

ACCJC Conference Trustee and CEO Workshop

T E A M W O R K



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ACCJC Workshop

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TEAMWORK

TEAMWORK IS THE ABILITY TO WORK

TOGETHER TOWARD A COMMON VISION. THE ABILITY TO

DIRECT INDIVIDUAL ACCOMPLISHMENT TOWARD ORGANIZATIONAL

OBJECTIVES. IT IS THE FUEL THAT ALLOWS COMMON PEOPLE

TO ATTAIN UNCOMMON RESULTS.

Today's Agenda Outline

T E A M W O R K

Accreditation Basics & Issues for Trustees and CEOs including Standard IV requirements with a special emphasis on IV.C.

Trusteeship Issues including Board/CEO Relations

Teamwork – Trustee Essential



T E A M W O R K



An empty canoe goes no where. Not until paddlers get in it and together paddle towards a common destination can it ever serve its' purpose

Creating a Great Board Culture

T E A M W O R K

- Maintain a Team with all trustees & the CEO (everyone has to agree to get into the same canoe)
- Continue a climate of Trust and Respect (everyone gets a paddle & uses it in coordination with teammates)
- Focus on gaining a consensus of what you wish to accomplish (everyone paddles in the same direction)
- Stay focused on the goal (don't stop paddling)

Discussion

T E A M W O R K

In your own words, why should we
accredit colleges?

What are the alternatives to the
accreditation process of Peer
Review?

Purposes of Regional Accreditation

T E A M W O R K

Provide quality assurance to the public, to students, to other institutions *that an institution is achieving its stated mission*

Give credibility to degrees and credentials awarded to students

Stimulate institutional improvement through evaluation, planning, implementation and evaluation again

Basic Accreditation Information

T E A M W O R K

- The term can be 6 to 7 years.
- A follow-up report on any issues of concern (in 18 months).
- A mid-term report will be required (as an additional follow up).
- Special reports may also be required.
- An adverse review can result in a:
 - Warning
 - Probation
 - Show Cause (potential for loss of accreditation)

Process

T E A M W O R K

- College collects information / data
- College prepares a self-evaluation report
- College submits report and supporting data
- Review by a visiting team of colleagues appointed by ACCJC
- ACCJC Commission review of report and decision
- College responds to report & takes appropriate actions.

Accreditation Standards

T E A M W O R K

Standard I: Mission, Academic Quality and Institutional Effectiveness

Standard II: Student Learning Programs and Support Services

Standard III: Resources

Standard IV: Leadership and Governance

Recent Accreditation Issues

T E A M W O R K

- Defining and assessing SLOs in courses, programs, certificates, and degrees and using the results of that assessment for improvement.
- Keeping up to date with the evaluation of staff and how staff use the results of SLO assessment to improve teaching and learning.
- Financial and internal control systems.
- Planning for allocation of resources for liabilities and future obligations.
- Defining institution-set standards, disaggregating those standards by subpopulations of students, looking for patterns of underperformance, and implementing plans to improve.

Standard IV

T E A M W O R K

Standard IV.A -- Decision-making roles and processes

Standard IV.B -- Chief Executive Officer

Standard IV.C -- Governing Board

Standard IV.D – Multi-College Districts or Systems

Standard IV.A and IV.D

T E A M W O R K

Standard IV.A

Decision-making roles and processes

- College Level
- clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise. (IV.A.3)

Standard IV.D – Multi-College Districts or Systems

- District Level
- Working with the colleges, the district/system CEO establishes clearly defined roles, authority and responsibility between the colleges and the district/system. (IV.D.1)

Standard IV.B and IV.D

T E A M W O R K

Standard IV.A

Chief Executive Officer

- College Level
- The institutional chief executive officer (CEO) has primary responsibility for the quality of the institution. The CEO provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness. (IV.B.1)

Standard IV.D – Multi-College Districts or Systems

- District Level
- The CEO of the district or system delegates full responsibility and authority to the CEOs of the colleges to implement and administer delegated district/system policies without interference and holds college CEO's accountable for the operation of the colleges. (IV.D.4)

Standard IV-C-1

T E A M W O R K

The institution has a governing board that has authority over and responsibility for policies to assure the academic quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution.

Discussion

T E A M W O R K

The Board has the responsibility to establish policy (establishes the “What is to be done”).

The CEO has the responsibility to implement and advise on Board policies (implements by managing the “How” things are to be done).

Note: 10+1 Items

Standard IV-C-2

T E A M W O R K

- The governing board acts as a collective entity. Once the board reaches a decision, all board members act in support of the decision.

All paddle in the same direction



T E A M W O R K

A Board is made up of individuals with diverse opinions and experiences, when added together the Board can often times achieve a better decision than following only one person's opinion.

But once a decision is made, all trustees need to support the Board's decision.

Standard IV-C-3

T E A M W O R K

The governing board adheres to a clearly defined policy for selecting and evaluating the CEO of the college and/or the district/system.

Importance of this role

T E A M W O R K

The Board has no greater responsibility than to employ the best possible candidate for the Chancellor's or President's position in their District.

Secondly to mentor, support, and hold accountable using measures linked to the success of the District, the College, and the Students.

Discussion

T E A M W O R K

How can a Board determine the qualities it wants in a new CEO?

What kind of measures could you use to determine the performance of your CEO?
How could they be established.

Note: If you cannot measure something it should not be used as a goal.

Standard IV-C-4.

T E A M W O R K

The governing board is an independent, policy-making body that reflects the public interest in the institution's educational quality. It advocates for and defends the institution and protects it from undue influence or political pressure.

Key Points

T E A M W O R K

- Build bridges not walls with colleagues.
- Avoid Self-Interest pressure.
- Be Inclusive not exclusive.
- Use role as a community leader to advocate for the college.

Discussion

T E A M W O R K

What do you mean by the phrase:
“reflects the public interest?”

Also: “protects it (the institution)
from undue influence or political
pressure?”

Standard IV-C-5

T E A M W O R K

The governing board establishes policies consistent with the college/district/system mission to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them. The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity and stability.

Discussion

T E A M W O R K

What can a Board do to help the college remain focused on its mission?

What kind of policies can a Board adopt to fulfill its responsibility for educational quality. Secondly, for financial integrity and stability?

Standard IV-C-6

TEAMWORK

The institution or the governing board publishes the board bylaws and policies specifying the board's size, duties, responsibilities, structure, and operating procedures.

Test Your Policies

T E A M W O R K

- Don't just say you have such policies but also demonstrate that you have reviewed them to assure:
 - The policies are fair to all in your service area.
 - The Board's operating procedures provide for transparency and access by the public?.
 - The policies facilitate accomplishing the college's mission.

Standard IV-C-7.

T E A M W O R K

The governing board acts in a manner consistent with its policies and bylaws. The board regularly assesses its policies and bylaws for their effectiveness in fulfilling the college/district/system mission and revises them as necessary.

Policy Review Note

T E A M W O R K

Establish a schedule for the periodic review and update of all your Board policies (and not just in the month before your Self Study is due to the ACCJC).

By spreading the reviews out over 6 or 7 years, your Board will be able to allocate the time needed for the appropriate review and consideration.

Difference between Policy and Procedures



T E A M W O R K

Policy defines the “what”

- broad goals & expected outcomes
- standards of prudence and ethics

Procedures define the “how”

- The “doing” by college employees
- Developed by college staff; approved by the CEO

Focusing on policy helps boards avoid micromanagement

Trustee's and Board's Role

T E A M W O R K

- Individual Trustees have NO authority.
- Only when working as a Board does the Board have any authority.
- The Board does Not Do things – that's the CEO's role.
- Only working thru & with the CEO can the Board lead the District.
- The Board's focus is on the "What" not the "How".

Board Chair's Responsibilities



T E A M W O R K

Require colleagues, staff & public to follow Board ground rules for meetings (i.e. Robert's Rules of Order, proper conduct, etc.)

Direct all Board comments / questions to be properly recognized by Board Chair and directed to the CEO or Board Chair.

All Board members assist the Board Chair to mentor trustees to follow District policies.

Create a climate of Trust & Candor

T E A M W O R K

- The CEO is to provide the Board with information in a timely manner // Board to notify CEO of information needs.
- Periodically Rotate Board members through various positions & committees to broaden interaction & involvement.
- Work to prevent and/or eliminate polarizing factors.
- Above all else "LISTEN."

Debate vs. Consensus

T E A M W O R K

All Trustees help define a common goal & then all support the CEO to achieve the common goal. Example – how does the matter affect student success?

The strategy to achieve the common goal is the CEO's responsibility.

Win – Win solutions to such discussions are encouraged over Win-Lose solutions.

Discussion

T E A M W O R K

In the future if you felt your Board meetings could be improved; how would you initiate the request for a change?

How do you assure thru the CEO you are getting all the information you need to make a decision?

Standard IV-C-8

T E A M W O R K

- To ensure the institution is accomplishing its goals for student success, the governing board regularly reviews key indicators of student learning and achievement and institutional plans for improving academic quality.

Standards vs. Goals

T E A M W O R K

Standards: The minimum level of acceptable performance. (ACCJC Achievement Standards)

Goals: What the college aspires to achieve in the future.

Educational Quality

T E A M W O R K

- Adopt / Approve student success & achievement goals:
 - Student Achievement Standards
 - IEPA Goals
 - District Goals
- Monitor performance
 - Annual Review including District Scorecard
- Improvement Process
 - Assure it is in place and being practiced

California Chancellor's Office Data

T E A M W O R K

- Student Success Scorecard
 - <http://scorecard.cccco.edu/scorecard.aspx>
- Data Fields:
 - Persistence rate:
 - 30 units rate:
 - Completion rate:
 - CTE Certificate rate:

ACCJC Annual Report

T E A M W O R K

- Student Achievement Standards:
 - Student Course Completion Rates (%)
 - Student Degree Completion # or %
 - Student Transfer to 4 yr college/university #or%
 - Student Certificate Completion # or %
- Other data:
 - Student Learning Outcomes Assessment (%)
 - Licensure Pass Rate (%)
 - Job Placement Rate (%)
- By college & disaggregated groups.

What if?

T E A M W O R K

What if your college does not achieve the adopted standard?

- ***Should an institution not meet an adopted standard it must engage in high level institutional introspection.***

Require CEO to present to the Board an action plan to remedy the situation as a result of such introspection.

Monitor continued performance with interim benchmarks.

Student Learning Outcomes

T E A M W O R K

- Board's Role:

Monitor Implementation

- Has process been established?
- Has the process been fully implemented?
- Are changes occurring as a result of the process implementation?

Discussion

T E A M W O R K

How would you like to see Student Success data and Student Achievement data presented to your Board?

How frequently?

Financial Responsibilities

T E A M W O R K

- Financial integrity.
 - Budgetary Guidelines / Board policies
 - Limit Budgetary Expenditures
 - Long Term Impacts / Goals
 - Adopt Budget
 - Align with mission and goals of college
 - Monitor Performance
 - Quarterly Reports
 - Annual Audit
 - Multi-year trends.

Financial Benchmarks

T E A M W O R K

- **Measurements:**
 - Deficit Spending
 - Impacts upon the General Fund Balances
 - Costs of Retirees Pensions & Health Insurance Coverage
 - Long Term Costs of Labor Agreements
 - Long Term Costs of Debt Service
 - Enrollment & productivity trends
 - Condition of Facilities
- **Example:** The % of \$ value of total out years for labor agreements divided by current value of labor agreements as compared to the projected COLA $\frac{0}{46}$ changes.

Cost of Employee Retirement



T E A M W O R K

- The State has recently adopted new contribution rates for STRS & PERS.

<u>F/Y</u>	<u>STRS</u>	<u>PERS</u>
17/18	14.43%	16.60%
18/19	16.28%	18.68%
19/20	18.3%	23.3%
20/21	19.1%	24.9%
21/22	20.1%	
22/23	20.25%	
23/24		28.2%

Discussion

T E A M W O R K

- How can the Board best prepare for these increased rates as you consider future budgets?
- Think in terms of Board policies and budget guidelines.

Discussion

T E A M W O R K

In regards to your budget – what do you consider qualifies as Board micro-management?

How does your District's Annual Audit help you comply with this requirement?

Standard IV-C-9

T E A M W O R K

The governing board has an ongoing training program for board development, including new member orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office.

Good to Great

T E A M W O R K

Poor Boards do not fund or participate in trustee training and development.

Good Boards send their new trustees to League and ACCT new trustee training.

Great Boards have trustees who participate in periodic training and development both on and away from the college.

Discussion

T E A M W O R K

What should colleges include in their New Trustee Orientation/Training programs?

Creating / Maintaining Culture

T E A M W O R K

- Create a Team with all trustees & CEO
(everyone is in the same canoe)
- Foster a climate of Trust and Respect
(everyone gets a paddle & uses it)
- Build a consensus of what you wish to accomplish (everyone paddles in the same direction)
- Build a knowledge base for all trustees
(everyone takes the time to learn to paddle)

How to Solve Difficult Problems



T E A M W O R K

- Pay Attention to how you speak & listen.
- Speak up when appropriate – be engaged.
- Remember you do not have all the truths.
- Engage with and listen to your colleagues.
- Listen with empathy.
- Listen to all sides & reflect on other views.
- Stop Talking and think.
- Relax and be fully present.
- Try out suggestions and allow feedback.

Discussion

T E A M W O R K

- You do not know what you don't know.

However, what things do you want to learn about in your role as a trustee?

Standard IV-C-10

T E A M W O R K

Board policies and/or bylaws clearly establish a process for board evaluation. The evaluation assesses the board's effectiveness in promoting and sustaining academic quality and institutional effectiveness. The governing board regularly evaluates its practices and performance, including full participation in board training, and makes public the results. The results are used to improve board performance, academic quality, and institutional effectiveness.

Self-Assessment / QI

T E A M W O R K

- Self-assessment should not be a cursory glance in the mirror or performed in a vacuum.
- Rather it needs to be a periodic & exhaustive culling of quantitative and qualitative data.
- Once you identify the issues, the Board needs a self-improvement plan or goals and time lines.
- Return to the issues at 6 months or a year and re-evaluate. Complete the Quality Improvement circle.

Board Self-Evaluations

T E A M W O R K

Performed annually / timely review of results / establishment of goals / corrective actions.

More specifically, Boards must recognize which Trustees need help, and then provide the help thru mentoring, education, coaching, establishing ground rules, and enforcing state and local laws, and District policies.

- Only the Board can regulate its members

Board Goals/ Board Evaluation



T E A M W O R K

An Outstanding Board not only establishes Goals and Measures for itself that are aligned with the District's Goals but also through the Self-Evaluation process determines if the Board Goals were met and what else, if anything, must be done to achieve the desired result.

Board Self – Evaluation Process



T E A M W O R K

1. Establish Board Goals
& Measurements

4. Measure Impacts
Perform Self-Evaluation

2. Establish
Policies

3. Implementation

Board Discussion

T E A M W O R K

What issues do you think should be part of the Board's self evaluation process?

Standard IV-C-11

T E A M W O R K

The governing board upholds a code of ethics and conflict of interest policy, and individual board members adhere to the code. The board has a clearly defined policy for dealing with behavior that violates its code and implements it when necessary. A majority of the board members have no employment, family, ownership, or other personal financial interest in the institution. Board member interests are disclosed and do not interfere with the impartiality of governing body members or outweigh the greater duty to secure and ensure the academic and fiscal integrity of the institution.

The Difference Between Ethics and Ethics Laws



T E A M W O R K

A person who acts with ethical considerations in mind goes beyond the law's minimum requirements.

ETHICS is what we ought to do--not just what we have to do.

Also, just because a course of action is legal, doesn't mean that it is ethical.

Ethics/Standards of Practice

T E A M W O R K

- Four General Questions
 - *Am I doing to others what I would want done to me?*
 - *Would I mind seeing what I'm doing on the front page of tomorrow's newspaper?*
 - *Am I comfortable with members of my family knowing what I'm doing?*
 - *Would I want employees and students to do what I'm doing?*

Red Flag Raisers

T E A M W O R K

- “Rogue” or “renegade” behavior.
- Surprising CEO/Board (esp. in meetings)
- Media Finger Pointing
- Political Agendas
- Lack of Preparation
- Lack of Attention (not listening)
- Not complying with Board policies during meetings.

Expect Ethical Behavior

T E A M W O R K

- Only the Board can Regulate itself.
- It starts with the Board Chair.
 - Meeting Management
 - Fostering Ethical Behavior
 - Mentoring Colleagues
 - Holding Colleagues Accountable
- The Board must maintain High Expectations / don't accept less than high ethical behavior.

Discussion

T E A M W O R K

Do trustees have the “right” to speak or use electronic forums to denounce actions of the Board or the CEO?

Should trustees be required to follow a Board policy for travel reimbursements?

How does your Board report on Economic Interests to avoid a conflict of interest?

Standard IV-C-12

T E A M W O R K

The governing board delegates full responsibility and authority to the CEO to implement and administer board policies without board interference and holds the CEO accountable for the operation of the district/system or college, respectively.

The Board / CEO Team

T E A M W O R K

- Build Trust between the Board & the CEO
 - Avoid Public Conflict
 - Be Respectful of each other
- Expect & Provide Commitment to Board decisions
- Maintain Open Communication
- Hold the CEO **Accountable**
 - Set clear/detailed expectations; conduct regular performance evaluations; focus on results
 - Be candid with CEO (in private)
 - Support CEO (in public)
- The CEO is not only an employee but also a team member!

Great Boards Make Great CEOs

T E A M W O R K

- Build a relationship, communicate
- Understand the needs of your CEO
- Motivate not regulate, bench your ego.
- First ask what you can do & then what the Board can do.
- Establish a clear communications expectation with the CEO.
- Set clear and measurable goals
- Create the conditions for success

The Right Work

T E A M W O R K

Establishing and sticking to an overarching level of engagement helps Trustees set expectations and ground rules for their roles relative to the President's role.

(Focus on “what” not the “how”, and don't allow your focus to be diverted.)

What Makes a High Performing Board?



T E A M W O R K

To achieve high performance, Trustees need to work as a team with the CEO. Critical to being a team is retaining a climate of trust and respect between the Board and the CEO!

Discussion

T E A M W O R K

Do your trustees hold periodic individual meetings with the CEO to discuss communication, Board relations, and what you can do to help the CEO and the College succeed?

Standard IV-C-13

T E A M W O R K

- The governing board is informed about the Eligibility Requirements, the Accreditation Standards, Commission policies, accreditation processes, and the college's accredited status, and supports through policy the college's efforts to improve and excel. The board participates in evaluation of governing board roles and functions in the accreditation process.

Discussion

T E A M W O R K

The Board is expected to review, discuss and approve the College's self-evaluation.

Additionally, the Board is expected to participate in the preparation of Standard IV-C.

How has your Board monitored the development of and approved College self-studies?

Summary Discussion

T E A M W O R K

What insights about the accreditation process and/or the Board's role in the accreditation process did you gain today?

What feels unfinished or you would like further discussion about?

Summary

T E A M W O R K

Keys to a High Performing Board Culture:

- Respect each other & CEO
- Listen to each other & build on consensus
- Allow each opinion to shape the decision
- Focus on the over-arching goals of the college (i.e. student access, student success, & student equity)
- Trust your colleagues & the CEO.
- Speak with humility & affirmatively.

Bonus Concepts

T E A M W O R K

In Thomas L. Friedman's recent book entitled: "Thank you for Being Late: An Optimist's Guide to Thriving in the Age of Accelerations", the author provided concepts for success in the future which I have modified for our community college Boards.

Abilities Boards Need to Succeed in the Future

T E A M W O R K

- “The ability to adapt when confronted by mandated changes without being hobbled by frustration”;
- “The ability to embrace diversity”;
- “The ability to assume ownership over the future and one’s own problems”;
- The ability to build for the future and not get stuck in a culture of wounds (self-pity).
- “The ability to approach politics and problem-solving with a mind-set that is entrepreneurial, hybrid, and heterodox and non-dogmatic; mixing and coevolving any ideas or ideologies that will create resilience and student success, no matter whose “side” they came from.”

Web Sites for help:

T E A M W O R K

- Community College League of California: www.ccleague.org
- Association of Community College Trustees: www.acct.org
- Accreditation Commission for Comm. & Jr. Colleges: www.accjc.org
- California Community College Chancellor's Office: www.cccco.edu
- Association of Governing Boards: www.agb.org
- Complete College America: www.completecollege.org
- Campaign of College Opportunity: www.collegecampaign.org
- Inside Higher Education: www.insidehighered.com
- Institute for Higher Education Leadership & Policy: www.csuc.edu/ihelp
- Board Source: www.boardsource.org
- Calif. Education Collation for Health Care Reform: www.ccscenter.org/cehcr/

Questions

T E A M W O R K



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