

**MENDOCINO-LAKE COMMUNITY COLLEGE DISTRICT  
BOARD OF TRUSTEES AGENDA - REGULAR MEETING**

**Wednesday, February 9, 2011**

**Mendocino College - 1000 Hensley Creek Road – Ukiah CA 95482**

**Board Room, Room 1060, MacMillan Hall**

**9:00 AM – 3:00 PM**

**CALL TO ORDER /PLEDGE OF ALLEGIANCE**

**1. PUBLIC COMMENTS**

This time is set aside for general public comments. Additionally, comments may be made at time of discussion of any item. After being recognized by the Chair, those wishing to make comments are asked to stand at the podium, give their name, city of residence and affiliation, if any, and address their comments to the Board Chair. Trustees may ask questions of the speaker for clarification but will not discuss items that are not on the agenda. The Board Chair may refer the subject to College staff for research or for the item to be placed on a subsequent agenda.

**2. APPROVAL OF AGENDA**

2.1 Agenda Approval

**3. ACTION/DISCUSSION ITEMS**

Discussions led by Board President Clark:

3.1 Semi-annual review of Trustee Goals and Objectives 9:00 – 10:00 AM  
Discuss activities completed to meet objectives

3.2 Annual Review of Board Responsibilities 10:00 – 10:30 AM

3.3 Meeting Organization 10:30 – 11:30 AM  
◆ Meeting Protocols  
◆ Trustee Reports – Purpose and Content

Lunch Break 11:30 AM – 12:15 PM

Discussions led by Superintendent/President Lehner:

3.4 Future Visioning – Mission/Vision/Values/Goals 12:15 – 2:00 PM  
◆ Visioning with Planning and Budgeting Committee (PBC) members.

3.5 Participatory Governance/Governance Structure/PPAC 2:00 – 2:45 PM  
◆ Participatory governance  
◆ Process for writing/revising policies

3.6 Future Agenda Items 2:45 – 3:00 PM

**5. ADJOURNMENT**

**ADA Compliance: Persons with disabilities needing assistance, please notify the Superintendent/President's Office at 468-3071 no later than 24 hours prior to the scheduled meeting. Meetings are held in locations which are wheelchair accessible.**

**Agenda Packet and Supporting Documents Notice: The agenda packet and supporting materials can be viewed in the President's Office, Room 1070, Mendocino College, 1000 Hensley Creek Road, Ukiah CA or on the College's website at [www.mendocino.edu](http://www.mendocino.edu).**



# Mendocino College

## Goals and Objectives of the Mendocino-Lake Community College District Board of Trustees 2010/2011

The over-arching goals of the Mendocino College Board of Trustees are to support the College mission and vision by setting and reviewing policy, defining the CEO job responsibilities and parameters, monitoring the performance of the CEO, and performing the Board’s fiduciary responsibility by ensuring that the College remains fiscally viable.

Specific objectives are segregated below into those that will aid the effectiveness and efficiency of the Board operations and those that will help the College meet its five strategic goals.

### Maintaining and Improving Board Operations

- a) At quarterly Board workshops discuss attributes of future Board operations. (Where does the Board want to be in five years? Ten years?)
- b) Review Board goals and objectives at semi-annual Board workshops and evaluate the Board’s progress towards achieving goals and objectives.
- c) Determine legal boundaries of trustee areas and explore changes to election years.
- d) Review and update trustee by-laws and other Board policies to align with Title V and the California Education Code.
- e) Continue a trustee professional development program by attending conferences when the budget permits, and by engaging in self study activities to increase knowledge of Mendocino College, California Community Colleges, and community colleges nationwide.
- f) Learn more about College departments, programs and committees and their contributions to meeting the strategic goals of the College by including informational reports and/or presentations on Board agendas.
- g) Conduct a bi-annual evaluation of the Board of Trustees; align the evaluation process with Board policies and the Board Goals and Objectives.
- h) Continue to nurture effective working relationships with fellow trustees and with the CEO.
- i) Review meeting protocols bi-annually to ensure effective and productive Board meetings.

### Working to Achieve the Five Goals of the College Strategic Plan

#### 1. Become a learner-centered institution by focusing on student success.

Objectives

Activities Completed

a) Encourage and support the development and continuation of strong educational programs and services.	
b) Review and discuss measures of program effectiveness and student success.	
c) Explore opportunities for the Board to recognize student achievement.	

**2. Improve student access to college programs and services.**

<u>Objectives</u>	<u>Activities Completed</u>
a) Review and discuss measures regarding effectiveness of student access programs.	
b) Participate with other educational boards to review need and effectiveness of basic skills, career and technical programs, transfer programs, online courses and contract education.	
c) Support development of Internet and wireless delivery of services and programs.	

**3. Enhance campus life through increased student and staff engagement in non-instructional activities.**

<u>Objectives</u>	<u>Activities Completed</u>
a) Attend college functions such as performances, athletic events and in-services.	
b) Encourage and support development of extra-curricular and co-curricular activities (e.g. speaker series, public and electronic forums).	

**4. Maximize the efficient use and procurement of financial, human and physical resources.**

<u>Objectives</u>	<u>Activities Completed</u>
a) Ensure fiscal responsibility by reviewing and potentially revising budget parameters and by reviewing annual budget and staffing for support of student learning needs and strategic goals and objectives.	
b) Join other College constituents in lobbying efforts with legislators in Sacramento and Washington.	
c) Review budget priorities for trustees' professional development, travel and other Board expenses.	
d) Monitor progress on implementation of Measure W building projects.	

**5. Build new and stronger relationships with businesses, educators, agencies and other constituents of our community.**

<u>Objectives</u>	<u>Activities Completed</u>
a) Participate in community activities and events and bring information back to the Board and the College.	
b) Increase communication with business, industry, non-profit organizations and other community groups; assist College in establishing connections in the community.	
c) Continue to work productively with the Mendocino College Foundation and support the Annual Director/Trustee Fund.	
d) Learn more about other education boards, such as MCOE and LCOE, and other publicly elected boards. Attend meetings of other boards when possible.	
e) Develop database of trustee connections to community organizations.	



# BOARD POLICY

No. 203

MENDOCINO - LAKE COMMUNITY COLLEGE DISTRICT

## DUTIES AND AUTHORITY

1. The Board of Trustees of Mendocino-Lake Community College District is subject to provisions of the Constitution of the State of California. The Board exists and derives its authority from the Education Code, the Government Code and Title V of the Code of Regulations.

The Board of Trustees shall:

- Provide policy direction for the District while delegating administrative authority to the Superintendent/President as Chief Executive Officer.
- Establish policies for, and approve, current and long-range academic and facilities plans and programs, and promote orderly growth and development of the community colleges within the District.
- Establish policies for and approve courses of instruction and educational programs.
- Establish academic standards; probation, dismissal and readmission policies; and graduation requirements not inconsistent with the minimum standards adopted by the Board of Governors.
- Employ and assign all personnel not inconsistent with the minimum standards adopted by the Board of Governors and establish employment practices, salaries, and benefits for all employees not inconsistent with the laws of this state.
- To the extent authorized by law, determine and control the District's operational and capital outlay budgets. The Board of Trustees shall determine the need for elections for override tax levies and bond measures and request that those elections be called.
- Manage and control District property. The Board of Trustees may contract for the procurement of goods and services as authorized by law.
- Establish procedures not inconsistent with minimum standards established by the Board of Governors to ensure faculty, staff, and students the opportunity to express their opinions at the campus level and to ensure that these opinions are given every reasonable consideration, and the right to participate effectively in District and college governance, and the right of academic senates to assume primary responsibility for making recommendations in the areas of curriculum and academic standards.
- Establish rules and regulations governing student conduct.
- Establish student fees as it is required to establish by law, and, in its discretion, fees as it is authorized to establish by law.
- In its discretion, receive and administer gifts, grants, and scholarships.
- Provide auxiliary services as deemed necessary to achieve the purposes of the community college.
- Within the framework provided by law, determine the District's academic calendar, including the holidays it will observe.
- Hold and convey property for the use and benefit of the District. The Board of Trustees may acquire by eminent domain any property necessary to carry out the powers or functions of the District.
- Participate in the consultation process established by the Board of Governors for the development and review of policy proposals and changes in Title V.

2. The Board of Trustees shall monitor the performance of the institution. The Board shall:
  - Hold the college accountable for serving its communities by establishing what effect the college should have on its communities and monitoring progress toward that end.
  - Monitor adherence to the legal, ethical and prudent limitations placed on the administration related to college operations
  - Monitor adherence to college policies.
3. Board members shall have authority only when acting as a Board of Trustees legally in session. The board shall not be bound in any way by any statement or action on the part of any individual Board member or employee, except when such statement or action is pursuant to specific instructions by the Board of Trustees.
4. For the establishment of policies, all policy revisions or new policies shall be placed on the agenda of a regularly scheduled board meeting first as information for discussion purposes and the following month for action unless it is deemed necessary to expedite policy approval.

Education Code 70902

*Date Adopted:*      *December 19, 1978*  
*Revision:*            *December 12, 2007*



# BOARD POLICY

No. 204

MENDOCINO - LAKE COMMUNITY COLLEGE DISTRICT

## ORGANIZATION

### Organizational Meeting

The Board of Trustees is required to hold an annual organizational meeting that shall take place on a day within a 15-day period that commences with the first Friday in December in accordance with Ed Code 72000 (2)(A).

### Officers

At the regularly scheduled meeting of the Board of Trustees in October, the current President of the Board shall appoint an Ad Hoc Nominating Committee consisting of three members of the Board. The sole purpose of this Ad Hoc Committee shall be to make a recommendation of a slate of officers-elect to the full Board at its Annual Organizational Meeting in December.

At the annual organizational meeting, the Board of Trustees shall elect a President, Vice-President, and Clerk from among its members and the Superintendent/President shall serve as Secretary to the Board.

Officers shall serve for one year but may be reelected for an additional consecutive year. In the event of a vacancy in an office, the Board shall fill the vacancy for the unexpired term.

Elections shall be by an affirmative vote of at least four Board Members and shall not be by secret ballot. Brown Act 54952.6, 54953(c)

### Duties of Officers

The President of the Board shall have all rights of any member of the Board, including the right to move, second, discuss, and vote on any and all questions before the Board.

A special meeting may be called at any time by the President of the Board or by a majority of the members of the Board. Brown Act 54946

The President of the Board shall:

- Preside at all meetings of the Board, maintain order, and enforce the rules of the Board
- Appoint all committees, unless otherwise ordered by the Board.
- Consult with the Superintendent/President on board meeting agendas
- Communicate with individual board members
- Execute and sign all documents on behalf of the Board as required
- Represent the Board at official events or ensure board representation

The Vice President of the Board shall:

- Perform all duties of the President in the event of absence, disability, resignation, or death of the President
- Assist the President in identifying and implementing trustee community connections; maintain related database.

The Clerk of the Board shall:

- Certify or attest to actions taken by the Board of Trustees as required
- In the event of the absence of the President and Vice President, serve as President

If all three officers are absent, the remaining members, if a quorum, shall select one member to serve as President Pro Tem.

The Secretary of the Board shall:

- Attend all Board meetings and closed sessions, unless excused, and in such cases to assign a designee
- Prepare and post Board meeting agendas, notify members of the Board of special, emergency and adjourned meetings
- Keep a record of all proceedings of the Board
- Prepare and sign all papers and official documents as required
- Post all legal notices as prescribed by law
- Represent the Board in securing opinions from College legal counsel
- Perform other duties as may be directed by the Board of Trustees or as required by law

Time and Place of Meetings

At the annual organizational meeting, the Board of Trustees shall set the time and place for the regular meetings for the following year.

Ed Code 72000

Adopted: December 19, 1978  
Revised: April 7, 1982  
October 1, 2003  
September 19, 2007





# BOARD POLICY

No. 207

MENDOCINO - LAKE COMMUNITY COLLEGE DISTRICT

## DELEGATION OF AUTHORITY

The Board of Trustees of the Mendocino-Lake Community College District delegates to the Superintendent/President of the District the executive responsibility for administering the policies adopted by the Board and executing all decisions of the Board requiring administrative action. In the initiation and formulation of District policies, the Superintendent/President shall act as the professional advisor to the Board.

The Superintendent/President may delegate any powers and duties entrusted to him/her by the Board including the administration of the main campus and the centers, but he/she will be specifically responsible to the Board for the execution of such delegated powers and duties.

The Superintendent/President is empowered to reasonably interpret Board policy. In situations for which the Board has provided no policy for administrative action, the Superintendent/President shall have the power to act, but his/her decisions shall be subject to review by the Board. It shall be the duty of the Superintendent/President to inform the Board promptly of such action and to recommend a written Board policy if one is required.

The Superintendent/President is expected to perform the duties contained in the Superintendent/President's job description and fulfill other responsibilities as may be determined in annual goal-setting or evaluation sessions. The job description and goals and objectives for performance shall be developed by the Board in consultation with the Superintendent/President.

Ed Code 70902(d), 72400; Accreditation Standard IV.B.1.j: IV.B.2

# BOARD AND CEO ROLES DIFFERENT JOBS DIFFERENT TASKS

## **Introduction**

Local boards of trustees and chief executive officers play different roles and have different responsibilities in leading their districts. Boards of trustees exert leadership through governing the college on behalf of the community. Chief executives lead by administering and managing the institution in accordance with board governing policies.

This publication identifies many of the different, yet complementary, roles and tasks of district CEOs and boards. It is designed to help boards and district CEOs define their own roles and expectations of each other and clarify what each contributes to their institutions. The areas addressed include:

- Board and CEO Relationship
- Leading the Organization
- Educational Program
- Fiscal Affairs
- Human Resources
- Community Relations
- Legislative Relations
- Legal Affairs

The board of trustees and the CEO are both responsible for building and maintaining a strong board/CEO partnership. Respect, communication, and honoring the different responsibilities are the basis for the trust that is essential to be an effective governing/leadership team.

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## **Advisory Committee on Education Services**

1998-1999 Chairs: Ann Foxworthy, Superintendent/President, Allan Hancock CCD; Jerry Patterson, Trustee, Coast CCD

1999-2000 Chairs: Floyd Hogue, Superintendent/President, Fremont-Newark CCD; Nancy Palmer, Trustee, Sierra Joint CCD

Staff to Committee: Cindra Smith, Director of Education Services

## AUTHORITY IN LAW

Education Code Section 70902 authorizes local boards of trustees for the community colleges and defines their powers.

E. C. 70902 authorizes board responsibilities in the following areas:

- college plans
- program approval
- academic standards and graduation requirements
- personnel and employment practices
- budgets
- tax and bond elections
- district property
- local decision-making process
- student conduct
- fees
- grants, gifts, and scholarships
- auxiliary services
- academic calendar
- Board of Governors' consultation

Chief executives gain their authority from boards. E.C. 70902 and 72400 state that boards may delegate authority for the above to the chief executive officer and other college staff and committees. Other sections of the Education Code identify more specific board responsibilities.

Title V of the Administrative Code also defines tasks for the board, CEO and others. The Chancellor's office is responsible for monitoring whether colleges fulfill these conditions.

The Community College League of California's Policy and Procedure Service identifies mandated board policies and administrative procedures (available by subscription in summer, 2000). Please contact the League for more information.

## POLICY

Most of the board tasks listed in this document refer to the board's policy role. "Policy" defines the general goals and acceptable practices for an institution. The board is responsible to discuss the general values and priorities that should be reflected in policy. The CEO and staff usually draft policy statements that incorporate these values and present them to the board for discussion and approval. The CEO also alerts the board about external factors that many require policy changes.

## STRENGTHENING THE BOARD AND CEO RELATIONSHIP

Governing boards and CEOs are partners in leading the institution. As partners, they have the following tasks:

- goal setting and evaluation
- communication
- board operations

BOARD SUPPORT FOR CEO	CEO SUPPORT FOR BOARD
<b>Goal Setting and Evaluation</b>	
<ul style="list-style-type: none"> <li>• Establish goals and expectations in consultation with the CEO</li> <li>• Periodically evaluate the CEO</li> <li>• Engage in periodic board self-evaluation</li> </ul>	<ul style="list-style-type: none"> <li>• Establish goals and expectations in consultation with the board; regularly report progress</li> <li>• Ensure that there are CEO and board self evaluation processes</li> </ul>
<b>Communication</b>	
<ul style="list-style-type: none"> <li>• Maintain open communication</li> <li>• Direct the CEO only as a board, not as individual trustees</li> <li>• Keep the CEO informed of major issues and questions; follow the ‘no surprises’ rule</li> <li>• Establish and follow processes for board and staff communication that honor the CEO’s leadership role; do not direct staff</li> <li>• Call the CEO before board meetings if there are questions about agenda items</li> <li>• Refer complaints and comments to CEO; listen impartially</li> <li>• Always publicly support the CEO and college staff</li> <li>• In multi-campus districts, notify the chancellor before approaching college presidents</li> </ul>	<ul style="list-style-type: none"> <li>• Maintain ongoing communication via e-mail, written, or phone updates</li> <li>• Keep all board members informed of issues and major events; follow the ‘no surprises’ rule</li> <li>• Accommodate different communication styles as feasible</li> <li>• Treat all board members equally and respectfully</li> <li>• Provide the same information to all board members</li> <li>• Contact all board members before each board meeting to address any questions</li> <li>• Follow up when the board refers comments or problems</li> <li>• Always publicly support the board</li> <li>• In multi campus districts, keep college presidents informed of board issues and concerns</li> </ul>
<b>Board Operations</b>	
<ul style="list-style-type: none"> <li>• Adopt and follow policies that:                             <ul style="list-style-type: none"> <li>• Define structure and role of the board and its officers</li> <li>• Establish standards for trustee and board behavior</li> <li>• Define meetings and meeting practices</li> </ul> </li> <li>• Define the level of information and support desired from the CEO; study and discuss the information provided</li> <li>• Attend conferences and other events to maintain own knowledge and skills</li> </ul>	<ul style="list-style-type: none"> <li>• Provide adequate support for the board to follow its governing policies</li> <li>• Work with the chair to uphold the standards of practice</li> <li>• Work with the board chair to develop meeting agendas</li> <li>• Prepare meeting agenda items that engage trustees in broad policy-level discussions</li> <li>• Provide sufficient information to empower boards to make wise policy decisions</li> <li>• Support and manage trustee and board development</li> <li>• Invite and accompany trustees to conferences and events</li> </ul>

## ORGANIZATIONAL LEADERSHIP

Governing boards and CEOs play important and complementary roles in leading the organization. Task areas in organizational leadership include:

- general oversight
- policy making
- planning
- external leadership roles
- organizational structure
- decision making

BOARD ROLE AND TASKS	CEO ROLE AND TASKS
<b>General Oversight</b>	
<ul style="list-style-type: none"> <li>• Lead the institution through effective governing policies</li> <li>• Work in partnership with the CEO</li> <li>• Support the CEO as the institution’s leader</li> <li>• Create a positive climate for effective leadership through supporting institutional leaders and modeling integrity, vision, and ethical behavior</li> </ul>	<ul style="list-style-type: none"> <li>• Lead and administer the institution</li> <li>• Implement and comply with board policy</li> <li>• Work in partnership with the board; support the governing role of the board</li> <li>• Ensure that board policies are up to date and followed</li> <li>• Create a positive climate and provide effective leadership by modeling integrity, vision, and ethical behavior</li> </ul>
<b>Policy Making</b>	
<ul style="list-style-type: none"> <li>• Identify and discuss broad policy-level values inherent in issues before the board</li> <li>• Reference and use current policy when making decisions</li> <li>• Provide thoughtful input early in the policy drafting process</li> <li>• Periodically review policies to ensure they are up-to-date</li> </ul>	<ul style="list-style-type: none"> <li>• Identify broad policy implications inherent in issues and agenda items presented for board discussion</li> <li>• Reference current policy when presenting items for board action</li> <li>• Seek general input from the board prior to drafting policy</li> <li>• Establish and manage a system for periodic review of broad policy</li> </ul>
<b>Planning</b>	
<ul style="list-style-type: none"> <li>• Adopt policies that require and set parameters for effective planning</li> <li>• Be knowledgeable about future community needs and interests</li> <li>• Contribute to the development of the policy direction (mission, vision, and goals)</li> <li>• Ensure that public and community interests are represented in the mission, vision and policy goals</li> <li>• Ensure that the policy direction meets current and future community needs</li> </ul>	<ul style="list-style-type: none"> <li>• Anticipate and articulate future trends and needs</li> <li>• Lead and manage a visionary and comprehensive planning processes</li> <li>• Articulate the mission, vision, and goals; work in partnership with the board</li> <li>• Ensure that planning responds to current and future community needs</li> <li>• Ensure that all district plans are linked</li> <li>• Ensure that college operations and budgets are aligned with plans</li> <li>• Keep the board informed on progress toward accomplishing plans and goals</li> </ul>

BOARD ROLE AND TASKS	CEO ROLE AND TASKS
<b>External Leadership Roles</b>	
<ul style="list-style-type: none"> <li>• Be active in the community</li> <li>• Actively support the college(s) in the community</li> <li>• Participate in state conferences and, as time permits, in state and national community college associations</li> </ul>	<ul style="list-style-type: none"> <li>• Be an active community leader</li> <li>• Participate in state and/or national associations and conferences</li> <li>• As time permits, become involved in state and/or national leadership positions</li> </ul>
<b>Organizational Structure</b>	
<ul style="list-style-type: none"> <li>• Establish policies that: <ul style="list-style-type: none"> <li>• Define criteria for the organizational structure</li> <li>• Delegate authority to CEO to determine the organizational structure</li> </ul> </li> <li>• Periodically review organization structure to ensure it meets board criteria</li> </ul>	<ul style="list-style-type: none"> <li>• Determine, in consultation with key college personnel, an organizational structure that: <ul style="list-style-type: none"> <li>• Is designed to achieve institutional goals</li> <li>• Meets board standards for effective organization</li> </ul> </li> <li>• Report to the board on the effectiveness of the organizational structure in meeting board goals and standards</li> </ul>
<b>Decision Making</b>	
<ul style="list-style-type: none"> <li>• Establish and follow policies that define administrative, faculty, student, and classified staff roles in policy development and decision making</li> <li>• Establish and maintain formal processes for open communication with academic senate, classified staff and student leaders</li> </ul>	<ul style="list-style-type: none"> <li>• Develop and administer clear processes for administration, faculty, classified staff and student participation in policy development and decision making</li> <li>• Ensure that information and training is provided to facilitate effective participation by college constituencies in decision-making processes</li> </ul>

## EDUCATIONAL PROGRAMS AND SERVICES

This area includes teaching and learning and the instructional and student services programs of the district. Academic Senates play a major role in these areas through their responsibility for the “academic and professional matters” specified in Title 5.

Task areas in educational programs and services include:

- general oversight
- treatment of students
- academic programs and services
- institutional effectiveness

BOARD ROLE AND TASKS	CEO ROLE AND TASKS
<b>General Oversight</b>	
<ul style="list-style-type: none"> <li>• Adopt policies that define and delegate clear and appropriate authority and responsibility for educational programs and services to CEO, as well as the Academic Senate</li> <li>• Review and approve significant changes to programs as required by state law and board policy</li> </ul>	<ul style="list-style-type: none"> <li>• Lead and administer the delivery of high quality educational programs and services, including planning, development, program review, and staffing</li> <li>• Inform the board about the major programs and services of the college</li> <li>• Seek approval from the board as required</li> </ul>
<b>Treatment of Students</b>	
<ul style="list-style-type: none"> <li>• Adopt policies that define clear criteria for student status and progress</li> <li>• Adopt policies that ensure fair and equitable treatment of students</li> <li>• Determine whether or not the board wishes to be a court of appeal for student grievances</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure that student progress and goal achievement are appropriately recorded and recognized</li> <li>• Ensure that procedures exist and are followed for fair and equitable treatment of students, including discipline, due process, and grievances</li> </ul>
<b>Academic Programs and Student Services</b>	
<ul style="list-style-type: none"> <li>• Monitor that programs are aligned with policy direction and plans</li> <li>• Require program review or other processes that address ongoing evaluation and improvement of programs</li> <li>• Be aware of the scope of offerings of the district</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure that the delivery of educational programs, curriculum, and student services are in accordance with district plans</li> <li>• Establish and maintain processes that foster quality, effectiveness, relevancy, and efficiency</li> </ul>
<b>Institutional Effectiveness</b>	
<ul style="list-style-type: none"> <li>• Define “student success”</li> <li>• Require the CEO to develop accountability and evaluation programs and processes</li> <li>• Monitor how effective the institution is in achieving its goals and student success</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure a comprehensive program to monitor institutional effectiveness</li> <li>• Keep the board informed on progress toward accomplishing plans and goals</li> <li>• Provide reports to the board that enable it to be accountable to the local community and state and federal agencies</li> </ul>

## FISCAL AFFAIRS

Boards of trustees and chief executive officers share the responsibility to ensure that the district enjoys fiscal health and stability. Fiscal affairs include:

- budgeting
- financial activity
- asset protection and management
- fundraising and grants
- monitoring fiscal health

BOARD ROLE AND TASKS	CEO ROLE AND TASKS
<b>General</b>	
<ul style="list-style-type: none"> <li>• Establish policies that set standards for fiscal affairs</li> <li>• Approve budgets and expenditures as required by laws and board policy</li> <li>• Monitor the fiscal health of the institution by establishing a monitoring schedule and studying reports</li> <li>• Require long-range projections of the fiscal status</li> </ul>	<ul style="list-style-type: none"> <li>• Establish and enforce administrative procedures that implement board policy and ensure the legal, ethical, and prudent management of college resources</li> <li>• Present clear and informative budgets and reports to the board</li> <li>• Keep the board informed about the financial status of the district</li> </ul>
<b>Budgeting</b>	
<ul style="list-style-type: none"> <li>• Adopt policies that require and define standards in the areas of:                             <ul style="list-style-type: none"> <li>• Budget assumptions</li> <li>• Balanced budgets</li> <li>• Adequate reserve</li> <li>• Long-range revenue projections</li> <li>• Long-range projections for expenditure commitments (e.g. personnel, salaries and benefits, equipment, contracts)</li> <li>• Facility needs and maintenance</li> </ul> </li> <li>• Approve the budget using board policy standards as criteria</li> <li>• Require short and long-term fiscal impact information on relevant agenda items such as equipment purchases, loans, and investments</li> </ul>	<ul style="list-style-type: none"> <li>• Develop and use a set of assumptions in budget planning</li> <li>• Develop and implement an inclusive budget planning process</li> <li>• Present and interpret a budget to the board using policy criteria and assumptions</li> <li>• Analyze current financial position and present to the board long-range financial needs and proposals</li> <li>• Alert the board about significant changes in the budget; submit for approval as required by policy</li> <li>• Ensure that budget planning is linked to college and program plans</li> </ul>
<b>Financial Activity</b>	
<ul style="list-style-type: none"> <li>• Adopt policies that contain standards for:                             <ul style="list-style-type: none"> <li>• Fund transfers</li> <li>• Purchase of equipment</li> <li>• Hiring and changes in status of personnel</li> <li>• Contracts</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Develop procedures that ensure that expenditures and accounting processes are prudent, efficient, and adhere to law, board policy and auditing principles</li> <li>• Monitor income, expenditures, and cash flow</li> <li>• Monitor adherence to procedures for expending and accounting for funds</li> </ul>



BOARD ROLE AND TASKS	CEO ROLE AND TASKS
<ul style="list-style-type: none"> <li>• Bid proposals and contracts</li> <li>• Paying obligations</li> <li>• Filing financial reports</li> <li>• Adopt policies that define when board approval is required for fiscal actions</li> <li>• Approve contracts and expenditures as required by law and board policy, including real property transactions</li> <li>• Approve TRANS and other major cash management strategies</li> </ul>	<ul style="list-style-type: none"> <li>• Present contracts, expenditures, and other fiscal items to the board for approval as required</li> <li>• Review the need for and propose TRANS and other cash management programs in a timely manner</li> </ul>
<b>Asset Protection and Management</b>	
<ul style="list-style-type: none"> <li>• Adopt policies that define and require: <ul style="list-style-type: none"> <li>• Sound investment practices</li> <li>• Sound cash flow management</li> <li>• Adequate protection and security</li> <li>• Adequate liability and insurance coverage</li> <li>• Risk management programs</li> </ul> </li> <li>• Monitor that policies are being followed</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure that investment and cash flow management practices meet board criteria</li> <li>• Ensure that college assets and personnel are adequately protected and secured</li> <li>• Ensure that liability and insurance coverage meets board policy standards</li> <li>• Establish an adequate risk management program</li> </ul>
<b>Fundraising and Grants</b>	
<ul style="list-style-type: none"> <li>• Determine the need for, approve, and actively support bond elections</li> <li>• Provide leadership to create a foundation and establish links between the district and foundation boards</li> <li>• Support the foundation and fundraising efforts</li> <li>• Adopt policies that set criteria and priorities for grants</li> <li>• Accept or approve grants as required by law</li> <li>• Understand the short and long-range implications of grants</li> </ul>	<ul style="list-style-type: none"> <li>• Prepare information that helps the board determine the need for and approve bond elections</li> <li>• Lead and administer various fundraising efforts, including the foundation and asset management activities</li> <li>• Keep the board informed about grants sought and awarded, including their implications for the college</li> <li>• Present grants for board approval as required;</li> </ul>

BOARD ROLE AND TASKS	CEO ROLE AND TASKS
<b>Monitoring Fiscal Health</b>	
<ul style="list-style-type: none"> <li>• Require periodic reports to monitor fiscal control policies and accounting processes</li> <li>• Require regular reports on the fiscal status of the institution</li> <li>• Become educated about financial statements and their implications</li> <li>• Define broad expectations for the independent audit of the district accounts and business procedures</li> <li>• Set criteria for an auditing firm to conduct the annual audit</li> <li>• Review the audit report</li> <li>• Discuss deviations (if any) and give appropriate direction to CEO</li> </ul>	<ul style="list-style-type: none"> <li>• Periodically, report to the board compliance with fiscal control policies</li> <li>• Periodically report the fiscal condition of the institution; provide a summary that clearly shows the relationship of expenditures to budget</li> <li>• Educate the board on how to read financial statements</li> <li>• Assist the board with the selection of an auditing firm</li> <li>• Cooperate with and auditor so the audit is thorough</li> <li>• Assist the board in reviewing the audit report</li> <li>• Correct deviations (if any) found as a result of the audit</li> </ul>

## HUMAN RESOURCES

The area of human resources includes all personnel and employment issues, and is subject to numerous state and federal laws and regulations. The board and CEO work together to address:

- hiring and other personnel practices
- treatment of personnel
- professional development
- salaries, benefits, and collective bargaining

BOARD ROLE AND TASKS	CEO ROLE AND TASKS
<b>Personnel Hiring</b>	
<ul style="list-style-type: none"> <li>• Establish policies that require:                             <ul style="list-style-type: none"> <li>• Selection of the best qualified personnel</li> <li>• Administrative, faculty, and staff diversity</li> <li>• Competitive salaries and working conditions, within budget constraints</li> </ul> </li> <li>• Set policy regarding which positions require board approval</li> <li>• Compliance with equal employment and affirmative action laws</li> <li>• Ratify hires as required by law (based on compliance with policy)</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure that personnel recruitment and hiring processes are:                             <ul style="list-style-type: none"> <li>• Fair, legal, comply with laws</li> <li>• Result in good applicant pools</li> <li>• Reflect well on the institution</li> </ul> </li> <li>• Seek to achieve that staff diversity reflects college and community populations</li> <li>• Forward personnel actions to the board as required; inform the board about other key personnel changes</li> </ul>
<b>Treatment of Personnel</b>	
<ul style="list-style-type: none"> <li>• Establish policies that require:                             <ul style="list-style-type: none"> <li>• Fair and effective evaluation and supervision processes</li> <li>• Safe and pleasant working environment</li> <li>• Clear grievance procedures</li> <li>• Due process in employee discipline and termination</li> <li>• Academic freedom</li> <li>• Protection of privacy</li> </ul> </li> <li>• Adopt policies that guide implementation of ADA and harassment laws</li> <li>• Adopt policies that ensure appropriate consultation with and delegation of authority to employee groups</li> <li>• Establish clear processes for board/staff communication that do not abrogate the board/CEO relationship</li> <li>• Support CEO recommendations on disciplinary action or terminations when cause is demonstrated and procedures have been followed</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure that:                             <ul style="list-style-type: none"> <li>• Personnel regulations and procedures are fair, legal, and equitable and meet board policy criteria</li> <li>• Personnel manuals and handbooks are current and public</li> <li>• Personnel procedures are implemented and followed</li> <li>• Grievance procedures are clear, equitable, and followed</li> <li>• Discipline and termination are for demonstrable cause and follow procedures</li> </ul> </li> <li>• Seek legal counsel when needed; share information with the board</li> <li>• Alert the board early to personnel problems that may become public or reach the board level</li> <li>• Provide adequate information to the board about personnel problems and recommendations</li> </ul>

BOARD ROLE AND TASKS	CEO ROLE AND TASKS
<b>Professional Development</b>	
<ul style="list-style-type: none"> <li>• Establish policy expectations for staff orientation and ongoing professional development</li> <li>• Publicly recognize staff achievements</li> <li>• Engage in trustee and board development</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure that resources are allocated for professional and staff development</li> <li>• Encourage professional development and staff recognition programs</li> <li>• Engage in ongoing learning</li> <li>• Support trustee education and development</li> </ul>
<b>Salaries, Benefits, and Collective Bargaining</b>	
<ul style="list-style-type: none"> <li>• Delegate clear authority to the CEO or other agent to engage in collective bargaining on behalf of the board</li> <li>• Set criteria for salaries and benefits that establish competitive, fair wages and that protect current and future district resources</li> <li>• Ask the CEO to provide options and analyses on negotiating positions and their implications</li> <li>• Participate in training on positive bargaining practices</li> <li>• Provide clear direction to the CEO, including parameters for negotiations</li> <li>• Set and adhere to positive bargaining practices; stay on the “high road”</li> <li>• Maintain the confidentiality of bargaining positions</li> </ul>	<ul style="list-style-type: none"> <li>• Engage in positive bargaining practices; follow board standards and criteria</li> <li>• Provide the board with an analysis of the implications of various options in the bargaining process</li> <li>• Provide training in collective bargaining approaches for all those involved in the process, as well as the board</li> <li>• Inform the board of union proposals</li> <li>• Maintain good communication with the board regarding the status of the negotiations</li> <li>• Delegate clear authority to the negotiating agents and ensure that they understand board parameters and budget constraints</li> </ul>

## COMMUNITY RELATIONS

Governing and leading community-based institutions requires boards and CEOs to be active participants in their communities and ensure strong college-community connections. Community relations roles and tasks are in the areas of:

- community involvement
- marketing and media relations
- foundation support

BOARD ROLE AND TASKS	CEO ROLE AND TASKS
<b>General</b>	
<ul style="list-style-type: none"> <li>• Ensure that general interests of the external communities are represented in board decisions</li> <li>• Advocate for and support the colleges in the community</li> <li>• Maintain links with business, government and community leaders</li> <li>• Adopt policies that govern:                             <ul style="list-style-type: none"> <li>• community relations</li> <li>• marketing and public relations</li> <li>• foundations and fundraising</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Ensure that district programs respond to community needs</li> <li>• Advocate for and support the colleges in the community</li> <li>• Maintain links with business, government and community leaders</li> <li>• Lead and administer programs that                             <ul style="list-style-type: none"> <li>• Reflect a positive image for the college</li> <li>• Engender community support for the college</li> <li>• Ensure strong college and community connections</li> </ul> </li> </ul>
<b>Community Involvement</b>	
<ul style="list-style-type: none"> <li>• Seek out various community perspectives</li> <li>• Establish and engage in systematic methods to link with community representatives and policy-makers including:                             <ul style="list-style-type: none"> <li>• K-12 boards</li> <li>• local governments</li> <li>• community and business policy boards</li> <li>• higher education policy and advisory boards</li> </ul> </li> <li>• Adopt policies that:                             <ul style="list-style-type: none"> <li>• Ensure community input into strategic planning and institutional evaluation</li> <li>• Encourage partnerships and relationships with community organizations</li> <li>• Define community use of college facilities</li> </ul> </li> <li>• Set the policy direction for community service</li> </ul>	<ul style="list-style-type: none"> <li>• Establish a culture that fosters responsiveness to community needs and positive relations with the public and community groups.</li> <li>• Actively seek and foster professional relationships with education, government, business, and other community leaders</li> <li>• Participate in community events and service organizations</li> <li>• Encourage partnership programs with K-12 and higher education institutions</li> <li>• Ensure that planning processes assess and respond to community needs</li> <li>• Ensure a comprehensive program of community services and events</li> <li>• Establish and monitor procedures for public use of and participation in college facilities, programs, services, and events</li> </ul>

BOARD ROLE AND TASKS	CEO ROLE AND TASKS
<b>Marketing and Media Relations</b>	
<ul style="list-style-type: none"> <li>• Adopt policies that:               <ul style="list-style-type: none"> <li>• Set parameters for marketing and public relations programs</li> <li>• Establish standards of good practice (ethics) for trustee relations with the public and media</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Establish and administer comprehensive public relations operations; ensure the accuracy and quality of communication to public</li> <li>• Keep board informed about               <ul style="list-style-type: none"> <li>• Issues that may result in media contacts</li> <li>• Public relations and marketing efforts</li> </ul> </li> </ul>
<b>Foundation Support</b>	
<ul style="list-style-type: none"> <li>• Adopt policies that establish the direction and parameters for a foundation</li> <li>• Support and monitor the foundation</li> <li>• Establish links with the foundation board of directors</li> </ul>	<ul style="list-style-type: none"> <li>• Establish a foundation and ensure that it is effective</li> <li>• Actively support foundation activities through personal involvement</li> </ul>

## LEGISLATIVE RELATIONS

Legislative support is important for institutional success. The board and CEO play key roles in working with legislators and garnering support. The area of legislative relations includes:

- understanding policy trends and issues
- establishing and communicating priorities and needs
- advocating on behalf of the institution

BOARD ROLE AND TASKS	CEO ROLE AND TASKS
<b>Policy Trends and Issues</b>	
<ul style="list-style-type: none"> <li>• Engage in ongoing study of policy issues and trends through reading and conference attendance</li> <li>• Allocate time at board meetings and hold study sessions to discuss policy issues, trends, and system priorities</li> <li>• Understand the impact of state and national policy on local mission and goals</li> </ul>	<ul style="list-style-type: none"> <li>• Establish processes to stay up-to-date on policy issues and trends</li> <li>• Monitor and gather relevant information</li> <li>• Ensure the board is aware of policy issues and trends:                             <ul style="list-style-type: none"> <li>• Provide summaries of key points</li> <li>• Forward legislative alerts and other relevant information to the board</li> </ul> </li> <li>• Design board agendas to allow time to discuss issues</li> <li>• Provide background and analysis of key initiatives to enable the board to take a position</li> </ul>
<b>Local Priorities</b>	
<ul style="list-style-type: none"> <li>• Allocate time to study and understand local community needs and priorities</li> <li>• Adopt positions that further the ability of the district to achieve its goals</li> <li>• Discuss local priorities and issues with the CCCT board of directors and the Community College League staff</li> </ul>	<ul style="list-style-type: none"> <li>• Provide information and analysis to the board of local trends and issues that may require legislative response</li> <li>• Inform the board of the impact of state and national legislative initiatives on local priorities</li> <li>• Forward positions to state associations and the Chancellor’s Office</li> </ul>
<b>Legislative Advocacy</b>	
<ul style="list-style-type: none"> <li>• Identify and make key contacts with legislators</li> <li>• Ensure that the CEO and all board members are introduced to key contacts</li> <li>• Study issues to ensure effective communication with legislators</li> <li>• Maintain ongoing and appropriate communication with legislators</li> <li>• Advocate on behalf of the college and its contributions to the community</li> <li>• Support board positions, as well as state system and association positions where not in conflict</li> </ul>	<ul style="list-style-type: none"> <li>• Manage the board’s legislative advocacy activities</li> <li>• Identify and make key contacts with legislators; ensure board members are introduced to key contacts</li> <li>• Identify a legislative liaison on the staff</li> <li>• Arrange for legislators to visit the district; include board members in these visits</li> <li>• Provide information to the board for advocacy purposes</li> <li>• Inform the board of Chancellor’s Office, state and national association positions</li> </ul>

## LEGAL AFFAIRS

Governing boards and CEOs share the responsibility to ensure that the district:

- abides by local, state, and federal laws and legal intent
- uses legal counsel prudently

BOARD ROLE AND TASKS	CEO ROLE AND TASKS
<b>Laws and Regulations</b>	
<ul style="list-style-type: none"> <li>• Adopt policies specifically required by law and regulation</li> <li>• Delegate authority to the CEO and require that procedures exist that comply with local, state and national laws and regulations</li> <li>• Monitor compliance</li> <li>• Follow laws related to board practices, including conflicts of interest, open and public meetings, confidentiality of closed sessions, and political practices</li> </ul>	<ul style="list-style-type: none"> <li>• Be aware of laws and regulations that affect the institution</li> <li>• Inform the board and new trustees about major laws and regulations</li> <li>• Ensure that administrative procedures exist and are followed to comply with law and regulation</li> <li>• Monitor compliance and report to the board</li> <li>• Advise the board about laws and regulations that affect the board</li> </ul>
<b>Legal Actions and Counsel</b>	
<ul style="list-style-type: none"> <li>• Request legal counsel only as a board; work through the CEO</li> <li>• Request legal advice well in advance of potential problems</li> <li>• Accept and expect realistic assessments of the board's legal position</li> <li>• Establish policies that guide the CEO's response to lawsuits and threats of legal action</li> <li>• Adopt policies that insure and protect the assets and personnel of the district, as well as the board</li> </ul>	<ul style="list-style-type: none"> <li>• Recommend appropriate legal counsel to advise the board</li> <li>• Inform the board of legal counsel used to advise the college</li> <li>• Inform the board of threats of legal action and lawsuits</li> <li>• Keep the board informed of progress on and outcomes of legal matters</li> <li>• Prepare summaries and analyses that review all options for the board when board action is required on legal issues</li> <li>• Ensure that the district has adequate liability protection</li> </ul>





## **Mendocino College Trustees' Participation in Board Meetings**

### **Purpose**

The purpose of this document is to provide guidance to trustees to ensure efficient and effective Board meetings.

### **Protocols for Both Open and Closed Sessions of the Board of Trustees**

1. Recognize that the Trustees have authority only as a Board.
2. Prepare for meetings by thoroughly reading Board agendas.
3. Apprise the Superintendent/President of questions or concerns prior to the meetings.
4. Ensure requests that involve staff time are important to the college decision-making process and justify staff time involved.
5. Actively participate in meetings and provide appropriate input.
6. Prior to speaking, request permission from the Board President.
7. Limit discussion to items on the agenda.
8. Ask relevant questions to clarify information needed for decision making.
9. Actively listen to others.
10. Respect others' views.
11. Consider issues, not personalities.
12. Clarify the pros and cons of all alternatives.
13. Be objective. Consider what is best for the institution as a whole, not what will benefit a particular department or individual.
14. Advocate for positions based upon thorough study and objective reflection.
15. Help the chair to conclude debate when all sides have been fully explored.
16. Table or postpone an item if information is insufficient.
17. Abstain from voting when there is a possible financial conflict of interest.
18. Don't take a position just to avoid offending a fellow board member or member of the public.
19. Put all trustee reports in writing and submit in time to be included in agenda packet. Board President to ask for oral reports only on things that occurred after the written report was submitted.

### **Additional Protocols for Closed Sessions**

1. Do not discuss closed session matters outside of the meeting room.
2. Return personal and confidential material to the Superintendent/President at the conclusion of the closed session.
3. Ensure the safekeeping of notes related to closed session matters.
4. Only the Superintendent/President may update an absent trustee about closed session discussions.

# **Trustee Protocols for Effective Trusteeship**

## **Purpose**

The purpose of this document is to provide guidance to trustees to ensure efficient and effective Board meetings. The goal is for meetings to be orderly and to be a good use of time for everyone participating.

Recognize that Trustees have authority only as a Board making decisions in an open, public meeting. Remember that this is a meeting of the Board IN PUBLIC, not a meeting of the Board WITH THE PUBLIC. Discussion should remain amongst board members.

## **Prior to Meetings**

1. Put all trustee reports in writing and submit in time to be included in agenda packet.
2. In keeping with the “No Surprises” rule, apprise the Superintendent/President of agenda items you may want to remove from the consent calendar and other items with which you have concerns.
3. Prepare for meetings by thoroughly reading Board agendas.
4. Ask questions of the Superintendent/President during scheduled one-on-one conversations prior to the meeting.
5. Re-ask questions at the meeting only when you and the Superintendent/President agree that it is pertinent to ALL Board members.
6. Ensure requests that involve staff time are important to the college decision-making process and justify staff time involved.

## **During the Meeting**

7. Prior to speaking, request permission from the Board President.
8. Actively participate in meetings, listen to others, add appropriate input.
9. Limit discussion to items on the agenda and restrict comments and questions to topics relating to the District.
10. Respect others views; consider issues, not personalities.
11. Be objective. Consider what is best for the institution as a whole, not what will benefit a particular department or individual.
12. Don't take a position just to avoid offending a fellow board member or member of the public.
13. Advocate for positions based upon thorough study and objective reflection.
14. Table or postpone an item if information is insufficient.
15. Help the Board President to conclude debate when all sides have been fully explored.
16. Questions should be asked of the Superintendent/President who will call on staff as needed.
17. Board members are required by law to vote “yes” or “no” and abstain only for financial conflicts.

## **Following the Meeting**

18. Publicly support the decisions of the Board.

## **Closed Sessions**

19. Do not discuss closed session matters outside of the meeting room.
20. Return personal and confidential material to the Superintendent/President at the conclusion of the closed session.
21. Ensure the safekeeping of notes related to closed session matters.
22. Only the Superintendent/President may update an absent trustee about closed session discussions.



# BOARD POLICY

No. 205

MENDOCINO - LAKE COMMUNITY COLLEGE DISTRICT

## MEETINGS OF THE BOARD OF TRUSTEES

### Regular Meetings of the Board

Regular meetings of the Board shall normally be held on the first Wednesday of the month at the Ukiah Campus, 1000 Hensley Creek Road, Ukiah, California. Annually, one meeting shall be held at the Lake Center and one meeting shall be held at the Willits Center. An annual schedule of meetings shall be developed at the December Organizational meeting and shall be available on the District's website.

All regular meetings of the Board shall be held within the boundaries of the District except in cases where the Board is meeting with another local agency or is meeting with its attorney to discuss pending litigation if the attorney's office is outside the District.

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

### Conduct of Meetings

Conduct of the meetings shall be by Roberts Rules of Order, Newly Revised for "small body" accommodations and by the Board's adopted list of meeting protocols.

### Special and Emergency Meetings

Special meetings may be called from time to time by the President of the Board 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 disaster, and other activity that severely impairs public health or safety.

### Quorum and Voting

A quorum of the Board shall consist of a majority of board members. The Board shall act by majority vote of all of the membership of the Board, except as noted below.

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

- Resolution of intention to sell or lease real property (except where a unanimous vote is required);
- Resolution of intention to dedicate or convey an easement;
- Resolution authorizing and directing the execution and delivery of a deed;

- Action to declare the District exempt from the approval requirements of a planning commission or other local land use body;
- Appropriation of funds from an undistributed reserve;
- Resolution to condemn real property.

The following actions require an unanimous vote of all members:

- 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;
- Resolution authorizing lease of District property under a lease for the production of gas.

**No action shall be taken by secret ballot.**

### Agendas

The Board Agenda is a primary tool for carrying on the Board of Trustee's business. The development and preparation of the Agenda is the responsibility of the Superintendent/President in consultation with the Board President. See also Board Policy 204 Organization.

Agendas shall be posted and distributed in accordance with the requirements of the Brown Act.

The order of business may be changed by consent of the Board. The Board may act only on posted agenda items and shall not deliberate on items which are not on the posted agenda.

See Policy 206 regarding public participation in board meetings.

Closed Session shall be held as permitted by law. All matters discussed or disclosed during a lawfully held closed session are confidential. Violations of confidentiality shall be addressed by Policy 302 District Code of Conduct and Policy 208 Board Code of Ethics. Trustees who are absent from Closed Session shall be updated at their request solely by the Superintendent/President.

### Minutes

The Superintendent/President as Secretary of the Board shall cause minutes to be taken in open session. The minutes shall contain a record of all actions taken by the Board. The minutes shall records the names of the Board members present including their arrival to and departure from the meeting.

### Reference:

Education Code Section 72000(d), 72023.5, 72121, 72121.5, 72122, 72129, 81310 et seq., 81365, 81511, 81432;

Government Code 6250 et seq., 53094, 54950-54963 (The Ralph M. Brown Act)

Code of Civil Procedure Section 1245.240

*Adopted: December 19, 1978*

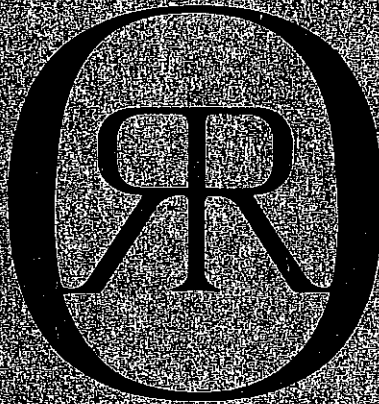
*Revised: April 7, 1982*

*September 8, 2010*

# ROBERT'S RULES OF ORDER NEWLY REVISED

TENTH EDITION

HENRY M. ROBERT, III, WILLIAM J. EVANS,  
DANIEL H. HONEMANN, THOMAS J. BALCH



THE ONLY CURRENT AND AUTHORIZED EDITION OF  
THE CLASSIC WORK ON PARLIAMENTARY PROCEDURE

1 regular board meeting in order to become an official act of  
the board.

A record of the board's proceedings should be kept by  
the secretary, just as in any other assembly; these minutes  
5 are accessible only to the members of the board unless the  
board grants permission to a member of the society to in-  
spect them, or unless the society by a two-thirds vote (or  
the vote of a majority of the total membership, or a major-  
ity vote if previous notice is given) orders the board's min-  
10 utes to be produced and read to the society's assembly.

At regular board meetings the executive committee, if  
there is one, should be required to make a report of its ac-  
tivities since the last board meeting. No action need be  
taken on this report, which is generally intended as infor-  
15 mation only.

PROCEDURE IN SMALL BOARDS. In a board  
meeting where there are not more than about a dozen  
members present, some of the formality that is necessary in  
20 a large assembly would hinder business. The rules govern-  
ing such meetings are different from the rules that hold in  
other assemblies, in the following respects:

- 25 • Members are not required to obtain the floor before  
making motions or speaking, which they can do while  
seated.
- Motions need not be seconded.
- There is no limit to the number of times a member can  
speak to a question, and motions to close or limit de-  
30 bate (15, 16) generally should not be entertained.
- Informal discussion of a subject is permitted while no  
motion is pending.
- Sometimes, when a proposal is perfectly clear to all pres-  
ent, a vote can be taken without a motion's having been  
35 introduced. Unless agreed to by unanimous consent,

however, all proposed actions of a board must be approved by vote under the same rules as in other assemblies, except that a vote can be taken initially by a show of hands, which is often a better method in such meetings.

- The chairman need not rise while putting questions to vote.
- The chairman can speak in discussion without rising or leaving the chair; and, subject to rule or custom within the particular board (which should be uniformly followed regardless of how many members are present), he usually can make motions and usually votes on all questions.

EFFECT OF PERIODIC PARTIAL CHANGE IN BOARD MEMBERSHIP. In cases where a board is constituted so that a specified portion of its membership is chosen periodically (as, for example, where one third of the board is elected annually for three-year terms), it becomes, in effect, a new board each time such a group assumes board membership. Consequently, all unfinished business existing when the outgoing portion of the board vacates membership falls to the ground under provision (c) on page 229; and if the board is one that elects its own officers or appoints standing committees, it chooses new officers and committees as soon as the new board members have taken up their duties, just as if the entire board membership had changed. The individual replacement of persons who may occasionally vacate board membership at other times, however, does not have these effects.

## §50. COMMITTEES

A committee, as understood in parliamentary law, is a body of one or more persons, elected or appointed by (or by direction of) an assembly or society, to consider, investigate, or take action on certain matters or subjects, or to do



# Mendocino College

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## OUR MISSION

Mendocino College provides opportunities to our students and our communities by offering academic programs, transfer preparation, career and technical education, lifelong learning and student support programs that are dedicated to the achievement of Student Learning Outcomes.

## OUR VISION

Mendocino College is a major contributor to the vitality of our communities by inspiring student learning and motivating personal development. We provide excellent, innovative educational and support programs that are accessible to all and result in student success.

## OUR CORE VALUES

**Student Success:** We are committed to helping students achieve their educational goals.

**Collaboration:** We participate in our communities to become informed about and engaged in local and global issues. We work and communicate collegially, both on campus and in our communities.

**Respect:** We recognize the worth of individuals by encouraging active participation, open exchange of ideas and collaborative decision making.

**Integrity:** We maintain public trust by being honest, fair and equitable and by honoring our commitments to our students, staff and communities.

**Diversity:** We respect the dignity of each individual; we value the creativity and insight that emerge from individual differences; and we recognize the importance of diversity in achieving our goals.

**Responsiveness:** We respond to requests and concerns in a timely and helpful manner. We listen to our students and our communities and institute changes based on identified needs.

**Continuous Improvement:** We work to integrate the best practices in education and to ensure progress toward achieving our goals by operating in a culture of evidence.

**Sustainability:** We embrace sustainable practices and recognize our responsibility as global citizens.

## OUR STRATEGIC GOALS

In order to fulfill our mission and realize our vision, Mendocino College faculty and staff will concentrate on the following five long-term goals:

- Ensure student success within a learner-centered environment
- Improve student access to college programs and services
- Enhance the student learning experience by providing educational, cultural and social opportunities beyond the classroom
- Maximize the acquisition and efficient use of financial, human and physical resources
- Build new and stronger relationships with businesses, educators, agencies and other constituents of our communities



# ***Fast Forward >>***

## ***10 Reasons Why You and Your College Need to Change***

### **1.>> The times they are a-changin' – except in education.**

In institutions of higher education, when attempting to balance innovation and tradition, tradition generally wins. Creative, innovative young faculty are still held hostage by “units,” seat time, academic years with long holiday breaks and light summer schedules - as if to say that learning can only take place in certain familiar patterns and at certain times of the year.

### **2.>> Change in education will come through redefining relationships.**

Technology has redesigned how we do business and it is not going away. New ways of interacting with colleagues (email), staff (voice mail), community (web pages) and students (online classes) have liberated us to redefine these relationships. Colleges are being recognized as service oriented institutions, rather than a manufacturer of knowledge.

### **3.>>The higher education business model – if there is one – is antiquated and unresponsive.**

Public funding formulas sustain an antiquated operating model by rewarding the offering of courses and credit hours. There are no rewards for successful grades, course completion, or learning. The method of generating revenue is putting students in seats. Increasing calls for accountability will demand greater quality.

### **4.>> Students are changing far more rapidly than the colleges that recruit them.**

Students have a preferred mode of activity and interaction that is not in sync with our current educational system. They are not interested in large lecture halls, preferring informal small group discussion, often through text messaging or email, as a means of gaining understanding of curriculum content. With the Internet, any space has become a potential learning space.

### **5.>> The professoriate is aging – crisis or opportunity?**

The rush to hire new faculty during the growth years of community colleges in the 1960's and 70's has resulted in over 30% of current faculty being age 55 or older. Economic conditions indicate that many faculty will stay on the job well into their 70's. Does this affect our colleges' ability to respond to a rapidly changing educational environment and student mix? What are the financial implications of senior faculty earning higher salaries?

### **6.>> The brick and mortar campus no longer holds the local knowledge monopoly.**

College facilities have traditionally provided a forum for one-way communication that minimized interaction. That is slowly beginning to change. In order for facilities to contribute to the ongoing health of higher education, they must provide the flexibility, comfort, and atmosphere where deep and meaningful learning can take place. They also will be expected to increase their “learning per square foot” – to deliver more education using less space.

### **7.>> The next tidal wave of new students will be our former students.**

As we grow as a nation, we also age. The baby boomer generation sees retirement as a transition rather than a termination. This is a potentially huge lifelong learning and retraining population that the marketing and recruitment mechanisms of our colleges largely ignore. These returning students present a diversity of interests, goals, and attitudes not easily accommodated by our current educational model or calendar.

**8.>> Declining funding will require colleges to seek new revenue streams to assure sustainability.**

Colleges are being urged to implement cost cutting and productivity improvements through the development of new performance benchmarks. How does a community college meet the expanding needs of its local workforce when traditional funding is designed to reward seat time and academic credit? In the face of fluctuating or declining public financial support, colleges must find ways to increasingly fund themselves. Developing a profit – rather than subsidy-oriented mentality will require a great deal of individual and institutional courage to confront the risk-averse culture of higher education.

**9.>> Today's classrooms are showing their age.**

What role does the environment play in fostering deep learning? While buildings may last forever, their mechanical, electrical, technical and other infrastructure functions will need replacement. Colleges are revisiting the comfortable paradigms of the conventional classroom, and emphasizing easily reconfigured, multiple-use spaces to permit small-group discussion, collaborative learning exercises, and maximum individualized interactions with faculty who have appropriate presentational technology to enhance their efforts.

**10.>> Online learning will continue to grow, providing opportunities as well as challenges to traditional education.**

Community colleges lead the way among all sectors of higher education, accounting for over half of all online enrollments in the last five years. Older faculty, accustomed to teaching in the classroom, do not easily accept the value of online learning. They feel that online students lack discipline. But recent studies have clearly shown that reliance on time and on task is an invalid measure of learning. Instead, the emphasis should be on measuring mastery. It is prudent to plan for the evolving role of faculty in technology enhanced learning environments.

## Visioning Questions

What will Mendocino College *be* like in 5 years? 10 years? (Realistic view)

What would *you like* Mendocino College to be like in 5 years? 10 years? (Idealistic view)

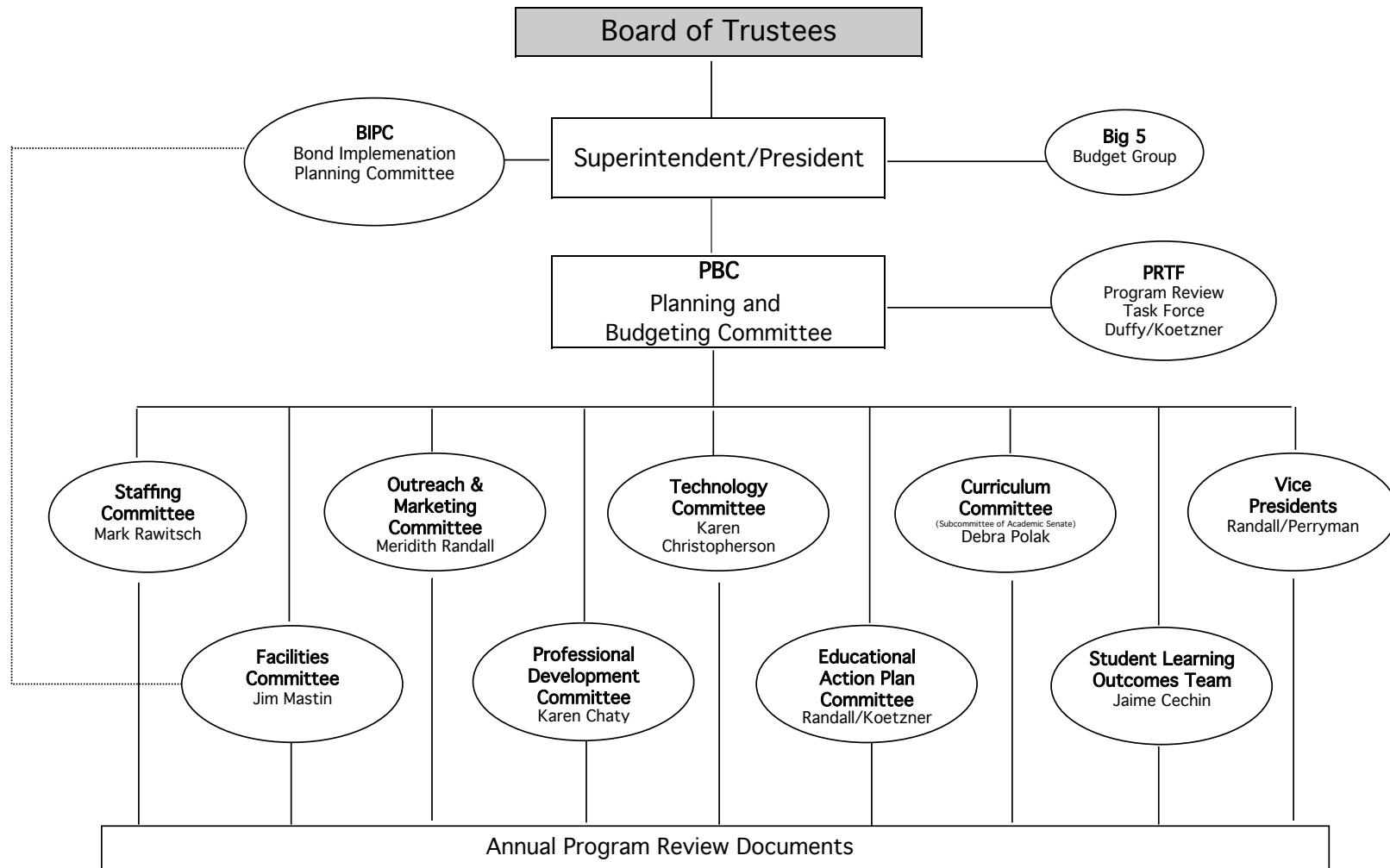
- Students:  
How many? Age? Gender? Ethnicity? FT or PT?  
How do they learn? What do they like to do?
- Services and Activities:  
What will our students need? What will they want?  
How will we provide what they need and want?
- Programs:  
Transfer? Career-technical? Basic Skills? Life-long/Avocational?  
New ones? Discontinued ones?  
Modes of delivery?  
Athletics? Student organizations?
- Faculty and Staff:  
How many? FT or PT? Diversity?  
Professional development? Job changes?
- Physical Resources:  
What do our centers and main campus look like?  
Where do students/faculty/staff hang out?
- Financial Resources:  
How much \$\$ will we need to operate? What are our sources of revenue?  
How much in reserve?  
What process are we using to allocate resources?
- Accomplishments:  
What is our success rate? Completion? Transfer?  
What have our faculty accomplished?  
What have our students accomplished?  
Why is Mendocino College notable?

## Planning for 2011-2012 Programs and Budget: An Integrated Timeline

	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
1	Mission/Vision/Values/Goals reviewed by Board	10										
2	Compilation of Program Review requests presented to Board as information/discussion		10									
3	M/V/V/G and student data shared with employee groups at Inservice		10									
4	Annual planning retreat to review KPI's and formulate District objectives/strategies for upcoming year (staff, faculty, students and Board)			10	10							
5	Staffing Committee determines top staffing priorities and forwards recommendations to PBC			10	10							
6	PBC recommends staffing priorities and District objectives/strategies to President				10							
7	President announces recommended new staffing				10							
8	Institutional Research develops program data for program reviews due in April				10	10						
9	Proposed new staffing positions for the next budget year go to Board for approval					10						
10	Program Review forms distributed with data, District Strategic Plan and Educational Master Plan					10						
11	KPI's and budget information shared at Inservice						11					
12	Governor's proposed budget reviewed by PBC						11					
13	Every 4th year Educational Master Plan presented to Board (due 2013)						(13)					
14	Educational Master Plan updates to PBC							11				
15	Projections of FTES & revenue for inclusion in next budget year								11			
16	Program Reviews and budget requests for supplies and services submitted									11		
17	Program Reviews for Instruction and Student Services areas to EAP									11		
18	April revise budget reviewed by PBC									11		
19	Board adopts April revise budget									11		
20	PBC reviews M/V/V/G for possible revision									11	11	
21	Governor's May Revise budget reviewed PBC										11	
22	President, VP's, Dir of Fiscal Services and Dir of HR prepare tentative budget for next budget year										11	
23	Five year capital outlay priorities reviewed by PBC.										11	
24	June tentative budget reviewed by PBC										11	
25	Compilation of Program Review requests to respective committees											11
26	Board adopts tentative budget for next budget year											11
27	Five-year capital outlay plan presented to Board for approval											11
28	Tentative budgets available for lookup July 1st	11										
29	President, VP's and Dir of Fiscal Services receive Chancellor's office budget binder for current budget year	11	11									
30	Program Review requests prioritized by respective committees and PBC based on District Strategic Plan and Educational Master Plan		11	11								
31	September final budget reviewed by PBC			11								
32	Board adopts September final budget			11								
33	Hold employee workshops on budget & planning				11							
34	Communicate status of Program Review requests to departments.				11	11						
35	Summary of Program Reviews and recommendations from EAP to PBC				11	11						

Jul Aug Sep Oct Nov Dec Jan Feb Mar Apr May Jun

# Mendocino-Lake Community College District Planning Committee Structure



**Notation:**

Committees make recommendations to the Planning and Budgeting Committee. The Planning and Budgeting Committee makes recommendations to the Superintendent/President. The Superintendent/President makes recommendations to the Board of Trustees

## Planning and Budgeting Committee

Acronym: PBC

2010/2011 CHAIR: Kathy Lehner, Superintendent/ President

MEETING SCHEDULE: Every 3-4 weeks during academic year

BROWN ACT: No

YEAR FORMED: 2008

ADVISEMENT TO: Superintendent/ President

### BACKGROUND AND PURPOSE:

The Planning and Budgeting Committee combines and replaces the former IMPSC (Institutional Master Plan Steering Committee) and the BPC/BRC (Budget Planning Committee, later replaced by the Budget Review Committee).

### TYPICAL ACTIONS/DECISIONS:

- Receive recommendations/updates from planning committees.
- Review planning committees work.
- Assures information is available to appropriate groups/constituents.
- Prioritize staffing requests.
- Recommend action on personnel issues such as reorganization, replacement, hiring.
- Produces and recommends a Strategic Master Plan to the Superintendent/President for adoption by the Board of Trustees.

### COMMITTEE COMPOSITION:

#### Core Members

Superintendent/President  
VP Education & Student Services  
VP Admin Services  
Academic Senate President  
Academic Senate Vice President  
Classified Senate President  
Classified Senate Vice President

#### Resource Members

Dean of Instruction – Ukiah  
Dean of Instruction - Centers  
Dean of CTE  
Dean of Student Services  
Director of Institutional Research  
Director of Fiscal Services  
Director of Human Resources  
Maintenance and Operations Supervisor  
Director of Computing Services  
Director of Public Information and Marketing

CHAIR: Superintendent/President

CHAIR DESIGNATED BY COLLEGE POSITION: Yes

### TERM LENGTHS OF COMMITTEE MEMBERS:

While serving as officers of employee groups or employed in specified positions.

MEMBERS CHOSEN/ APPOINTED BY: Employment position

MEMBERS SERVING BY VIRTUE OF THEIR COLLEGE POSITIONS: All

EXPERIENCE REQUIREMENT FOR MEMBERSHIP: NA

PART-TIME FACULTY REPRESENTATION ON THIS COMMITTEE: Through Academic Senate

2010/2011 MEMBERSHIP

Name \_\_\_\_\_ Position \_\_\_\_\_

**Core Members**

<b>Kathy Lehner – Chair</b>	Superintendent/President
Meridith Randall	VP Education & Student Services
Larry Perryman	VP Admin Services
John Koetzner	Academic Senate President
Steve Hixenbaugh	Academic Senate Vice President
Larry Lang	Classified Senate President
Dalene Nickelson	Classified Senate Vice President

**Resource Members**

Mark Rawitsch	Dean of Instruction
Virginia Guleff	Dean of Instruction
Sue Goff	Dean of CTE
Vacant	Dean of Student Services
Charlie Duffy	Dir. of Institutional Research
Eileen Cichocki	Dir. of Fiscal Services
Steve Oliveria	Maintenance & Operations Supervisor
Karen Chaty	Dir. of Personnel
Karen Christopherson	Dir. of Computing Services
Vacant	Dir. of Pub. Info. & Marketing

# Memo

**To: Staff Who Work on Board Policies**

**From: Gwen Chapman**

**Subject: REVISING BOARD POLICIES AND ADMINISTRATIVE PROCEDURES**

## **Format for submitting changes:**

Use strike through (sssss) to show wording to be deleted

Use Bold (ssss) to show new wording

## **Considerations:**

- One of the objectives of reviewing Policies/Admin Procedures is to make the manual smaller and more usable by deleting unnecessary Policies/Admin Procedures. Determine if this is a Policy that is **required**. If not required – then should this policy be deleted?
- Review the Education Code on our Policy/Admin Reg to make sure it is still exists/has not been deleted or revised. Website for Education Code: <http://www.leginfo.ca.gov/calaw.html>
- If there is no Education Code , Title 5 or other legal requirement, consider deletion.
- Policy is a short succinct statement of a the intent – written from the point of view of the Board. i.e. “The Board of Trustees directs to the Superintendent/President to....”.
- Administrative Procedures are written from the staff point of view and meant to convey the procedure used to implement the policy. It should not contain specifics i.e. “the fee is \$3.00”, as this may change – example of correct wording - “the fee will be set annually by the Fee Committee.”
- Use CASE management to revise Polices and Admin Regs – Copy And Steal Everything – use the list of colleges who subscribe to the Policy Service (attached) – check policies online from other colleges.

Changes to Policies and Administrative Procedures go first through the participatory governance process through the President’s Policy Advisory Committee (PPAC). PPAC members review the changes and then take them to constituent groups for comments - it is a 2 meeting process (PPAC meets monthly) and can take longer if there are significant changes proposed from constituent groups. The Superintendent/President makes the final decision on revisions/changes and the Policy then goes to the Board for approval (can be a 2 month process).



## President's Policy Advisory Committee

Acronym: PPAC

2010-11 CHAIR: Kathy Lehner, Superintendent/President

MEETING SCHEDULE: monthly

BROWN ACT: No

YEAR FORMED: 1989

ADVISEMENT TO: Superintendent/President

### BACKGROUND:

President's Advisory Council (PAC) was formed as part of the participatory governance structure in policy writing and reviewing in response to AB 1725. The name was changed to President's Policy Advisory Committee (PPAC) in 2007 to better clarify this committee's role.

### PURPOSE:

1. Review and make recommendations to the Superintendent/President on all college-wide policy and procedure proposals.
2. Provide a forum for all constituent groups to share and receive information.
3. Communication to all groups.

**TYPICAL ACTIONS/DECISIONS:** PPAC reviews Board Policies and Administrative Procedures (new and/or revised) with a minimum of two readings per policy. Following a first introduction to the proposed policy or policy revisions, PPAC members take proposed revisions to constituent groups for comments. PPAC members bring back comments to a second PPAC meeting and make recommendations for revisions to the Superintendent/President. The Superintendent/President takes recommendations into consideration and then forwards new or revised board policies to the Board of Trustees. Administrative Procedures are finalized by the Superintendent/President following the recommendation by PPAC members. (Note: Administrative Procedures do not go to the board for approval.)

PPAC also reviews the Academic Calendar using the same method.

### COMMITTEE COMPOSITION:

<u>Group:</u>	<u>Number of members:</u>
ASMC (President and Student Trustee)	2
Classified (Appointed by Classified Senate)	2
Faculty (President and Vice President)	2
M/S/C (President and Vice President)	2
CHAIR: Superintendent/President	1

CHAIR IS DESIGNATED BY COLLEGE POSITION: Yes

### TERM LENGTHS OF COMMITTEE MEMBERS:

Students – term of office as ASMC President and Student Trustee

Classified – term of appointment from Classified Senate (1-2 years)

Faculty - terms of office as Academic Senate President and Vice President

Administrators – terms of office as M/S/C President and Vice President

MEMBERS CHOSEN BY: Constituent groups

MEMBERS SERVING BY VIRTUE OF THEIR COLLEGE POSITIONS:

All except Classified

EXPERIENCE REQUIREMENT FOR MEMBERSHIP: NA

PART-TIME FACULTY REPRESENTATION ON THIS COMMITTEE: Through the Academic Senate

2009/10 MEMBERSHIP

<u>Name</u>	<u>Constituent Group/Position</u>
Kathy Lehner, Chair	Superintendent/ President
Anastasia Simpson-Logg	Classified Representative
Kevin Morrill	Classified Representative
John Koetzner	Academic Senate President
Steve Hixenbaugh	Academic Senate Vice President
Cindy Chapman	M/S/C President
Sue Goff	M/S/C Vice President
Susan Madison	ASMC President
Michelle Chung	ASMC Student Trustee