

BOARD FOCUS



Leadership for Student Success



*by Josh Wyner, Executive Director
College Excellence Program
the Aspen Institute*

Community colleges are facing dramatic turnover in leadership. According to the American Association of Community Colleges, over 300 presidents have vacated their positions in the past two years. Anyone working in California’s community college system knows that this trend is reflected in the Golden State’s 112 community colleges.

At the same time, the context within which California’s community colleges are operating is changing significantly. Budget cuts have forced leaders to consider how to balance many student needs, including delivering associates’ degrees aimed at four-year transfer, career and technical education, and adult continuing education. Student demographics continue to evolve, with increasing numbers of students arriving at college with some developmental needs. Technology is offering new modes of delivering instruction, which in turn has increased competition for students. And, policymakers’ expectations are evolving; community colleges are increasingly being held accountable for student outcomes.

In sum, colleges must today understand how to deliver more degrees of a higher quality at a lower per-pupil cost to an increasingly diverse population.

Combined, these two trends beg an obvious question: who will lead community colleges to this critical goal? As part of the Aspen Prize process, the Aspen Institute has worked to evaluate community college student outcomes and student success-oriented practices over the past few years. Institutions that have achieved strong and improving student results in learning, completion/transfer, labor market outcomes, and equitable results have many important things in common. One of them is a president with the strong skills needed to create organizational structures, processes, and policies aligned—explicitly and aggressively—with student success goals.

continued on page 3

IN THIS ISSUE

Leadership for Student Success	Cover
CCCT President’s Message.....	2
CCCT Board Members	2
Aspen Report: From a CEO Perspective.....	4
Aspen Report: From a Trustee Perspective	5
Advancing Our Advocacy: The Pulse of Sacramento	6
Excellence in Trusteeship Program: Celebrating the First Year Anniversary	7
Responsibilities of Trusteeship	9
Trustee Publications & Resources.....	11

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President's Message

by Manny Ontiveros
President, CCCT Board



As I reflect on the work of CCCT this past year, we addressed several significant issues notably: 61 pending legislative bills—including accreditation, concurrent and dual-enrollment, baccalaureate degree and the Faculty Obligation Number. I want to focus my attention on two of these issues.

First, it was an honor representing you as a Trustee on the Chancellor's Baccalaureate study group. The group met last year over a five-month period to determine how offering the bachelor's degree complements programs and courses currently offered in the colleges; how these programs will address specific regional or state workforce needs; what, if any, additional costs will be incurred in support of the new bachelor's programs and articulation agreements to the CSU or UC systems. The work was beneficial and I am hopeful that the authorization for allowing 15 districts to offer Baccalaureate degrees moves forward with the passage of SB 850 (Block). Secondly, I represented trustee policy issues at the Chancellor's Office monthly Consultation Council meetings. In these meetings, I advocated for a review of the full-time Faculty Obligation Number (FON).

Consultation Council members supported the review of the FON, which currently is arbitrarily tied to each district's 1988 full-time faculty number. AB 1725 came with a promise to fund "program improvement" to meet the goal of 75% of credit hours to be taught by full-time faculty. In actuality, program improvement funds have not been made available since 1992, leading to grave disparities among districts in the share of full-time faculty and corresponding salaries. This disparity makes it difficult for districts to meet the FON requirements. League staff has recommended an equalization program addressing the current inequities of the FON, by tying future increases in each district's FON to a weighting factor tied to the comparative position to other districts.

Adding a weighting factor multiplier into the existing FON calculation regulations will provide some relief to the disparity issue amongst districts by bringing them closer together. A further recommendation of League staff is support for a \$25 million increase in funds for the 2014-2015 budget and successive budgets to increase full-time hires. I am confident that with the support of Consultation Council members the FON will be revised and move the needle on equalization.

In closing, I appreciate all the endless work you do daily on behalf of all our community colleges. We represent our colleges in the community and in Sacramento and we must always continue to work to ensure the betterment of our colleges.

Leadership for Student Success

continued from cover

While the community college model of distributed decision-making requires strong leadership throughout an institution, the presence of exceptional leadership skills at the top appears to be a critical element to sustained improvement in student success. The ability of presidents to align their core responsibilities—in communication, relationship-building, budgeting, fundraising, and advocacy—to achieving high levels of student success makes all the difference.

To better understand what the sector needs, Aspen and its partner, Achieving the Dream (ATD), researched and explored the qualities of presidents who have led community colleges to high and improving levels of student success. This research is reflected in a recently released report—*Crisis and Opportunity*—which documents the skills and attributes that presidents will need to lead institutions to high and continually improving levels of student success in the future. The report also illustrates the many ways in which existing leadership development, recruiting, and hiring practices can be improved to be better aligned with these critical presidential qualities.

Our report concludes that there are five qualities, above all others, common among highly effective presidents, regardless of the context within which they lead.

1. Deep commitment to student access and success
2. Willingness to take significant risks to advance student success
3. The ability to create lasting change within the college
4. Having a strong, broad, strategic vision for the college and its students, reflected in external partnerships
5. Raise and allocate resources in ways aligned to student success

Investigating what trustees' value most in the hiring process, we concluded that three of these core qualities are often undervalued: A deep commitment to student access and success, the ability to purposefully create institutional change aligned with student success goals, and a willingness to take the risks needed to bring about student success reforms. It does not appear that boards have considered these traits and chosen to ignore them, but rather that these qualities have not been identified as central to effective presidents.

For this reason, Aspen and ATD are developing a set of tools and protocols that provide a critical new perspective and process for recruiting and hiring community college presidents. These tools and protocols are meant to serve (1) as part of a new process for strategically and intentionally recruiting and selecting new presidents capable of leading institutions to high levels of student success, and (2) as stand-alone modules that could be introduced into existing hiring processes to identify and select candidates more rigorously. The tools are designed primarily for those with direct responsibility for hiring presidents—including boards of trustees, centralized community college system heads, and the executive search firms that often provide support.

In addition, our research and report make clear that much work needs to be done to better align how community college presidents are developed with these essential qualities. For this reason, we are currently working on building a new curriculum designed to help future leaders understand how to lead a college to much better student outcomes. For example, how can presidents lead well-crafted, participatory change management processes that develop a college-wide focus on – and align resources to – tangible student success goals? How can leaders build external partnerships with K-12 districts, four-year colleges, and employers that dramatically increase the chances that students will succeed?

There are community colleges around the United States that are securing especially strong outcomes for students—in learning, persisting, transferring to four-year colleges, graduating with degrees and certificates, and finding good jobs. These colleges have exceptional leaders who align their actions every day with the goal of monitoring and improving these outcomes for all students. We have an unprecedented opportunity to ensure that more community colleges will have such leaders in the future. By acting wisely, proactively, and urgently to adapt the way we recruit, train, and hire new presidents, we can ensure that more community colleges have presidents who can meet the challenge of helping our students succeed on campus and beyond. Our students are depending on it. ■



Download our Crisis & Opportunity executive summary at:
<http://www.aspeninstitute.org/cep/execsummary.pdf>

Download our full Crisis & Opportunity report at:
<http://www.aspeninstitute.org/cep/fullreport.pdf>



*by Helen Benjamin
Chancellor, Contra Costa CCD
Chair, League Board of Directors*

Aspen Report: From a CEO Perspective

As community college CEOs and board members, we recognize the Aspen report eloquently and succinctly puts on paper the true state of affairs relative to the recruitment and role of our future leaders. The relative scarcity of well-qualified CEO candidates and the continuous decline in proportional resources make each hiring decision all the more critical in our system.

Barring extraordinary circumstances, the most important action taken by a community college board is the selection of the institution's leader. The recruitment and hiring processes for the CEO require the greatest use of a college's human and financial resources. The financial commitment a board makes just in costs related to the employment contract of a newly hired CEO can easily exceed a million dollars in the first three or four years. The ramifications of a poor, or exceptional, hire will echo through the organization for years. At stake are hundreds or thousands of successful students, or students left behind; millions of taxpayer dollars well invested, or poorly spent.

Such stakes require investing in recruitment and hiring processes that will result in the employment of a leader who possesses the attributes required to lead the highly dynamic and multifaceted organizations community colleges have become in the 21st century. Needless to say, great care must be taken in ensuring the final candidate possesses the qualities delineated in the Josh Wyner article as well as the ability to inspire members of the college community to commit through their actions to the student success agenda.

I would add one item to the five identified key qualities; the ability to inspire others. Inspirational leadership by the CEO with the support of the board is essential in ensuring that positive student outcomes are achieved, regardless of the direction in which the state's economy finds itself or the ebb and flow of programs and initiatives. As stated in the article, there is a correlation between quality leadership and student success. Professional development activities must be provided for board members, aspiring CEOs, and current CEOs in understanding the alignment of the quality leadership attributes identified in the article to student success as well as their role in ensuring that student success is as important as access.

The retirement of vast numbers of experienced CEOs and the lack of interest in the position by many who would become effective CEOs raises concerns about the strength of CEO pools. And, we have concerns beyond those found in typical recruitments. Boards and others involved in the hiring process for CEOs, in many cases, lack the knowledge, experience, and objectivity that would lead to the hiring of a CEO who possesses the qualities described in the Aspen Institute's publication. Boards in particular must recognize that their composition is dynamic. It is key for them to look beyond their comfort level for a leader that will push them as much as they push him or her.

Aspen's proposal is very timely; the "tools and protocols" described are needed in order to either overhaul or enhance current recruitment and hiring processes with new strategies and ideas that make sense in the current reality. Boards need to be aware of, and make a top priority, their role in the successful hiring and tenure of the CEO, especially if the hiring is based on the qualities highlighted in the article. ■

Today community colleges are facing the greatest challenges in the history of their existence. And it cannot be stated too strongly — leadership is key if community colleges are to meet the diverse and numerous outcomes that are expected of them. For California community colleges, that leadership revolves around the community college district CEO and the district board of trustees. For that reason, the greatest privilege, and most important decision, for community college boards of trustees is the hiring of their superintendent/president or chancellor. The right hire enhances the trustees' policy leadership role and assures the college operates with a focus on student access and success. The wrong hire makes everyone miserable and diverts attention from the college successfully achieving its mission. Let's make the point right up front — trustees cannot make a mistake on this key decision.

With that in mind, the article by Josh Wyner, Leadership for Student Success, provides a number of outstanding points. But in addition to his identified five qualities to be found in highly effective presidents, above all others, "a fit" with the culture of the college and chemistry with the board of trustees are key. For a college to operate smoothly there needs to be a strong and supportive relationship between the board and the president and an understanding of, and respect for the history, values, and traditions of the college. Improvements and change cannot occur without these. Staying focused on improvements and change that will assure greater student access and success also requires leadership longevity. Presidents leaving after short periods of time create havoc within the college.

When it comes time for the board to lead the search and selection process for a new CEO, it indeed must focus on what qualities the college and community need in a president. Wyner's article is an outstanding guide. The recruitment and hiring process flows directly from this focus and these discussions.

Glendale Community College recently hired a superintendent/president. The board had been challenged to find the right fit after a 23 year run with a president, two short-term presidents and a one-year interim. With input from the campus and community, the board began by holding discussions to determine the most important leadership qualities to identify in their next leader. Fortunately, there was general agreement and Wyner's identified qualities were among those used. Throughout the process these qualities were a useful guide to inform potential candidates what we were seeking, to shape the questions asked of candidates, to guide the reference checking, and ultimately to assess the candidates for the right fit.

Based on the identified qualities, Glendale Community College was able to recruit and hire, Dr. David Viar, a seasoned and experienced leader. Dr. Viar has proven to be the right fit; with leadership qualities similar to those described by Wyner and a promise to stay with the college and the college with him, as together — board and CEO, CEO and campus constituencies, board and community, we focus on student access and success for our community and region.

Our Glendale Community College search and selection process ended well. But as a board, we were prepared to start over if the conclusion were not satisfactory. While the Aspen and ATD tools and protocols will be of value to help boards ask the right questions in hiring their new presidents, ultimately it is up to us as governing board members to make the tough decision for the right reason — is this the best person to lead our college as it focuses on student access and success. ■

Aspen Report: From a Trustee Perspective



*by Ann Ransford
Trustee, Glendale CCD
Member, CCCT Board*



Advancing Our Advocacy



by *Lizette Navarette*
Legislative Advocate

The Pulse of Sacramento

The second year of the 2013-14 legislative session has begun and community colleges are a hot topic. The advocacy efforts of the League Government Relations team have two key focuses – policy and budget. In the policy realm, the League is currently tracking over 140 bills that affect California Community Colleges ranging from early childhood education, instructional programs, to fees, and financial aid. The Legislature placed particular interest in three major topics that in recent months have also been under discussion in the community college system:

- Accreditation and related issues
- The Applied Baccalaureate Degree
- Dual/Concurrent Enrollment

The budget continues to be a key policy driver for Governor Brown. Budget hearings in March and April will help legislative leaders and staff answer outstanding questions about the Governor's proposed budget and to begin developing legislative budget priorities. Budget observers anxiously await the possibility of additional revenues materializing when the Governor unveils his May Revision on May 14th. We remain closely focused on three proposed augmentations – the resources provided for enrollment restoration, the student success services program, and momentum on issues of socioeconomic equity in our colleges and our state through the student equity plans.

Another element playing into both the policy and budget dialogue in Sacramento is the topic of accountability. In late February, the Senate Education Committee and the Senate Budget Subcommittee #1 held a joint hearing on the topic of "Accountability for Postsecondary Education", with Senators Marty Block and Carol Liu serving as joint chairs. The hearing was a follow-up to SB 195 (Ch 367, Statutes of 2013), which established legislative intent that budget and policy decisions regarding postsecondary education generally adhere to a set of goals. Since community colleges have clear differences in missions and primarily center around a number of the student success initiatives and concentration of services to help underachieving students, it was generally understood that CCC accountability measures are different from UC and CSU measures.

With so many important policy topics on the horizon, the League continues to recognize that coalition building is one of its most effective advocacy tools to ensure the needs of community colleges are recognized. Trustees are a key component of these coalitions. Throughout the spring, League Government relation's staff will provide opportunities for involvement, including Capitol Days and League Alerts requesting letters and phone calls. In addition, legislative updates are available through the monthly newsletter. We encourage trustee awareness and involvement in these important legislative issues. ■

Excellence in Trusteeship Program

Celebrating the First Year Anniversary

Launched in May 2013 at the Lake Tahoe Annual Trustees Conference, the Excellence in Trusteeship Program (ETP) now has 105 trustees enrolled and 23 graduates. Boards are adopting ETP as their formal education plan in support of the WASC accreditation standard requiring a program for continuing education and new member orientation of trustees.

ETP was designed to facilitate the ongoing education of all trustees providing a strong foundation for effective board governance. Here's what first-year trustee, Bernie Rhinerson of San Diego CCD had to say about completing ETP last year:



During my first year as a trustee, this program has given me a valuable education on the community college system. I am so grateful that my District supported me in attending the conferences to complete the training program and I look forward to continuing to learn in the years ahead.

*Bernie Rhinerson
Trustee, San Diego CCD*

Excellence in Trusteeship Program regional trainings were launched on March 21 at Gavilan College in Gilroy. The two sessions covered subtopics of the board's role in Fiscal Responsibilities and Governance. Participants of the training received two ETP credits toward the fulfillment of the 27-unit program requirement. Two more trainings took place in May: Bakersfield College, May 9 and Yuba CCD, May 30. Information on the topics covered is available online at www.ccleague.org/ETP under Regional Trainings. The trainings will be offered three times annually.



From left to right are: Laurel Jones, Superintendent/President, Cabrillo CCD; Laura Casas, Trustee, Foothill-De Anza CCD; Lorrie Denson, Trustee, Victor Valley CCD; Steve Castellanos, Trustee, San Joaquin Delta CCD; Walt Glines, Trustee, Gavilan CCD; Margaret-Anne Coppernoll, Trustee, Monterey Peninsula CCD; Cynthia Lashbrook, Trustee, Merced CCD; Steve Kinsella, Superintendent/President, Gavilan CCD

Other developments in support of ETP are sample language for board policy adopting the program as the formal board development plan and a board self-evaluation template. The board self-evaluation template will provide a crosswalk of ETP program competencies and accreditation standards. These support documents will be available online in the coming months on the League website under Leadership Development, Trustee Resources.



*by Carmen T. Sandoval
Director, Educational Programs*



Excellence in Trusteeship Program

continued from page 7

As has been proven by the 23 graduates, ETP can be completed within one-year. All League events provide sessions in support of the seven competencies. The event programs are coded identifying the competency covered by the session. Tracking the sessions during events is made easy by using the League's mobile app. There were 21 opportunities to earn credit at the 2014 Trustees Conference held May 2-4 in Newport Beach and over 44 at the 2013 Annual Convention. The online Schedule of Training Opportunities document provides more information about applicable credits from state, regional and national trainings. Local board trainings that address program competencies may also be used for credit. For more program details visit www.ccleague.org/ETP. ■

Congratulations to our first year “graduates” of the Excellence in Trusteeship Program!

- Edward Banks, Cabrillo CCD
- Deborah LeBlanc, Compton CCD
- Vicki Gordon, Contra Costa CCD
- Greg Gilbert, Copper Mountain CCD
- Ann Ransford, Glendale CCD
- Jerry Hart, Imperial CCD
- Jeff Kellogg, Long Beach CCD
- Margaret-Anne Coppernoll, Monterey Peninsula CCD
- Linda Wah, Pasadena Area CCD
- Linda Handy, Peralta CCD
- Bernard Rhinerson, San Diego CCD
- Teresa Brown, San Joaquin-Delta CCD
- Stephan Castellanos, San Joaquin-Delta CCD
- Jeffrey Lease, San Jose-Evergreen CCD
- Michele Jenkins, Santa Clarita CCD
- Eric Payne, State Center CCD
- Stephen Blum, Ventura County CCD
- Arturo Hernandez, Ventura County CCD
- Larry Kennedy, Ventura County CCD
- Dianne McKay, Ventura County CCD
- Bernardo Perez, Ventura County CCD
- Michael K. Pasquale, Yuba CCD
- V. Richard Savarese, Yuba CCD

Responsibilities of Trusteeship

Reprinted from the League's *Trustee Handbook*

Trustees are individuals. However, effective trusteeship occurs only through being a valuable member of a team of people who, together, comprise the legal unit that governs a district. Being successful as a trustee is measured by the effectiveness of the board as a whole.

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

As individuals, trustees are most successful when they fulfill the following responsibilities.

Time Commitment

Being a trustee is a significant commitment of time and energy. On the average, trustees spend anywhere from 3 to 10 hours a week on work related to the board. Sufficient time should be allocated for studying board meeting agenda items and other materials related to governing the district, attending board meetings and others related to board work, participating in community events to represent the district, attending college events, and participating in conferences designed to strengthen trustee knowledge and skills.

Attendance

Trustees should participate in board meetings and workshops, and ensure they arrive on time and are prepared for the meeting. In addition, effective trustees show their support for the district by attending college events and visibly supporting the college in the community. They support fundraising efforts, and may contribute to the

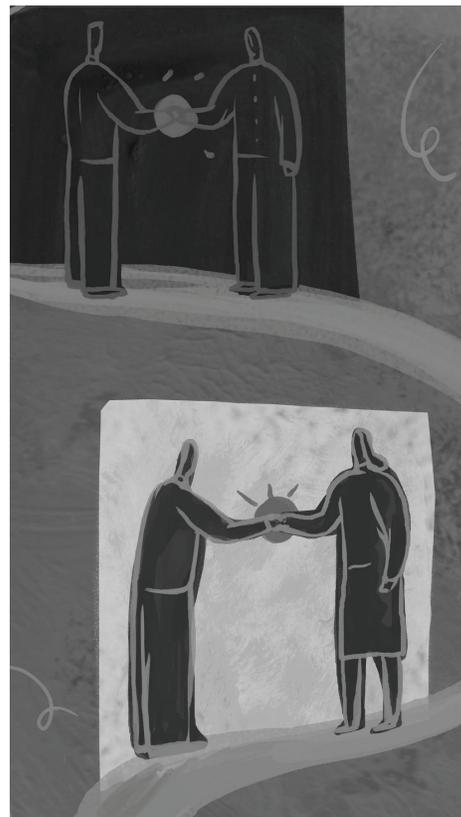
foundation to the best of their ability. They advocate for the college in the community and with state and local officials.

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

Knowledge

Governing thoughtfully and making wise decisions require being knowledgeable about effective governance, the colleges, and the social and economic trends that affect education. This *Trustee Handbook* covers essential knowledge for trustees, including the state system and governance of the colleges, board roles and standards of practice, board and CEO relations, educational policy and quality, fiscal policy, human resources policy and relations with staff, and resources for trustees. The League also publishes numerous other materials for trustees and CEOs, and encourages trustees to learn from other organizations as well. The League's brochure, *Trusteeship: Tasks, Knowledge and Skills*, lists specific areas of knowledge trustees should have.

Trustees gain knowledge and skills through a thorough and ongoing orientation to the district and its colleges and centers. They understand their college's history, traditions, and culture. They read voraciously. They attend conferences to learn more about educational policy and to enhance their skills and effectiveness. They seek out and are aware of community needs and interests in order to better represent the community. They ask



for and understand research on how students are succeeding and what is required for student success.

Trustees, particularly new ones, allocate significant time for reading and study. They prepare for board meetings by thoroughly reading the agenda and asking questions of the CEO and other board members to clarify items and gain background information.

Mindset and Vision

Effective trustees are visionary. They focus about the future of the colleges and how societal trends might influence the district's mission. They act with intelligence and curiosity and engage in critical thinking when presented with problems and issues.

Effective trustees are analytical. They seek and consider many points of view and are able to recognize the complexities and subtleties in the decisions they face. They take into account the culture and values of the institution. They are "results-oriented" and help their boards and the CEO focus on student success.

Effective trustees are thoughtful. When faced with decisions, they

take time to assess which course of action will best benefit the district and best reflects the appropriate role of the board. They also reflect on their own performance and that of the board. They are willing to engage in self-evaluation and to use the results to improve their own and the board's performance. They are willing to engage in courageous conversations about student and institutional performance.

Communication

Open, straightforward and tactful communication builds trust; trustees with strong interpersonal skills contribute much to board functioning. They recognize the need to develop and maintain healthy relationships among key constituencies.

Effective trustees show respect by honoring communication protocols and lines of authority within the district. Respect for the CEO and fellow board members includes following the principle of “no surprises.” Publicly communicating one’s support for and confidence in the CEO contributes to a strong CEO/board partnership.

Ethics and Conflicts of Interest

Trustees who understand and uphold the ethics and values inherent in being a member of the board contribute much. The chapter on ethics in this Trustee Handbook covers key principles in ethical public service. It is good practice and an accreditation standard that each board has and abides by a code of ethics; all trustees should be familiar with their own board’s policy statement.

By law, all elected state and local officials must avoid conflicts of interest in the performance of their duties, and must file statements of economic interests. Public officials have a conflict of interest when they use the position to influence a policy decision that will affect their financial interest in material ways.

Effective trustees are scrupulous about avoiding even the perception that there are conflicts of interest. They are aware that appearing to act to benefit their own interests (or those who are close to them) at the cost of the district will harm their credibility and trustworthiness.

Using Influence Effectively

Given that trusteeship is best expressed as a member of the board, good trustees learn how to effectively influence board decisions and district direction. As community representatives, they bring perspectives that contribute to the policy direction of the district. They return from conferences and community meetings with ideas that they may want to see implemented in their own districts. A key to success is to use appropriate ways to share ideas, place items on board agendas, and influence discussions.

Savvy trustees use their influence on the board itself; they do not use it to direct staff activities. They understand that CEOs and board chairs are the contact points for specific ideas and suggestions.

Every board should have a process for individual trustees to place items on the board agenda. Trustees, particularly new ones, should discuss such items with the CEO or board chair in order to understand relevant history and background. Timing is often everything in ensuring that ideas are listened to; effective trustees research and plan the timing of their proposals.

Influencing board decisions involves being well prepared, having good information, and building strong relationships with other board members. People are more likely to listen to someone who has been supportive and positive, and is willing to listen to and respect all ideas. ■

For a printed copy of the Trustee Handbook, contact Yolanda Avalos at yolanda@cleague.org or visit www.cleague.org/publications to order online.

Trustee Publications & Resources

Appointing a New Trustee to the Board

This guide covers the legal requirements for appointing a trustee to fill a vacancy, and provides sample criteria, timelines, publicity, and interview questions.

Assessing the Performance of the CEO

Includes detailed information to assist the board and CEO in designing the CEO evaluation process, a checklist, a comprehensive list of possible criteria, sample policy and procedure, and a list of resources and references.

Biennial Report on CEO Tenure and Retention

Updated every few years, this League study explores the extent of CEO turnover, with a goal to improve the recruitment and retention of effective CEOs at all levels.

Board Candidate Information Updated Annually

A brochure designed for candidates for the governing boards. Copies are mailed each August to those districts holding elections in the following fall, along with other materials helpful to those interested in running for the board.

Board Chair Handbook Updated Annually

Covers roles and responsibilities, how to run meetings, and tips on handling various scenarios. It is distributed each year at the Board Chair Workshop.

Board Ethics Resource Guide

This packet of information covers board ethics and standards of practice, sample codes of ethics, sample policies for addressing violations of a code, and worksheets for developing a board policy.

Board Focus

A bi-annual publication mailed to all trustees and CEOs on trusteeship issues.

Board Self-Evaluation Resource Guide

Covers board self-evaluation, suggestions for board self-evaluation processes, sample evaluation instruments, and sample policies.

CEO Search Resource Guide

Includes the steps and issues involved in conducting a CEO search. Lists of search consultants and districts that have conducted searches in recent years are available by contacting the League.

Different Jobs, Different Tasks: Board and CEO Roles and Responsibilities

This publication compares the responsibilities of the board and the CEO in ten different areas, including finance, academic affairs, organizational structure, etc.

Key Ethics Law Principles for Public Servants

This publication alerts local officials to situations triggering a need to consult with their agency counsel on ethics legal issues.

Local Official's Guide to Ethics Laws

By a consortium of agencies, this guide covers the conflicts of interest laws for elected officials.

No Confidence Votes

This paper provides an overview of the votes of no confidence in California for the previous ten years and explores the lessons learned and the issues involved in responding to such votes.

Orientation and Development for Community College Trustees

This guide provides an overview of trustee education and describes a wide variety of strategies districts may use to orient and educate board members. It includes checklists, lists of conferences and reading materials, and sample policies and procedures.

Q&As for New CEOs

These provide answers to many common questions related to organizational structure, participation in local decision-making, and CEO/board relations.

Student Trustee Information Updated Annually

Provides information about the roles and responsibilities of student trustees, and designed for those interested in the position.

Student Trustees Resource Packet

This packet of information includes a description of their legal rights and privileges (Trustee Handbook, Chapter 8), a paper on the differing perspectives on the role, advice to student trustees from student trustees, and a survey of district practices.

Trustee Handbook, Updated Annually

Thirty-five short chapters on topics related to being a member of a California community college governing board. It is provided to all who attend the Effective Trusteeship Workshop and sent to all newly elected and appointed trustees.

Trusteeship

A brochure outlining the tasks, knowledge and skills of trusteeship.

Trustee Surveys

Results of surveys on elections, compensation, student trustees, officers and committees, which are updated and posted to the Web site every odd year.

For more information on the League's publications, visit www.ccleague.org/publications or contact the League office at cclc@ccleague.org or (916) 444-8641.

COMMUNITY COLLEGE LEAGUE
OF CALIFORNIA

BOARD FOCUS

*Published to provide locally-elected
trustees and chief executives with
information and strategies for
effective boardsmanship.*

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