

BOARD FOCUS

FALL 2017

IN THIS ISSUE

Trustees' Role in Creating
Change Cover

Board Must Ensure Campus
Safety 2

CCCT Board 3

Only Our Best Effort Is
Acceptable 6

Evaluating Your District's
Emergency Response Protocols .. 7

Excellence in Trusteeship 8

Recent ETP Graduates 9

CCCT Endorsement 10

Board Focus Past Issues 11



Trustees' Role in Creating Change in Support of the Guided Pathways Project

*By William "Bill" McGinnis, Trustee,
Butte-Glenn CCD*

To create change in a large organization such as a community college, it is necessary to overcome the inertia of the existing comfort zone in which staff and faculty currently reside. A multi-step process will be required and Trustees must play a role in the process.

Prior to the implementation of this process it is important for the Board of Trustees to be educated in and gain their support of both the steps in the change process to be implemented and the Guided Pathways project at the college.

STEPS IN THE CHANGE PROCESS

Step 1: Establish a Sense of Urgency.

The administration can publicly review with the Board of Trustees student success data that describes the number and rate of successful student transfers to the University level and the student completion rate for both an Associate Degree and for Occupational Certificates for the past five to six years. If the information provided to the Trustees demonstrates a need for improvement such as a low percentage of students graduating or transferring, the Trustees should direct the administration to develop improvement goals and a plan for achieving these goals such as the Guided Pathways project.

Step 2: Create a Guiding Coalition.

Trustees can ask the administration to keep the Board informed of the establishment of a team of leaders from the college who will be charged with leading the desired changes. In the California Higher Education system, it is important to include representatives of the various college groups

continued on page 4



Boards Must Ensure Campus Safety

By Mary Figueroa, Trustee, Riverside CCD; CCCT Board Member; Member of ACCT Board of Directors

The safety of our students and staff has never been more at the forefront of our roles and responsibilities as community college trustees, than it is now. The last ten years has seen a marked increase in the number of violent incidents on school campuses. It seems not a month or even a week goes by without a news headline alerting us to yet another possible loss of life.

On April 16, 2007, Virginia Tech became the location of the second deadliest mass shooting (recently surpassed only by The Orlando Night Club massacre). Virginia Tech lost 32 people that fateful day, with another 23 injured in a combined loss of both students and faculty. The rampage continued closer to home in California, years later when on June, 07, 2013 our beloved Santa Monica College became the target of a lone shooter who took six lives and injured four others. Two fatalities were a father (College groundskeeper) and daughter (student). The latest at Umpqua Community College in Roseburg, Oregon on October 1, 2015 lost 10 students and faculty, with another 9 injured. And the list goes on.

“As elected trustees, it becomes our charge to ensure that the colleges under our guidance are as readily prepared as possible to handle such an unthinkable act.”

The first reported mass school shooting is dated July 26, 1764. There has been a decided escalation of occurrences in the last decade. As elected trustees, it becomes our charge to ensure that the colleges under our guidance are as readily prepared as possible to handle such an unthinkable act. Our governing policies must be clear and direct on guiding the administration through recovery and beyond.

When faced with responding to an incident, communication between the college administration and all the assisting agencies must be ongoing with a clear definition of roles and responsibilities. Communication with the families of the victims should be dedicated, consistent, compassionate and thoughtful. Media communication with press, news and social media, be it local, national or international must be well-organized. Finally, communication with the college “family” should happen early, honestly and regularly.



Riverside CCD active shooter training



As the governing board, we must confirm that M.O.U.'s (Memorandums of Understanding) between local law enforcement agencies are in place. That the roles and responsibilities are understood and agreed upon between those agencies and the college administration.

We must ensure that we know the resources available to the college from the local, state and national levels. Bringing forward the attention to finding those resources early on, so that college administration and staff will be able to focus their responsiveness to onsite details for which they possess the expertise. The preparation will assist in reducing the chaos, confusion and demands that will certainly occur in a crisis. If people understand their role and their charge, it will further reduce the trauma that will decidedly follow.

Outreach should occur to neighboring colleges so that assistance can be provided in the form of additional staffing by professionals that know the academic environment and its specific needs. Budget and funding consideration for the additional staffing will have to be negotiated and agreed upon by all colleges involved. Larger districts should be readily prepared to offer assistance with the knowledge that a larger district may have staffing positions not available and in much need to a smaller college. The colleges affected should be prepared to operate under this emergency plan for days if not weeks.

As the Governing Board we should make ourselves available to assist wherever needed, but not make ourselves an additional burden. We must caution ourselves to not interfere with the roles of the administration and their function. Our role during a crisis is not to challenge the decisions being made, but to offer quality and relevant input if necessary.

We all have to remember, that together we can provide our colleges with the needed professionalism that will be required should this happen to anyone of us. Based on historical perspective, the only unanswered question is when and who. ■

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Trustees' Role in Creating Change

continued from cover

including students. The selection of the participants is the responsibility of the College's administration and should be reported to the Board for information.

Step 3: Develop a Vision and a Strategy.

It is ultimately the Board of Trustees' responsibility to approve the vision of what it expects the change to accomplish. Regarding the Guided Pathways project, it will be necessary to identify the student success goals that the Board wishes to achieve that results from the implementation of the Guided Pathways project. The administration and the leadership team will be responsible for establishing the strategy to accomplish the vision. The administration will also need to identify for the Board of Trustees any financial modifications necessary for the project to succeed. The Board's role will also be to evaluate such requests and to allocate the resources needed to successfully implement the project, i.e. fund student success programs. District policies may also need modification and when requested the Board needs to promptly evaluate such proposed policy changes and to assure the proposed changes will support and advance student success through the Guided Pathways project.

Step 4: Communicate the Vision.

The Board of Trustees—through the administration—will be responsible for communicating to the entire college community as well as to the public its vision of student success. The administration will be responsible for carrying the Board's message to the college community and identifying the role of each employee in this new process as well

as the expected change facing each employee. The communications to the college community needs to include the following elements to be effective:

A. Keep it simple. Use easily understandable terminology and focus on the vision. Explain how these changes will facilitate student success and reduce time and money spent by students taking classes not needed for their desired academic goal.

B. Use metaphors and examples. Use examples of how the process can help students find their way through the institution in a reduced time and be successful in obtaining a degree or a certificate.

C. Bring your message to any available forum. Be willing to attend large and small meetings both on and off campus to spread the message and to describe the vision.

D. Repetition. Make the case over, and over again as it will take time for the message to sink in and for listeners to understand the strength of your commitment to the vision.

E. Walk the talk. Support the Guided Pathways project through all your decisions, i.e. budget, personnel, and decisions on policy changes to support the Guided Pathways model. Nothing will undermine the project quicker than the Board making comments and decisions contrary to the vision of the project.

F. Explain any inconsistencies quickly. Remove any doubts of your resolve and support of the Guided Pathways project if any unintended actions or decisions seem to be at

odds with the vision. Clarify quickly how your support of the Guided Pathways project remains your primary focus.

G. Discuss and do not just dictate. Be willing to engage in conversations about the importance of the Guided Pathways model and its implementation and listen to the concerns expressed by others. It is important to hear these concerns and to be able to respond to them so others will understand the value of the program as well as your resolve for the program.

It may be necessary for the Board to restate the vision especially during budget discussions and when annual goals are approved by the Board.

Step 5: Eliminate Barriers and Support Student Success Actions.

No doubt the implementation of the Guided Pathways project barriers (or road blocks) to its success will be identified. As such barriers are identified, the administration can eliminate those that can be administratively modified or present to the Board proposed actions to remove such barriers. Again, if the Board is requested to modify policies to eliminate such adverse barriers, the Board will need to promptly respond and consider the request to assure it supports the Board's vision and the college's goal of student success. A periodic review following such Board action should occur to assure that Board actions have the anticipated results. In addition, if changes are identified by the administration to support the Guided Pathways project and student success, the Board needs to promptly consider such requests and provide support whenever possible.

Step 6: Generate and Celebrate Short Term Wins.

Celebrating successful changes and outcomes is essential to modifying the culture of the campus community and gaining acceptance of the changes that have been made to date. In the matter of student success changes, short term benchmarks that support the long term results should be identified and once accomplished should be celebrated by the Board of Trustees in order to allow the public and campus community to understand that the college is making progress. Using student examples of how the Guided Pathways project has had a positive impact upon their learning goals can provide meaning to the public.

Step 7: Consolidate Gains and Produce More Change.

As the college succeeds in making the early and smaller changes needed in the Guided Pathways project, the gains need to be illustrated at Board meetings and used as support for making the additional changes needed to completely implement the Guided Pathways program. Use public media to illustrate to the community how the Guided Pathways project is helping students succeed and reduce their time needed to do so.

Step 8: Anchor New Practices in the College's Culture.

As Sir Winston Churchill once said: "Never, never, never give up." As the changes are made in the institution it is critically important to cut off any pathways to returning to the old way of doing business. Once the Guided Pathways project is fully implemented make sure that the college does not retreat from its implementation. The Board's role will be to continually review student success progress and to continually support proposed improvements in the process to allow for continued

student successes. The Board can also support the continuation of the Guided Pathways project by including in their annual goals statement the monitoring and support of the Guided Pathways project. Such a change as this is not for the "faint of heart" as the process will take time to fully implement so again, never give up. Any let up by the Board before the project is fully implemented will be seen by opponents as an opportunity to regress to the old ways.

It is also important to understand that in order to create change it will be necessary to move the college community out of their comfort zone. As changes to the way the college operates occur the staff and faculty will experience

the discomfort of having to do things differently. Given a fallback, employees will go there because it is comfortable for them to do so. Without the fallback being available, employees will make the changes needed to accomplish the Board of Trustees' vision. Trustees will need to understand this potential and probable situation and be ready to stand up against pressure by employees to abandon the new program. Support of the President and the leadership team during such changes is crucial to the success of the project. ■

5 Successful Board Habits to Support Change

1. *Willingness to take risks.* Board members need to be willing to try new approaches to solving problems. This includes supporting risk taking by your institution's administration and pushing the college out of its comfort zone.
2. *Willingness to perform honest self-reflection.* Through the Board's annual self-evaluation process the Board must be willing to critically evaluate its support of the Guided Pathways project and determine if they must change the way they operate to be more supportive.
3. *Input from others.* As part of the self-reflection process, the Board may wish to seek input from others to critically assess the Board's support and suggest how the Board may be more supportive of the administration.
4. *Carefully listen to input from others.* Use such input to again determine if changes in the Board's operations or support of the vision needs to be altered.
5. *Finally, the willingness to change based upon the input and self-evaluation.* Once the Board receives the input the Board needs to establish goals for itself on how to improve and then to implement such steps throughout the year.



Only Our Best Effort Is Acceptable

By Michael L. Burke, Ph.D, Chancellor, Riverside CCD

As the CEO of a large, complex community college district in a highly urbanized part of Southern California, I am perpetually conscious that the safety and well-being of tens of thousands of students, faculty, and staff are ultimately my responsibility. Throughout the course of my career, my mantra has always been that “no one gets hurt on my watch.”

Unfortunately, the truth is that students and staff have been hurt on my watch. I have dealt with the violent death of a student, a murder of an employee, an accidental overdose by a student living in the college’s residence hall, the stabbing of a student by another student, and many other tragic incidences that haunt me to this day. The net result is that my resolve has been strengthened and my commitment to safety is even more resolute.

In the Riverside Community College District, we have taken the unusual step of integrating College Policing into the area of Risk Management. From my perspective, risk management and college safety and policing exist as two sides of the same coin. That is, risk management is the strategic function of the district that exists to mitigate risk of all kinds through comprehensive strategies including emergency planning, disaster and recovery planning, safety training, risk assessment, and even insurance.

College Policing is the tactical side of that coin, involving certified peace officers who are deployed at each of the three colleges to ensure the safety of students, staff, and faculty through constant vigilance and measured intervention when needed. Working collaboratively with other colleagues in Information Technology, Facilities, and the Office of General Counsel, all co-located in a single site, risk management and college policing can present a unified vision of all the district and college resources that can be brought to bear to save lives, protect assets, and assist in the recovery from a safety-compromising event.

From my perspective as, ultimately, the chief safety officer for the district, a comprehensive, honest, and even critical assessment must be done routinely by the college administration, in order to fully understand the breadth of safety challenges that may face any college. If the desired future state for one’s college police department is “world class” status (as it is in my case), then one must fully understand one’s circumstances.

With the opportunity to hire a new police chief came the opportunity for a fresh set of eyes to honestly assess the colleges’ safety profile. In our case, we quickly identified the need to upgrade our technology, our equipment, our emergency tools and protective gear, and even our own security of data and IT systems. In addition, the tragic terrorist event in neighboring San Bernardino, CA, made us painfully aware that tragedy on a large scale was a 21st century reality. That new reality mandates that we all become more aware of the vulnerabilities that come with being an open door, open access institution. We literally welcome all to our colleges, and we are, consequently, soft targets.

While I know we will never become a closed system, with one point of ingress and egress like airport terminals, we can and must take steps to make buildings and even infrastructure systems harder to harm. In doing so, we protect lives and preserve the integrity of our data and records.

In addition, we must create communities within our communities, wherein local police, sheriff offices, and regional emergency planning systems all have a comprehensive understanding of who the college is and how it is protected. Mutual aid agreements and the like require work to implement, but the ultimate payoff is inestimable.

We live in a new reality. We must prepare for the risk that is endemic to our open access colleges. To do less than all we can do to protect our students and our employees is nothing short of dereliction of our duty as educators. ■

Evaluating Your District's Emergency Response Protocols

By Michael W. Simmons, ARM, RIMS-CRMP, CSRM, Director, Risk Management, Safety & Police, Riverside CCD



The Riverside Community College District (RCCCD) attended the Association of Community College Trustees (ACCT) conference in Portland, Oregon in June 2016. The conference was attended on behalf of the District by Trustee Mary Figueroa, Interim Police Chief Colleen Walker, and Director of Risk Management, Safety & Police Michael Simmons. The goal was simple. Attend the conference and return to the District with some helpful hints and takeaways to improve the overall security profile for the benefit of the students, faculty, and staff. The results were far more inspiring and impactful than expected.

While the conference was held in Oregon, it was obvious from the outset that the presentations, materials, and speakers offered insightful information that could be utilized in any state, county, or municipality. The information provided was universal. So universal in fact that RCCCD took copious notes and returned to the District with a formal plan to develop a set of strategic goals and initiatives intended to review its safety and security program.

The lessons learned from the conference helped the District identify an objective path and to override preconceived ideas about the integrity of the security of the District. In addition, the path was illuminated by new concepts that added layers of complexity otherwise missed in conventional security plans. For example, many business continuity plans include a comprehensive effort aimed at the “recovery” of the operation after an event. However, recovery is often limited to the operational component as the affected institution strives to continue to offer services to its stakeholders. During the recovery process, the operation is the primary “victim” and all resources are typically allocated to ensuring continuity. The conference presentations and speakers emphasized the disparity between “recovery” and “resiliency”



Simmons with Riverside CCD Police

after an event, noting the deterioration of the human element well after the operation has fully recovered. In other words, many institutions are so focused on recovery they tend to forget the toll that violence and mayhem can have on the human beings trying to manage through the unspeakable. The resiliency of the human condition can be the difference between real recovery of the operation and a total loss of decades of institutional knowledge. Resiliency was one of the more profound concepts and serves as a sobering reminder that people are the core of the operation.

Armed with the notes and materials from the conference, District staff returned to the office with a newfound clarity of purpose. It was clearly understood a return to basics was needed to allow new information to permeate thinking that was potentially predisposed to the same old paradigms. This fresh perspective led to the formation of a set of strategic goals and initiatives as follows:

Goals

1. Identify External Threats to RCCD
2. Identify Internal Security Weaknesses
3. Align Resources with Assessments
4. Improve Functionality Under Duress
5. Create a Support Structure Among Districts
6. Increase Response | Reaction Proficiency
7. Use Technology as a Primary Resource
8. Provide Effective Crisis Communications

Initiatives

- Perform a Comprehensive Security Threat Assessment
- Perform a Comprehensive Vulnerability Assessment
- Perform a Security Resource Assessment
- Identify, Test, and Cultivate Resiliency Capabilities
- Establish Mutual Aid Agreements with Local Districts
- Implement Security Training for ALL Stakeholders
- Refresh Security Systems District-wide
- Establish Emergency Communications as a Priority

The aforementioned goals and initiatives were presented to the Board of Trustees in September 2016 and serve as the roadmap for the District's emergency planning and preparedness efforts. The District is working diligently through its Safety Task Force to implement the initiatives and will evaluate its progress during the 2017-2018 fiscal calendar. ■

The Benefits of Completing the Excellence in Trusteeship Program as a Board

By *Dianne McKay, Trustee, Ventura County CCD*

The night I was elected to the Ventura County Community College District (VCCCD) Board in November of 2010, we had our first split vote. In the same election, one of our trustees had been elected mayor of his city and we had to fill his seat by appointment. I had been going to VCCCD meetings and knew the trustee that was being replaced. I carefully read the applications of the five people being considered for the appointment from that area and looked forward to the personal interviews. I did not know any of the men personally. There were no women so I knew that I would stay the sole female voice.

The way the process worked, the person I nominated was not the first to be voted on so I voted no on the first candidate, saving my yes vote for my nominee. This left me in the unfortunate position of being the only no vote against the person who was seated as my fellow trustee. My

nominee was never voted on. Given what I know now I would have at least abstained so I wasn't a no vote. Maybe our chair would have abstained so my nominee could have had a vote with my yes; and then the new appointee could also have had my yes vote for a 5-0 beginning. These are all things we would have known with some further training.

Also shortly after being elected, our district was notified that two of our colleges were on accreditation warning. Followed later that year by a special concern with our board that put all three of our colleges on probation. I won't get into how we got there or if it was deserved, but we were not getting along well as a unit or working together as a unit to get stronger. We were the bad examples in presentations—names changed to protect the innocent. However, we made a commitment. We were going to work together to improve. At this same time the League introduced the Excellence in



Trusteeship Program (ETP). I had joined the Advisory Committee on Education Services for the League, which was the group behind this initiative and brought this back to the VCCCD Board. Fortunately, we all embraced this opportunity to grow and learn. Since we are all a bit competitive, we set out to complete the certification as a board. We challenged each other to complete. Along the way to being the first full board to complete the certification, we learned a lot about each other. We learned to communicate better. We learned how to convey our goals within the policy-making role and the benefits of participatory governance. By the time we were all certified, we all had some kind of involvement statewide with the League. We were proud leaders.

ETP Graduates

- Greg Pensa, Allan Hancock
- Larry Lahr, Allan Hancock
- Tim Bennett, Allan Hancock
- Hilda Zacarias, Allan Hancock
- Edward Banks, Cabrillo
- Ed Maduli, Chabot-Las Positas
- Marshall Mitzman, Chabot-Las Positas
- Sue Keith, Citrus
- Mary Hornbuckle, Coast
- Jim Moreno, Coast
- Lorraine Prinsky, Coast
- Nicole Jones, Compton
- Deborah LeBlanc, Compton
- Vicki Gordon, Contra Costa
- Greg Gilbert, Copper Mountain
- Mary Lombardo, Copper Mountain
- Aurora Wilson, Desert
- Kenneth Brown, El Camino
- John Vargas, El Camino
- Ann Ransford, Glendale
- Jerry Hart, Imperial
- Jeff Kellogg, Long Beach
- Vivian Malauulu, Long Beach
- Doug Otto, Long Beach
- Stephanie O'Brien, Marin
- Wanden P. Treanor, Marin
- Joel Clark, Mendocino-Lake
- Paul Ubelhart, Mendocino-Lake
- Margaret-Anne Coppernoll, Monterey Peninsula
- Loren Steck, Monterey Peninsula
- Barbara Dunsheath, North Orange
- Mark Evilsizer, Palomar
- John Halcon, Palomar
- Linda Wah, Pasadena Area
- Ross Selvidge, Pasadena Area
- James Osterling, Pasadena Area
- John Martin, Pasadena Area
- Linda Handy, Peralta
- Meredith Brown, Peralta
- Richard Dorn, Redwoods
- Carol Mathews, Redwoods
- Sally Biggin, Redwoods
- Mary Ann Pacheco, Rio Hondo
- Kathleen Henry, San Bernardino
- Gloria Harrison, San Bernardino
- Bernard Rhinerson, San Diego
- Thea Selby, San Francisco
- Teresa Brown, San Joaquin Delta
- Stephan Castellanos, San Joaquin Delta
- Janet Rivera, San Joaquin Delta
- Richard Vasquez, San Joaquin Delta
- Catherine Mathis, San Joaquin Delta
- Jennet Stebbins, San Joaquin Delta
- Jeffrey Lease, San Jose-Evergreen
- Michele Jenkins, Santa Clarita
- Steve Zimmer, Santa Clarita
- Rhonda Nehr, Shasta-Tehama-Trinity
- Rayola Pratt, Shasta-Tehama-Trinity
- Nancy Palmer, Sierra Joint
- Bob Romness, Sierra College
- Bobby Kahn, State Center
- Eric Payne, State Center
- Dianne McKay, Ventura County
- Stephen Blum, Ventura County
- Bernardo Perez, Ventura County
- Arturo Hernandez, Ventura County
- Larry Kennedy, Ventura County
- Brandon A. Wood, Victor Valley
- Joseph W. Brady, Victor Valley
- Marianne Tortorici, Victor Valley
- Dawn Cole, West Kern
- Randi Kinman, West Valley-Mission
- Michael K. Pasquale, Yuba
- V. Richard Savarese, Yuba
- Richard Teagarden, Yuba

When the re-certification of ETP came up, we made it an annual goal for all of us to complete this, knowing the continued benefits of ongoing professional development. We are a confident board, that can disagree with respect in our public deliberations and through a thorough evaluation process, that includes the districts Consultation Council, our improvements have data to back it up. ■

UPCOMING LEAGUE EVENTS

- Sept. 7-8, 2017 » Equity 2017, Ontario
- Nov. 16-18, 2017 » Annual Convention, San Jose
- Jan. 28-29, 2018 » Legislative Conference, Sacramento
- Feb. 11-14, 2018 » Asilomar, Pacific Grove
- March 2-5, 2018 » CEO Symposium, Monterey Bay
- May 4-6, 2018 » Annual Trustees Conference, Valencia

CCCT Endorsed Candidates and Engagement Opportunities

Since one out of five community college students in the nation attends a California community college, ensuring California's robust national representation is more important than ever.

With the primary goal of promoting student access and success, the CCCT encourages trustee engagement in local, state and national advocacy efforts. One key opportunity includes involvement with the Association of Community College Trustees (ACCT) Board of Directors and Committees. To best position California Trustees for success, the CCCT Board has formalized an endorsement process for candidates pursuing positions on ACCT.

The ACCT represents more than 6,500 elected and appointed trustees who govern over 1,200 community, technical and junior colleges in the United States, and is a major voice of community college trustees to the Administration, Congress and the Departments of Education and Labor, among others.

For the 2017 ACCT elections, the CCCT endorsed the following candidates:



Judy Chen Haggerty
Mt. San Antonio CCD

Endorsed for ACCT Diversity
Committee Member



John Leal
State Center CCD

Endorsed for ACCT Regional Director
(Pacific Region)

In August, CEOs of ACCT member districts will receive information from ACCT regarding the number of voting delegates, which varies for each district based on enrollment. Once that information is available, districts should identify their voting delegates as each delegate is entitled to one vote. In order to vote for a candidate, one does not need to be registered for the Leadership Congress, however, once on-site, all delegates must register to vote to receive their "voting delegate" stamp.

If your district is a member of ACCT, please show your support for California candidates by voting at the elections during the **ACCT Leadership Congress September 25-28, 2017 in Las Vegas, Nevada!** The election dates are listed below:

Tuesday, September 26th 2:00 p.m. - 3:30 p.m.

ACCT REGIONAL CAUCUSES AND MEETINGS

Regional elections for Directors and the Diversity Committee, among others. This is the election time for both candidates listed above.

Wednesday, September 27th 8:30 a.m. - 10:30 a.m.

ACCT SENATE MEETING

Directors-at-Large elections.

CCCT Endorsement Process for 2018 ACCT Elections:

Candidates interested in pursuing 2018 ACCT positions must begin preparing almost a year in advance in order to appear before the ACCT Regional Nominating Committees in February of 2018. In order to better align CCCT endorsement with the ACCT timelines, the deadlines have shifted so that candidates complete the process by the League's Annual Convention, November 16-18, 2017 in San Jose. This allows candidates who earn the CCCT's endorsement to appear before the ACCT committees with the support of a statewide policy board representing the voice of 72 California district governing boards.

The following are positions open for endorsement by the CCCT for the **2018 ACCT Elections**. Only ONE candidate may be endorsed for each position.

1. Director-at-Large – 3 year terms
2. Regional Director (Pacific Region) – 3 year terms
3. Committee Member for Diversity Committee (Pacific Region) – 2 year terms

The CCCT also encourages Associate Membership in the various ACCT committees including Finance and Audit, Governance and Bylaws, Member Communications and Education, Public Policy and Nominating Committee. Joining an ACCT committee is a great way to learn more about the organization and to develop relationships over time, which are important if aspiring to an elected position in the future. September 1, 2017 is the submission deadline for ACCT Committee assignments. The application is currently available on the ACCT website.

The Pacific Region is one of five regions with representation on the ACCT Board. The 26-member Board of Directors establishes policies that supervise and direct the affairs of the Association. The Diversity Committee consists of 10 members, two from each region and advances leadership of historically underrepresented and diverse populations while also advising the ACCT Board.

Why seek endorsement?

The CCCT is a statewide policy board representing the voice of 72 California district governing boards. An endorsement means the candidate may use the CCCT as an endorser in all election materials and in ACCT's publications. In addition, the League can disseminate information to the statewide membership through a series of marketing tools. This is a valuable resource in promoting a candidacy.

What does the CCCT endorsement process entail and what is the timeline?

- **August 1st, 2017** – Candidate packets are available on cleague.org under “League Headlines”. This includes a questionnaire that assesses the background and experience of each candidate, as well as their commitment to advocating on behalf of California community colleges at the national level.
- **October 27, 2017** – Candidates must submit the completed application by email to Agnes Lupa, Member Resources Associate at agnes@cleague.org.
- **November 15th** – Candidate interviews held prior to the League's Annual Convention in San Jose.
- **November 16th** – Proposed slate of candidates for endorsement is presented at the CCCT board meeting for approval. Candidates are notified of the decision.

For more information about the CCCT Endorsement Process for ACCT Elections, please contact Agnes Lupa at agnes@cleague.org or 916-245-5038. ■

Board Focus Past Issues

Visit the League's website at www.cleague.org/boardfocus to read articles from past issues.

Spring 2016: Board-CEO Relationship; Strong Workforce Task Force; We Know Why Equity Matters

Summer 2015: Accreditation Site Team Visit; Prepare to be an Evaluation Team Member; Hiring Exceptional Community College Presidents

Winter 2014: Moving the Needle on Student Completion; A Rewarding Journey for Faculty and Students Alike; Excellence in Trusteeship Program; Effective Trusteeship, Board Chair and Legislative Events

Spring 2014: Leadership for Student Success; Excellence in Trusteeship Program: Celebrating the First Year Anniversary; Responsibilities of Trusteeship

Fall 2013: Student Success Scorecard: Trustees' Role of Oversight; What is the Excellence in Trusteeship Program?

Spring 2011: Navigating Rough Waters: The Role of the Board and CEO; Top Ten Reasons for Progress in Achieving the Dream

Fall 2010: Leadership for Student Success: The Critical Role of Boards of Trustees; Selecting the Chief Executive Officer: Ensuring Success

Spring 2010: Trustees and the Civil Rights of Student Success; Memo to a Rogue Trustee

Winter 2006: Preventing Micromanagement: Creating Higher Performance Boards

Winter 2005: Upholding Board Ethics

Winter 2003: Budget Basics: Fiscal Crises & Public Confidence

Spring 2002: The Political Nature of Trusteeship: Are Californians Different?

Winter 2000: Orienting New Board Members: A Top Priority for Smart Districts; How Good Boardmanship Pays Big Election Dividends

Fall 2000: Conflict or Consensus: Seven Steps to Creating an Effective Board

Spring 2000: Setting District Goals: The Role of the Board; Board/CEO Relations: Getting Off to a Good Start Means Listening, Then Acting

Fall 1999: A Primer on CEO Selection Process; Board/CEO Team Work Critical When Developing Meeting Agenda

Spring 1999: Technology Planning: A New Oxymoron; Community Connections Provide Valuable Information, Visibility; It's the Law: Trustee Compensation When Absence Excused

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