

## EXCELLENCE IN TRUSTEESHIP PROGRAM LEARNING OUTCOMES

Competency & Subtopics	What Trustees Need to Know	How to Get the Skills & Knowledge
<p><b>Accreditation</b></p> <ul style="list-style-type: none"> <li>• Institutional effectiveness</li> <li>• Setting priorities</li> <li>• Policy development</li> <li>• Participatory governance</li> <li>• Evidence of student success</li> <li>• Linking budget to strategic plan</li> <li>• Trustee roles and responsibilities</li> <li>• Board/CEO relationship</li> </ul>	<ul style="list-style-type: none"> <li>• Role of Trustees in accreditation</li> <li>• What is covered in the four standards</li> <li>• The accreditation process and where the District is in the cycle</li> <li>• Different sanctions and their significance</li> <li>• Why data is critical to accreditation</li> <li>• Standard IV. C. 1-13</li> </ul>	<ul style="list-style-type: none"> <li>• Local reports from the District’s Accreditation Liaison Officer</li> <li>• District visit from ACCJC staff</li> <li>• District accreditation workshops</li> <li>• Workshops at statewide meetings</li> <li>• ACCJC online course on accreditation</li> <li>• ACCJC webinars</li> <li>• ACCJC Publication – Guide to Accreditation for Governing Boards</li> <li>• ACCJC conference</li> </ul>
<p><b>Board Evaluation</b></p> <ul style="list-style-type: none"> <li>• Trustee roles and responsibilities</li> <li>• Accreditation</li> <li>• Policy development</li> <li>• Board Goals</li> </ul>	<ul style="list-style-type: none"> <li>• Know your District’s policy on Board and CEO evaluation and if it complies with recommended standards.</li> <li>• How often is the policy reviewed?</li> <li>• What are best practices in this area?</li> <li>• Who participates in the evaluation process?</li> </ul>	<ul style="list-style-type: none"> <li>• Local and state workshops</li> <li>• League assistance</li> <li>• Comparison with how other Districts evaluations</li> <li>• CCLC <i>League On Call Services</i></li> </ul>
<p><b>Board &amp; CEO Relations</b></p> <ul style="list-style-type: none"> <li>• The Board/CEO Partnership</li> <li>• Appointing a Chief Executive</li> <li>• Retaining and Supporting the CEO</li> </ul>	<ul style="list-style-type: none"> <li>• Developing shared purpose</li> <li>• Mutual respect and support</li> <li>• Communication styles</li> <li>• Understanding clear expectations of roles and responsibilities of the Board and CEO</li> <li>• Support professional development of the CEO</li> <li>• How to ask relevant questions for sound and data-informed decision-making</li> <li>• Board resources to do its job</li> <li>• Trustee involvement in community leadership and advocacy</li> <li>• Board Policy 2430, Delegation of Authority</li> <li>• Understanding policies versus operations</li> <li>• Micromanagement: What it is and is not</li> </ul>	<ul style="list-style-type: none"> <li>• Local board retreat/workshops</li> <li>• Annual Evaluation Retreat</li> <li>• State and National Conferences</li> <li>• CCLC <i>League On Call Services</i></li> <li>• Effective Trusteeship Workshop</li> <li>• Board Chair Workshop</li> <li>• Trustee Conference</li> <li>• Annual Convention</li> <li>• The Trustee Handbook</li> </ul>

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<b>Competency &amp; Subtopics</b>	<b>What Trustees Need to Know</b>	<b>How to Get the Skills &amp; Knowledge</b>
<p><b>Brown Act</b></p> <p>The Open Meeting Law and its application to community college boards</p>	<ul style="list-style-type: none"> <li>• Closed session topics</li> <li>• Emergency meetings</li> <li>• Free speech</li> <li>• Posting agendas</li> <li>• Public comments</li> <li>• Reading out from closed session</li> <li>• Serial meetings Special meetings</li> </ul>	<ul style="list-style-type: none"> <li>• Brown Act sessions at state meetings</li> <li>• Local training from a qualified attorney</li> </ul>
<p><b>Diversity, Equity and Inclusion</b></p> <ul style="list-style-type: none"> <li>• Implicit Bias</li> <li>• Policy audit and update</li> <li>• Importance of disaggregated data</li> <li>• Increasing faculty diversity</li> <li>• Implicit bias</li> <li>• Dual enrollment and student equity</li> <li>• AB 705 and student equity</li> <li>• Food, housing, transportation insecurity</li> <li>• Digital divide</li> <li>• Understanding equity</li> <li>• Hispanic Serving Institutions</li> <li>• Support for African American males</li> <li>• Support for LGBTQ+ students, faculty and staff</li> <li>• ADA and equity</li> <li>• Veterans’ resources</li> <li>• Title IX</li> <li>• Financial aid’s role in student equity</li> <li>• Role of CTE in student equity</li> </ul>	<ul style="list-style-type: none"> <li>• Effectively serving diverse students and affinity groups – African American, Latinx, Asian Pacific Islander, Veterans, LGBTQIA, Undocumented, First-Generation, Formerly Incarcerated</li> <li>• How to review and update policies for equity</li> <li>• Using disaggregated data to make policy decisions for equity</li> <li>• Best practices for increasing faculty diversity</li> <li>• Why faculty and staff diversity increases student equity</li> <li>• How implicit bias affects policy, curriculum, enrollment and student achievement</li> <li>• Using dual enrollment for better student equity</li> <li>• Using disaggregated data from AB 705 courses to track and improve student equity</li> <li>• How access to technology impacts student success and equity</li> <li>• Defining diversity, equity, inclusion, equality.</li> <li>• How the HSI designation supports students</li> <li>• Best practices for supporting African American males</li> <li>• How Pride/Dream/Veterans Centers help student achievement</li> <li>• How to look at equity as a budget issue</li> <li>• Getting more financial aid to students</li> <li>• Total cost of education vs just tuition</li> </ul>	<ul style="list-style-type: none"> <li>• Project Implicit</li> <li>• Toward a More Perfect Institution, UC Davis Wheelhouse</li> <li>• CCCCO 2020 Vision for Success, Diversity, Equity and Inclusion Task Force Report</li> <li>• CCCCO Vision for Success</li> </ul>

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<p><b>Diversity, Equity and Inclusion (cont.)</b></p>	<ul style="list-style-type: none"> <li>• Can implicit bias in counseling pigeonhole students in CTE</li> <li>• Using CTE for greater equity</li> </ul>	
<p><b>Ethics</b></p> <p>Ethics as it applies to community college trustees</p>	<ul style="list-style-type: none"> <li>• How to avoid conflicts of interest</li> <li>• Avoiding the appearance of impropriety</li> <li>• What forms need to be filed, how, and deadlines</li> <li>• Conflict of interest</li> <li>• Required forms and deadlines</li> <li>• Regular review of BP 2710, 2715</li> </ul>	<ul style="list-style-type: none"> <li>• Local ethics training by a qualified attorney</li> <li>• Statewide conferences</li> <li>• FPPC online ethics course</li> </ul>
<p><b>Fiscal Responsibilities</b></p> <ul style="list-style-type: none"> <li>• Fiscal literacy</li> <li>• Local fiscal operations</li> <li>• State budget</li> <li>• Budget development process</li> <li>• Being prudent/not stifling innovation</li> <li>• Linking the budget to strategic planning</li> <li>• Statutory and fiduciary responsibility</li> <li>• Advocacy</li> <li>• Connecting with stakeholders</li> <li>• Collective bargaining</li> <li>• Vision for Success goal alignment</li> </ul>	<ul style="list-style-type: none"> <li>• How to read budget materials and understand common fiscal and budget terminology</li> <li>• What to look for in an audit</li> <li>• Annual budget cycle</li> <li>• How the district/college budget is developed</li> <li>• Seeking funding outside State allocations</li> <li>• District Foundation</li> <li>• How costs are related to program review</li> <li>• Importance of a healthy reserve</li> <li>• Strategies to address long-term liabilities and pension obligations</li> <li>• Facility maintenance costs and needs</li> <li>• Contract negotiations</li> <li>• Understanding the new Student Centered Funding Formula</li> <li>• Fiscal implications of enrollment management</li> <li>• The Chancellor's Vision for Success and financial incentives</li> <li>• Planning for a GO Bond campaign</li> </ul>	<ul style="list-style-type: none"> <li>• Reports from the District's on a quarterly and annual basis</li> <li>• Local workshops on finance and facilities topics</li> <li>• State conferences</li> <li>• Reading articles from the Chancellor's office, CCLC and experts in the field</li> <li>• CCLC budget materials and analyses</li> <li>• CCLC Monthly Government Relations Webinars</li> </ul>
<p><b>Governance</b></p> <ul style="list-style-type: none"> <li>• Trustee roles and responsibilities</li> <li>• Meeting effectiveness</li> <li>• Working as a unit</li> <li>• Policy development</li> </ul>	<ul style="list-style-type: none"> <li>• Best practices in participatory governance</li> <li>• Duties and limits of trustees</li> <li>• Preparing for the board meeting</li> <li>• What it means to be a policy-making board</li> </ul>	<ul style="list-style-type: none"> <li>• CCLC Effective Trusteeship Workshop</li> <li>• CCLC Board Chair Workshop</li> <li>• CCLC Legislative Conference</li> <li>• CCLC Annual Trustees Conference</li> <li>• CCLC Annual Convention</li> </ul>

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<p><b>Governance (cont.)</b></p> <ul style="list-style-type: none"> <li>• Statutory and fiscal responsibilities</li> <li>• Internal constituencies</li> <li>• Advocacy</li> <li>• Connecting with stakeholders</li> <li>• Advancing student success</li> <li>• Accreditation</li> <li>• History of community college governance</li> <li>• Linking the budget to planning</li> <li>• Goal setting and communication</li> <li>• Legislative Advocacy</li> <li>• Do's and Don'ts of being on campus</li> </ul>	<ul style="list-style-type: none"> <li>• Delegating authority to the CEO to operate the District</li> <li>• Avoiding micromanagement</li> <li>• Understanding the difference between advocating for a cause and considering the good of the whole</li> <li>• How to “find it” in the Government Code, Ed Code, or Board Policy</li> <li>• Understand the Student Success Act of 2012</li> <li>• How to read and interpret the Student Success Scorecard</li> <li>• Best ways to represent the District to the public</li> <li>• How to refer complaints trustees receive</li> </ul>	<ul style="list-style-type: none"> <li>• The Trustee Handbook</li> <li>• District workshops on various aspects of trusteeship</li> <li>• State and regional conferences</li> </ul>
<p><b>Student Success</b></p> <ul style="list-style-type: none"> <li>• Accountability and institutional effectiveness</li> <li>• Accreditation</li> <li>• Budget development process</li> <li>• Community relations</li> <li>• Connecting with stakeholders</li> <li>• Goal setting and communication</li> <li>• Disaggregated data</li> <li>• Linking the budget to planning</li> <li>• Local and state budgets</li> <li>• Setting priorities</li> <li>• Staff diversity</li> <li>• Statutory and fiscal responsibility</li> <li>• Student equity</li> <li>• Vision for Success</li> <li>• District EEO plans</li> <li>• Open online resources</li> </ul>	<ul style="list-style-type: none"> <li>• Understanding Student Success</li> <li>• Student Success metrics</li> <li>• District strategy to serve post-traditional students</li> <li>• The District student-learning outcomes</li> <li>• Understanding program review work</li> <li>• Understanding and supporting Guided Pathways</li> <li>• AB 705</li> <li>• Dual enrollment</li> <li>• Total cost of attending college</li> <li>• Addressing basic needs (food, housing, transportation, textbooks) insecurity</li> </ul>	<ul style="list-style-type: none"> <li>• Local board retreat/workshops</li> <li>• State and regional conferences on student success</li> <li>• Readings, including League resources related to each topic, leadership books</li> <li>• Public Policy Institute of California (PPIC)</li> <li>• Regular reports from the district's institutional research office</li> </ul>