

TWO-NIGHTVIRTUAL Community College TRUSTEE LEADERSHIP ACADEMY

IN PARTNERSHIP WITH



Tuesday, October 1 & Thursday, Oct 10, 2024, 6-8 PM

Professional Development Topics

- ✓ Board Role and Responsibilities
- ✓ Board / CEO Relationship
- ✓ Governing Through Policy
- ✓ Setting the Board and President up for Success

NOTE: The Trustee Leadership Academy (TLA) meets the requirements of State Law (18A:3B-6.3). The law requires trustees of public institutions of higher education who were appointed on or after April 16, 2022, to complete the TLA. Additionally, the TLA provides value for existing trustees serving on one of New Jersey's 18 Community College Boards.

Trustees must attend both sessions to receive a certificate of completion.

New Jersey Community College Virtual Trustee Leadership Academy



Welcome Remarks – Ice Breakers

Aaron Fichtner, President, New Jersey Council of County Colleges

Ken Burke, Facilitator, ACCT Consultant; Former Trustee, St. Petersburg College, Florida



The Vital Role of New Jersey's Community Colleges

- New Jersey's 18 community colleges serve 240,000 students in credit and non-credit programs.
- Our community colleges power New Jersey's key 18 industries.
- Our quality of education is outstanding.
- Our tuition is affordable.
- Committed to equity, our colleges are driven by our unique role as anti-poverty, pro-economic mobility engines.
- New Jersey's community colleges are in a unique situation: we are both county-driven and state-focused institutions.
- Working through the Council, we have demonstrated enormous benefits of systemic collaboration to support our multiple missions to serve our students, our employers, our counties, and our state.

New Jersey Council of County Colleges 101

- COUNCIL MISSION

- Provides leadership for collaboration and innovation of community colleges to advance economic and educational opportunity and economic impact.

- STRUCTURE OF THE COUNCIL

- Nonprofit organization enshrined in state law: 18A:64A-26-29.
- Governed by the Presidents and Trustee Chairs of all Community Colleges in the state.
- Committees of Presidents and Trustees perform key functions.
- Staff implements Council responsibilities.
- Funded by assessment of dues from the community colleges (determined annually by the Council), and by state, federal, and philanthropic grant funds to support specific priority initiatives.

For more information: www.njcommunitycolleges.org

- **VISION AND STATE POLICY**

Serves as the primary coordinating entity for community colleges, providing guidance and leadership to the Governor, state agencies, and the State Legislature, on all issues concerning community colleges.

- Consulted on the development and design of legislation, regulations, and state-funded grant programs pertaining to community colleges including pilots and programs
- Develops an annual unified state budget recommendation to the Governor and the State Legislature for needed investments in community colleges to meet strategic priorities.

Responsible for developing and maintaining formulas for the allocation of state investment in community colleges to ensure that all community colleges receive operational support in an equitable and transparent manner, including:

- State operational aid to community colleges: current performance-based funding formula is focused on access, equity, and success metrics
- Chapter 12 capital funds.
- Perkins program (administered by the NJ Department of Education) for occupational-focused programs.

- **INITIATIVES**

Serves as a primary vehicle for implementing initiatives pertaining to community colleges and aligned with state priorities, including state-funded pilot and grant programs with a focus on:

- Student Success
- Academic innovations,
- Basic needs support,
- Financial Aid and programs targeted to specific populations of students,
- Data and outcome metrics,
- Professional development for community college faculty and staff, and other programs.

- **COMMUNITY COLLEGE COLLABORATION**

Ensures stronger collaboration on academic issues, including but not limited to:

- Maintains a statewide general education framework for community colleges to ensure seamless transfer of credits and approve general education courses delivered by community colleges;
- Approves credit courses for use in the distribution of state operating aid to community colleges;
- Developing a unified directory of programs;
- Develops policies and initiatives to expand academic and workforce-related dual enrollment, credit for prior learning opportunities, and improved transfer experience.

- **COMMUNITY COLLEGE COLLABORATION**

Serves as an entity to join together community colleges to support collaboration and improve efficiency:

- Operates the Community College Consortium for Workforce and Economic Development to advance partnerships with businesses, labor unions.
- Operates the Community College Joint Purchasing Consortium to seek economies in the purchase of goods and services with a goal of increasing efficiency, reducing redundancy, sharing services, and promoting regional collaboration and contracting where appropriate.
- Convenes community college leaders (affinity groups) to share promising practices and identify opportunities for collaboration.
- Undertakes and promotes professional development for faculty and staff.
- Collaborates on marketing and promotion of community colleges.
- Serves to enhance the availability of data to inform community college decisions.

- **PARTNERSHIPS**

Serve as unified lead partner for community colleges with statewide business, labor, education, and community organizations to advance equity, opportunity, and prosperity in New Jersey.

Build strong partnerships with employers, K-12 schools, four-year colleges and universities, unions, workforce boards, and community-based organizations to build out Pathways to Career Opportunities Initiative and to design new academic and workforce education and training pathways aligned with the needs of the changing economy.

- **PARTNERSHIPS**

NJ Pathways to Career Opportunities: Aligning Education to Build an Innovative Workforce, a partnership with the New Jersey Business and Industry Association and funded in the state budget brings together employers, industry associations, labor unions, education institutions, and workforce development partners to provide students and workers with the education and career pathways they need to find new careers and opportunities to achieve a competitive wage, and to ensure that employers have access to a highly skilled workforce to meet critical labor market needs.

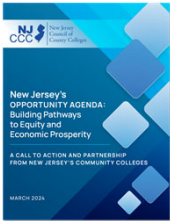


[Click here to learn about NJ Pathways to Opportunities](#)

Community to Opportunity: Building Community to Expand Opportunity, funded by the Tepper Foundation, assists Community Colleges to develop and implement a comprehensive strategy for addressing the basic needs of students, like nonacademic barriers such as hunger, childcare, mental health and wellness, transportation, and housing.



[Click here to learn about Community to Opportunity](#)



New Jersey's Opportunity Agenda: Building Pathways to Equity and Economic Prosperity

To increase postsecondary attainment, eliminate equity gaps, and help our communities and our state thrive in a shifting landscape, NJ's Community Colleges developed an Opportunity Agenda to support the following actions:

- PILLAR 1: Helping All High School Students Access Pathways to Postsecondary and Career Success
- PILLAR 2: Fostering Student Success and Completion in Postsecondary Education and Training
- PILLAR 3: Building Transparent, Seamless, and Stackable Pathways That Respond to the Changing Economy
- PILLAR 4: Helping Adults Attain the Credentials They Need for Career Mobility and Labor Market Success

For more information: [New Jersey's Opportunity Agenda](#)

Council Meetings and Events for 2024-2025

- **COUNCIL MEETINGS: QUARTERLY**

- Monday, September 23, 2024, NJCCC
- Monday, November 18, 2024 (Reorganization), Middlesex College
- Monday, March 24, 2025, Middlesex College (Tentative)
- Monday, June 16, 2025, location TBD

- **COMMUNITY COLLEGE OPPORTUNITY SUMMIT**

Atlantic City, NJ, June 4-6, 2025

JOIN OUR COMMUNITY



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New Jersey
Council of
County Colleges



@CCTrustees



@Association of Community
College Trustees



@CCTrustees



ASSOCIATION OF
COMMUNITY COLLEGE TRUSTEES

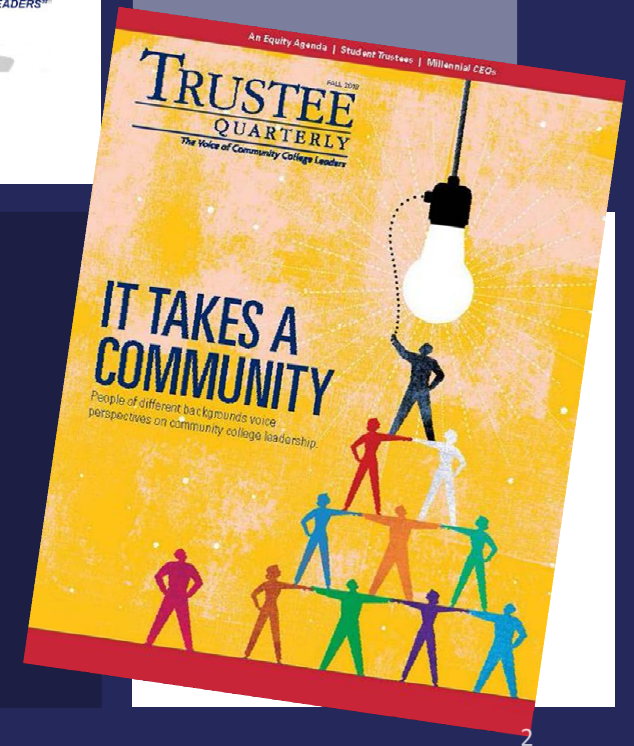
A large group of community college trustees are gathered at a conference. Many of them have their hands raised, indicating a vote or a show of support. The attendees are diverse in age and ethnicity. Some are wearing name tags that identify them as delegates or attendees from the Western Region. The atmosphere appears to be one of active participation and decision-making.

The Association of Community College Trustees

The Voice of Community College Trustees

Good Governance

- Board's power comes from acting as a team
- No individual power
- Paradox of hierarchy and partnership
- Board and CEO on the same team



Board Roles and Responsibilities

Board:

Leadership – tone setting and creating a climate
Direct through policy making and planning
Oversight/monitoring
Delegation
Support
Protect
Allocation of Resources

President:

- Administration
- Execution of policies and planning
- Management
- Day-to day operations



Fiduciary Duties

- Duty of Care - engagement, attendance, informed, strategic, monitor
- Duty of Loyalty – operate in the interest of the college, and entire community - not a special interest
- Duty of Obedience – follow state and federal laws, system and college policies, act within the scope of these documents

Board's Role

Govern through policy

- Govern as a whole body, not as an individual
- Set a tone of respect and civility
- Focus on listening to and learning from the external community
- Exercise fiduciary responsibility –duty of care, duty of loyalty, duty of obedience
- Focus on strategic planning and leadership
- Focus on policy making, not administering – the what
- Powerfully delegate
- Publicly support the CEO
- Hold the CEO accountable through monitoring
- Provide a contract with the CEO
- Hire and evaluate the CEO
- Monitor successes & deficiencies of college
- Know the financial status of the college

RESPONSIBILITIES

- Set standards through policy setting
 - Act as a unit with one voice –no power to act on own
 - Work as a member of the board team
 - Discourage partisan politics –allegiance to college not political party
 - Represent the public for whom they hold the college in trust
 - Govern transparently
 - Set the college's strategic direction
 - Employ, evaluate and support the CEO
- Set realistic goals in collaboration with the president
 - Define standards for quality and prudence through policy making
 - Assure fiscal health and stability through establishing policy standards for stewardship of public funds
 - Create a positive climate
 - Monitor institutional performance
 - Support and advocate for the college
 - Make board a priority- do homework, attend college events, be an ambassador



Policy Categories

- Outcome or Results Policies – (the “what”) defines what will be produced or offered, for whom and at what cost. Ends are not the services the college provides- they are the **results** of the services. The “means”)the “how” by which these policies are achieved is the work of the administration, faculty and staff
- Executive Limitations Policies define the boundaries or parameters for the President and employees within which the must work
- Governance Process – roles and responsibilities of the board
- Board-Staff Relationship Policies describe the delegation to and accountability of the CEO



Board Power

- The board's power lies in its policy making role
- If the board believes the college is moving in the wrong direction that can be rectified through developing new policy or adding executive limitations

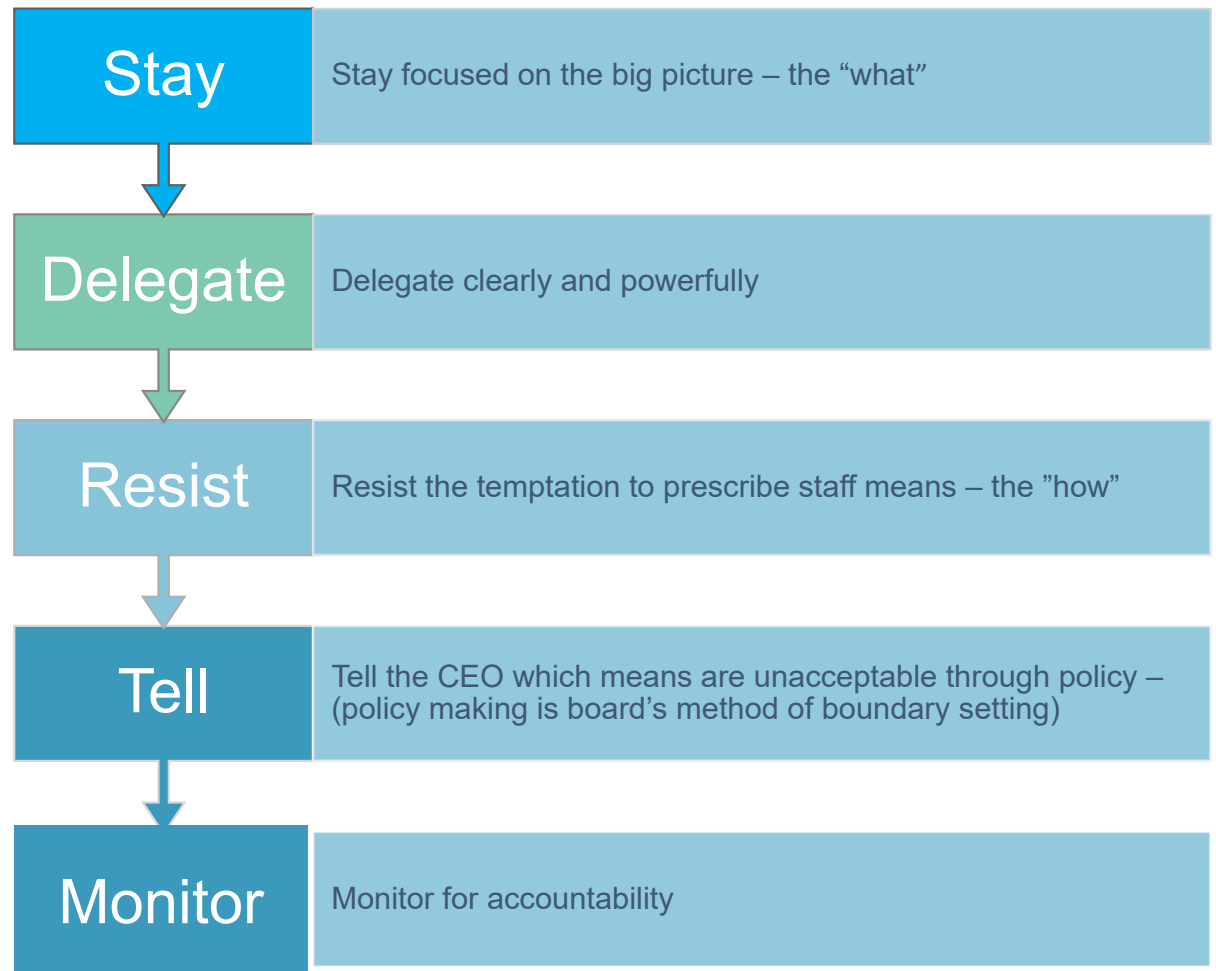


What is Governing through policy?

Three Principles:

- Board decisions are predominantly policy decisions - Look at all issues through a policy lens (the “what”) leaving the “how” to administration
- Policies are broad statements that set direction and standards for college operations
- Boards define and delegate – identify the direction up-front and parameters within which the staff operates

Board Role





SUMMARY

Policies are the voice of the board

They are living statements that frame the work of the board and the staff

Policies must be used by the board and staff
– policy implications are discussed when issues are being explored

ESSENTIAL PRACTICES

Board Retreats at least annually – time for deeper and richer conversations about issues that matter

Annual Board Assessment resulting in Board Goals relating to board operations and behavior

Agreement on what constitutes a high performing board and a commitment to act in compliance with that agreement

Professional Learning for Trustees – local onboarding/orientation, state associations, ACCT

Take time to team build and get to know each other

Use tools such as agenda development that focuses the board on action

Study sessions (also called work sessions or conference sessions) where boards take a more in-depth look at issues e.g. student success, equity to provide shared and deeper understanding of the issues and the policy implications

Identifying a short set of high level strategic priorities and expectations annually which constitutes the CEO's work plan and upon which they will be evaluated

Development of trusting relationships among board members and with the CEO

Candid discussion and agreement on what reciprocal support looks like for individual board members, for president and for the board as a whole




The voice of community college leaders.

Contact Us

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A photograph of a diverse group of people, primarily men, seated in an audience. Many of them have their hands raised, suggesting an interactive session or a vote-taking process. The individuals are dressed in professional attire, including suits and blouses. Some are wearing lanyards with identification badges. The background is slightly blurred, focusing attention on the audience members in the foreground.

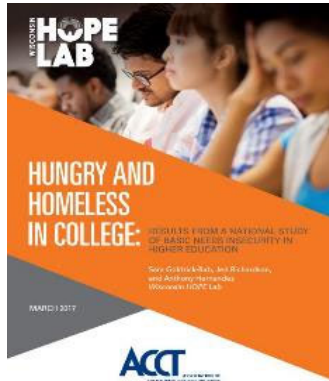
New Jersey Trustees October 10, 2024 Mary Spilde, PhD, Facilitator

The Voice of Community College Trustees

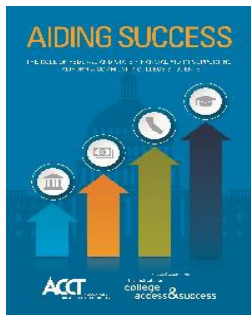
Set up for Success

- Good Board Governance
- Effective Board/Chancellor Relations
- Clear expectations and strategic priorities
- Agreed upon evaluation system
- Communication Protocols
- Identifying what support looks like

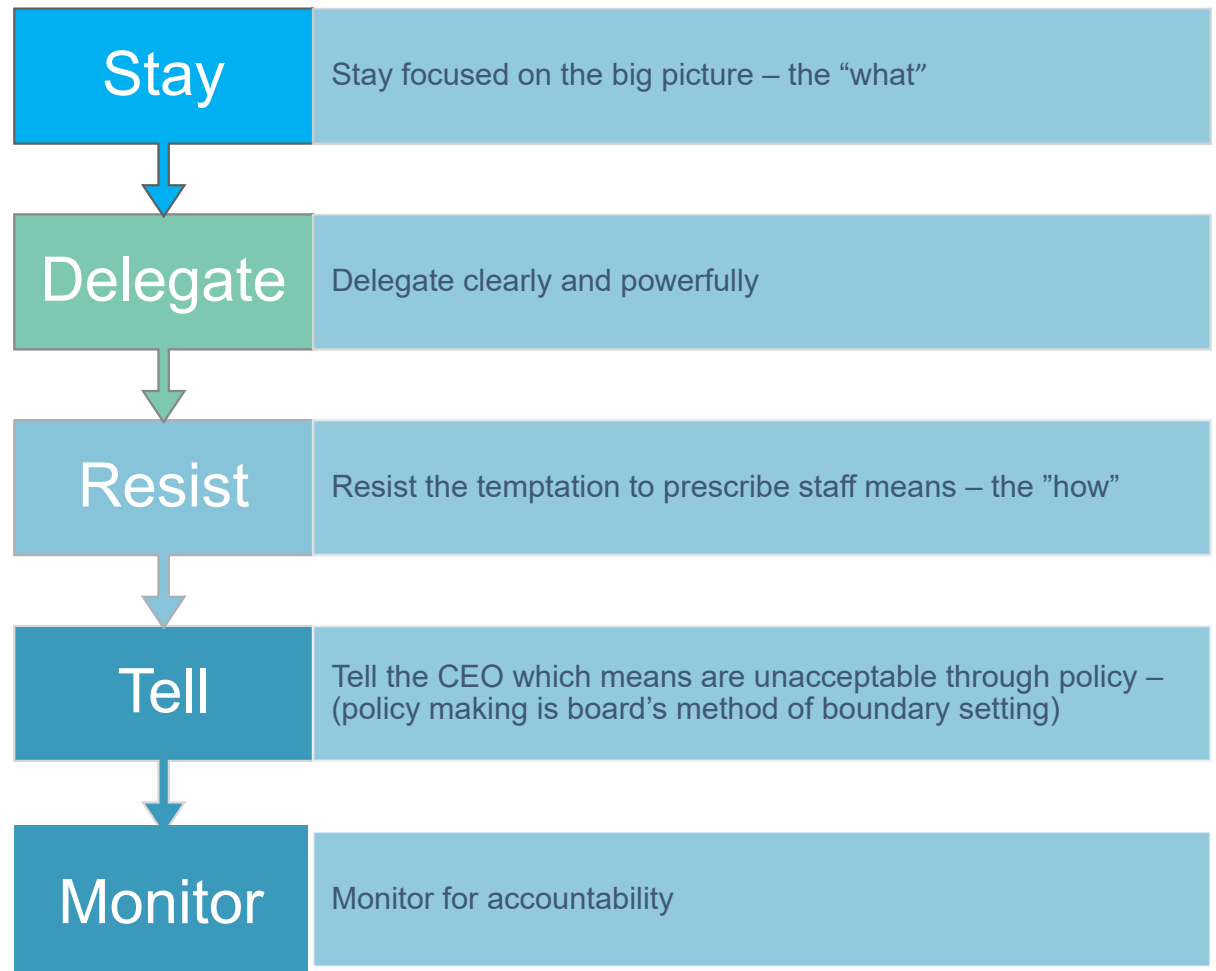




Board – CEO Relationship



Board Role



Governance

Statutory
Fiduciary
Policy Making
Direction
Delegation
Oversight/monitoring
Support and
Protection

Consultation

Strategic Planning
Advocacy
Policy Making

Administration

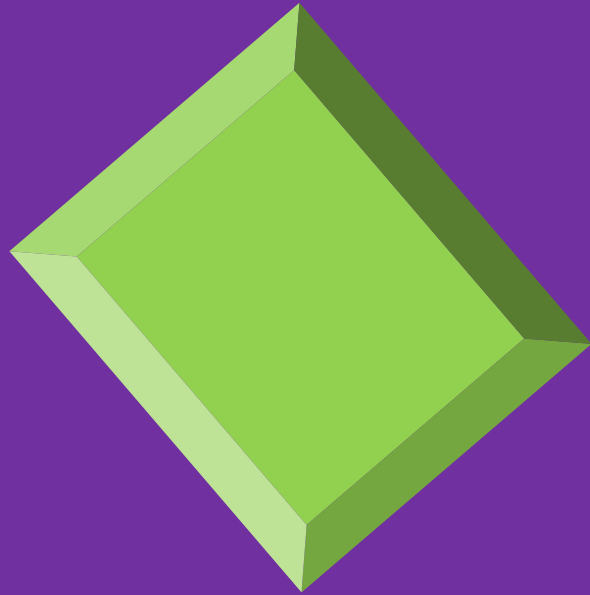
Administration
Management
Day-to-day
guidance



CEO's Role

- Respect the Board and its role
- Listen
- Engage the board in policy level discussions
- Make recommendations that include analysis and options
- Publicly support the board
- Adhere to board policy
- Facilitate trustee involvement in community and college
- Do not ask to make decisions without advance preparation
- Provide all board members with same information
- Treat all equally
- Respect time
- Stay out of board politics
- Keep Board informed of financial condition of college
- **Manage/administer all aspects of the operations of the college within policy framework**





Board-CEO Partnership

Communication

- Open, appropriate and even-handed
- Explore issues to achieve mutual understanding
- Provide the board with comprehensive, relevant, timely information (clarify what information is needed to inform board's decision making)
- Establish protocol for connecting with internal stakeholders
- Share concerns with the CEO
- No surprises
- Sounding board
- Exhibit mutual respect and support



Communication

Board communicates all requests for information through the CEO/chair

Communication with individual employees/groups must begin with the Board Member indicating that any information shared will be shared with the CEO

The CEO must communicate (and not just good news) to the board

**What does it look
like on the ground?**

Clarity, clarity, clarity

A trusting relationship among
board members and with the CEO

Vigorous debate...but once vote
taken -speak with one voice

Enhanced dialogue, consultation,
advice seeking and giving



CEO's Role in Policy Making

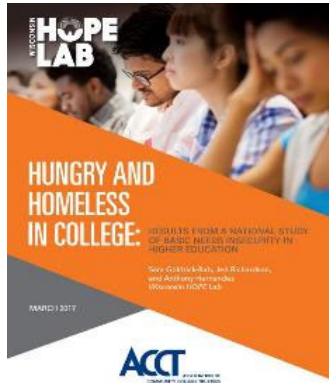
- Help define and manage a thoughtful and public policymaking process
- Provide policy analyses and present alternatives for board discussion
- Alert the board to political ramifications of proposed policy alternatives
- Provides information that enables the board to monitor policy implementation
- Ensures the board regularly evaluates and updates its policies



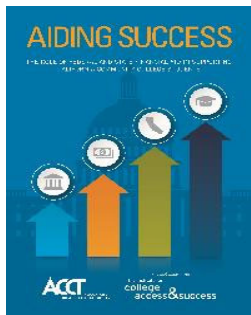
Board and CEO Role in Policy Development

- Policy making is a joint effort between the Board and the CEO
- Establishment of of a systematic approach that defines roles and responsibilities of stakeholders, the steps in the process to create a policy and how the policy will be monitored
- Know the difference between policy and operations





Setting the Board and the President up for Success



ESSENTIAL PRACTICES

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Higher Learning Commission

2.C. The governing board of the institution is autonomous to make decisions in the best interest of the institution in compliance with board policies and to ensure the institution's integrity.

- 1.The governing board is trained and knowledgeable so that it makes informed decisions with respect to the institution's financial and academic policies and practices; the board meets its legal and fiduciary responsibilities.
- 2.The governing board's deliberations reflect priorities to preserve and enhance the institution.
- 3.The governing board reviews the reasonable and relevant interests of the institution's internal and external constituencies during its decision-making deliberations.
- 4.The governing board preserves its independence from undue influence on the part of donors, elected officials, ownership interests or other external parties.
- 5.The governing board delegates day-to-day management of the institution to the institution's administration and expects the institution's faculty to oversee academic matters.

Standard Two – Governance, Resources, and Capacity

The institution articulates its commitment to a structure of governance that is inclusive in its planning and decision-making. Through its planning, operational activities, and allocation of resources, the institution demonstrates a commitment to student learning and achievement in an environment respectful of meaningful discourse.

- **Governance**

- **2.A.1** The institution demonstrates an effective governance structure, with a board(s) or other governing body(ies) composed predominantly of members with no contractual, employment relationship, or personal financial interest with the institution. **Such members shall also possess clearly defined authority, roles, and responsibilities.** Institutions that are part of a complex system with multiple boards, a centralized board, or related entities shall have, with respect to such boards, written and clearly defined contractual authority, roles, and responsibilities for all entities. In addition, authority and responsibility between the system and the institution is clearly delineated in a written contract, described on its website and in its public documents, and provides the NWCCU accredited institution with sufficient autonomy to fulfill its mission.
- **2.A.2** The institution has an effective system of leadership, staffed by qualified administrators, with appropriate levels of authority, responsibility, and accountability who are charged with planning, organizing, and managing the institution and assessing its achievements and effectiveness.
- **2.A.3** The institution employs an appropriately qualified chief executive officer with full-time responsibility to the institution. The chief executive may serve as an *ex officio* member of the governing board(s) but may not serve as its chair.
- **2.A.4** The institution's decision-making structures and processes, which are documented and publicly available, must include provisions for the consideration of the views of faculty, staff, administrators, and students on matters in which each has a direct and reasonable interest.

The Board and Accreditation Standards – an example

- An accredited institution possesses and demonstrates the following attributes or activities:
- 1. a clearly articulated and transparent governance structure that outlines roles, responsibilities, and accountability for decision making by each constituency, including governing body, administration, faculty, staff and students;
- 2. a legally constituted governing body that:
 - a. serves the public interest, ensures that the institution clearly states and fulfills its mission and goals, has fiduciary responsibility for the institution, and is ultimately accountable for the academic quality, planning, and fiscal well-being of the institution;
 - b. has sufficient independence and expertise to ensure the integrity of the institution. Members must have primary responsibility to the accredited institution and not allow political, financial, or other influences to interfere with their governing responsibilities;
 - c. ensures that neither the governing body nor its individual members interferes in the day-to-day operations of the institution;
 - d. oversees at the policy level the quality of teaching and learning, the approval of degree programs and the awarding of degrees, the establishment of personnel policies and procedures, the approval of policies and by-laws, and the assurance of strong fiscal management;
 - e. plays a basic policy-making role in financial affairs to ensure integrity and strong financial management. This may include a timely review of audited financial statements and/or other documents related to the fiscal viability of the institution;
 - f. appoints and regularly evaluates the performance of the Chief Executive Officer

--Middle States Commission on Higher Education





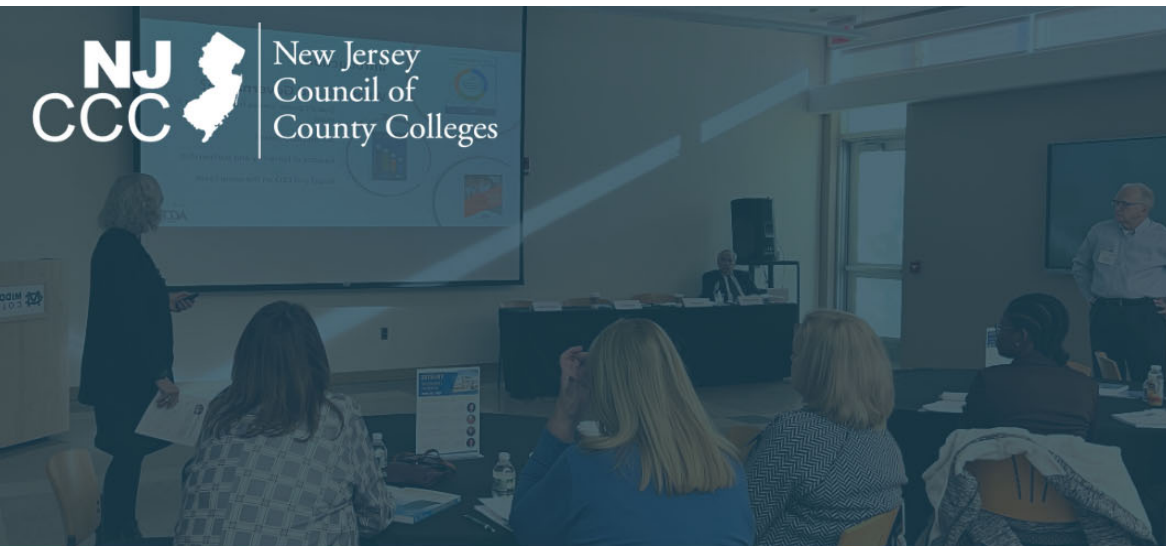
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Mary Spilde, Facilitator, ACCT Consultant; President Emerita, Lane Community College, Oregon



Review of NJ Laws & Requirements of Community College Governing Boards and its Members

Requirements of the Senator Byron M. Baer Open Public Meetings Act

N.J.S.A. 10:4-6. "Senator Byron M. Baer Open Public Meetings Act."

The Legislature finds and declares that the right of the public to be present at all meetings of public bodies, and to witness in full detail all phases of the deliberation, policy formulation, and decision making of public bodies, is vital to the enhancement and proper functioning of the democratic process; that secrecy in public affairs undermines the faith of the public in government and the public's effectiveness in fulfilling its role in a democratic society, and hereby declares it to be the public policy of this State to insure the right of its citizens to have adequate advance notice of and the right to attend all meetings of public bodies at which any business affecting the public is discussed or acted upon in any way except only in those circumstances where otherwise the public interest would be clearly endangered or the personal privacy or guaranteed rights of individuals would be clearly in danger of unwarranted invasion.

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N.J.S.A. 10:4-6. “Senator Byron M. Baer Open Public Meetings Act.”

“**Meeting**” means and includes any gathering whether corporeal or by means of communication equipment, which is attended by, or open to, all of the members of a public body, held with the intent, on the part of the members of the body present, to discuss or act as a unit upon the specific public business of that body.

Meeting does not mean or include any such gathering:

- (1) attended by less than an effective majority of the members of a public body, or
- (2) attended by or open to all the members of three or more similar public bodies at a convention or similar gathering.

Review of NJ Laws & Requirements of Community College Governing Boards and its Members

Requirements of the Senator Byron M. Baer Open Public Meetings Act

N.J.S.A. 10:4-6. “Senator Byron M. Baer Open Public Meetings Act.”

“**Adequate notice**” means written advance notice of at least 48 hours, giving the time, date, location and, to the extent known, the agenda of any regular, special or rescheduled meeting, which notice shall accurately state whether formal action may or may not be taken and which shall be:

- (1) Prominently posted in at least one public place reserved for such or similar announcements, (2) mailed, telephoned, telegrammed, or hand delivered to at least two newspapers
- Filed with the clerk of the municipality when the public body’s geographic boundaries are coextensive with that of a single municipality, with the clerk of the county when the public body’s geographic boundaries are coextensive with that of a single county, and with the Secretary of State if the public body has Statewide jurisdiction.

Review of NJ Laws & Requirements of Community College Governing Boards and its Members

Requirements of the Open Public Records Act (N.J.S. 47:1A-1 et seq.)

N.J.S. 47:1A-1 requires that:

- Government records must be readily accessible for inspection, copying, or examination by its citizens, with certain exceptions, for the protection of the public interest.
- Any limitations on the right of access to government records must be interpreted in favor of the public's right of access.
- A public agency has a responsibility and an obligation to protect a citizen's personal information that is in the possession of a public agency when disclosure of that information would violate the citizen's reasonable expectation of privacy.

*Resource: [https://www.nj.gov/grc/public/citizens/Citizen's%20Guide%20to%20OPRA%20\(Oct%202024\)\(Final\).pdf](https://www.nj.gov/grc/public/citizens/Citizen's%20Guide%20to%20OPRA%20(Oct%202024)(Final).pdf)

Review of NJ Laws & Requirements of Community College Governing Boards and its Members

Requirements of the Open Public Records Act (N.J.S. 47:1A-1 et seq.)

OPRA defines a “government record” as:

Any paper, written or printed book, document, drawing, map, plan, photograph, microfilm, data processed or image processed document, information stored or maintained electronically or by sound-recording or in a similar device, or any copy thereof, that has been made, maintained or kept on file . . . or that has been received in the course of his or its official business.

Simply stated, a “government record” means any record that has been made, maintained, or kept on file, or that has been received in the course of official business.

Review of NJ Laws & Requirements of Community College Governing Boards and its Members

Requirements of the Open Public Records Act (N.J.S. 47:1A-1 et seq.)

OPRA allows for 40 exemptions, including most significantly:

1. Privacy Interest - “a public agency has a responsibility and an obligation to safeguard from public access a citizen's personal information with which it has been entrusted when disclosure thereof would violate the citizen's reasonable expectation of privacy.”
2. Inter-agency or intra-agency advisory, consultative or deliberative material.

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