



Meeting of the Board of Trustees Mid-Year Board Retreat

AGENDA

January 30, 2020, 9:00am – 4:30pm
January 31, 2020, 8:00am – 4:00pm
Lake Arrowhead Resort & Spa (Stars Room)
27984 Hwy 189, Lake Arrowhead, CA 92352

1. CALL TO ORDER

2. PUBLIC COMMENTS ON AGENDA & NON-AGENDA ITEMS

The San Bernardino Community College Board of Trustees offers an opportunity for the public to address the Board on any agenda and/or non-agenda item. Comments must be limited to five (5) minutes per speaker and twenty (20) minutes per topic if there is more than one speaker. At the conclusion of public comment, the Board may ask staff to review a matter or may ask that a matter be put on a future agenda. As a matter of law, members of the Board may not discuss or take action on matters raised during public comment unless the matters are properly noticed for discussion or action in Open Session. Anyone who requires a disability-related modification or accommodation in order to participate in the public meeting should contact the Chancellor's Office at (909) 388-6902 as far in advance of the Board meeting as possible.

3. SELF-INTRODUCTIONS

4. PRESENTATIONS

- 4.1. Board Self-Assessment
- 4.2. Design Alliance for Board (p2)
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5. ACTION AGENDA

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- 5.4. Operational Strategic Directions
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6. ADJOURN

The next meeting of the Board: Business Meeting – February 13, 2020 at 4pm.



BOARD ORIENTATION HANDBOOK

Submitted for Board Approval September 12, 2019

Board Approved: 10/8/15

Revised: 4/24/17, 12/10/18, 4/22/19, 8/28/19

SBCCD Board of Trustees Handbook

The Board of Trustee Handbook was developed in October 2015, with the input of the Board of Trustees, Chancellor, and constituents from throughout the District. The handbook represents the most current information regarding local policies, procedures, and information trustees must be kept abreast of to perform their governing roles effectively. The handbook is updated regularly and compliments the trustee training provided by the Community College League of California.

It is the responsibility of the Chancellor to ensure that the Board Orientation Handbook is updated regularly and the responsibility of the President of the Board to ensure that all new Board members and student trustees receive training. Each year the new trustee(s), board president, and Chancellor must sign off on a form documenting that they have received this training.

The Board of Trustees of the San Bernardino Community College District consists of seven members, one from each of the seven trustee areas in the District. Qualified voters in each of the seven areas (which include Big Bear, Calimesa, Colton, Fontana, Grand Terrace, Highland, Loma Linda, Redlands, Rialto, San Bernardino, and Yucaipa) elect a trustee for a four-year term. The Chancellor of the District serves as Secretary to the Board.

The Board is the policy-forming body of the District, deriving power from, and subject to, the U.S. Constitution, statutes of the State of California, and directives from the Board of Governors of the California Community Colleges.

The powers and duties of the Board include approval of college policy, community services of the college interpreting the college needs to the public, adoption of an annual budget for the district, approval of expenditure of all District funds, acquisition of property for District purposes, and approval of employment of academic and classified personnel. The Board typically meets on the 2nd Thursdays of the month. You may direct questions or comments to the individual Board members via e-mail or to the Secretary to the Board.

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Section 1 – Orientation

The Community College League of California ("League") is a nonprofit public benefit corporation whose voluntary membership consists of the 72 local community college districts in California.

Annual Convention

The Annual Convention is The League's largest annual meeting featuring educational sessions, special events and networking, state and nationally known speakers, and an educational showcase expo. Trustees, administrators, staff and faculty attend the event.

Annual Legislative Conference

The League's Annual Legislative Conference provides a unique opportunity to connect with other advocates and learn the latest news on higher education in California. During this two-day conference, attendees are encouraged to visit their legislative representatives.

Annual Trustees Conference

This conference helps strengthen the skills and knowledge of trustees and CEOs to lead districts and colleges and be accountable to their communities.

Effective Trusteeship & Board Chair Workshops

This annual workshop is an overview of responsibilities required for board members of California community colleges. State leaders and experienced trustees will provide comprehensive information on the knowledge and skills necessary to be an effective trustee.

Student Trustees Workshop

This workshop is designed to help student board members become knowledgeable, influential, education policy-makers.

The Association of Community College Trustees (ACCT) is a non-profit educational organization of governing boards, representing more than 6,500 elected and appointed trustees who govern over 1,200 community, technical, and junior colleges in the United States and beyond. Located in Washington, D.C., ACCT is a major voice of community college trustees to the presidential administration, U.S. Congress, the Departments of Education and Labor and more.

National Legislative Summit

The National Legislative Summit is the premier community college advocacy event in Washington, DC, bringing together more than 1,000 community college leaders.

Government Leadership Institute

The Governance Leadership Institute for New & Experienced Trustees and Presidents is a great opportunity for the entire board, the president, and board staff! This institute is tailored to review the principles of effective board leadership.

Leadership Congress

Learn about innovative strategies taking place nationwide, network with major foundations, philanthropies, government officials and corporations that support community colleges, stay updated on the latest federal policies affecting your college, and participate in the only national meeting that focuses on providing community college boards the information and tools needed to govern and develop policies that focus on meeting community needs.

Section 2 – Chancellor/Chancellor Office Orientation

2.1 See Appendix 1

2.2 See Appendix 2

2.3 Board Member Compensation (Reference: BP 2725)

Members of the Board of Trustees and Student Trustees who attend all Board meetings shall receive compensation per Board Policy 2725. A member of the Board who does not attend all meetings held by the Board in any month shall receive, as compensation, an amount not greater than the pro rata share of the number of meetings actually attended.

A member of the Board may be paid for a meeting when absent if the Board, by resolution, finds that at the time of the meeting the member is performing services outside the meeting for the community college district, is ill, on jury duty, or the absence is due to a hardship deemed acceptable by the Board.

2.4 Board Membership (Reference: BP 2010)

The Board of Trustees shall consist of seven members elected by the qualified voters of the District. The Board shall be elected by geographical area for terms of four years as defined in BP 2100 titled Board Elections.

Any person who meets the criteria contained in law is eligible to be elected or appointed a member of the Board.

An employee of the District may not be sworn into office as an elected or appointed member of the Board unless he/she resigns as an employee.

No member of the Board shall, during the term for which he/she is elected, hold an incompatible office.

No member of the Governing Board shall, during the term for which he or she was elected, be eligible to serve on the governing board of a high school district whose boundaries are coterminous with those of the community college district.

2.5 Student Trustees (Reference: BP 2015)

The Board of Trustees shall include two (2) non-voting student members (one representing each college in the District). The term of office shall be one year commencing at the first Board meeting in June and terminating on the last Board meeting in May of each academic year.

The student member shall, during the term of service, be enrolled in and maintain a minimum of nine (9) semester units in the District at the time of nomination and throughout the term of service. The student member is not required to give up employment with the District. The student shall maintain a 2.5 grade point average (GPA) during the term of office.

The student member shall be seated with the Board and shall be recognized as a full member of the Board at meetings. The student member is entitled to participate in discussion of issues and receive all materials presented to members of the Board (except for closed session). The student member shall be entitled to any mileage allowance necessary to attend Board meetings to the same extent as publicly elected trustees.

The student trustees have the responsibility to be contributing and ethical members of the board.

The primary duties of the Student Trustees are to attend and participate in all open board meetings, other duties may include:

- Represent the District at community events
- Advocate for the colleges and students to the legislatures
- Attend ASO/ Associated Student Government meetings
- Meet regularly with senior administrators

On or before May 15 of each year, the Board of Trustees shall consider whether to afford the student trustees any of the following privileges:

- The privilege to receive compensation for meeting attendance per Board Policy 2725. In the event a student trustee has an unexcused absence to a required meeting, the compensation shall be prorated for the pay period.
- The privilege to make and second motions.
- The privilege to attend closed sessions, other than closed sessions on personnel or collective bargaining matters, at the discretion of the Board of Trustees.
- The privilege to vote in an advisory vote, although the vote shall not be included in determining the vote required to carry any measure before the Board.
- The privilege to serve a term commencing on May 15.

2.6 Election of Student Trustees (Reference: BP 2105)

Each college will elect a student trustee for a one-year term. An election will be held in the Spring semester so that the office is filled by June 1.

An election will be conducted at each college in accordance with administrative procedures. The successful candidate must receive a simple majority of all votes cast.

Candidates for the position may nominate themselves or be nominated by others by the filing of an application certifying that the candidate is eligible for service under the criteria set forth in California law and these policies. The election will be conducted in accordance with administrative procedures.

If the seat of a student member becomes vacant for any reason during his/her term, the Board of Trustees may authorize the officers of the student body association(s) to appoint a student to serve the remainder of the term in accordance with administrative procedures.

A student trustee may be recalled by the student body at their respective college in a special election held for that purpose in accordance with administrative procedures.

2.7 Vacancies on the Board (Reference: BP 2110)

Vacancies on the Board may be caused by any of the events specified in Government Code Section 1770 or any applicable provision in the Elections Code, or by a failure to elect. Resignations from the Board shall be governed by Education Code Section 5090.

Within 60 days of the vacancy or filing of a deferred resignation, the Board shall either order an election or make a provisional appointment to fill the vacancy.

If an election is ordered, it shall be held on the next regular election date not less than 130 days after the occurrence of the vacancy.

If a provisional appointment is made, it shall be subject to the conditions in Education Code Section 5091. The person appointed to the position shall hold office only until the next regularly scheduled election for district governing board members, when the election shall be held to fill the vacancy for the remainder of the unexpired term.

The provisional appointment will be made by a majority public vote of the Board members at a public meeting.

The Chancellor shall establish administrative procedures to solicit applications that assure ample publicity to and information for prospective candidates. The Board will determine the schedule and appointment process, which may include interviews at a public meeting.

Any vacancy on the Board shall be filled by special election or provisional appointment in accordance with the provisions of the Education Code. Vacancies are caused by any of the events specified in the Government Code or by failure to elect. Any resignation must be filed in writing with the County Superintendent of Schools.

Vacancies for the student board member(s) are addressed BP 2105 titled Election of Student Trustees. A vacancy exists in the student Board position when the student Board member resigns

from the Board. A vacancy may occur if the student Board member misses three (3) consecutive Board meetings without authorization, is enrolled for fewer than nine (9) units or does not maintain a cumulative grade point average of 2.5. The unit load and the GPA are to be maintained during the entire term of office.

2.8 Term Limits (Reference: BP 2130)

The District does not currently limit the number of terms a member of the Board of Trustees may serve on the Board.

The Board may adopt, or the residents of the District may propose, by initiative, a proposal to limit the number of terms a member of the Board of Trustees may serve on the Board. Any proposal to limit the number of terms a member of the Board may serve shall not become operative unless it is submitted to the electors of the District at a regularly scheduled election and a majority of the votes cast on the question favor adoption of the proposal. Any such proposal shall be subject to requirements set forth in Elections Code Sections 9500 et seq.

2.9 Personal Use of Public Resources (Reference: BP 2717)

No member of the Board of Trustees shall use or permit others to use public resources, except that which is incidental and minimal, for personal purposes or any other purpose not authorized by law.

2.10 Communication To/From District Personnel

Except for discussion in or about closed session, any communication with the Chancellor, written or verbal, should be considered public.

Board members should be mindful of their role as members of the board and any comments made should not be presented as views of the Board of Trustees. If there is a question related to the District, it is best to go through the Chancellor's Office. It is inappropriate to call a staff member directly without the permission of the Chancellor. Remember, the Chancellor works for the Board. All other employees of the District work for the Chancellor.

2.11 Campus Visits

Board members are always welcome to visit the District campuses; however, there are protocols that Board members should follow in order to avoid possible miscommunication or an unintended misunderstanding. Following are a few points:

- As a matter of professional courtesy, Board members should always inform the Chancellor when they visit a District campus.
- As a matter of protocol, Board members should always inform the Chancellor's/President's Office of invitations they receive by District groups to visit a District campus.
- If Board members desire to visit a facility that will be discussed as part of an agenda item, the Board members need to contact the Chancellor in order to arrange for an escorted site visit with a staff member.

- When on a District campus, Board members should be aware that their comments can be taken out of context.

2.12 Foundations

Crafton Hills College (independent foundation)

In an effort to extend educational opportunities to CHC students, Crafton Hills College (CHC) established the CHC Foundation. The Foundation is a nonprofit corporation devoted exclusively to raising funds for scholarships, grants, and other types of assistance for CHC students and faculty.

Gifts to the college can be allocated for the college's greatest need or designated specifically. Gifts may be designated to an academic area, to scholarships, to any of the various cultural or community programs of the college, or to current capital projects. You can also remember a loved one by donating a memorial or honorarium in their name.

San Bernardino Valley College (independent foundation)

We believe everyone should have an opportunity to go to college. Through its work, the San Bernardino Valley College Foundation supports SBVC in providing quality education and services that support a diverse community of learners. The Foundation is a non-profit 501(c)(3) organization; therefore, contributions to the Foundation are tax-deductible.

Inland Futures Foundation (IFF) (auxiliary foundation)

This board-approved auxiliary foundation provides resource development to support the mission of the San Bernardino Community College District and its programs, initiatives, colleges, and entities. The recognized functions of the Foundation are: facilities and equipment; loans, scholarships, grants-in-aids; workshops, conferences, institutes, and federal projects; gifts, bequests, devises, endowments, and trusts; and public relations programs.

2.13 Board Member Health Benefits (Reference: BP 2730)

Members of the Board of Trustees shall be permitted to participate in the District's health benefit programs. The benefits of members of the Board through the District's health benefits programs shall not be greater than the most generous schedule of benefits being received by any category of non-safety employee of the District. Board members are afforded the opportunity to opt out of receiving health benefits from the District and be reimbursed under the same terms and conditions as other employees of the District.

Former members of the Board may continue to participate in the District's health benefits programs upon leaving the Board if the following criteria are met: the member must have begun service on the Board after January 1, 1981; the member must have been first elected to the Board before January 1, 1995; and the member must have served at least 12 years. All other former Board members may continue to participate in the District's health benefits programs on a self-pay basis.

2.14 Board Member Travel (Reference: BP 2735)

Members of the Board of Trustees shall have travel expenses paid whenever they travel as representatives of and perform services directed by the Board. Board member travel requests shall be made in accordance with the District's travel request and approval processes. Also see BP/AP 7400 titled Travel

2.15 Political Activity (Reference: BP 2716)

Members of the Board of Trustees shall not use District funds, services, supplies, or equipment to urge the passage or defeat of any ballot measure or candidate, including, but not limited to, any candidate for election to the Board.

Initiative or referendum measures may be drafted on an area of legitimate interest to the District. The Board may by resolution express the Board's position on ballot measures. Public resources may be used only for informational efforts regarding the possible effects of District bond issues or other ballot measures.

2.16 Conflict of Interest (Reference: BP 2710)

The public office is a public trust created in the interest and for the benefit of the people. Members of the Board and employees of the District are expected to act with integrity, fidelity, and without bias for the primary benefit of the public.

Financial interests may be direct or indirect. An indirect investment or interest means any investment or interest owned by the spouse or dependent child of a public official, by an agent on behalf of a public official, or by a business entity or trust in which the official, the official's agents, spouse, and dependent children own directly, indirectly, or beneficially a 10-percent interest or greater.

Board members and employees must avoid conflicts of interest as well as the appearance of impropriety.

If a Board member or employee has a financial interest in a decision being considered by the Board, the financial interest must be disclosed in sufficient detail to the Board during a Board meeting and noted in the official Board minutes. The Board member must disqualify him or herself from discussing and voting on the matter, and must leave the room until after discussion, vote, and any other disposition of the matter is concluded. A Board member or employee who has a financial interest must not influence or attempt to influence the decision.

Board members are encouraged to seek counsel from the District's legal advisor in every case where any question arises.

2.18 Constituency Groups

The Board embraces the concept of collegial consultation and to establish procedures to ensure faculty, management, classified staff, and students the right to participate effectively in collegial

consultation in particular areas where they have their responsibility and expertise as specified in Title 5 regulations, while retaining its own right and responsibilities in all areas defined by state laws and regulations.

The Board is the ultimate decision-maker in those areas assigned to it by state and federal laws and regulations. In executing that responsibility, the Board is committed to its obligation to ensure that appropriate members of the District participate in developing recommended policies for Board action and administrative procedures for Chancellor action under which the District is governed and administered.

There are many groups and committees that are a part of the District. There are a few groups that the Board regularly has contact with at Board meetings.

Academic Senate

The Board or its designees will consult collegially with the Academic Senate, as duly constituted with respect to academic and professional matters, as defined by law. Procedures to implement this section are developed collegially with the Academic Senate.

The Board of Trustees recognizes the definition of “academic and professional matters” as stated in the Title 5 regulations:

1. Curriculum including establishing prerequisites and placing courses within disciplines;
2. degree and certificate requirements;
3. grading policies;
4. education program development;
5. standards or policies regarding student preparation and success;
6. District and college consultation structures, as related to faculty roles;
7. faculty roles and involvement in accreditation processes, including self-study and annual reports;
8. policies for faculty professional development activities;
9. processes for program review;
10. process for institutional planning and budget development; and
11. other academic and professional matters as mutually agreed upon between the Governing Board and the Academic Senate.

The Board also recognizes its obligation, under Title 5 Regulations, to “consult collegially” with the Academic Senate on these “academic and professional matters.” Additional academic and professional matters may be added as specified in #11 only through formal resolution of the Board.

The Board further recognizes that, under Title 5, it may choose to “consult collegially” through the option of “mutual agreement” on policy issues, or the option of “relying primarily on the advice and judgment of the senate” when adopting policies and procedures on “academic and professional matters.”

The Board of Trustees shall have the final responsibility for developing all policies governing the community college district, including academic and professional matters. For purposes of academic and professional matters, the Board shall rely primarily on the advice of the Academic Senate. If the Board has a compelling reason for not accepting the advice of the Academic Senate, it shall provide that reason in writing upon request of the Academic Senate. The decision of the Board on all policy shall be final.

Classified Senate

Staff shall be provided with opportunities to participate in the formulation and development of District policies and procedures that have a significant effect on staff. The opinions and recommendations of the classified staff will be given every reasonable consideration.

Associated Students

The Associated Students shall be given an opportunity to participate effectively in the formulation and development of Board policies and administrative procedures that have a significant effect on students, as defined by law. The recommendations and positions of the Associated Students will be given every reasonable consideration. The selection of student representatives to serve on District committees or task forces shall be made after consultation with the Associated Students.

California School Employees Association (CSEA)

The California School Employees Association (CSEA) is the bargaining unit for the classified employees.

California Teachers Association (CTA)

The California Teachers Association (CTA) is the bargaining unit for the teachers.

2.20 See Appendix 4

2.21 Standard IV

Accreditation Standard IVB1 describes the Board's role and responsibilities. Key points include the following:

- The Board is designated as having the responsibility to set policies for the District and to act in a manner consistent with those policies.
- Through such policies the Board has ultimate responsibility for the educational quality, legal matters, and financial integrity of the institution.
- The Board establishes policies consistent with the mission statement.
- The Board regularly evaluates its policies and practices and revises them as necessary.
- The Board advocates for and defends the institution and protects it from undue influence or pressure.

- The Board is responsible for selecting and evaluating the Chancellor and for delegating full responsibility and authority to him/her to implement and administer board policies without board interference and holds him/her accountable for the operation of the district.
- Once the Board reaches a decision, it acts as a whole.
- The Board is responsible for Board development, self-evaluation, and improvement.
- The Board has a code of ethics which is enforced by the Board.
- The Board is informed about and involved in the accreditation process.

Section 3 – Board of Trustee’s President

3.1 See Appendix 5

3.2 Board Duties and Responsibilities (Reference: BP 2200)

The Board of Trustees governs on behalf of the citizens of the District in accordance with the authority granted and duties defined in Education Code Section 70902.

The Board is committed to fulfilling its responsibilities to:

- Represent the public interest
- Establish policies that define the institutional mission and set prudent, ethical and legal standards for college operations
- Select, hire, and evaluate the Chancellor
- Delegate power and authority to the Chancellor to effectively lead the District
- Assure fiscal health and stability
- Monitor institutional performance and educational quality
- Advocate and protect the District

3.4 Board Elections (Reference: BP 2100)

Elections shall be held every two years, in even numbered years, for four-year overlapping terms. Terms of trustees are staggered so that, as nearly as practical, one half of the trustees shall be elected at each trustee election. Each person elected at a regular biennial governing board member election shall hold office for a term of four years commencing on the first Friday in December next succeeding his/her election.

The Board of Trustees has provided for the election of trustees by trustee areas. Effective January 16, 2014, the trustee areas include:

- Areas 1, 3, 5, and 7 from which governing board members will be elected in November 2016 and every four years thereafter.
- Areas 2, 4, and 6 from which governing board members will be elected in November 2018 and every four years thereafter.

The election of a Board member residing in and registered to vote in the trustee area he/she seeks to represent shall be only by the registered voters of the same trustee area(s).

3.5 Officers of the Board (Reference: BP 2210)

At the annual organizational meeting (See BP 2305 titled Annual Organizational Meeting), the Board of Trustees shall elect officers from among its members. The terms of officers shall be for one year.

Duties of the President of the Board:

1. Preside over all meetings of the Board;
2. Call emergency and special meetings of the Board as required by law;
3. Consult with the Chancellor on the Board meeting agendas;
4. Communicate with individual Board members about their responsibilities;
5. Ultimately responsible for the orientation process for new Board members and Student Trustees;
6. Assure Board compliance with policies on Board education, Board self-evaluation, and evaluation of the Chancellor;
7. Represent the Board at official events or ensure Board representation.
8. The Board President may contact District legal counsel regarding business of the District as he/she deems necessary and the Board President will provide a report to the Board and Chancellor regarding the topic of the call and the associated costs.
9. The President has the right to vote on all issues and to participate in the discussions. (Note: This is an exception to Robert's Rules of Order.)
10. The Board President shall establish ad hoc committees to comply with Board Policies and deadlines.

Duties of the Vice President of the Board:

1. To perform in the absence of the President, all the duties of the President;
2. To attest the signature of the President or other members of the Board on contracts, agreements, deeds, leases, and other legal documents not delegated to the Chancellor or other officers of the District;
3. To attest to the signature of the President or other members of the Board on all other documents of the District when the attestation is a legal requirement.

Duties of the Clerk of the Board:

1. To perform in the absence of the President, or the Vice President all the duties of the President;
2. To attest the signature of the President or other members of the Board on contracts, agreements, deeds, leases, and other legal documents not delegated to the Chancellor or other officers of the District;
3. To attest to the signature of the President or other members of the Board on all other documents of the District when the attestation is a legal requirement;

4. To certify copies of records of the District as required.
5. Monitor the board calendar as it refers to meeting dates required by board policy and reminding the board president and the board of impending deadlines.

Board Secretary

The Chancellor of the District shall serve as the Secretary to the Board.

Duties of the Secretary to the Board:

1. Notify members of the Board of regular, special, emergency, and adjourned meetings;
2. Prepare and post the Board meeting agendas;
3. Have prepared for adoption minutes of the Board meetings;
4. Attend all Board meetings and closed sessions unless excused, and in such cases to assign a designee;
5. Conduct the official correspondence of the Board;
6. Certify as legally required all Board actions;
7. Sign, when authorized by law or by Board action, any documents that would otherwise require the signature of the Secretary or the Clerk of the Board.

The Board does not have an official system of rotation or officers; it elects the officers each year from among all its members.

3.6 Committees of the Board (Reference: BP 2220)

The Board may, by action, establish committees that it determines are necessary to assist the Board in its responsibilities. Any committee established by Board action shall comply with the requirements of the California Public Meetings Act (Brown Act) and with these policies regarding open meetings.

Board committees that are composed solely of less than a quorum of members of the Board that are advisory are not required to comply with the Brown Act, or with these policies regarding open meetings, unless they are standing committees.

Board committees that are only advisory have no authority or power to act on behalf of the Board. Findings or recommendations shall be reported to the Board for consideration.

Standing committees of the Board can be found on the Board of Trustees page of the District Website http://www.sbccd.org/Board_of_Trustees

3.7 Board Education (Reference: BP 2740)

The Board of Trustees is committed to its ongoing development as a Board and to a trustee education program that includes new trustee orientation.

To that end, the Board will engage in study sessions, provide access to reading materials, and support conference attendance and other activities that foster trustee education.

Orientation sessions shall be scheduled for new Board of Trustee appointees. A Special Meeting of the Board for the purpose of the orientation shall be called within 30 days of the appointment of a new trustee. Planning and implementation of appropriate information items for the orientation shall be the joint responsibility of the Chancellor and current members of the Board of Trustees.

The Chancellor and the Board shall assist each new member-elect to understand the Board's functions, policies, and procedures before he/she assumes office. Such assistance shall include, but shall not be limited to, providing of written materials and invitations to attend Board meetings and conferences with the Chancellor. New Board members shall be encouraged to attend meetings on a regional basis held as training/information sessions by other organizations.

3.8 Code of Ethics / Standards of Practice (Reference: BP 2715)

The Board maintains high standards of ethical conduct for its members. Members of the Board are responsible to:

- Act only in the best interests of the entire community.
- Ensure public input into Board deliberations; adhering to the law and spirit of the open meeting laws and regulations.
- Prevent conflicts of interest and the perception of conflicts of interest.
- Exercise authority only as a Board.
- Use appropriate channels of communication.
- Respect others; acting with civility.
- Be informed about the District, educational issues, and responsibilities of trusteeship.
- Devote adequate time to Board work.
- Maintain confidentiality of closed sessions.

The Board of Trustees will promptly address any violation by a Board member or Board members of the Code of Ethics in the following manner:

Charges by any person that a member of the Board of Trustees has violated laws and regulations of the Board's Code of Ethics shall be directed to the President of the Board or the Board itself. The President of the Board may establish an ad hoc committee to examine the charges and recommend further courses of action to the Board. The Board member subject to the charge of misconduct shall not be precluded from presenting information to the committee. Possible courses of action include:

- If alleged behavior violates laws, legal counsel may be sought, at the discretion of the Board of Trustees, and the violations referred to the District Attorney or Attorney General as provided for in law.
- If the alleged behavior violates this Board Policy on ethical conduct, the President of the Board shall alert the Board member in question regarding the violation of policy, the Board

of Trustees may discuss the violation at an open Board Meeting and affirm its policy expectation, and/or the Board may move to censure the trustee.

3.9 Board Representatives

At the annual organizational meeting the Board appoints representatives to the various organizations and bodies requiring representation. Currently, the Board appoints the following representatives:

- Representative and Alternate to the Nominating Committee for the County Committee on School District Organization
- Committee Assignment for San Bernardino Regional Emergency Training Center Joint Powers Authority)
- Standing Committees

3.10 Meetings of the Board (Reference BP 2310)

All regular and special meetings of the Board of Trustees are open to the public, must be accessible to persons with disabilities, and comply with the Brown Act provisions, except as otherwise required or permitted by law.

A notice identifying the location, date, and time of each regular meeting of the Board shall be posted ten days prior to the meeting and shall remain posted until the day and time of the meeting.

Regular meetings of the Board shall be held on the second Thursday of each month. Meetings will be held in the District Assembly Room, 114 S. Del Rosa Avenue, San Bernardino, California, 92408, or as otherwise specified by previous Board action. Meetings will begin at 4:00 p.m. or as otherwise specified by previous Board action. Individuals who may wish to place a matter on the agenda or speak on an agenda item may do so by following the procedures outlined in AP 2340 titled Agendas and AP 2345 titled Public Participation at Board Meetings.

3.11 See Appendix 5

3.12 Meeting Protocol

Board behavior can have both a positive or negative ripple effect throughout the District community. Often a simple comment can take on a life of its own with the original intended meaning misunderstood. The following recommendations may help to keep individual Board members from being misunderstood:

- Keep the Board discussion at the policy level versus getting into how something will be accomplished.
- Ask questions of staff as necessary to make an informed decision, but try to avoid questions that may imply the Board is trying to micromanage the District.
- Be cautious about making statements that might be interpreted as belittling the staff.
- Praise in public and discipline in private.
- Be professional and courteous to fellow Board members.

3.13 Quorum and Voting (Reference: BP 2330)

Four Board members, other than the Student Trustees, shall constitute a quorum for the transaction of business. The Board of Trustees shall act by majority vote of all voting members of the Board. In the event of a minimum quorum, all four Board members must vote in favor of motions **to pass motions**.

No action shall be taken by secret ballot. The Board will publicly report any action taken in open session and the vote or abstention of each individual member present.

The following actions require a **two-third majority** of all members of the Board:

1. Resolution of intention to sell or lease real property (except where a unanimous vote is required);
2. Resolution of intention to dedicate or convey an easement;
3. Resolution authorizing and directing the execution and delivery of a deed;
4. Action to declare the District exempt from the approval requirements of a planning commission or other local land use body;
5. Resolution providing for the transfer from the reserve for contingencies to any expenditure classification.
6. Resolution to condemn real property.
7. The following actions require a **unanimous vote** of all members of the Board:
8. Resolution authorizing a sale or lease of District real property to the state, any county, city, or to any other school or community college district;
9. Resolution authorizing lease of District property under a lease for the production of gas.
10. Any authorization to change an existing construction contract.

3.14 Special and Emergency Meetings (Reference: BP 2320)

Special meetings may from time to time be called by the President of the Board of Trustees or by a majority of the members of the Board. Notice of such meetings shall be posted at least 24 hours before the time of the meeting and shall be noticed in accordance with the Brown Act. No business other than that included in the notice may be transacted or discussed.

Emergency meetings may be called by the President of the Board when prompt action is needed because of actual or threatened disruption of public facilities under such circumstances as are permitted by the Brown Act, including work stoppage, crippling disasters, and other activity that severely impairs public health or safety.

No closed session shall be conducted during an emergency meeting, except as provided for in the Brown Act to discuss a dire emergency.

The Chancellor shall be responsible to ensure that notice of such meetings is provided to the local news media as required by law.

3.15 Closed Session (Reference: BP 2315)

Closed sessions of the Board of Trustees shall only be held as permitted by applicable legal provisions including but not limited to the Brown Act, California Government Code, and California Education Code. Matters discussed in closed session may include:

- The appointment, employment, evaluation of performance, discipline or dismissal of a public employee;
- Charges or complaints brought against a public employee by another person or employee, unless the accused public employee requests that the complaints or charges be heard in an open session.
- Advice of counsel on pending litigation, as defined by law;
- Consideration of tort liability claims as part of the District's membership in any joint powers agency formed for purposes of insurance pooling;
- Real property transactions;
- Threats to public security;
- Review of the District's position regarding labor negotiations and giving instructions to the District's designated negotiator;
- Discussion of student disciplinary action, with final action taken in public;
- Conferring of honorary degrees;
- Consideration of gifts from a donor who wishes to remain anonymous.
- To consider its response to a confidential final draft audit report from the Bureau of State Audits.

The agenda for each regular or special meeting shall contain information regarding whether a closed session will be held and shall identify the topics to be discussed in any closed session in the manner required by law.

After any closed session, the Board shall reconvene in open session before adjourning and shall announce any actions taken in closed session and the vote or abstention of every member present.

All matters discussed or disclosed during a lawfully held closed session and all notes, minutes, records or recordings made of such a closed session are confidential and shall remain confidential unless and until required to be disclosed by action of the Board or by law.

Pursuant to Government Code Section 54957, if any person requests an opportunity to present complaints to the Board about a specific employee, such complaints shall first be presented to the Chancellor. Notice shall be given to the employee against whom the charges or complaints are directed. If the complaint is not first resolved at the administrative level, the matter shall be scheduled for a closed session of the Board. The employee against whom the charges or complaints are directed shall be given at least 24 hours written notice of the closed session and shall be given the opportunity to request that the complaints be heard in an open meeting of the Board of Trustees.

3.16 How the Board Takes Action

Official Board action can be taken only at Board meetings and by affirmative action of at least four of the seven voting Board members. No one Board member or administrator makes official commitments for the Board, except as directed by Board action. The Board has final control over District matters and policies, subject to limitations imposed by California and federal law, and all employees and administrators of the District are bound to abide by such policies.

3.17 Consent Agenda

Items that are calendared as requiring little or no discussion by the Board or the public are listed on the agenda as "Consent" items. The Board may act on these items in one motion without discussion. Any Board member or individual attending the Board meeting can request at the time of the meeting that an item listed on the consent agenda be considered separately ("pulled from the consent agenda") as part of the regular agenda, thus allowing discussion of the item. The Board reserves the right to consider if an item on the Consent Agenda is pulled.

3.18 Preparing for Meetings

Two weeks prior to the Board meeting, the Chancellor meets with the Board President (and the Executive Board, as requested) to review the agenda prior to the board book going to print.

By the Friday preceding the Thursday Board meeting, the Chancellor's Office will deliver Board packets with an agenda and supporting materials. This information is also posted to the District Website. This timeline gives the Board members six days to review the materials prior to the meeting. When possible, Board members should submit their questions to the Chancellor prior to the Board meeting so that the staff can provide a thorough response, prior to or, at the time of the meeting. Also, any Board member can call the Chancellor prior to the Board meeting for clarification regarding any agenda item rather than waiting until the Board meeting. It is always best not to surprise the Chancellor or staff at the Board meeting. Response to information is supplied to all Board members.

The week of the Board meeting the Chancellor meets with each member of the Board to review the agenda to address any questions.

3.19 Recording (Reference: BP 2365)

Any audio or video recording of an open and public Board of Trustees Meeting made by or at the direction of the Board shall be subject to inspection by members of the public in accordance with the California Public Records Act, Government Code Sections 6250 et seq. The Chancellor is directed to enact administrative procedures to ensure that any such recordings are maintained for at least thirty days following the recording.

Persons attending an open and public meeting of the Board may, at their own expense, record the proceedings with an audio or video recording device or a still or motion picture camera or may broadcast the proceedings. However, if the Board finds by a majority vote that the recording or

broadcast cannot continue without noise, illumination, or obstruction of view that constitutes or would constitute a persistent disruption of the proceedings, any such person shall be directed by the President of the Board to stop.

3.20 Speakers (Reference: BP 2350)

Persons may speak to the Board of Trustees either on an agenda item or on other matters of interest to the public that are within the subject matter jurisdiction of the Board.

Oral presentations relating to a matter on the agenda, including those on the consent agenda, shall be heard before a vote is called.

Persons wishing to speak to matters not on the agenda shall do so at the time designated at the meeting for public comment.

Those wishing to speak to the Board are subject to the following:

- The President of the Board may rule members of the public out of order if their remarks do not pertain to matters that are within the subject matter jurisdiction of the Board or if their remarks are unduly repetitive.
- Non-scheduled substitutes may not speak in place of scheduled speakers unless alternates have been submitted on the original request.
- Employees who are members of a bargaining unit represented by an exclusive bargaining agent may address the Board under this policy but may not attempt to negotiate terms and conditions of their employment. This policy does not prohibit any employee from addressing a collective bargaining proposal pursuant to the public notice requirements of Government Code Section 3547 and the policies of this Board implementing that section.

Any member of the public who wishes to address the Board on any matter on the agenda of a regular Board meeting or on the notice for a special Board meeting is limited to five minutes per person and 20 minutes per agenda topic unless the time limit is extended by a majority vote of the Board.

The Board acknowledges that the Brown Act, Government Code Section 54954.3, requires that every agenda for regular meetings, but not every notice for special meetings, shall provide an opportunity for members of the public to directly address the Board on items of interest to the public that are not on the agenda.

A member of the public who wishes to address the Board on an item not on the agenda, but related to the business of the District, is limited to five minutes unless a majority of the Board votes to extend the time limit. The total time for members of the public to speak on the same or a substantially similar subject shall be limited to twenty minutes unless a majority of the Board votes to extend the time limit.

Each speaker coming before the Board is limited to one presentation per specific agenda item before the Board and to one presentation per meeting on non-agenda matters.

Members of the public desiring to address the Board shall complete and submit a Public Comment card.

As a matter of law, members of the Board may not discuss or respond to public comments unless the matters are properly noticed for discussion or action in Open Session.

3.22 Communications Among Board Members (Reference: BP 2720)

Members of the Board shall not communicate among themselves by the use of any form of communication (e.g., personal intermediaries, e-mail, or other technological device) in order to reach a collective concurrence regarding any item that is within the subject matter jurisdiction of the Board. In addition, no other person shall make serial communications of any kind, directly or through intermediaries, to discuss, deliberate, or take action on any item of business that is within the subject matter jurisdiction of the Board of Trustees.

Under California's Public Records Act, "any writing containing information relating to the conduct of the public's business prepared, owned, used, or retained by any state or local agency regardless of physical form or characteristics" is a public record and must be disclosed to the public upon request unless a provision of the PRA exempts it from disclosure. Gov't Code Section 6252-6253. (see 5.2 Brown Act)

3.23 Media/Email

Any Board member is allowed to speak with the media. However, Board members should keep in mind the following:

- When speaking to the press, remind the interviewer that you do not represent the views of the Board, but speak as an individual.
- When contacted by the press, defer to the Chancellor or Board Chair for official Board positions.
- When speaking to the media, be an advocate for the District.
- Never speak about personnel matters or other closed session topics to the press.

Board members should keep in mind that electronic communications can facilitate a Brown Act violation. Emails are subject to disclosure laws per BP and AP 3310.

3.24 Annual Retreat

Each year the Board holds an annual retreat with the Board and the Chancellor. This retreat is the opportunity for the Board to conduct its annual self-evaluation and set goals for the upcoming year.

3.25 Board Self-Evaluation (Reference: BP 2745)

The Board of Trustees is committed to assessing its own performance as a Board in order to identify its strengths and areas in which it may improve its functioning.

3.26 Setting the Board's Goals

The Board uses the results of the self-evaluation to set internal goals for the upcoming year.

3.27 Annual Organizational Meeting (Reference: BP 2305)

The Board shall hold an annual organizational meeting on a day within fifteen calendar days of the last Friday in November

The purpose of the annual organizational meeting is to elect a president, vice president, and a clerk, and conduct any other business as required by law or determined by the Board.

3.28 Chancellor - Hiring and Contract

Without doubt, the most important role of the Board is to appoint the Chancellor. It is exclusively the Board's role, although the process itself generally includes District personnel who will participate in the interviewing and screening process. A District committee may assist in screening the applications and narrowing the pool of candidates to a manageable group that will be invited for confidential screening interviews. From the confidential interviews, the committee selects a small group of 3-5 finalists to recommend to the Board for interviews and on-campus forums. After the finalists accept the invitation to interview as a finalist, the names of the finalists become public information and usually there will be a press release involved.

From the finalists, the Board selects their top candidate to make an offer. It is not guaranteed that the first choice will accept the offer since it is common for candidates to be finalists in more than one college presidential search at the same time. Therefore, it is important that this part of the process remains confidential until an offer and an acceptance of offer has been reached. During this part of the process the Board must negotiate with the candidate the terms of the contract, which includes salary, starting date, and benefits. The process can easily take from six months to a year.

3.29 Evaluation of the Chancellor (Reference: BP 2435)

The Board of Trustees shall conduct an evaluation of the Chancellor at least annually. Such evaluation shall comply with any requirements set forth in the contract of employment with the Chancellor as well as this policy.

The criteria for evaluation shall be based on Board policy, the Chancellor job description, and performance goals and objectives developed in accordance with AP 2435 titled Evaluation of the Chancellor.

3.30 Setting the Chancellor's Salary

After the initial starting salary negotiated with the Chancellor at the time of employment, the Board will need to consider the salary of their one employee on an annual basis. This process is usually done in conjunction with the Chancellor's annual evaluation. Although the discussion of the

Chancellor's performance and determination of any salary adjustment is a closed session item, the actual setting of the salary adjustment is an open session agenda item.

3.31 Graduation

Graduation is the highlight of both colleges each year. Graduation and graduation activities and times vary from year to year (refer to Master Calendar). Board members participate as part of the processional and the ceremony. The Board President accepts the graduating class and board members wear a graduation robe with the colors of the discipline appropriate for their degree.

Section 4 – Chapter 1 and 2 Board Policies and Procedures

4.0 Board Policies

The references to the board policies above represent a snapshot/summary of the policy and may not include the entire policy. For complete policies and procedures, please visit the District website www.sbccd.org or click the link here [Board Policies & Procedures](#).

Section 5 – Orientation Checklist and Sign-Off Form

5.0 Board Member Orientation

Per Board Policy 2740, orientation sessions shall be scheduled for new Board of Trustee appointees. A Special Meeting of the Board for the purpose of the orientation shall be called within 30 days of the appointment of a new trustee. Planning and implementation of appropriate information items for the orientation shall be the joint responsibility of the Chancellor and current members of the Board of Trustees.

The Chancellor and the Board shall assist each new member-elect to understand the Board's functions, policies, and procedures before he/she assumes office. Such assistance shall include, but shall not be limited to, providing of written materials and invitations to attend Board meetings and conferences with the Chancellor. New Board members shall be encouraged to attend meetings on a regional basis held as training/information sessions by other organizations.

Orientation to the institution includes:

- Walking tours of the district, campuses, and off-site locations
- Institutional data review
- College history and development, and college catalogs
- Lists and contact information for trustees, college personnel, and student leaders
- Structure and operations of board of trustees
- Structure of higher education at the state level
- Briefings on organization, programs, budget, and facilities of the colleges and sites
- Collegial Consultation, inclusive of 10+1 Board handbook, meeting agendas, and minutes
- Affirmative action plans

- Printed college materials
- Opportunities to meet informally with campus leaders and faculty, staff, students, administrators, and fellow trustees
- Email records disclosure responsibilities

Orientation to trusteeship includes:

- Roles of board and of individual trustees
- Attendance at local, state and national meetings, including the League's New Trustee Orientation Workshop and Legislative Conference
- Review of pertinent laws and board policy
- Board Budget

Appendix 1

San Bernardino Community College District

The mission of the San Bernardino Community College District is to transform lives through the education of our students for the benefit of our diverse communities.

San Bernardino Valley College

San Bernardino Valley College maintains a culture of continuous improvement and a commitment to provide high-quality education, innovative instruction, and services to a diverse community of learners. Its mission is to prepare students for transfer to four-year universities, to enter the workforce by earning applied degrees and certificates, to foster economic growth and global competitiveness through workforce development, and to improve the quality of life in the Inland Empire and beyond.

Crafton Hills College

The mission of Crafton Hills College is to advance the educational, career, and personal success of our diverse campus community through engagement and learning.

Economic Development & Corporate Training

The mission of the Economic Development and Corporate Training division of San Bernardino Community College District (EDCT) is to stimulate the economic prosperity of the Inland Empire through workforce development. This mission will be achieved by:

- Offering customized training solutions that meets the human capital development needs of regional employers;
- Providing innovative job training to the workforce in emerging technologies and high growth areas to foster economic prosperity in the region;
- Building and nurturing partnerships to obtain local/state/federal funds necessary for
- Preparing a highly skilled workforce through short-term training.

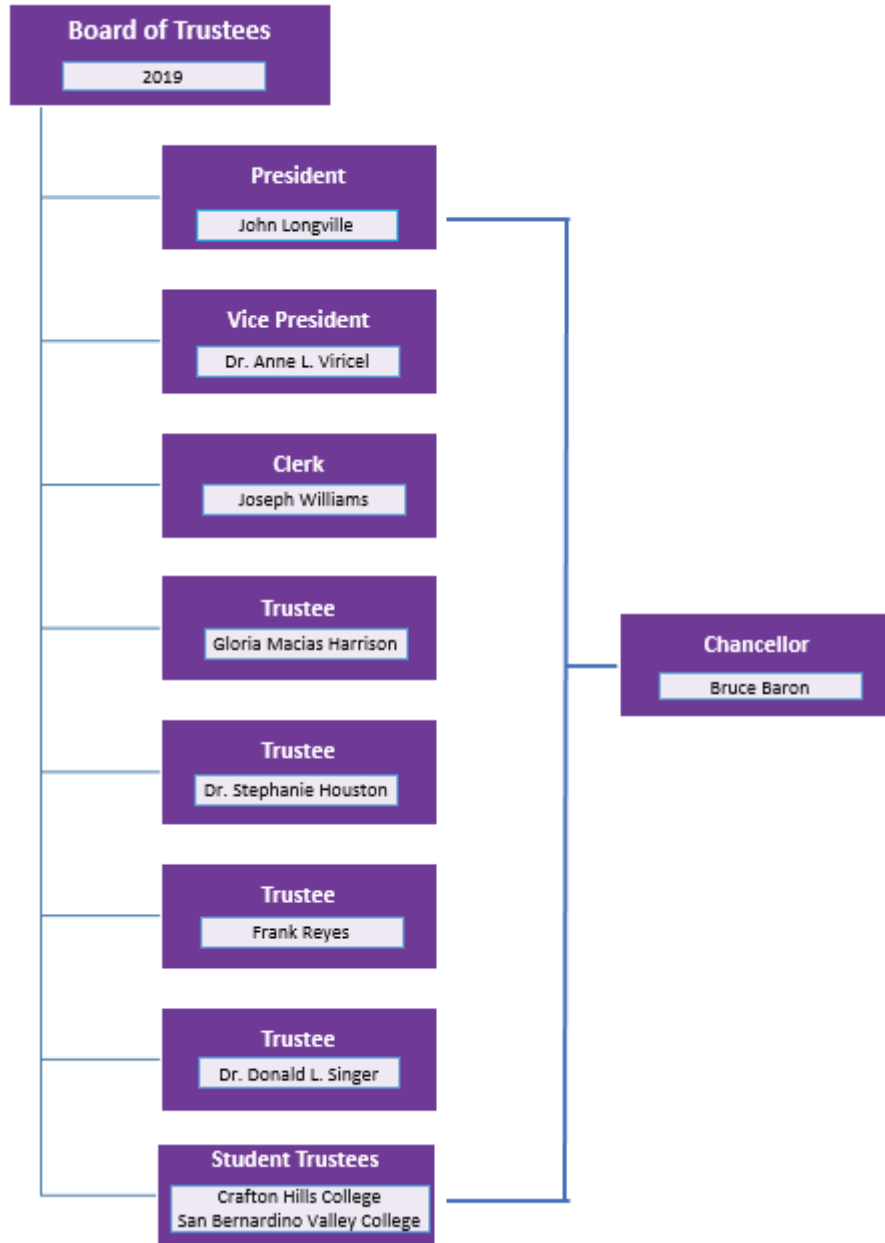
EMPIRE NETWORK/KVCR

KVCR's mission is to be the cultural, educational, informational and communication center of the Inland Empire. KVCR additionally will focus its mission on students. KVCR will become a training ground for students who want to train and work in the media world. This will include:

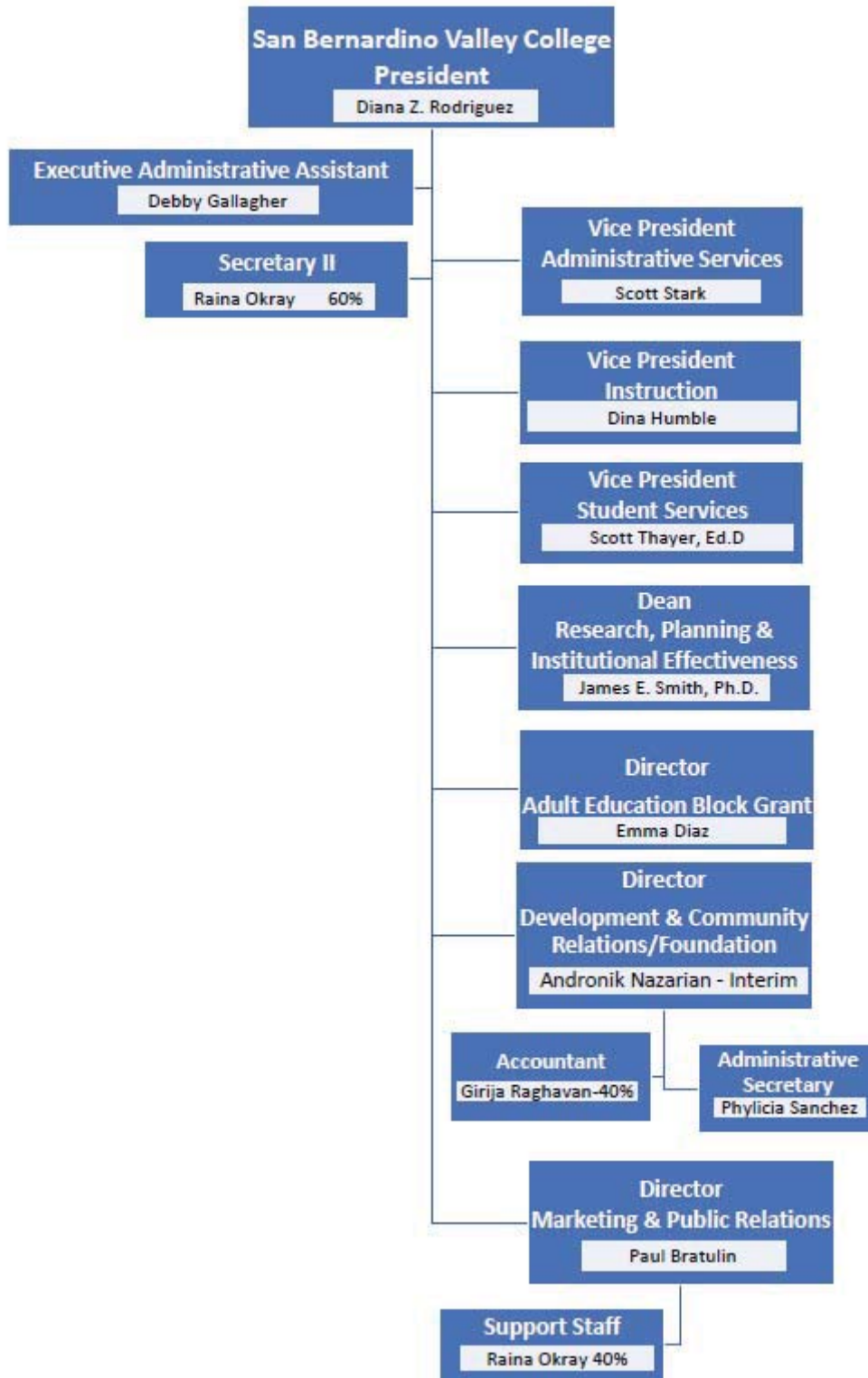
- TV, Radio, Broadband, internet, social media and any form of the media world.

Appendix 2 (as of 8/28/19)

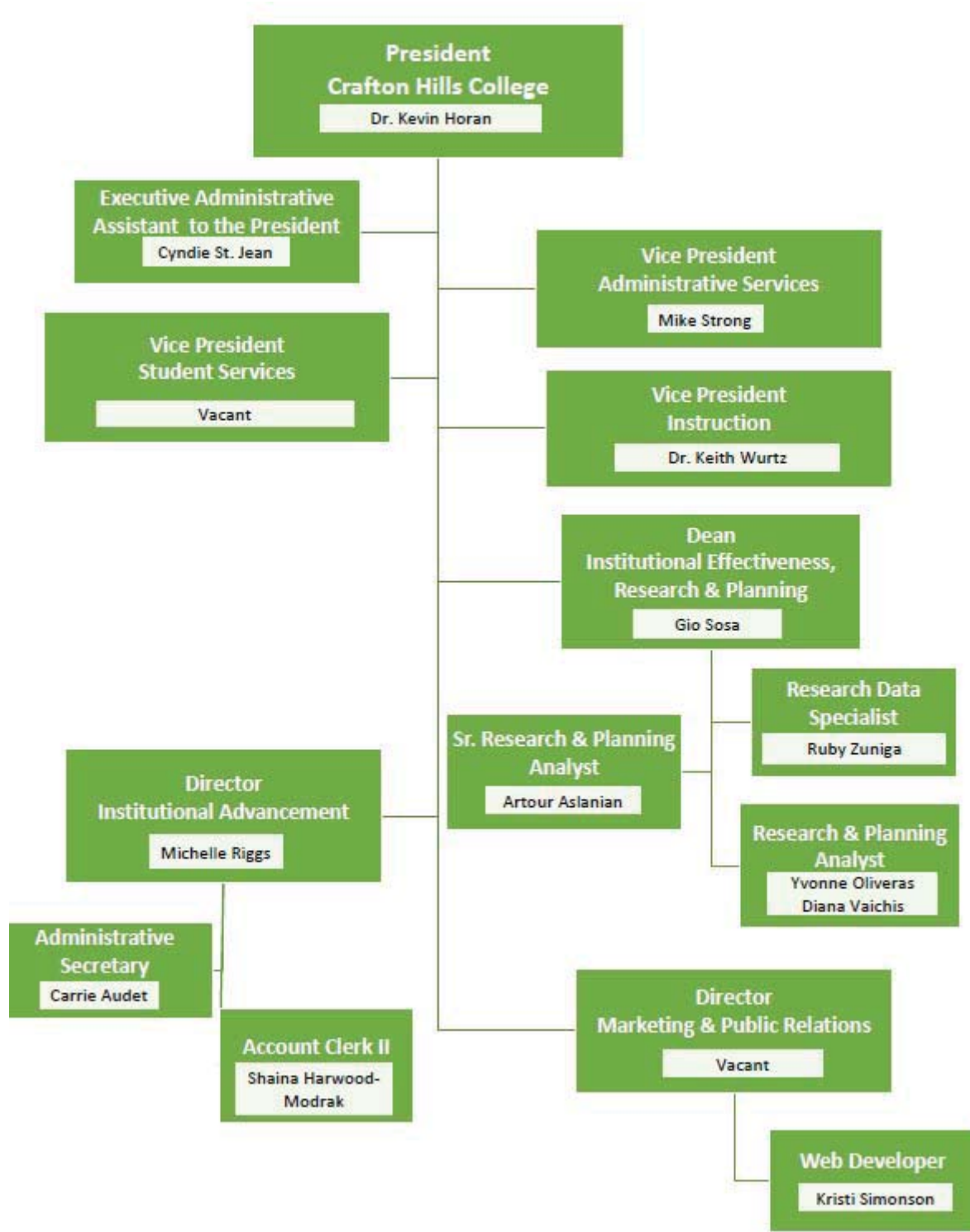
San Bernardino Community College District



San Bernardino Valley College



Crafton Hills College



Appendix 4

Board's Role in Accreditation

The Board must be fully informed of all accreditation actions, reports, visits and progress on accreditation recommendations as they pertain to the Colleges. All reports created in response to Commission actions must be approved or ratified by the Board.

The Accrediting Commission for Community and Junior Colleges (ACCJC) provides a list of Standards that are the basis for comprehensive institutional evaluations for reaffirmation of accreditation on their website <http://www.accjc.org/eligibility-requirements-standards>.

Appendix 5

Institutional Values

- I. Institutional Effectiveness
- II. Learning Centered Institution for Student Access, Retention and Success
- III. Resource Management for Efficiency, Effectiveness and Excellence
- IV. Enhanced and Informed Governance and Leadership

Board Operational Priorities

In order for the Board to support the strategic directions and institutional values, the board will hold itself accountable for the following board activities. They will be a focus of Board inquiry, discussion, and operational priorities.

- Engage & support equity initiatives
- Be more visible on both campuses
- Actively connect to community
- Conduct efficient and effective board meetings focused on big picture
- Monitor the SBCCD Strategic Directions utilizing the quarterly dashboard and student scorecard presentations
- Participate in professional development contributing to an excellent, cohesive, and proactive board

Appendix 6

The Brown Act (Open Meeting Law)

The Board is subject to the Brown Act, also known as the Open Meeting Law. The Brown Act requires that public boards conduct their business in the open. This means that all meetings are open to the public except for a limited number of circumstances, as permitted by the Brown Act. Examples of these limited circumstances include agenda items concerning personnel actions, labor negotiations, and the negotiation of real property.

References: For more information regarding the Brown Act, refer to <http://ag.ca.gov/publications/brownAct2003.pdf>

Trusteeship Skills

EFFECTIVE TRUSTEES bring many skills, backgrounds and experiences to their positions. Following are desirable personal characteristics and skills.

Interpersonal & Communication Skills

- Build and maintain good relations with a wide variety of stakeholders—the public, board members, students and college employees
- Articulate ideas and perspectives
- Understand and accommodate different communication and leadership styles
- Establish and follow communication protocols
- Respond appropriately to media

Analytical Skills

- Seek and weigh diverse perspectives and options
- Think critically and analyze complex and multi-faceted issues
- Understand basic fiscal principles and reports
- Understand and evaluate student success data

Personal Characteristics

- Open-minded and curious
- Supportive and benevolent
- Enthusiastic and energetic
- Trustworthy
- Visionary
- Patient
- Good humored

Values & Attitudes

- Hold student learning and success as the highest value
- Seek and be open to community interests and public participation
- Differentiate between policy and management
- Define and follow ethical principles in decisions and actions, including respect, integrity and fairness
- Honor the culture of the institution when making decisions
- Focus on the future of the college and the community

How to Get the Knowledge & Skills You Need

THERE ARE many resources and avenues for trustees to gain the knowledge and skills necessary to perform their important governance role.

Board Workshops, Study Sessions, & Retreats

Local study sessions and retreats address a wide variety of topics, including advocacy, the Brown Act and other legal issues, budget and fiscal responsibilities, institutional effectiveness, planning and goal setting. Resource people for board workshops include college staff, League facilitators and consultants, attorneys and other specialists.

District Administrators & Other College Leaders

Trustees, particularly new ones, meet with key college administrators and other leaders to learn about the district and its operations, including educational programs, fiscal operations, local decision-making processes, and human resources practices.

District personnel and attorneys are key resources for legal rules, including the Brown Act, conflicts of interest, and collective bargaining processes.

State & National Workshops & Conferences

State and national workshops, particularly those sponsored by the League and ACCT, offer programs to enhance trusteeship, educate trustees on key policy issues, and learn about other board practices and issues. They provide opportunities to discuss state and national policy issues and trends and to shape the local district response.

Practices in Other Districts

Boards benefit from reviewing models and examples from other districts, particularly those related to board policy, setting goals and learning outcomes, delivering education, monitoring operations, protocols for trustee/staff relations, and the like.

Community Relations

Trustees learn about the community by attending community events, meeting with other community boards and board members, and reviewing staff reports on demographics, the economic outlook and other local issues and trends. Board workshops and state conferences provide skill training and strategies for connecting with the community.

Network with Other Trustees

Trustees learn from each other through meeting and staying in contact with trustees at League and ACCT conferences, participating in trustee and CEO regional consortia, and attending meetings of groups such as the California Association of Latino, African American and Asian Pacific American Trustees.

Reading & the Web

Educational materials include briefing papers, board agenda items, and updates from the CEO; the League's Trustee Handbook and other publications on trusteeship; policy briefs and alerts from the League and ACCT; as well as resource materials on leadership and parliamentary procedure. Valuable websites include the League's at www.cleague.org and ACCT's www.acct.org, as well as others devoted to educational and legislative policy, effective governance and the myriad of topics in which trustees are interested.

Trusteeship

Tasks Knowledge & Skills



Community College
League of California



California Community College Trustees
Community College League of California
2017 O St., Sacramento CA 95814 916-444-8641
www.cleague.org

Board Governance

Trusteeship is a profoundly important gift of talent, time, and caring on behalf of the public for the success of students and colleges. As members of governing boards, trustees ensure that colleges add value to their communities.

An effective board

- Creates strong ties to the community in order to best represent the public good.

- Governs through board policies that set broad goals for institutional accomplishments and standards of quality for district operations.

- Hires and supports a chief executive who will lead the district with excellence.
- Monitors the performance of the district to ensure that it is meeting current community needs and anticipating future trends.

The Tasks of Trusteeship

Local Decision-Making

- Ensure that faculty, staff, and students are appropriately consulted and community and state issues.
- Consider faculty, staff, and student recommendations as appropriate

Board Functions

- Board and trustee roles
- Board self-evaluation requirements and processes
- Brown Act provisions, including open and closed meeting requirements
- Rules for running and participating in meetings (basic parliamentary procedure)
- Board agendas and how to place items on the agenda
- How to work as a member of a team or unit

Ethics & Conflicts of Interest

- Establish and periodically review a board code of ethics/standards of good practice
- Observe codes of ethics and standards of practice
- Avoid conflicts of interest and the appearance of conflicts

Fiscal Responsibilities

- Set policy standards for budget planning and fiscal management
- Consider and adopt the district budget
- Consider and approve changes to the budget as required by law
- Monitor the fiscal condition

Educational Quality

- Require and set standards for student success
- Ensure district plans are related to district goals and community needs
- Monitor institutional performance standards
 - Compliance with legal and policy standards
 - Employee performance and quality
 - Program quality
 - Planning and implementing plans
 - Participate in the accreditation process

Policy Decisions

- Consider key trends and issues in policy decisions
- Require that policies are up-to-date
- Monitor policy implementation and adherence to policy standards

TRUSTEES are responsible to govern the college on behalf of the public. In fulfilling that role, trustees perform the following tasks.

Board Functioning

- Work with other trustees and the CEO as part of a team
- Define and fulfill officer and committee responsibilities
- Participate in board self-evaluation
- Study agenda materials prior to meetings
- Contribute to board deliberations
- Establish and follow rules for public participation

Board & CEO Relations

- Conduct the CEO search
- Establish expectations for CEO performance
- Evaluate the CEO
- Maintain a strong board/CEO partnership

Community & State Relations

- Represent community interests in decision-making
- Establish and engage in activities that educate trustees about community needs
- Be visible in the community
- Advocate the college in the community and at the state and national level
- Influence legislators and legislative staff to support community colleges
- Secure support from local leaders for community college interests

District Relations

- Organizational Structure
- Respect the district organization and academic culture
- Set and follow protocols for communicating with college staff and students
- Explain district goals, programs and values to the community

What Trustees Need to Know

IN ORDER to accomplish their tasks, trustees need to know the district they govern, principles of board functioning, and community and state issues.

Board Functions

- Board and trustee roles
- Board self-evaluation requirements and processes
- Brown Act provisions, including open and closed meeting requirements
- Rules for running and participating in meetings (basic parliamentary procedure)
- Board agendas and how to place items on the agenda
- How to work as a member of a team or unit

Board & CEO Relations

- The differences between board and CEO roles and responsibilities
- Compensation and contract provisions
- Evaluation tools and processes
- How to maintain the partnership and support the CEO's leadership

Community & State Relations

- Social, economic, and business trends and needs in the communities
- Key community and business leaders and other external stakeholders
- Strategies to learn about community needs and trends
- Advocacy strategies
- Key issues to advocate
- Legislators and the political process

District Relations

- Organizational Structure
- Formal and informal organizational structure and rationale for its design.
- History, academic values and culture of the college(s)
- Protocols for communicating with employees
- Local Decision-Making
- Laws and regulations related to participation of faculty, staff, and students in decision-making

- The district's local decision-making process and responsibilities
- Collective Bargaining
- Compensation and contracts and the impact on the budget
- Legalities of collective bargaining
- Approaches to bargaining, such as adversarial and interest-based

Ethics & Conflicts of Interest

- Laws and regulations related to conflicts of interest
- Local, state and national codes of ethics or standards of practice for trustees
- How to set and enforce standards
- How to reflect ethical considerations in decision-making

Fiscal Responsibilities

- State Budget
- The state budget development process and how to influence it
- State constraints and requirements for local budgets
- How to maximize state allocation
- Local Budget
- Revenue sources and expenditure categories
- Board responsibilities in the budget process
- District accountability to the State
- How to read financial statements

Educational Quality

- Standards for student success and learning outcomes
- District and college plans (e.g. master facilities, educational and strategic plans)
- Accreditation standards and other effectiveness criteria
- The board's role in accreditation

Policy Decisions

- Related laws and regulations
- Board policy and the policy-making process
- Economic, social, and cultural trends that affect community college policy
- How and when to use legal counsel



Origination:	01/2001
Last Approved:	08/2017
Last Revised:	08/2017
Next Review:	08/2023
Owner:	<i>BOT Board of Trustees:</i>
Policy Area:	<i>Chapter 2 Board of Trustees</i>
References:	<i>Good Practice/Optional</i>

BP 2200 Board Duties and Responsibilities

(Replaces SBCCD BP 2000 and BP 2270)

The Board of Trustees governs on behalf of the citizens of the District in accordance with the authority granted and duties defined in Education Code Section 70902.

The Board is committed to fulfilling its responsibilities to:

- Act as a unit
- Represent the common good
- Set policy direction
- Employ, support, and evaluate the chief executive officer
- Define policy standards for college operations
- Monitor institutional performance
- Create a positive climate
- Support and advocate the interests of the institution
- Lead as a thoughtful, educated team

In addition, the each Board member accepts the following responsibilities to:

- Work as a member of the board unit
- Make being a trustee a priority
- Understand their role and the colleges' roles
- Know the community and represent its best interests
- Be visionary and thoughtful
- Support the colleges' pursuit of their missions
- Act with integrity and respect
- Use influence effectively
- Avoid conflicts of interest

To that end, the Board has established Institutional Values that are reviewed, revised and adopted by the Board each year.

The Board directs the Chancellor to ensure that each entity of the District develops and meets goals to ensure that the Institutional Values are met.

In addition, the Board of Trustees is committed to fulfilling its roles and responsibilities in the following ways:

- Act as a Unit – The board as a whole is a corporate body. It governs as a unit, with one voice. Each trustee contributes his or her talents, skills, and backgrounds to the board but has no power or authority to

act on his or her own to further individual agendas or direct college employees or operations. Individual trustees do not make commitments for the board to constituents, nor do they criticize or work against board decisions once they are made.

- Boards of trustees exist to represent the general public for whom they hold the colleges in trust. They are responsible for balancing and integrating the wide variety of interests and needs into policies that benefit the common good and the future of their region. Trustees should learn as much as they can about the communities they serve. Representing the public means considering multiple viewpoints and discussing the issues in public.
- Set the Policy Direction – Policy is defined as a set of broad statements that define the institutional mission and vision as well as acceptable practices to achieve them. Governing boards provide guidance to the Chancellor and administration of the colleges through their policies. Visionary boards are aware of broad values and diverse needs—they gain this knowledge through the work they do to learn about and communicate with many different groups.
- Employ, Evaluate and Support the Chancellor – One of the essential factors for successful governance is a good relationship between the board and the Chancellor. He or she is the primary agent of the board and is the single most influential person in creating an outstanding institution. Selecting, evaluating, and supporting the Chancellor are among the board's most important responsibilities. This paradoxical relationship works best when there are clear, mutually agreed on expectations and role descriptions. The partnership thrives on open communication, confidence, and trust.
- Define Policy Standards for College Operations – Successful boards of trustees establish policies that set standards for quality, ethics, and prudence in college operations, including the following:
 - Educational Programs and Services – The colleges' educational programs and services are guided by the policy direction set by the board. The board adopts policies that set standards for student achievement and how students should be treated. At its discretion, Program Review or other evaluations processes may be addressed in board policy.
 - Personnel and Human Resources – The board will establish policies that ensure the District and Colleges attract and retain high quality personnel and that hiring, evaluation, and dismissal procedures are legal, equitable, and clear. Policies and budgets should create an expectation for professional development and growth. The board will define standards for salaries and benefits, and collective bargaining processes.
 - Fiscal Health and Stability- The board is responsible for ensuring that the public's money is spent wisely and well. It will set policy standards for the use of public funds. Policy will address budgets, expenditures and protection of assets. The board will adopt a budget based on its support of progress toward the educational goals of the colleges.
- Create a Positive Climate – The board sets the tone for the entire District. Through their behavior and policies, they establish a climate in which learning is valued, and professional growth is enhanced. The importance of student success and adding value to the community are of utmost importance. The board creates a positive climate by focusing on the future, acting with integrity, supporting risk taking, and challenging the Chancellor and college staff to strive for excellence.
- Monitor Institutional Performance – The board is responsible for holding the Chancellor and the Colleges accountable for serving current and future community learning needs. The board, through the Chancellor, will monitor adherence to board policy standards for programs, personnel, and fiscal and asset management. All monitoring processes culminate in the evaluation of the Chancellor as the institutional leader.
- Support and be Advocates for the Colleges – Trustees promote the college in the community and seek support for it from local, state, and national policymakers.
- Lead as a Thoughtful, Educated Team- Each trustee will function as a part of the team, by being well

informed, and committed to working with each other. Trustees will speak openly for their points of view during decision making processes and then will support the position of the board.

References:

ACCJC Accreditation Standard IV (formerly IV.B.1.d);
Education Code Section 70902

Attachments:

[BP 2200 Board Duties and Responsibilities - Comments](#)

[BP 2200 Board Duties and Responsibilities - Legal Citations](#)

Approval Signatures

Step Description	Approver	Date
Board of Trustees 2nd reading	Board Board: [SN]	08/2017
Board of Trustees 1st reading	Board Board: [SN]	07/2017
District Assembly 2nd reading	District Assembly District Assembly: [SN]	06/2017
District Assembly 1st reading	District Assembly District Assembly: [SN]	06/2017
Chancellor's Cabinet	Chancellor's Cabinet Chancellor's Cabinet: [SN]	06/2017

COPY

SAN BERNARDINO COMMUNITY COLLEGE DISTRICT

TO: Board of Trustees
FROM: Jose F. Torres, Interim Chancellor
REVIEWED BY: Jose F. Torres, Interim Chancellor
PREPARED BY: Steven J. Sutorus, Business Manager
DATE: January 31, 2020
SUBJECT: Consideration of Approval for Contracts at or Above \$95,200

RECOMMENDATION

It is recommended that the Board of Trustees approve the contracts on the attached list which are routine in nature, support the ongoing operation of the District, and have a total contract cost at or above \$95,200.

OVERVIEW

In accordance with SBCCD Board Policy 6100, Delegation of Authority, The Board of Trustees delegates authority to the Chancellor to supervise the general business procedures of the District to assure the proper administration of property and contracts. District staff is presenting the attached purchase and/or contract requests, which meet or exceed the formal bid limits, for Board approval in the form of ratification.

ANALYSIS

The California Board of Governors sets the formal bid limit for procurement of goods and or services on an annual basis. The formal bid limit for the current calendar year has been set at \$95,200. Approval of the contracts on the attached list will allow for the successful ongoing operation of the District. Construction services are not included in this board item.

INSTITUTIONAL VALUES

III. Resource Management for Efficiency, Effectiveness, and Excellence

FINANCIAL IMPLICATIONS

The attached purchase and or contract requests have been budgeted for via purchase requisition.

Contracts and Agreements for Approval

Board Date 01-31-2020

Control Number	Vendor Name	Contract Type	Dept/Location	Total New Contract Value	Amended
19183	Association of Community College Trustees	Professional Services	HR/SBCCD	\$100,000.00	
SBCCD Chancellor Search Services					
Term 02/01/2020 - 06/30/2020					

SAN BERNARDINO COMMUNITY COLLEGE DISTRICT

TO: Board of Trustees

FROM: Jose F. Torres, Interim Chancellor

REVIEWED BY: Jose F. Torres, Interim Chancellor

PREPARED BY: Stacey K. Nikac, Administrative Officer

DATE: January 31, 2020

SUBJECT: Nominate and Elect Three (3) Members to serve on the SBCCD BOT Ad Hoc Committee for Chancellor’s Recruitment

RECOMMENDATION

It is recommended that the Board of Trustees nominate and elect three (3) members to serve on the SBCCD BOT Ad Hoc Committee for Chancellor’s Recruitment February 1, 2020 through December 31, 2020.

ANALYSIS

Per Board Policy 2220, the Board may, by action, establish committees that it determines are necessary to assist the Board in its responsibilities. Board committees that are composed solely of less than a quorum of members of the Board that are advisory are not required to comply with the Brown Act, or with these policies regarding open meetings, unless they are standing committees.

Board committees that are only advisory have no authority or power to act on behalf of the Board. Findings or recommendations shall be reported to the Board for consideration.

INSTITUTIONAL VALUES

- I. Institutional Effectiveness
- II. Learning Centered Institution for Student Access, Retention, and Success
- III. Resource Management for Efficiency, Effectiveness, and Excellence
- IV. Enhanced and Informed Governance and Leadership

FINANCIAL IMPLICATIONS

No impact to the budget.

SAN BERNARDINO COMMUNITY COLLEGE DISTRICT

TO: Board of Trustees

FROM: Jose F. Torres, Interim Chancellor

REVIEWED BY: Jose F. Torres, Interim Chancellor

PREPARED BY: Stacey K. Nikac, Administrative Officer

DATE: January 31, 2020

SUBJECT: Approve Members to Participate in State Chancellor's Trustee Fellowship Program

RECOMMENDATION

It is recommended that the Board of Trustees approve two (2) trustees to participate on the Trustee Fellowship.

The following Trustees have expressed interest:

- Williams
- Houston
- Macias Harrison
- Singer

OVERVIEW

The California Community Colleges Chancellor's Office is pleased to partner with the Success Center to enable this fellowship for system leadership.

The scope and depth of the changes implied in the Vision for Success will not be possible without champions throughout all levels of leadership. To help college leaders work more collaboratively to support the Vision's transformational agenda, the Chancellor's Office is launching a year-long fellowship for CEOs and select trustees that builds upon a presentation by the Chancellor's Office and the Aspen Institute at the California Community College League's 2018 annual meeting.

The fellowship's program will be co-developed by the Aspen Institute and will focus on helping participants develop a better collective understanding about students' experiences and the institutional barriers that challenge their success, and to partner on solutions in support of the Vision. The program will enable deep dives into topics of interest to CEOs and their trustee partners, such as:

- Diversity, Equity and Inclusion
- Using Data
- Guided Pathways
- Developmental Education Reform
- Hiring and Evaluating College Leaders
- Collaborative Governance

ANALYSIS

Participation in the fellowship is limited to CEOs and two trustees from each board and it requires a year-long commitment of two full-day conferences and seven half-day regional convenings.

CEOs are encouraged to include the board chair as one of the two participants and to consider the following in selecting another trustee:

- A trustee whose area of interest or expertise is student success and related policy and practice
- A trustee who is a planning liaison
- A trustee who tends to serve as a spokesperson for the board relating to student success issues
- A trustee who is already connected to reform efforts such as Guided Pathways or AB705
- A trustee who would benefit from engaging with other trustees focused on student success reforms

The first statewide convening will be hosted in La Jolla, California on April 30, 2020 – the day before CCLC’s Annual Trustee Conference. The schedule for the remaining of the program has not yet determined.

INSTITUTIONAL VALUES

I. Institutional Effectiveness

II. Learning Centered Institution for Student Access, Retention, and Success

III. Resource Management for Efficiency, Effectiveness, and Excellence

IV. Enhanced and Informed Governance and Leadership

FINANCIAL IMPLICATIONS

No impact to the budget.

California Community Colleges Trustee Fellowship Overview

Significant reforms designed to advance student success have transformed California community colleges in recent years. These efforts to improve student experiences, increase economic mobility and enhance California's economy are directly aligned with the system's *Vision for Success* goals, and making the necessary policy and practice changes to reach these goals requires support from all levels of leadership. The Trustee Fellowship is designed to help trustees and their Chief Executive Officers (CEOs) continue to collaborate in support of the *Vision*.

Genesis of the Fellowship

In 2018, at the annual conference of the Community College League of California (CCLC), then-Executive Vice Chancellor Laura Hope and Joshua Wyner from the Aspen Institute presented a three-hour session on transformational leadership and the *Vision for Success* to 65 participants. The session covered ways elected district trustees can support their colleges' implementation of Guided Pathways, a way of providing students with clear, educationally coherent program maps that include specific course sequences, progress milestones, and program learning outcomes. Trustees found this training valuable and asked for additional training on a regional level to facilitate participation and to broaden the discussion to include the role of related Guided Pathways reforms.

Feedback from trustee participants indicated that as the system experiences rapid growth and change, this information would be helpful more broadly to new *and* veteran trustees across the system who set policies and align resources to improve student completion and equity. Participants said that with an increased understanding of the goals and commitments in the *Vision*, plus access to tools and resources on change management and external relations, district leaders could be better prepared to lead locally to improve student success.

The Chancellor's Office consulted with several CEOs on the design of the Fellowship and presented this proposal to CCLC's CEO and Trustee Boards for input. The fellowship, designed in response to this feedback, will build on the Aspen Institute's curriculum on transformational change presented at the 2018 CCLC annual conference and will delve deeply into issues affecting students at California Community Colleges.

Theory of Action

The Trustee Fellowship provides an opportunity for board trustees and their CEOs to:

- Develop a better collective understanding about students' experiences, the institutional barriers that challenge their success, and potential solutions
- Learn and ideate together, and thereby enhance collaboration, about important topics that require policy leadership in order to improve student success
- Strategically inquire in a place more removed from day-to-day pressures than typical board meetings
- Understand the range of systemwide reforms and student success initiatives they can leverage to lead their districts in impacting local and *Vision for Success* goals

The CCC Trustee Fellowship niche

The Trustee Fellowship is a transformational change program that engages all 72 district CEOs with their board chairs and other trustees in collective learning and ideating. This fellowship is also a unique opportunity for the Chancellor's Office to support CEOs and trustees as they address challenges

together. Other programs provide training on critical topics such as ethics, governance and budgeting, but no other program addresses issues and goals *specific to their college and the CCC system overall*, such as local goals, *Vision for Success* goals, and major reforms like Guided Pathways and English and math placement and support. While other programs provide training to small groups of trustees, no other program convenes them all together. The fellowship takes less total time than other programs but offers unique opportunities for deep engagement on transformational change with peers. However, this program will align with CCLC's trustee training programs to facilitate certification credit.

Overall program design

- Two full-day conferences: one conference on April 30, 2020 and one in late winter or spring 2021
- Seven half-day convenings in the regions enabling deep dives into student success topics
- A potential mentorship component enabling trustee fellows to share knowledge with non-participant trustees

Recruitment and Selection Process

- All 72 district CEOs are encouraged to participate
- CEOs are encouraged to work with their boards to select two trustees to participate
- In selecting two trustees, CEOs should consider including the board chair and should consider including trustees who...
 - Have expertise in or are interested in student success and related policy and practice
 - Act as a planning liaison on their board
 - Tends to serve as a spokesperson for the board relating to student success issues
 - Works to support reform efforts such as Guided Pathways or AB705

Curriculum

April 30, 2020 statewide convening - tentative curriculum:

- Report on current context of the system with the latest student achievement data available
- Discussion of the *Vision for Success* and the opportunity to achieve systemwide goals with the Guided Pathways framework
- Integration of initiatives such as developmental education reform and Student Centered Funding Formula with the *Vision for Success*
- Understanding what makes colleges excellent (Aspen Institute curriculum)
- Asking the right questions and using data to make decisions
- Presentations by students and other subject matter experts

Regional Convening Topics

The regional convenings will include deep dives into student success topics that are important to participants, such as:

- Equity
- Leadership and governance
- Data and student success metrics
- Organizational change
- Budgets and policy development
- Guided Pathways
- Faculty diversity and equitable hiring
- Food/housing insecurity

- Aiming for the excellence exhibited by winners of the Aspen Prize
- Leveraging funding for reforms
- Affordability for students
- Integrated planning
- Local goal-setting

SAN BERNARDINO COMMUNITY COLLEGE DISTRICT

TO: Board of Trustees
FROM: Jose F. Torres, Interim Chancellor
REVIEWED BY: Jose F. Torres, Interim Chancellor
PREPARED BY: Jose F. Torres, Interim Chancellor
DATE: January 31, 2020
SUBJECT: Prioritized Board Directives for the 2020-21 General Fund Budget

RECOMMENDATION

It is recommended that the Board of Trustees review and discuss the attached Board Directives for the 2020-21 General Fund budget.

OVERVIEW

District Administrative Procedure 6200, Budget Preparation, calls for the Board of Trustees to give initial direction concerning the distribution of resources for the 2020-21 budget prior to March 1, 2020.

ANALYSIS

The attached directives were presented to the trustees for first read at the January 9, 2020 Board meeting. They are now being submitted for discussion at the Board's annual retreat. It is anticipated that the Board will have second read and final approval at its February 13, 2020 business meeting.

INSTITUTIONAL VALUES

III. Resource Management for Efficiency, Effectiveness, and Excellence

FINANCIAL IMPLICATIONS

This board item has no financial implications.

**Prioritized Board Directives for the
2020-21 General Fund Budget¹**

(Submitted for discussion at January 30-3, 2020 Board retreat.)

[v.1.14.2020.p.1|1]

Consistent with SBCCD Administrative Procedure 6200 Budget Preparation, the Board of Trustees provides staff with initial direction concerning the distribution of resources for the next fiscal year's budget prior to March 1. SBCCD's budget shall be prepared in accordance with Title 5, the California Community Colleges Budget and Account Manual, and all other related state and federal laws and regulations.

- 1) Align unrestricted general fund and student success funding with the State Chancellor's Vision for Success.
- 2) Allocate funding to support the implementation of the SBCCD Promise.
- 3) Maintain a fund balance range of 10-15% in the Unrestricted General Fund (state minimum is 5%), unless fund balance is utilized for specially identified *one-time*¹ needs as authorized by the Board of Trustees.
- 4) Allocate funding through the [collegially approved](#) resource allocation model to provide for safe, energy efficient and well-maintained facilities that contribute to student success.
- 5) ~~Funding for any n~~New positions must be approved through the process of program review or any other prioritization process as established at the colleges and district offices [before being funded](#).

¹ *One-time* is defined as an expenditure that has no ongoing commitment. While one-time needs may be repeated in future years, the nature of the expenditure must conform to the definition.



District Budget Committee (DBC) Recommendation 2020-01

To: Jose Torres, Interim Chancellor

Date: 1/21/2020

From: District Budget Committee

Re: District Budget Committee Recommendation 2020-01
Request for Clarification of Prioritized Board Directives for the 2020-21 Budget

On January 16, 2020, the DBC approved a recommendation to request clarification of the budget directives and specifically directive 4. *Allocate funding through the collegially-approved resource allocation model to provide for safe, energy efficient and well-maintained facilities that contribute for success.*

Although the directives state they are for the general fund budget, it appears that this directive could be referring to the bond fund and/or the capital outlay fund. Therefore, the committee would appreciate further clarification.

Chancellor Cabinet Response:

Chancellor

Date

SAN BERNARDINO COMMUNITY COLLEGE DISTRICT

TO: Board of Trustees

FROM: Jose F. Torres, Interim Chancellor

REVIEWED BY: Jose F. Torres, Interim Chancellor

PREPARED BY: Stacey K. Nikac, Administrative Officer

DATE: January 31, 2020

SUBJECT: Board Goals

RECOMMENDATION

It is recommended that the Board of Trustees review the District & Chancellor Goals for 2019-2020, and update goals as necessary.

OVERVIEW

District & Chancellor Goals (from District Strategic Plan – formerly Strategic Directions): The Chancellor shall ensure that the District has and implements a broad-based comprehensive, systematic and integrated system of planning that involves appropriate segments of the college community and is supported by institutional effectiveness research (BP 3225).

ANALYSIS

The Board of Trustees met for their annual Board Retreat on June 13-14, 2019. As part of the discussions, the District & Chancellor Goals were developed and approved.

INSTITUTIONAL VALUES

- I. Institutional Effectiveness
- II. Learning Centered Institution for Student Access, Retention, and Success
- III. Resource Management for Efficiency, Effectiveness, and Excellence
- IV. Enhanced and Informed Governance and Leadership

FINANCIAL IMPLICATIONS

No impact to the budget.



Board of Trustees

2019-2020 District and Chancellor Goals
(from District Strategic Plan – formerly Strategic Directions)
Approved 8/8/19

GOAL 1: STUDENT SUCCESS

Provide the programs and services necessary to enable all students to achieve their educational and career goals.

Objective 1.1

Increase student success while preserving access, enhancing quality, and reducing attainment gaps associated with income, race, ethnicity, age, and gender.

Objective 1.2

Increase the number of students who complete developmental education programs and progress to successful completion of freshman-level courses.

GOAL 2: ENROLLMENT AND ACCESS

Increase access to higher education for populations in our region.

Objective 2.1

Increase our student population to improve the higher education participation rate and supply a well-equipped, educated workforce for our communities.

Objective 2.2

Provide transfer, career and technical, and developmental education access to meet student needs.

Objective 2.3

Enhance the public image of the San Bernardino Community College District.

Objective 2.4

Increase awareness of San Bernardino Valley College and Crafton Hills College as viable higher education options.

Objective 2.5

Continue to diversify the District's student and employee populations to be reflective of the community.

GOAL 3: PARTNERSHIPS OF STRATEGIC IMPORTANCE

Invest in strategic relationships and collaborate with partners in higher education, Pre-K-12 education, business and workforce development, government, and other community organizations.

Objective 3.1

Enhance existing and secure new higher education partnerships to improve student transfer rates.

Objective 3.2

Enhance existing and secure new Pre-K-12 partnerships to improve student pathways; increase awareness of SBVC and CHC as viable options for higher education; and enhance the image of the San Bernardino Community College District.

Objective 3.3

Enhance existing and secure new business and workforce development partnerships for student internship opportunities, student pathways, incumbent worker training, and to enhance career and technical education course curriculum.

Objective 3.4

Enhance existing and secure new government and community partnerships to increase funding for improving student success and increasing student access.

GOAL 4: DISTRICT OPERATIONAL SYSTEMS

Improve District systems to increase administrative and operational efficiency and effectiveness.

Objective 4.1

Improve District systems to increase administrative and operational efficiency and effectiveness with an emphasis on student records, human resources, facilities, technology, financial systems, and other workflow operational systems.

GOAL 5: NEW FUNDING FORMULA

Monitor and effectively respond to changes in the State Chancellor's new funding formula.

Objective 5.1

Actively monitor and effectively respond to changes in the State Chancellor's new funding formula which may affect the District's budget and overall ability to meet its mission.



2019-2020 Operational Priorities *(formerly Board Goals)* Approved July 11, 2019

In order for the Board to support the District & Chancellor Goals and Institutional Values, the board will hold itself accountable for the following board activities. They will be a focus of Board inquiry, discussion, and operational priorities.

- Engage and support equity initiatives.
- Understand the impact of new student centered funding formula to best inform policies.
- Oversee the Measure CC Bond progress timeline and implementation.
- Monitor progress toward expected outcomes based on strategic directions.
- Participate in professional development opportunities contributing to an excellent governance team.