be used as a subhead introducing the content in the two layout boxes below.

- **The Level 2** content is a bullet using the same color as higher level content
- **The Level 2** content is a bullet using the same color as higher level content



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WestEd.org

Description Text for the inserted element below

Placement for Graphic, Table, or Chart

Description Text for the inserted element below

Placement for Graphic, Table, or Chart

37

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This is the Level 1 content style for the table/chart slide

The Level 2 content is a bullet using the same color as higher level content

Below is the next level of content

Arial Narrow allows for more content within tables.	Header Style	Header Style
Cell Header Style	Cell Content Style for Table Cell Content	Cell Content Style for Table Cell Content
Cell Header Style	Cell Content Style for Table Cell Content	Cell Content Style for Table Cell Content
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38

This is the Level 1
content style for the
table/chart slide

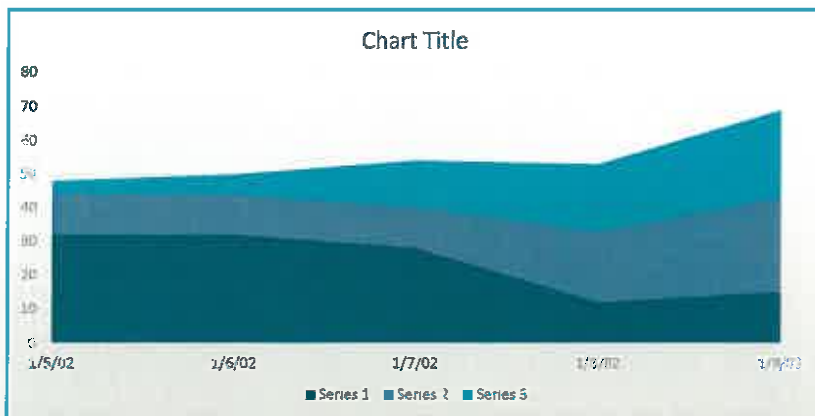
The Level 2 content is a
bullet using the same color
as higher level content

Below is the next level of
content

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