

TRUSTEE

QUARTER

WINTER 2017

The Voice of Community



A Legacy of Service

For ACCT Chair Bakari G. Lee, trusteeship is an extension of his upbringing — and an opportunity to serve those who need it the most.

ACCT AWARDS PROGRAM

ACCT's awards program is designed to recognize and honor outstanding community college trustees, equity programs, presidents, faculty members, and professional board staff members at regional and national levels. In order to be considered for an Association Award, you must first submit a nomination at the regional level.

REGIONAL AWARDS

Trustee Leadership

Equity

Chief Executive Officer

Faculty Member

Professional Board Staff Member

The Awards committees will select and notify the Awards recipients prior to the ACCT Leadership Congress. ACCT's Awards recipients will be honored at the 2017 ACCT Leadership Congress this September in Las Vegas, Nevada.

Visit www.acct.org for specific nomination criteria and to submit nominations online.

Call 202.775.4667 with any questions.

All nominations must be received by June 5, 2017.

ASSOCIATION AWARDS

M. Dale Ensign Trustee Leadership

Charles Kennedy Equity

Marie Y. Martin CEO

William H. Meardy Faculty Member

Professional Board Staff Member

WWW.ACCT.ORG

NOMINATIONS DUE

JUNE 5 2017



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From the Chair

Our Values Are Our Commitments



WHEN I TOOK THE GAVEL AS ACCT CHAIR LAST October, I accepted it proudly with full knowledge of the opportunities and the responsibilities with which the chairmanship comes. ACCT as an organization is driven by six core values: boardsmanship, advocacy, student success, innovation, diversity, and service. These values are dear to me. All of them are opportunities, and all are responsibilities.

At last fall's ACCT Leadership Congress, community college leaders from all around the United States and abroad came together as we have done for over 47 years to continually improve educational opportunities and attainment.

We always have celebrated the diversity of our communities. We will continue to do this. The fabric of the United States is intrinsically diverse — by design, not by happenstance. With a diversified investment portfolio, greater socioeconomic diversity bolsters and reinforces the strength of our economy and is the very foundation of our democracy.

As volunteers, trustees are publicly elected or appointed civil servants who volunteer our time and energy in service to the value of education. We must remember that this service is a privilege — as Muhammed Ali famously said, “service to others is the rent you pay for your room here on Earth.” In times of significant transitions, both positive and challenging, this quote has always kept me grounded. I will emphasize it throughout the year, and I ask you to do the same.

The 2017 Community College National Legislative Summit comes at a time of great change at the national level, and many adjustments to federal policies stand to affect our states and our communities. During this Summit and as we learn more about pending changes to higher education policy, we must remember our values and our commitment to service above self, and bear in mind that all major changes challenge us, and at the same time they always hold the potential for greater opportunities. I am confident that you will take advantage of the opportunity, and live up to your responsibility, to serve all of our students through ongoing advocacy. As an ACCT member, you are the voice of community college leaders. Never underestimate the power of your voice.

BAKARI G. LEE, ESQ.
CHAIR

WINTER 2017

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TRUSTEE QUARTERLY (ISSN 0271-9746) is published three or four times per year as a membership service of the Association of Community College Trustees (ACCT). ACCT is a not-for-profit educational organization of governing boards of public and private community, technical, and junior colleges. Membership is also open to state coordinating boards, advisory boards, and state associations. The mission of ACCT is to foster greater understanding of and appreciation for community college boards; support boards in their efforts to develop public policies focusing on meeting community needs; help build board governance leadership and advocacy capacity through in-service education and training programs; and support boards through specialized services and programs.

Opinions expressed are those of the authors and do not necessarily reflect the opinions and values of the Association of Community College Trustees.

Non-members may subscribe to TRUSTEE QUARTERLY for \$60.00 per year (plus postage for international subscriptions). Third-class postage paid at Washington, D.C.



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From the President & CEO

Reaffirming Our Commitment, Finding Opportunity in Change



ACCT CHAIR BAKARI LEE SPEAKS IN THIS ISSUE of *Trustee Quarterly* about the spirit of service and keeping our commitment to uphold the values that drive ACCT: boardmanship, advocacy, student success, innovation, diversity and service. All of our values are discussed throughout the issue, and I hope you'll read every article and ask yourself — and then let us know — how your college addresses these concerns. Your insights help craft the pages of this magazine, sessions at the ACCT Leadership Congress and Community College National Legislative Summit, and all of our programs and services.

I encourage you to read Chair Lee's profile beginning on page 20 and learn how he happened into a role as a "quiet trustee" at Hudson County

Community College in New Jersey and quickly ascended at the state and national levels through his commitment to effective, ethical boardmanship and his college's students. Chair Lee talks about the value of service — "the rent you pay for your room here on Earth" — and the importance of diversity.

Chair Lee also has important things to say about advocacy — perhaps most notably recognizing the unprecedented contributions of Dr. Jill Biden to raising the public profile of community colleges. "It's an important time in our history to keep community colleges prominent and not lose any of the ground we've gained over the past eight years," Lee says. On page 8, ACCT Vice President Jee Hang Lee discusses changes on the horizon — both anticipated and unpredictable — from the 115th Congress and the new presidential administration. As both Chair Lee and Vice President Lee remind us, your voice is needed now more than ever to maintain the momentum for our colleges and our students.

On the note of boardmanship, we're also happy to present an article by San Diego Community College Trustee Bernie Rhinerson about how his district's board found ways to increase enrollment against all odds, as well as a piece by Yvonne Katz about how Alamo Colleges is working to advance completion rates so that students can get back to work.

Student success is central to all we do, and on page 10 our writer Mark Toner discusses the seven annual ACCT Symposium on Student Success, which addressed workforce development through new research papers, two of which are described in more detail in the news department beginning on page 4. He also discusses lessons learned from the 2016 ACCT Leadership Congress in New Orleans on page 16 and, of great importance today, our Summit on Safeguarding College Campuses on page 25. The summit yielded practical measures for creating a safer campus culture and principles of planning for a crisis, which are detailed in the article.

During the last presidential transition in 2008-09, as today, the country stood on the precipice of great changes that presented great challenges. As we said then, all change can be uncomfortable, but all changes hold the potential for great opportunities — we just have to find them. This is the attitude with which we move into the new year and the 2017 Community College National Legislative Summit. I look forward to seeing you there, and to working with you in the coming years to find and make the best of unexpected new opportunities.

J. NOAH BROWN
ACCT PRESIDENT AND CEO

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The San Diego Community College District has bucked trends and increased enrollment, with trustees playing a key role.



Registration and Call for Presentations: 2017 ACCT Leadership Congress — Pathways to Prosperity



Join more than 1,400 trustees, college presidents, philanthropic leaders, and federal officials as we move the needle on student success at the 2017 ACCT Leadership Congress, to be held Monday, September 25 through Thursday, September 28 in Las Vegas, Nevada.

Register today at www.acct.org.

ACCT is seeking presentations for the 2017 Congress that relate to the following tracks:

- 1) Pathways to prosperity:
Addressing new workforce needs
- 2) Security and preparing for disasters
- 3) Combating poverty and promoting citizenship
- 4) Strengthening governance
- 5) New pathways to student success
- 6) Expanding the mission

For more information and to submit your presentation idea, go to www.acct.org and click "Events," or email questions to ACCT Director of Educational Events Christina Sage Simons at csimons@acct.org.

NEWS



Annual ACCT Association Awards

The 2017 ACCT Association Awards were presented on Friday, October 7, during the Annual ACCT Awards Gala in New Orleans, Louisiana. For photos and videos of the Association and Regional Awards, visit www.acct.org/awards.



2017 Charles Kennedy Equity Award
College of Lake County, Ill.



2017 Marie Y. Martin Chief Executive Award
Jane Karas
Flathead Valley Community College, Mont.



2017 M. Dale Ensign Trustee Leadership Award
Diane Gallagher
Highland Community College, Ill.



2017 William H. Meardy Faculty Member Award
Liz Ann Baez Aguilar
Alamo Colleges, Texas



2017 ACCT Professional Board Staff Member Award
Debbie Novak
Colorado Mountain College, Colo.

For more information about the ACCT Awards program, contact awards@acct.org.

Governance Institute for Student Success Convened in Los Angeles



Los Angeles Community College District trustees and Chancellor Francisco Rodriguez review GISS materials. From left to right are trustees Ernest Moreno, Mike Fong, Mike Eng, Nancy Pearlman (standing), Sydney Kamlager, Chancellor Rodriguez, and Andra Hoffman.

On October 19 and 20, more than 90 board members, faculty, staff, students, and administrators from the Los Angeles Community College District convened at Mission College in Sylmar, California, for a unique system-wide Governance Institute for Student Success (GISS). ACCT's GISS model was developed in 2010 with a grant from the Bill & Melinda Gates Foundation to help community college leaders identify key policy decisions, actions, and levers for institutional transformation to support innovation, accountability, and improvement in developmental education and student success, equity, and completion.

Developed as a springboard to strategic planning, the Los Angeles GISS was designed to engage district and college personnel and promote a districtwide student success agenda that will be incorporated into its strategic planning process. Participants reviewed data and key indicators of student success, equity, and completion, developed questions whose answers will improve student outcomes, explored high-impact policies and practices, and shared goals of college plans to prepare for development of the district's 2017-2021 strategic plan.

To date, colleges and college systems in Arizona, California, Florida, Nebraska, Ohio, Oregon, Texas, Washington, and Wyoming, as well as all of the American Indian tribal colleges, have brought GISS to their institutions to advance student success and improve outcomes. If you'd like to bring GISS to your state or college, contact Norma Goldstein, Ph.D., at ngoldstein@acct.org.

LET THE LAW WORK FOR YOU

Timing is everything when it comes to advocacy, but not everyone has time to pay attention to pending legislation day in and day out.

ACCT's Latest Action in Washington (LAW) Alerts do the work for you.

Since 2008, nearly 1,600 people have signed up to receive ACCT's LAW Alert emails — brief summaries of legislative actions emailed to subscribers as legislation happens, giving community college trustees, presidents, and other leaders and advocates time to contact their representatives and exert influence before it's too late.

Please encourage your fellow trustees, presidents, and colleagues to stay up to date about legislation that affects their community colleges by joining the LAW E-Alert network. To join, simply email publicpolicy@acct.org with "LAW Alert" in the subject of the email.

For more information about ACCT's advocacy services, visit www.acct.org/advocacy.

Model Standards of Good Practice for Trustee Boards

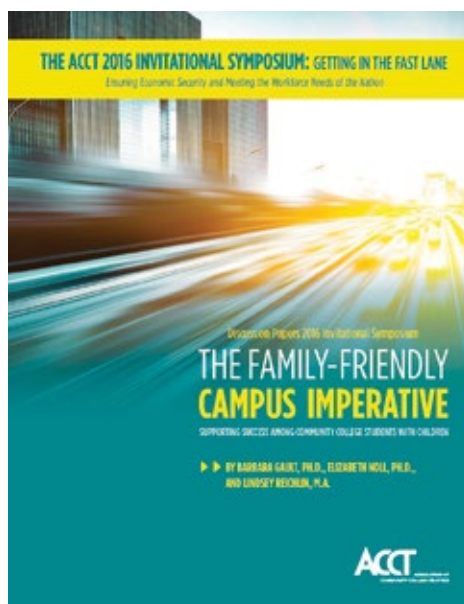
In Support of Effective Community College Governance, the Board Believes:

- That it derives its authority from the community and that it must always act as an advocate on behalf of the entire community;
- That it must clearly define and articulate its role;
- That it is responsible for creating and maintaining a spirit of true cooperation and a mutually supportive relationship with its CEO;
- That it always strives to differentiate between external and internal processes in the exercise of its authority;
- That its trustee members should engage in a regular and ongoing process of in-service training and continuous improvement;
- That its trustee members come to each meeting prepared and ready to debate issues fully and openly;
- That its trustee members vote their conscience and support the decision or policy made;
- That its behavior, and that of its members, exemplify ethical behavior and conduct that is above reproach;
- That it endeavors to remain always accountable to the community;
- That it honestly debates the issues affecting its community and speaks with one voice once a decision or policy is made.

Adopted by the ACCT Board of Directors, October 2000.

*The term "board" refers to a community college board of trustees or appropriate governing authority.

Strategies for Supporting Success Among Community College Students with Children



This February, ACCT will release a new paper that presents a portrait of community college students who parent while pursuing their educations. In *Family Values: How the System Negates Family Values of the Poor*, authors Elizabeth Noll, Lindsey Reichlin, and Barbara Gault assess the unique needs of these students and discuss the role that child care plays in their educational success. The report also presents an analysis of the availability of child care on community college campuses, a state-by-state review of student parents' eligibility for Child Care Development Fund subsidy programs, and a description of strategies that community colleges can adopt to expand

access to affordable quality child care. The authors also present recommendations to improve the persistence and success among community college student parents for both community college leaders and policymakers:

Recommendations for institutions:

- Increase understanding of the student parent population on campus.
- Provide targeted academic services.
- Provide access to financial aid and education.
- Offer tailored mentoring, counseling, and peer support.
- Create links to economic, community, and health services and benefits.
- Help student parents secure affordable housing.
- Improve child care access for students with children.
- Help students find appropriate child care.
- Help students pay for child care by applying to the Child Care Access Means Parents in School (CCAMPIS) grant program.
- Transform institutional perspectives of campus child care.
- Advocate for a federal policy change that strengthens support for students with children.

Recommendations for improving federal and state policies:

- Require institutions to collect data on their student parent populations.
- Maintain competitive grant programs like the First in the World Program that can be used to build and strengthen student parent supports.
- Remove excessive work requirements for student parents.
- Expand eligibility to parents pursuing all degree types.
- Remove time limits on eligibility for parents in college.
- Align the Workforce Innovation and Opportunity Act (WIOA) with existing state and federal benefits programs.

To request a copy of *Family Values*, contact Colleen Allen at callen@acct.org.

Return on Investment: The Value of an Associate Degree

First presented at the 2016 Symposium on Student Success, a new paper from ACCT presents evidence that proves community colleges offer pathways into the middle class that are more efficient than the bachelor's degree. In *Return on Investment: What is the Value of the Associate Degree?*, author Mark Schneider, a vice president and Institute Fellow at the American Institutes for Research (AIR) and president of College Measures, writes that "community colleges have emerged from the shadows of the ivory tower and are now getting well-deserved recognition as central to the postsecondary system of this nation. And while community colleges are charged with many tasks, central is their role as the nation's premier career and technical education provider."

Among the data presented by Schneider are growth in the number of postsecondary credentials awarded from 2008 through 2014. During that period, institutions awarded 58 percent more certificates of less than two years and 39 percent more associate degrees, while only 21 percent more bachelor's degrees were awarded. Schneider also looks at how to improve college value by building employer-campus ties and developing high-impact practices for community college student success.

"The tools are there," he writes. "Now the challenge is to use them and implement changes based on the data."

To request a copy of the *Return on Investment* paper, contact Colleen Allen at callen@acct.org.



2016 Community Colleges Outcomes Report



In February, the National Student Clearinghouse Research Center will issue its 2016 Community College Outcomes Report, *The Role of Community Colleges in Postsecondary Success*. The report synthesizes key community college metrics published by the Research Center in three important areas that indicate community college progress: college access and persistence, transfer and mobility, and certificate and degree completion. Among the key findings:

- Of all students who begin college at a two-year public institution, six out of 10 persist into the second fall term. Of the students who persist, nearly one in five does so at a transfer destination. The report notes that the distinction between persistence and retention is especially critical in investigating graduation and enrollment patterns among community college students, since part of the community college mission is to prepare students for transfer to four-year college.
- Of all students who began college at two-year public institutions in fall 2008, 24.4 percent transferred to four-year institutions within six years (vertical transfer) and 15.0 percent transferred to two-year institutions (lateral transfer) for an overall transfer rate of 39.6 percent. Importantly, the report notes that community colleges support not only pathways to a four-year degree for students who began at a community college, but also for those who began at a four-year institution. Overall, the transfer and mobility patterns among community college students underscore the importance of tracking enrollment across different institutions and state lines.

- Of all students who began college at a two-year public institution in 2009, 29.2 percent completed their first certificate or degree at a two-year institution and 9 percent completed their first certificate or degree at a four-year institution, for an overall completion rate of 38.2 percent.
- Almost half of all bachelor's degree recipients were at one point enrolled at a community college before transferring to a four-year institution.

These and other results continue to highlight the importance of considering multiple measures of academic success when investigating postsecondary community college student outcomes, the report states.

For more information about the report, visit nscresearchcenter.org.



Full Docket Ahead

The 115th Congress and the Trump Administration face an ambitious agenda, although many key higher education issues may come later.

By Jee Hang Lee

AS WE FLIP THE CALENDAR TO 2017, the legislative agenda for the 115th Congress and President Donald J. Trump is robust. On the campaign trail, then-candidate Trump outlined many priorities for his prospective administration, and those priorities will dominate the legislative agenda this year. At the top of the list is the repeal and replacement of the Affordable Care Act (ACA) and tax reform. Congress is using the budget reconciliation process to consider the repeal and replacement of ACA for two reasons: through this process only a simple majority is needed to pass the bill, and bills passed in this way are filibuster-proof in the Senate. Consideration of tax reform has not begun, but the reconciliation process also will be used for its consideration. Together, ACA and tax reform are expected to dominate the legislative agenda for 2017, leaving many items competing for space on the legislative calendar.

Furthermore, since the 114th Congress was unable to pass a yearlong appropriations bill and the present bill is set to expire on April 28, Congress will need to pass an appropriations bill for the remainder of FY2018. Congress also will need to work on the FY2019 appropriations bills while finalizing FY2018. The major item of interest for the funding bills will be funding levels for higher education, the status of the Pell Grant funding surplus, and the restoration of the year-round Pell Grant program. These legislative items will likely result in pushing many higher education legislative items toward the end of 2017 or into 2018, including the ones described in more detail below:



Higher Education Act

The reauthorization of the Higher Education Act (HEA) is still pending, as the 114th Congress did not move a reauthorization bill through either the House or Senate. The likelihood of a reauthorization taking place depends on whether the House and Senate can agree to either a comprehensive

rewrite of HEA or more of a piecemeal bill that only addresses major items. ACCT's top legislative priorities of interest for community colleges within HEA include:

- The restoration of year-round Pell
- Revisions to the student loan program
- Opposition of efforts to penalize

- colleges financially for non-repayment on student loans
- Accreditation
 - Regulatory relief to colleges
 - Creation of an improved data system to better measure student success.

Infrastructure

Throughout his presidential campaign, then-candidate Trump made many remarks about the importance of robust investments in infrastructure, and an infrastructure package to support job growth may be a major priority of his administration. Since community colleges are the job training provider of choice in many communities, our institutions may benefit greatly if these resources are targeted toward efforts related to job creation and job training programs. Many community colleges also have significant infrastructure needs; however, it's unclear whether federal funding might support this type of effort. Congress has previously moved legislation that included funding for higher education institutions, but these bills never have been signed into law.

The Carl Perkins Act

The Carl D. Perkins Career and Technical Education Act also is up for reauthorization and enjoys strong bipartisan support. As the new administration considers ways to revamp manufacturing and job-training efforts, the Carl Perkins Act may be a prime means through which to increase focus and funds to these important initiatives. See the fall 2016 issue of *Trustee Quarterly* for more information.

Together, ACA and tax reform are expected to dominate the legislative agenda for 2017, leaving many items competing for space on the legislative calendar.

Tax Reform

While tax policy in general is not a major higher education legislative item, Congress may look at two key tax credits this year, the American Opportunity Tax Credit (AOTC) and Internal Revenue Code Section 127. AOTC provides up to \$2,500 in tax credits for higher education expenses, refundable up to \$1,000. In many instances, community colleges are precluded from receiving AOTC if they participate in the Pell Grant program. Congress will need to address this inequity. Tax benefits under employer-provided educational assistance (Section 127) also could be on the chopping block when Congress takes up tax reform. Under current law, employers that provide their employees educational assistance benefits under Section 127 may deduct the costs as a business expense as part of their income-tax liability. Eliminating this tax benefit would take away much of the incentive for employers to provide educational assistance.

DACA

While comprehensive immigration reform is not expected to be considered this year, a bipartisan group of legislators is working to provide relief from deportation for Deferred Action of Childhood Arrival (DACA) students. DACA was an executive action taken by President Barack Obama, and at this time it remains unclear whether the Trump Administration will continue this effort. The bipartisan Bar Removal of Individuals Who Dream and Grow Our Economy (BRIDGE) Act would provide temporary relief to DACA students until Congress takes action to address comprehensive immigration reform.

ACCT continues to monitor and work with Congress and the administration on these legislative priorities. We are excited to announce a new resource for our membership, ACCT Now, an online publication that can be found at now.acct.org. This website is a hub for public policy content and our Latest Action in Washington (LAW) email alerts.

We also encourage trustees, presidents, and other advocates at your college to use ACCT's online policy center at www.acct.org to communicate with your members of Congress. To sign up for LAW alerts, email publicpolicy@acct.org.



ACCT Vice President for Public Policy and External Relations Jee Hang Lee can be reached by email at jhlee@acct.org, or by phone at 202-775-4667.

A TIME TO FOCUS

ACCT'S SEVENTH SYMPOSIUM ON COMPLETION ZEROED IN ON WORKFORCE DEVELOPMENT AND NEW RESEARCH ON VULNERABLE STUDENT POPULATIONS.

BY MARK TONER

LEST THERE BE ANY MISTAKE ABOUT THE IMPORTANCE OF WORKFORCE DEVELOPMENT in the community college mission, Terrell L. Strayhorn made it clear.

“The number one reason people go to community colleges is to get a job — and a good job,” Strayhorn, director of the Center for Higher Education Enterprise at Ohio State University, told attendees of the 2016 ACCT Symposium on Completion.



Lorenzo Esters, vice president of philanthropy for USA Funds.



(L to R) Barbara Gault, Alison R. Griffin, Jonathan Rothwell, Mark Schneider, and Terrell L. Strayhorn discuss workforce education.

For the seventh time, community college leaders and policymakers convened before last fall’s ACCT Leadership Congress to discuss the ongoing evolution of the student success agenda. Sponsored by ACCT in partnership with USA Funds and with support from Lumina Foundation and the Bill & Melinda Gates Foundation, the 2016 Symposium focused largely on meeting changing labor market needs and supporting vulnerable student populations.

To understand the disconnect between higher ed as a whole and the nation’s workforce needs, attendees considered three numbers: 98 — the percentage of chief academic officers at higher education institutions who believe they’re doing a good job preparing students, and then 11 and 13 — the percentage of employers and the public, respectively, who agree, Alison Griffin, senior vice president of external and government relations for USA Funds, told attendees. And despite their closer ties to local workforce needs, community colleges aren’t necessarily immune from this disconnect, 2016 ACCT Chair Roberto Zárate cautioned.

“There’s a real discussion around the country about what we are training our communities for,” said Zárate, an Alamo Colleges trustee. “This is a time for focus.”

Seeking ROI

The nation’s workforce challenges are well documented, but the statistics remain sobering. Nearly 6 million jobs go unfilled each year because employers can’t find candidates, while about half of recent college graduates are either unemployed or underemployed, said Griffin of USA Funds, a nonprofit that focuses on “helping students make better decisions about higher education,” she said.

Much of the Symposium focused on these decisions — the

ROI of higher education for students, particularly those from disadvantaged backgrounds. “How do you make sure going to a community college will position you and your family to go into the middle class?” asked Narcisa Polonio, ACCT executive vice president for education, research, and board leadership services.

To improve that ROI, college leaders should study alumni experiences, collaborate with employers, ensure that academic and career advising include information about the labor market, focus on innovative practices such as coaching and retention initiatives, and establish clear goals for student success and monitor the institution’s progress towards them, Griffin said.

To that end, USA Funds announced a new trustee education partnership with ACCT during the Symposium. The Governance by Design initiative will focus on training and educational resources that help trustees better understand data and best practices on student success.

“We want to empower boards to grapple with these issues in an impactful way to deal with local issues in the way that’s best for them,” 2017 ACCT Chair Bakari G. Lee, a trustee at Hudson County Community College in New Jersey, told attendees.

Valuing Education

The good news for community colleges is that their graduates see value in their education. According to a nationwide survey conducted by Gallup for USA Funds, 57 percent of associate degree holders believe they wouldn’t be where they are without their degree; only post-bachelor’s and graduate degree holders agreed more strongly.

“Community colleges are awarding degrees that deliver high value for graduates,” said Lorenzo Esters, vice president of philanthropy for USA Funds.



Joseph Garcia, Charles M. Ambrose, M. Christopher Brown II, Margaret Onken, Jason Bearse, and Ben Cannon



Symposium attendees discussed key challenges and provided feedback on research presented during the event.

While Gallup’s survey of well-being found associate degree holders ranked highest in the areas of purpose and social well-being, they lagged four-year graduates in most dimensions, including financial well-being. Researchers also found wide variances by program of study, which Esters said holds a lesson for individual colleges. “Think about what you could do at your institution if you had data at the major level,” he said.

To further the visibility of community colleges in the broader conversation on workforce issues, ACCT commissioned five working papers exploring a broad range of issues involving labor market outcomes, the ROI of higher education for students, and vulnerable student populations (see box on p. 15), and researchers discussed the implications of their work throughout the Symposium.

While postsecondary credentials still have an outsized impact on earning power — two-year degree holders now earn 32 percent more on average than high school graduates — the reality is that wages have stagnated since 2000, Jonathan Rothwell, a senior economist for Gallup, told attendees. In fact, adjusted for inflation, the median earnings for an associate degree holder have fallen from \$40,000 in 2001 to about \$33,000, he said. And there’s considerable variation in the payoff for postsecondary attainment across industries and institutions, Rothwell added.

Overall, community colleges offer a lower-paying mix of majors than four-year institutions, in part because of the large number of general studies degrees they award — highly valuable degrees when students transfer and earn bachelor’s degrees but with less labor market value as standalone associate degrees, according to Rothwell. But institutions that offer a higher mix of degrees in healthcare

and technical fields “are generating consistently high-paying jobs,” he said.

Research also suggests that community college students report higher well-being when they participate in internships, are academically challenged, and feel that professors care about them, which points to the importance of student support services and teacher quality, according to Rothwell. Nearly two-thirds — 71 percent — of associate degree graduates surveyed by Gallup believe that their degree was worth the cost, he added.

That’s borne out by a historic shift towards associate degrees and certificates. About 100,000 more sub-baccalaureate credentials are now being awarded each year than bachelor’s degrees, a sign that the nation’s “bachelor’s addiction” has finally been tempered by mounting student debt, said Mark Schneider, vice president and research fellow for the American Institutes of Research. At the same time, community colleges still have a responsibility to prove to students “that there are better, faster, and cheaper ways into the middle class — and that it can be done,” he cautioned.

To do so, college leaders must more closely link programs to labor market outcomes, Schneider told attendees. “We know and the data show that 89 percent of students [say] they go to college for better wages,” Schneider says. “It’s our obligation to help students find good jobs.”

And they can — associate degree holders in high-wage fields (ones where you “fix things” or “fix people,” Schneider quipped) now outearn bachelor degree holders on average. “There are pathways through community colleges that can put students solidly in the middle class and put [earnings] solidly past bachelor’s and master’s degrees,” he said.



Inside Higher Ed's Scott Jaschik moderates a panel with Barbara Gault, Jonathan Rothwell, Mark Schneider, Terrell L. Strayhorn, Marie Harper-Marinick, Tia Brown McNair, and Juan Garcia

At the same time, “the associate degree really masks a lot of variation,” said Ben Cannon, executive director of the Oregon Higher Education Coordinating Commission, noting that completion rates also are higher in programs that lead directly to careers.

But while many states now make it possible to correlate student data with labor market outcomes, only a handful make this information available to the public, Schneider said. “We need to liberate data about hot jobs, hot skills, and programs with high returns on investment,” he says. “No state will make its postsecondary [attainment] goal without getting adult students back into programs that matter.”

College leaders also will need to take a much deeper dive into workforce data to develop programs that meet labor market needs, speakers said. Schneider pointed out that within STEM, only technology, engineering, and a less typical M — medical — offer wage premiums in most places.

Ohio State’s Strayhorn pointed to another statistic: the 40 million Americans working in jobs that didn’t exist even a few years ago — roles like search engine optimization (SEO) specialists, chief listening officers, and blog managers. “All of this suggests a fracture between what’s happening in today’s labor market and higher education,” he said.

But instead of funneling people out of majors, colleges should ensure that all programs have high-demand skills that cut across fields, Schneider urged. “Don’t do away with English majors,” he said. “Add skills to the major that will double [graduates’] wages.”

Vulnerable Populations

Delivering value is especially critical for vulnerable students, Strayhorn told Symposium attendees, including those at-risk for

failure, those with limited resources to invest in education, and those with limited options — low-income and minority students, but also other populations such as foster youth.

Strayhorn’s research confirmed that race and gender disparities persist: African American students who complete associate degrees or certificates earn less than white counterparts with similar educations. And African American women who have earned an associate degree or certificate earn less than their male counterparts — troubling given the large numbers who are returning to community colleges to upgrade their skills, he said.

Another researcher zeroed in on the growing numbers of postsecondary students raising children while taking classes, including more than half of all African American women attending community colleges. More than 60 percent of students who are single mothers spend 35 hours a week or more on caregiving, Barbara Gault, vice president and executive director of the Institute for Women’s Policy Research, told attendees.

“If we are serious about meeting our community college completion goals, we need to pay much closer attention to the role of parenthood,” Gault said.

However, on many campuses, the opposite is happening. Even as demand for childcare continues to increase, the percentage of institutions offering on-campus childcare has dropped from more than half of all campuses to 44 percent of community colleges and 49 percent of public four-year institutions since 2002, according to Gault, who said many programs have fallen victim to budget cuts.

“Childcare is expensive to provide, and given the financial pressures community colleges face... it’s often the first target,” she said. Instead, community college leaders could

To improve students' ROI, college leaders should study alumni experiences, collaborate with employers, ensure that academic and career advising include information about the labor market, focus on innovative practices such as coaching and retention initiatives, and establish clear goals for student success and monitor the institution's progress towards them.

make childcare facilities the hub of their student success efforts for a simple reason, according to Gault.

"Parents show up at childcare every day," she said.

Noting that for-profit institutions have an outsized share of student parents because they actively recruit them, Gault urged community college leaders to consider other ways of making their campuses attractive to parents, such as kid-friendly events. While childcare centers represent a significant financial lift, combining them with growing demand for early childhood education training could be "a win-win," she added.

"There's probably nothing more powerful you can do to break the cycle of poverty than educate the parent," Gault said.

Working learners also are a common — and vulnerable — population on community college campuses. Nicole Smith, research professor and chief economist of Georgetown University's Center on Education and the Workforce, noted that low-income students are less likely to take out loans for college, meaning they are more likely to work long hours. Research has shown that working beyond a threshold of 15 to 20 hours a week is correlated with lower GPAs. "It's almost a direct connection," Smith said. "The opportunity to earn middle-class wages is at risk here."

Perceptions also are an area of concern. Surveys show that low-income and economically disadvantaged students believe they are less likely to attain a bachelor's degree, according to Smith. "They almost start off with the premise that they're not going to get there," she says.

Community college leaders pointed to the realities their students face. Maria Harper-Marinick, chancellor of the Maricopa Community College District, stressed the importance of understanding all student needs. "Even when we have the best of intentions, we're dealing with real human beings who have lives and issues," Harper-Marinick

said. "What we need to do as leaders is to be unapologetic about bringing equity to how we serve students."

Helping students navigate developmental education more quickly remains particularly critical, said Linda Garcia, assistant director of the Center for Community College Student Engagement at the University of Texas at Austin. Preparing students for placement tests, encouraging faculty to conduct ongoing assessments, and using multiple measures to determine course placement, as now is being done in North Carolina, all can help improve the developmental education experience for students. "We've learned that college readiness is at the heart of the disconnect between student expectations and reality," Garcia said.

Community college leaders also need to better understand the challenges their students face navigating their institutions, speakers said. "Have you gone through the process of registering and been through your One Stop?" asked Juan Garcia, senior director of the ACT Foundation Center for Equity in Education. "I'll bet you're going to find a lot of things you can do better."

Changing the Model

As president of the University of Central Missouri, Charles M. Ambrose realized that enterprising students were "finding the pathways without us."

Working with community colleges, employers, and high schools, the University of Central Missouri created an "innovation campus," a three-year paid internship program with 45 corporate partners allowing students to complete an accelerated bachelor's degree while receiving workplace training. The most recent cohort of graduates saw 100 percent employment in highly selective fields, and Ambrose pointed to the program's focus on competencies specified by employers — as many as 700 discrete skills required to function in the workplace.

“It’s not the credential, it’s the continuum of learning that’s valuable today,” Ambrose said.

In Louisiana, Southern University and A&M College worked with the state’s workforce commission to create the LA Stars system, a statewide database that ranks jobs on a five-point scale based on workforce demand, required training, and salary. The system uses predictive analytics and 15 years of transfer data to help predict the likelihood of an individual student’s success in a chosen field — in time to assist or advise students who may struggle with classes required for a field such as nursing, said M. Christopher Brown II, executive vice president and provost.

In both cases, institutions partnered with a broad range of partners to improve the student experience. “Doing this requires your institutions to collaborate, seek partnerships, and engage the workforce,” Ambrose said. “Together, we can create outcomes that none of us can provide in the traditional delivery model.”

The Trustee Role

Speakers and attendees focused on the role community college trustees can play in ensuring that their institutions remain responsive to workforce and student needs.

“There needs to be a coordinated approach to trustee advocacy,” said Joseph Garcia, president of the Western Interstate Commission. “We need to be on the same page and paragraph.”

Among other advice from speakers and participants.

- Meet board-to-board with partners in collaborative efforts
- Attend Chamber of Commerce and other business-focused meetings in your community. “Sometimes, it’s just getting out there and asking your businesses what they need,” Ambrose said.
- Engage faculty members in understanding and addressing employer needs
- Establish high expectations for program review process guided by data
- Assess the role and impact of workforce advisory committees
- Focus on the big picture, not just immediate job placement.

“One question boards should ask about responsiveness is how your college and its programs and certificates are providing the worker with long-term skills,” Cannon said. “Students are at community college for a job, but let’s make sure those competencies and skills are transferrable.”

THE RESEARCH

The five papers commissioned by ACCT for the Symposium on Completion:

“Return on Investment: What is the Value of the Associate Degree?” — Mark Schneider, American Institutes for Research (see p. 7)

“Can’t Afford Mistakes: An Economist Perspective” — Nicole Smith, Center on Education and the Workforce, Georgetown University

“Putting Students First: Are Community Colleges Preparing Their Alumni for Successful Careers?”
— Jonathan Rothwell, Gallup

“Family Values: How the System Negates Family Values of the Poor” — Elizabeth Noll, Lindsey Reichlin, Barbara Gault, Institute for Women’s Policy Research (see p. 6)

“The Shell Game: How the System Doesn’t Work for Some of Our Nation’s Citizens” — Terrell Strayhorn, Center for Higher Education Enterprise, Ohio State University

Two of the papers, *“Family Values”* and *“Return on Investment,”* are now available, with others to be published throughout 2017. For more information about the papers available now, see pages 6-7.

LEADING *with* INTENT

BY MARK TONER

The 2016 ACCT Leadership Congress focused on maintaining access to higher education — and the American Dream.



As befits a gathering of community college leaders in an election year, the 2016 ACCT Leadership Congress focused extensively on the role of their institutions in providing universal access to higher education — and the role trustees play in ensuring that they will continue to do so in the years to come.

“Think about the intention of the founders of our institutions and the community college sector,” said former Colorado lieutenant governor and community college president Joseph A. Garcia, president of the Western Interstate Commission for Higher Education. “We cannot claim the moral high ground if we’re not asking ourselves every single day whether we’re not just providing access and opportunity, but also success and better lives.”



1. 2015-16 ACCT Chair Roberto Zárate welcomes nearly 2,000 community college leaders to the 2016 ACCT Leadership Congress; 2. Opening General Session



1. Keynote Speaker Joseph A. Garcia; 2-5. Members meet ACCT staff, partners, and area college representatives at the ACCT Marketplace

Trustees “are the guardians of that mission,” Garcia added during his opening keynote address. “You have to fight to preserve that.”

ACCT President & CEO J. Noah Brown urged the more than 2,000 community college leaders attending the New Orleans Congress to ensure that the unprecedented focus on community colleges does not abate with the new administration. “We cannot allow that to happen,” said Brown. “The success of our students determines the success of our country. No one has greater responsibility for that success than those of you in this room.”

Along with the annual Symposium on Student Completion that immediately preceded the Congress (see p. 10) and more than 140 sessions, this year’s events included a Summit on Safeguarding College Campuses, which focused on security and emergency management (see p. 25). This year’s theme — leading with intent — “reflects our commitment to the communities we serve,” 2016 ACCT Chair Roberto Zárata, a trustee at Alamo Colleges, told attendees. “We must continue to ensure that the American Dream remains an opportunity for every American.”

Keeping the Promise

The College Promise movement, which continued to gain momentum throughout 2016, represents one of the most ambitious efforts to expand access to higher education since the widespread growth of the community college movement in the 1960s.

The number of Promise programs across the country has tripled from around 50 several years ago to at least 150, and the national College Promise Campaign celebrated its first anniversary in 2016. Martha Kanter, president of the nationwide campaign, urged Congress attendees to consider how such programs could best meet the distinct characteristics of their own communities.

“How do you design something for your community that meets the greatest need?” asked Kanter, formerly Under Secretary of the U.S. Department of Education. College leaders can draw from the diversity in funding sources, criteria for students, and partnerships in existing Promise programs, she added.

“Boards play essential roles in shaping a Promise program,” added Constance M. Carroll, chancellor of the San Diego Community College District, where trustees ensured the district’s program upheld the board’s core values of diversity, equity, and access. As a result, 90 percent of SDCCD Promise participants are students of color. “That’s a tremendous outcome we’re very proud of,” Carroll said.

In Oregon, fears that the legislature-driven Promise program would primarily benefit middle class students were mitigated by expanding access to GED and undocumented students and winning funding for advising and other support services, said Andrea Henderson, executive director of the Oregon Community College Association.

Trustees also must ensure that lawmakers and other stakeholders understand that community college expenses go far beyond tuition. In Utah, Salt Lake Community College has

moved most gateway courses to open educational resources, saving students \$3 million in textbook costs, said President Deneece G. Huftalin.

Donald Generals, president of the Community College of Philadelphia, called Promise programs part of “a historical moment” for community colleges. “There are still thousands of people unable to get the education and training they need,” he said. “It’s a social and economic good.”

Supporting the Common Good

Representatives from Mott Community College in Michigan discussed how they worked to support their campus and the broader community following the water crisis in Flint. “There’s an expectation that if there’s something wrong, we need to be at the forefront to take action,” said MCC President Beverly Walker-Griffea.

MCC also encouraged the college’s students to take a leadership role in supporting other communities that face similar issues. “We’re educating our students to learn how to advocate and ensure this never happens again to another community,” Walker-Griffea added.

Community college leaders also focused on ways to support students within their institutions. Returning to her native New Orleans, ABC and NPR commentator Cokie Roberts stressed the importance of better supports for women at their institutions. Pointing to the city’s Delgado Community College, which offers childcare services, Roberts said that helping more women earn degrees and postsecondary credentials will be critical to meeting the nation’s workforce needs. She urged community college leaders to identify other opportunities to support working mothers, including mentoring and recruitment.

“We need to have people these women can learn from and aspire to be like,” Roberts said.

ACCT Corporate Council members stressed how technology can help community college leaders identify the best supports for their students. Citing the example of one community college with 100 disconnected pilot projects, Gerardo de los Santos, a senior fellow with Civitas, said that new data systems can help “look across the institution and better understand what is giving students the most lift.”

A Changing Landscape

Although Congress was held before the election, a number of critical federal priorities that remain relevant today were front and center during the event.

The leader of the nation’s largest regional accreditation organization told attendees that proposed legislation could tilt the balance of accreditation away from continuous improvement. “We are being pushed more and more toward the federalization of higher education,” said Barbara Gellman-Danley, president of the Higher Learning Commission, which oversees accreditation in 19 states.

The current Pell Grant surplus also remains a tempting source of funding for other priorities, which could impact ongoing



1. William F. Winter; 2. Cokie Roberts; 3. (L to R) Martha J. Kanter, Constance Carroll, J. Noah Brown, Andrea Henderson, Donald Generals, and Deneece G. Huftalin discussed the growing College Promise movement; 4. Barbara Gellman-Danley; 5. Phi Theta Kappa President and CEO Lynn Tincher-Ladner



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1. Phi Theta Kappa Honor Society Student Vice Presidents Sara Hwand and Alexa Greer; 2. Students from the Northeast Mississippi Community College Campus Country band; 3. Roberto Zárate (left) passes the chairmanship to Bakari G. Lee; 4. 2016-17 ACCT Chair Bakari G. Lee, Esq.

bipartisan efforts to reinstate year-round Pell Grants and the long-term funding for the \$40 billion program, Jennifer Stiddard, ACCT's director of government relations, said during a special session on legislative priorities held by ACCT and American Association of Community College policy experts.

ACCT and AACC policy experts also discussed the prospects for reauthorization of the Higher Education Act and the Perkins Vocational and Technical Education Act, as well as ongoing deliberations involving institutional responsibility for cohort default rates. Jee Hang Lee, ACCT's vice president for public policy and external relations, urged Congress attendees to attend the 2017 National Legislative Summit in Washington, D.C.

"I cannot stress enough the importance of having a large group of people in Washington advocating on our behalf," Lee said. "It provides a powerful message to legislators. There are big issues, and we need as many of you in Washington as possible to push that message."

Another ongoing challenge: addressing the accelerating change in community colleges' top leadership role. With more than 1,000 presidential transitions since 2011 — and only 234 of those transitions the result of retirement — the mean average of a community college presidency is now 2.8 years, according to Will Austin, president of Warren County Community College in New Jersey. Warren and other speakers stressed the importance of training for first-time leaders and governing boards creating clear expectations and supporting new CEOs.

Speakers in other sessions also stressed the role of the board in supporting innovation and institutional change. "It's vital to understand the role of the board in organizational leadership and adopting a change agenda," said Dan Phelan, president of Jackson College in Michigan. "This cannot happen by serendipity. It has to be an intentional decision."

Passing the Gavel

Incoming ACCT Chair Bakari G. Lee closed the 2016 Congress with a call to "promote service to our country through the improvement of our nation's community colleges."

A trustee of Hudson County Community College in New Jersey, Lee said that his platform as ACCT Chair would involve a focus on at-risk men of color, including African American and Hispanic males, and working student mothers.

"I intend our association to focus on bettering their community college experience and improving their success rates," Lee said. (See p. 20 for a profile of Lee.)

The importance of that mission was reinforced by William F. Winter, the former governor of Mississippi, who called community colleges "the balanced wheel" that provides opportunity to underserved populations.

"We can't afford to have a country where one-fourth to one-third of the people are shut out from the beginning simply because of their socioeconomic status," Winter said. "The community college movement provides the balance that provides for the middle class... Unless we keep that at the top of our national priorities, we won't have the society we can have."

A Legacy of Service

For ACCT Chair Bakari G. Lee, trusteeship is an extension of his upbringing — and an opportunity to serve those who need it the most.

BY MARK TONER

FOR SEVERAL YEARS, BAKARI G. LEE WALKED ALONG THE CAMPUS OF Hudson County Community College in Jersey City, New Jersey, every day on his way to work. But it was a chance connection with a client that ultimately led the public finance attorney to join the college's governing board — at first, as a “quiet trustee,” but soon as a state and national leader, culminating last fall in his appointment as ACCT's 2017 chair.

“Our mission is to ensure affordable, universal higher education for all,” Lee said after taking the gavel at the 2016 ACCT Leadership Congress in New Orleans in October. “My goal as your chair is to promote service to our country through the improvement of our nation's community colleges.”



Service runs deep in Lee's family, and both in and out of trusteeship, he has focused on helping at-risk youth succeed in education. As ACCT Chair, Lee has focused his platform on supporting at-risk males of color and working student mothers. He also assumes his role at a time of transition, with the exiting Obama administration taking with it eight years of unprecedented attention and support for the community college movement.

"It's incumbent upon us to craft our own narrative of who we are," Lee says.

Lee credits his emphasis on service to his family, who raised him in suburban New Jersey. His parents — both educators — were heavily involved in the social justice movement of the 1960s and 1970s. His father, a director of guidance for a K-12 system, helped to assimilate incarcerated men back into society upon their release. His mother, a registered nurse who taught in nursing programs, remains actively involved in community service.

"That social action ethic was very much part of my upbringing," says Lee. In fact, it inspired his name — which is Swahili for "Of Noble Promise," based on a play about an African warrior who learned compassion and became king.

"I am the son of a man and a woman who believed in the dignity of my people," Lee said during the 2016 ACCT Leadership Congress. "They bestowed upon me a sense of purpose and responsibility I carry with me every day."

Equally importantly, Lee's parents bestowed another expectation on their only child. "They instilled in me at an early age that I would go to college," he says. "It was as easy a decision to me as going from elementary school to middle school or high school. My upbringing was such that the table was set for me to be successful."

Lee received a scholarship to Florida A&M University, where he majored in business and participated in a finance internship with Pfizer that would lead to a full-time job — and, ultimately, to law school at Rutgers University. Following a clerkship on the Virgin Islands, Lee became an attorney with McManimon, Scotland & Baumann, LLC, in 2003. With an emphasis on public finance, he has served as a bond counsel to state, county, and local governments, as well as focusing on affordable housing transactions and related programs involving public housing and redevelopment. In 2010, Lee became a limited partner of the New Jersey law firm, and he was named an equity partner in 2015. He also has been named a "rising star" by *Super Lawyers Magazine* several times.

Lee also has been actively involved in community service, participating in mentorship programs focused on at-risk youth, including one sponsored by the local chapter of the Sigma Pi Phi fraternity that helps high-achieving middle school students

of color develop "soft skills" and a stronger sense of the college-going experience. In 2015, he received the Boy Scouts of America Whitney M. Young Service Award.

For Lee, community service is an opportunity to continue his parents' commitment to social justice — his father ran similar programs, and he helps his mother oversee the Morristown Neighborhood House Rites of Passage program, which helps African American and Latino teenagers transition to adulthood by developing personal narratives.

"It gives me the opportunity to help support my mother and continue my father's work and his legacy," he says.

Lee also sees trusteeship as part of that legacy. "My service to community colleges and the responsibility and honor provided by the ACCT board fulfill the aspirations of my parents," Lee said after taking the gavel in New Orleans.

Despite his family's emphasis on service and social justice, Lee readily admits that he was a "quiet trustee" when he first joined the Hudson County Community College board in 2006 at the behest of one of his firm's clients. Inspired by attending the institution's graduation ceremonies immediately after joining the board, Lee nonetheless found himself trying to understand his governance role.

"I was very quiet early on, trying to make heads or tails of what a trustee does," Lee says. "I wasn't offered any formal orientation."

But Lee didn't stay quiet for long, his desire to become a more effective trustee leading him to the New Jersey Council of County Colleges (NJCCC) and ACCT. As Lee attended training and conferences offered by both organizations, "the clouds began to blow away," he says. He currently serves as vice chair of the HCCC board, and he also has chaired its finance committee and served on its capital project advisory committee.

Lee points to the creation of a nationally ranked culinary arts center and a new, state-of-the-art library — recognized as the best of its kind in the nation — as highlights of his board tenure at HCCC. During his time on the board, HCCC opened a new campus in Union City, providing new opportunities for residents in the northern part of the county. Graduation rates have steadily increased, and HCCC and its leaders and board staff have been recognized at the state, regional, and national level, including for equity.

"We are now a college of choice," Lee says proudly.

Given his background in public finance and redevelopment, Lee is particularly proud of the college's role as the anchor of the Journal Square area of Jersey City, where he lives and which currently is undergoing significant revitalization.

"The college was always there, and it has been the anchor of a neighborhood that is dramatically turning around," he says.

Based on his experience as a new trustee, Lee emphasizes the importance of trustee training. "It's like being placed in a pitch-

“We had **unprecedented focus** during the last eight years, particularly with **Jill Biden** being a public figure,” he says about the former Second Lady and career-long community college professor and advocate. It’s an **important time** in our history to **keep community colleges prominent** and not lose any of the ground we’ve gained over the past eight years.”

black room,” he says — you learn to navigate, “you learn the language over time.”

Lee also found friends and mentors in NJCCC and ACCT who encouraged him to take on leadership roles with both organizations, including outgoing ACCT Chair Roberto Zárate, who joined the ACCT Board of Directors at the same time as Lee.

Over the years, Lee took on progressively greater leadership roles at NJCCC, ultimately serving as chair from 2011-2014; he remains on the Council’s executive committee and serves as a trustee ambassador. Encouraged to run for the ACCT Board of Directors by a fellow Garden State trustee, Lee applied his public finance experience to his responsibilities with the association, culminating with his election as secretary-treasurer in 2013.

Much as mentorship helped him navigate his local board, Lee stresses the importance of making connections in trustee organizations. “When you first come to the ACCT Congress and there are 1,500 or 1,800 people and you’re there without any other members from your board...it was really pivotal for these folks to take me in and give me more exposure,” he says.

A quiet trustee no longer, Lee remains his board’s trustee liaison for commencement, and he has also been invited to give commencement addresses at several of the state’s other community colleges. During a commencement speech at Atlantic Cape Community College, Lee quoted a speech by Theodore Roosevelt that talked about the importance of being “the Man in the Arena.” It is better to occasionally fail than to be “a cold and timid soul who knows neither victory nor defeat,” Lee said, quoting the former president. Lee is also scheduled to deliver the commencement address at the Warren County Community College graduation ceremony this year.

As he prepared to take the gavel as ACCT Chair during the 2016 Leadership Congress in New Orleans, Lee had already

decided to focus on at-risk students as one of his priorities. But attending the Symposium on Completion immediately before the Congress and hearing presentations on the challenges faced by minority males and single mothers who attend community colleges (see p. 10) provided a new sense of urgency to his platform as Chair.

“Sometimes you hear something that’s always had value to you but hasn’t completely been articulated,” he says.

To that end, Lee intends to help institutions better serve these at-risk populations of students. “I intend for our association to focus on bettering their community college experience and improving their success rates,” he says. “My desire and intent is for ACCT to provide a repository of information and best practices that community colleges have used to help institutions focus and provide better programs to serve at-risk groups.”

Lee also intends to spend considerable time helping ACCT ensure that there is a continued emphasis on community colleges as the solution to the nation’s higher education and workforce challenges.

“We had unprecedented focus during the last eight years, particularly with Jill Biden being a public figure,” he says of the former Second Lady and career-long community college professor and advocate. “It’s an important time in our history to keep community colleges prominent and not lose any of the ground we’ve gained over the past eight years.”

An avid boxing fan, Lee often shares a favorite quote from Muhammad Ali in speeches and presentations: “service to others is the rent you pay for your room here on earth.” For Lee, that means community college trustees must “commit to continue the agenda to promote student success, devotion, equity, and universal access.”

“I know I’m preaching to the choir,” he says, “but that quote really fits the ethics of those of us who serve.”

TRUSTEE QUARTERLY

The Voice of Community College Leaders

Trustee Quarterly is the two-time APEX Award for Publication Excellence-winning membership magazine of the Association of Community College Trustees. ACCT publishes three issues of *Trustee Quarterly* each year, which is circulated among approximately 9,000 community college trustees, presidents, chancellors, professional board staff, and select federal officials and philanthropic leaders.



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Response *and* Resiliency

ACCT'S SUMMIT ON SAFEGUARDING COLLEGE CAMPUSES
FOCUSES ON HOW INSTITUTIONS CAN PREPARE FOR EMERGENCIES —
AND HELP THEIR REGIONS RECOVER FROM THEM.

BY MARK TONER



1. Virginia Tech Director of Emergency Management Michael Mulhare;
2. Trustees, presidents, and top administrative staff from colleges around the country attended the Summit.

ENSURING THAT COLLEGE CAMPUSES ARE CAPABLE of responding to — and recovering from — disaster involves planning, preparedness, and preparation. It's also “about changing the culture,” keynote speaker Michael J. Mulhare, director of Virginia Tech's office of emergency management told attendees of the Summit on Safeguarding College Campuses, a first-of-its-kind event held during the 2016 ACCT Leadership Congress.

During the Summit, speakers focused on a broad range of security-related topics, including cybersecurity, gender violence prevention, new models for public safety, effective communications strategies, and disaster recovery. Attendees also participated in a simulation activity to help them assess their own institutions' readiness to handle emergency situations.

It's fitting that the Summit was held in New Orleans, a city which has emerged as a model for resiliency and recovery following the devastation caused by Hurricane Katrina. The lessons from that disaster point to the importance of preparation — and the roles leaders must play in ensuring that institutions are ready to help their region recover, said keynote speaker Michael Hecht, president and CEO of the Greater New Orleans Foundation, Inc.

“The institutions that are going to thrive are not the strongest ones, but the ones that are most nimble,” Hecht told Summit attendees.



Michael Hecht, president and CEO of Greater New Orleans, Inc.



Participants discuss security measures at their colleges.

Creating a Culture

Nimble institutions have the flexibility to respond to both anticipated and unanticipated crises, Summit speakers said. To create a resilient culture, Mulhare argues that institutional leaders must focus in four areas:

- **Individual preparedness** — ensuring that students and staff know what to do in the event of an emergency. Often the most important and most challenging issue, given that a significant portion of the student population turns over each year.
- **Departmental readiness** — ensuring that each department knows how to respond in an emergency and has a plan to ensure continuity of operations during recovery.
- **University resiliency** — determining the extent to which the institution as a whole has plans and procedures to continue operations at the enterprise level following an emergency.
- **Regulatory compliance** — ensuring that the institution meets federal and other regulations governing the development of emergency plans and the creation of committees focused on security issues.

At first, Mulhare believed enterprise-level policy and planning were the most important components of institutional preparedness, but over time he realized that preparing individuals to respond in times of crisis is critical. “If we don’t do everything we can at the enterprise level, it costs us time and money,” he told Summit attendees. “If we don’t do everything we can at the individual level, maybe someone doesn’t go home that night.”

Given the ongoing student body turnover on college

campuses, educating individual students and faculty requires careful planning — and persistence. “The challenge is engaging students and faculty to overcome apathy and complacency,” Mulhare said. “We need to repeat and provide these services over and over, but change them up to keep people engaged.”

Another significant challenge faced by colleges is the horizontal, siloed nature of their organizational structures. That’s why it’s so important to focus on both institution-wide and departmental planning, according to Mulhare.

Principles of Planning

Institutions should focus their emergency management efforts in four areas, according to Mulhare:

- **Mitigation** — changing the physical environment and behaviors in ways that reduce the impact of emergency situations
- **Preparedness and prevention** — advance planning for emergencies and other foreseeable situations
- **Response** — the strategy for managing an incident
- **Recovery** — the short- and long-term plan to return to normalcy.

College leaders should create a matrix of these principles and ensure that each one is being addressed at every level — individual, department, and institution-wide.

Mulhare cautioned that recovery efforts take far longer than most people expect. “The goal is not returning to normal, but normalcy,” he said. “There’s a rhythm, a need to move forward at a pace that’s responsive to the needs of the community. As leaders of colleges, it’s our responsibility to ensure this occurs.”

At Virginia Tech, the office of emergency management



Mississippi Gulf Coast Community College President Mary Graham



Summit participants

oversees the university's Crisis and Emergency Management Plan. It also has encouraged the creation of 228 department-level plans, including ones for many functions that have no role in emergency response but still need to determine how to move forward after a disaster. The office coordinates communications across multiple channels and provides training for faculty and staff, including events that borrow liberally from current pop culture trends. "If you work zombies into your outreach program, you've done really well," Mulhare joked.

Even at a large institution like Virginia Tech, the office of emergency management was a one-person department for several years after it was created. Today the department has a staff of five and has consolidated the roles and staff of multiple departments involved in emergency planning into 14 discrete functions, including transportation, communications, and infrastructure.

"We demonstrated opportunities for value and solved problems the university has," Mulhare said.

The Road to Recovery

In the case of widespread disaster, community colleges also can play a significant role in their region's overall recovery efforts. But to do so, their leaders must take a long-term approach, Summit speakers said.

As head of an organization that helped coordinate recovery efforts throughout the New Orleans region after Katrina, Hecht is aware of the importance of looking ahead. "The first mistake everybody makes is promising too much too soon," he told Summit attendees.

Instead, it's important to be aware of three connected

timelines to recovery, according to Hecht. After Katrina's widespread devastation, it took three years for "the dust to literally settle" and a decade for rebuilding to be complete and "turn the page," he said. But it will take 30 years — a full generation — to make lasting changes that leave the community a better place than it was before, he added.

"The real disaster was the failed economic and social policies of decades" that preceded the hurricane, Hecht said. "New Orleans was dying for four decades before Katrina... There literally was the opportunity to build back something better. The challenge is finding opportunity in adversity."

For Louisiana, the indelible images of flooded communities were inescapable, but they also allowed the region to become a global expert in environmental management issues associated with sea level rise — or as Hecht puts it, "the masters of disaster."

Community and technical colleges have played a crucial role in the transformation of the region's economy, according to Hecht. Following the BP oil spill in the Gulf of Mexico, Nunez Community College in St. Barnard Parish began offering programs to train commercial fisherman how to handle environmental cleanup. Throughout the region, programs in petroleum technology — known locally as "ptech" — have been retooled to offer certificates in areas such as water management and coastal engineering.

Community colleges have a unique role and responsibility to help their regions take on these challenges and reshape their economies in the face of change, Hecht said.

"That kind of training can't happen anywhere better than a community college, because they're the most nimble," he explained.

*Greetings from Kapi'olani Community College
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INCENTIVIZING COMPLETION:

Getting Students on the Fast Track

AT ALAMO COLLEGES, AN INCENTIVE PROGRAM ACCELERATES STUDENT PROGRESS TOWARDS DEGREES AND CERTIFICATES.

BY YVONNE KATZ



The Alamo Colleges in San Antonio, Texas, is meeting this challenge head on by offering our students a new Fast Completion Incentive Plan to encourage them to complete their degrees or certificates in less time so that they will save money and use their financial aid more effectively.

ONE OF THE MAJOR CHALLENGES FACING COMMUNITY colleges nationwide is that most of our students are part time. Many do not take summer classes, and as a result, it can take our students as long as five or six years to complete an associate degree or certificate. Many fall by the wayside, discouraged by how long it takes to complete their goals. Others deplete their financial aid before they have finished. To make matters worse, without a degree or certificate, students also are much less likely to enjoy career success.

The Alamo Colleges in San Antonio, Texas, is meeting this challenge head on by offering our students a new Fast Completion Incentive Plan to encourage them to complete their degrees or certificates in less time so that they will save money and use their financial aid more effectively. In a nutshell, the program rewards students by providing them up to six free credit hours if they take a combined 18 or 24 credit hours the preceding spring and fall. The plan was approved by the Alamo Colleges Board of Trustees this fall, and the first free summer hours will be offered during the summer of 2017.

This initiative is intended to have a significant impact on student success by increasing momentum, a factor so often missing for part-time students who comprise 77 percent of our student body. The plan rewards students for enrolling full-time instead of part-time so that they will save not only time, but also money. Students will maintain that momentum, earning their degrees or certificates in two or three years instead of five or six.

The Texas Higher Education Coordinating Board reports that for every year beyond the two years originally intended, it costs a community college student \$15,000 in direct costs and lost wages he or she would earn upon graduation and employment at the higher salary a degree provides. The student who takes five years to complete has lost an average of \$45,000. When a student is financially strapped in the first place, that \$45,000 becomes devastating to the student's momentum.

In addition, taxpayers lose because they have subsidized whatever credits the student has earned without completing his or her degree. The return on that investment, usually in greater taxes paid through better employment, is lost. Further, employers lose the talent of the thousands of students who never achieve their degrees or certificates and who therefore are not employed in the high-demand, high-wage jobs employers are so eager to fill.

The plan offers additional academic and social support to ensure students successfully complete. Students who take 18 credit hours per year will receive a free three-credit-hour

summer course, resulting in a total of 21 credit hours each year and allowing completion in three years. If a student takes 24 credit hours per year, he or she will receive two free three-credit-hour summer courses for a total of 30 credit hours annually, leading to a two-year completion. The first student saves \$258 annually and the second saves \$516 annually, in addition to the \$15,000 in savings for every additional year each student would have spent in college. The free summer courses keep the students attending college and maintaining their momentum, which will help them complete and earn their degree rather than “drop out” or “stop out.”

According to Alamo Colleges Vice Chancellor for Academic Success Dr. Jo-Carol Fabianke, the college's administrators based the program on national research from organizations such as the Community College Research Center (CCRC) at Columbia University's Teacher College. This research shows that students who take six credit hours each semester — which represents the majority of students at community colleges across the nation — require a minimum of five years to achieve the required 60 credit hours for an associate degree.

At Alamo Colleges, Fabianke notes, the average student takes slightly less than nine credit hours per semester. The same students usually do not take summer courses, with the result that they often do not return in the fall, an effect referred to as “summer melt.” In fact, by stretching out the time it takes to achieve a degree, students too often simply drop out — persisting is just too hard and too disheartening. Before presenting the plan to the board, administrators conducted student surveys and focus groups that indicated most students were interested in such an incentive program and would take advantage of it.

In examining the issues related to completion, it also became apparent to Alamo Colleges' administrators that one of the reasons for-profit colleges are popular, despite their high cost, is because their students are encouraged to take a full-time course load, 12 to 15 hours each semester, often without the general education courses Alamo Colleges requires. This enables them to complete, and to be employed, more rapidly than the average community college student. By becoming a part-time student, time and momentum become the biggest stumbling blocks to student success.

Kytheranialynn Fambrough-Brown, a sophomore at Alamo Colleges – Palo Alto College, plans to take advantage of the Fast Completion Incentive Plan and to use her six free summer credit hours in 2017 to finish her dual associate degrees in liberal arts and agriculture.

"I think this is a great option for lots of students," Fambrough-Brown says. "It's perfect for me since I need to take two courses next summer and would have to pay for them myself since I don't qualify for financial aid."

Fambrough-Brown currently works two jobs in addition to her classes and added a third job last summer so that she could take summer classes. She will transfer to Texas A&M University – College Station in the fall of 2017 to pursue a degree in public health. "I think this incentive plan will encourage students to find a way to take more hours to get the free summer classes, even considering the family and job responsibilities they have to juggle," she says. We at Alamo Colleges know she will succeed — because everything we do is to help her and all of our students do just that.



Dr. Yvonne Katz has served public education for nearly 40 years. She currently serves as chair of the Alamo Colleges Board of Trustees.

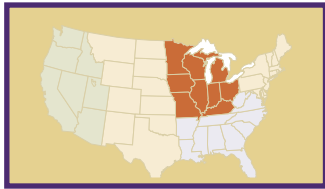
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Around the Regions



■ ■ ■ ■ ■
**CENTRAL
 REGION**
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State lawmakers in **Illinois** are considering a proposal that would allow the state's community colleges to award bachelor's degrees in nursing. The Illinois Community College Board has endorsed the proposal, which is intended to address a projected workforce shortage as record numbers of nurses plan to retire within the next five years.

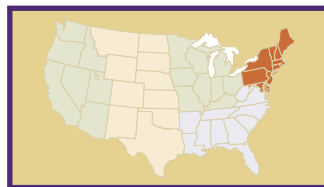
Iowa Gov. Terry Branstad has proposed decreasing funding to the state's community colleges by \$8.7 million for the current budget year.

Des Moines Area Community College received a buildings donation valued at a record \$8 million from Engineered Plastic Components Inc. The donation includes seven buildings with 472,000 square feet of office and meeting space. The college plans to use the buildings as a multi-use facility for student housing, expanding academic programs, workforce training programs, and traditional office park space.

Tribal colleges in the **Michigan**

counties of Isabella, Chippewa, and Baraga have received \$429,000 from the United States Department of Agriculture Rural Development program as part of the Tribal College Initiative Grant program. The grant will assist Keweenaw Bay Ojibwa Community College, Bay Mills Community College, and Saginaw Chippewa Tribal College with facilities improvements and equipment purchases.

Three community colleges in **Ohio** have adopted programs similar to CUNY's Accelerated Study in Associate Programs (ASAP) and are seeing early successes. Cuyahoga Community College worked with 283 students, which resulted in increases in enrollment, persistence, retention, and GPA.



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**NORTHEAST
 REGION**
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Two northeastern states proposed new College Promise programs in January. **New York** Governor Andrew M. Cuomo proposed a statewide program that would allow all students whose households earn \$125,000 or less each year and who have been accepted to any public state institution, including

community colleges, to earn a college degree or certificate without any tuition or fees.

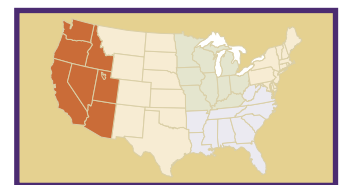
In **Rhode Island**, Governor Gine M. Raimondo's proposal would allow students at the Community College of Rhode Island to pay no tuition while earning an associate degree; state residents who begin their college education at Rhode Island College or the University of Rhode Island also would incur no costs for their junior and senior years. Raimondo's program has no income limit, although the public system in Rhode Island serves more low-income than wealthy students.

Bunker Hill Community College in **Massachusetts** received a \$1.7 million grant from the U.S. Department of Education to help support Asian American Pacific Islander and low-income students persist and complete. The grant will cover support changes to the college's ESL program, assessment and placement processes, and coaching models.

Cape Cod Healthcare is investing \$1 million into Cape Cod Community College's nursing program to renovate and expand existing facilities. The expansion will allow the nursing program to recruit and fill 70 more jobs each year at Cape Cod Healthcare by more than doubling teaching space and providing clinical learning sites.

Brookdale and Ocean County community colleges in **New Jersey** will partner to offer a

free welding training program for unemployed workers. The program, which culminates in an American Welding Society certification exam, is funded by a federal grant program and the New Jersey Department of Labor and Workforce Development.



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**PACIFIC
 REGION**
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Arizona Western College in Yuma received a \$5.9 million grant from the U.S. Department of Education to fund STEM degrees geared toward underserved students on the border. The program, run in collaboration with the University of Arizona, will be used to develop curriculum, train teachers, and build facilities associated with the program.

California Jerry Governor Brown signed a new state law that requires public colleges and universities to apply to participate in food and housing assistance programs, including campus food pantries. The bill was introduced by two assembly members, one of whom was a homeless college student.

The Student Senate for California

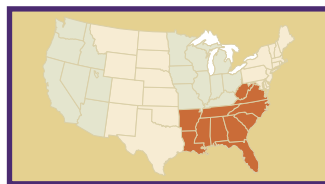
Community Colleges, a group of volunteers that advocate on behalf of 2.3 million community college students in California, have successfully lobbied for key legislation without an operating budget. The students volunteer their time and pay expenses incurred in travel to Sacramento to lobby.

The California House has passed legislation to streamline the Department of Veterans Affairs (VA) processes for community colleges that have multiple campuses. Veterans that take classes at a multi-college district have seen their benefits delayed while colleges and the VA complete paperwork to certify that veteran students are enrolled in a specific number of classes. H.R. 182 allows the centralized reporting of veteran enrollment by certain groups, districts, and consortiums of educational institutions.

City College of San Francisco had its accreditation reaffirmed by the Accrediting Commission for Community and Junior Colleges in January, bringing to an end a series of challenges that began in 2012, when ACCCJC first announced plans to terminate the college's accreditation.

Nevada Gov. Brian Sandoval's proposed higher education budget would increase funding by \$115 million over the next two years, with roughly \$21 million allocated to the state's community colleges.

The University of **Hawaii** introduced the pilot of a College Promise program that could provide free community college for all students with financial needs. The \$2.5 million pilot of the Hawai'i's Promise program would provide "last dollar" scholarships to 1,000 students. Even with traditional financial aid and scholarships, "there's still a gap that prevents many from pursuing their higher education," said UH Vice President for Community Colleges John Morton. "This program will completely close that gap."



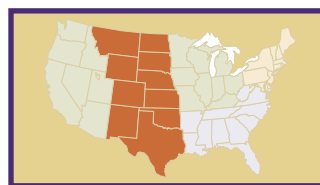
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**SOUTHERN
 REGION**
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A proposal in the **Florida** senate would place Florida's community colleges under a new governing board and create new restrictions on offering baccalaureate degrees. The College Competitiveness Act of 2017 would create a State Board of Community Colleges and a new chancellor of what would be called the Florida Community College System. It also would place a cap on the number of students enrolled in bachelor's degree programs and stipulate that four-year degree programs are a "secondary and not a

primary role" of the system. "Community colleges are vital to Florida's K-20 public education system," Senate President Joe Negron told the News Service of Florida. "With a distinct mission, separate from the role of our K-12 and state university systems, our nationally recognized community colleges deserve their own coordinating board to advocate for the success of the system."

The **Alabama** community college system is seeking nearly \$5 million more from state lawmakers to expand dual enrollment programs. State workforce officials argue the funding will help prepare high school students for employment.

Gateway Community and Technical College in **Kentucky** will offer non-credit historical preservation courses in partnership with a local group of community advocates.



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**WESTERN
 REGION**
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Kansas Gov. Sam Brownback challenged state higher education leaders to provide

a way for students to earn certain bachelor's degrees for \$15,000, pledging to award \$1 million in scholarships to the first Kansas college or university to set up a program. Targeted at first-generation and low-income students, Brownback's challenge focuses on degrees in high-demand fields including healthcare, technology, and education and relies heavily on including credits earned in high school and at community colleges as students work towards a bachelor's degree.

Alamo Colleges in **Texas** broke ground on a new central administrative office complex. To be built on a former amusement park site, the \$45 million project will consolidate the district's employees and features sustainable elements, including rooftop solar and rainwater collection.

The **Nebraska** Community Colleges Association has prepared a fact sheet to demonstrate the impact of the state's two-year institutions on workforce development to legislators. More than half (57 percent) of students who received a four-year degree in the state had been enrolled in a community college in the previous 10 years, compared to 46 percent nationally. The fact sheet also stresses that every dollar in public funding for the state's community colleges yields a \$3.40 return on investment.

Around the Regions provides an opportunity to share what's happening in the states and around the regions. This section focuses on state legislative and budgetary issues, economic development, and finance. Please e-mail items from press releases or newsletters to ACCT at dconner@acct.org. Fax submissions to 202-223-1297.



TRUSTEES AND ENROLLMENT MANAGEMENT:

Know the Trends and Ask the Right Questions

THE SAN DIEGO COMMUNITY COLLEGE DISTRICT HAS BUCKED TRENDS AND INCREASED ENROLLMENT, WITH TRUSTEES PLAYING A KEY ROLE.

BY BERNIE RHINERSON

SINCE 2010, ENROLLMENT AT OUR NATION'S community colleges has been on the decline, falling between 2.4 and more than 4 percent annually. Some community colleges have seen enrollments drop by more than 6 percent during the last year, so it appears this disturbing trend is continuing. The 2016 *Inside Higher Ed* Survey on college admissions confirms that community colleges are struggling with enrollment, with 88 percent of the admissions directors surveyed reporting that their college enrollments are down compared to two years ago.

Declining enrollment can have a damaging impact on community college budgets and the ability of some institutions to fund course offerings that students need for college completion. The potentially devastating impact of declining enrollments on student completion is particularly evident in California, where community colleges receive funding from the state based on enrollment levels. This is why community college trustees need to understand the importance of strategic enrollment management practices at the colleges they oversee.

The common wisdom about community college enrollment is that enrollments always decline when the economy is good and rise when the economy worsens. Accepting this premise is like accepting the weather, as it suggests we can't do anything except put on a raincoat and adjust our college budgets.

At our colleges in the San Diego Community College District (SDCCD), we believe that a carefully focused enrollment management program can make a difference. For example, since 2012, SDCCD has grown our enrollment by almost 10 percent, and we are on track for another 2 percent enrollment growth this year.

Know the Trends

What are the elements of an effective enrollment management program, and what is the role of the community college trustee? First, trustees need to understand the national trends that are impacting enrollment at community colleges and then be prepared to ask the right questions.

Trend #1: Increased Interest in Online/Distance Education

With so many of our students working one or more jobs and caring for family, course flexibility is a must. At the San Diego Community College District, our enrollment growth has been supported by increasing the number of online courses by more than 11 percent in 2015 to meet student demand.

Trend #2: Community College Bachelor's Degrees

Nationally, more community colleges are beginning to offer bachelor's degrees in workforce related areas. California has recently approved a small pilot for 15 colleges, including

San Diego's Mesa College, to offer workforce-focused bachelor's degrees. This trend has already attracted new students and as this movement continues to expand, it will help to grow community college enrollments and student retention.

Trend #3: Increased Partnerships with Four-Year Institutions

Community colleges can encourage student completion and maintain enrollment levels through partnerships with nearby four-year institutions. SDCCD has strengthened our enrollment and student retention through the development of strong partnerships with the four-year institutions in our region. By offering our students clearly defined pathways to transfer degrees, we can attract more interested high school graduates and retain those students by helping them easily transfer to four-year universities.

Trend #4: Greater Recruitment of Baby Boomers

Another national trend that can help support community college enrollments is the return of baby boomer students. Take advantage of this trend by planning classes that attract returning baby boomers and targeting your marketing messages at this age group.

Trend #5: Increased Enrollment with Special Populations

Trustees should be aware and connected to special populations that could be attracted to community colleges. Two key populations to consider are veterans and active military who need additional training to reenter the workforce. San Diego Community College District enrolls more than 10,000 active duty military and veterans, representing 4 percent of the total student population. Another population that can boost enrollment is high school students concurrently taking community college courses. At SDCCD, we have doubled our dual enrollment students since 2016 as a result of new agreements with local high schools.

Trend #6: Increased Partnerships with Business

Partnerships with business and industry that offer internships and other resources are critical to the successful preparation of students for the rapidly changing workforce. Business partnerships can be a strong incentive to attract new students interested in gaining job skills that lead directly to employment opportunities.

Three Key Questions for Trustees for Enrollment Oversight

As stated earlier, increasing enrollment doesn't just happen. It is the result of a sustained and focused enrollment management program at all levels of your district. Boards should understand the essential elements of an effective enrollment management program and ask for frequent briefings where these key questions can be asked of college leadership:

1. How is the college(s) optimizing class scheduling based on student demand and workforce needs?

Decisions about class scheduling must be data driven and based on enrollment data. Trustees should be asking if their college has the right software and data management tools to easily access and track enrollment data and demographic trends. With careful data monitoring, classes can be scheduled to meet student demand, balanced between day

vs. evening sections and on-campus vs. online. Trustees need to understand how student course-taking patterns and workforce trends are monitored.

2. What are the contingency plans for flexibility during registration periods?

To successfully manage enrollments, community colleges need to be nimble and ready to adjust each semester to capture as many students as possible. Trustees should be aware of how their colleges build schedules so that all interested students can find seats in high-demand classes. At SDCCD, our colleges build a schedule of classes with 1 percent contingency (i.e., overschedule), along with a number of "shadow" sections (planned, but not activated for students) that can later be activated when published sections are filled, which ensures that students are not turned away from high-demand courses that may have closed.

3. What is the budget for marketing and outreach to promote enrollment?

As we began to emerge from the recession in 2012, our board decided to increase our district marketing budget to support outreach and marketing. With this budget commitment from our trustees, the district's communications department began with market research to determine the perceptions that potential students had about our colleges and what differentiates our colleges from our competitors. We also researched our current students to learn how they get information, who influences their decisions, what classes they want to take, and when they want to take them.

Based on this deeper understanding of our students, the district launched a broad marketing program that included print and television advertising, social media ads, and media outreach, all focused on building awareness and a positive image for our colleges and programs. The district also used student input to design a new registration portal that enhances the first impression of new students and simplifies access to class selection and registration. Our ongoing marketing efforts also focused on current students, encouraging enrollment in more courses to accelerate completion.

Enrollment Matters — and So Does Trustee Oversight

The collaborative district-wide focus on enrollment management has had a positive impact at the San Diego Community College District. When community college boards understand and support enrollment management efforts through goal setting and budget decisions, more students will find seats in classrooms and colleges will have adequate budgets to support student success.



Bernie Rhinerson is a member of the San Diego Community College District board of trustees and the ACCT Board of Directors.

Legal Issues Impacting Community Colleges

LGBT rights, ADA disability protection, and FMLA lawsuits among recent developments.

By Ira Michael Shepard, ACCT General Counsel

THE FOLLOWING ARE RECENT LEGAL issues and court actions of interest to community colleges and their leaders.

Community college professor's LGBT rights under Title VII reargued and reheard by court of appeals. The continuing legal dispute over whether LGBT employees are covered by and protected against discrimination under federal law by Title VII of the Civil Rights Act of 1964 as amended will be reheard

and argued before the full Seventh Circuit U.S. Court of Appeals (*Hively v. Ivy Tech Community College*, 7th Cir., No. 15-1720, rehearing *en banc* ordered 10/11/16). A three-judge panel of the Seventh Circuit rejected the professor's appeal in July 2016, holding that Title VII does not cover or protect LGBT employees because sexual orientation is not a protected class under the statute. The plaintiff in this case has asserted that

she was discriminated against because she is a lesbian.

Since 2015, the U.S. Equal Employment Opportunity Commission has taken the position that Title VII's prohibition of sex discrimination includes sexual orientation bias and therefore LGBT employees are protected from discrimination. The three-judge panel of the Seventh Circuit rejected the EEOC's reasoning in this case.



"You can collect for disability. I don't know about inability."

Congress has refused to amend Title VII to specifically cover LGBT employees in the past. The same issue is pending before the courts of appeals for the second and eleventh circuits. The U.S. Supreme Court may ultimately decide the dispute.

U.S. Supreme Court rejects extending ADA disability discrimination protection to obesity.

The U.S. Supreme Court recently declined to review the appeal of a rejected job applicant's claim under the Americans with Disabilities Act that his discrimination claim should be covered under the law, which prohibits discrimination against disabled people. The EEOC had argued that the plaintiff's contentions that morbid obesity should be covered under ADA and that the decision of the lower court, which had ruled that obesity is not a disability covered by the law, should be reversed. The Supreme Court rejected the EEOC's arguments in refusing to hear the case and letting the lower court decision stand (*Morris v. BNSF Railway Co.*, US, No 16-233, cert denied, 10/3/16).

The U.S. Court of Appeals for the First Circuit had previously ruled under the Rehab Act, which is similar to the ADA, that morbid obesity is covered and protected. The plaintiffs argued that the Supreme Court should step in and resolve this alleged conflict in the circuit court rulings, but the high court declined to address the issue without comment.

Prominent universities sued for alleged fiduciary responsibilities violations ask for dismissal of lawsuits. Twelve prominent colleges and universities were targeted over a nine-day period in August 2016 with class action Employee Retirement Income Security Act (ERISA) lawsuits alleging violation of fiduciary responsibility. The suits allege that the institutions offered

too many investment alternatives to employees, selected certain investment alternatives, and included excessive fees charged by service providers.

In early October, six of the institutions argued for dismissal of the lawsuits that attack the fees charged and the large number of investment options. These institutions — Johns Hopkins, Duke, MIT, Vanderbilt, Emory, and Cornell — have argued a variety of theories as to why the suits should be dismissed, including precedent in the Seventh Circuit, which approved a retirement plan offering 2,500 investment options, far more than these schools offer. One of the more interesting arguments is that ERISA imposes a fiduciary standard of “what like fiduciaries do or decide under like circumstances.” One institution has claimed that alleging that 12 leading universities in the country all acted imprudently when making similar decisions evidences the implausibility of these claims.

Age discrimination lawsuit dismissed under the “honest belief” rule. The U.S. Court of Appeals for the Sixth Circuit affirmed the dismissal of an age discrimination claim, ruling that the plaintiff's supervisor honestly believed he was enforcing the company's age-neutral policy. The plaintiff's supervisor terminated the employee under the company's policy, which calls for termination after four disciplinary actions. The court concluded that the employee had in fact received four disciplinary actions, which the company called “coachings,” and that the plaintiff pointed to no direct evidence that would call into question the supervisor's honestly stated belief (*Richardson v. Wal-Mart Stores Inc.*, 6th Cir. No. 5-1142, 9/9/16).

The plaintiff alleged that other supervisors began asking her after she turned 60 when she was going to quit

or leave. She also alleged that another supervisor told her son, who was also a Wal-Mart employee, that she was too old to work at the store. The plaintiff was 62 when she was terminated, and the court concluded that she presented no evidence that would call into question her supervisor's honest belief that her termination was consistent with the company policy of four “coachings.”

Family Medical Leave Act (FMLA) lawsuits on the rise as employees exercise their right to federal court hearings. Private FMLA lawsuits filed in federal court tripled between 2012 and 2015, according to statistics published by the Administrative Office of the United States Courts.

During the same time period, the number of complaints filed with the U.S. Labor Department's Wage and Hour Division, the federal agency charged with the jurisdiction to investigate such complaints, fell by 20 percent. During this time period, the Department of Labor filed suit to enforce the complaints it received only eight times.

Analysts attribute the shift to the sophistication of employee and employer counsel, as well as increased understanding that plaintiffs do not have to deal with the Labor Department to perfect their rights under the FMLA as they must in a Title VII discrimination case, which requires plaintiffs to file a charge before proceeding to litigation.



Ira Michael Shepard is a partner with the law firm of Saul Ewing, LLP, in Washington, D.C., and ACCT's general counsel.

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A Lifetime of Appreciation

ACCT LIFETIME MEMBERSHIP

Community college trustees give a lot of themselves — time, energy, wisdom — and ask for little or nothing in return. The gift of an ACCT Lifetime Membership is a way to thank trustees for everything they do, and to empower them to keep doing it for as long as they choose.

A lifetime membership is a perfect way to...

- Recognize outstanding trustees whose dedication to your college has made a difference and set an example.
- Thank outgoing members for their service.
- Remain involved with your peers and make a tax-deductible donation to your national association by purchasing a Lifetime Membership for yourself.



7 REASONS TO BESTOW A LIFETIME MEMBERSHIP

- 1 Giving outstanding and retiring board members a Lifetime Membership to ACCT is a way to thank them for their service, recognize them among their peers, and ensure their ongoing interest in your college.
- 2 Lifetime Members receive complimentary registration to all ACCT meetings, including the Annual Leadership Congress and the National Legislative Summit, after retiring from their local boards.
- 3 Lifetime Members receive all of ACCT's award-winning publications, including *Trustee Quarterly* magazine and *Advisor*.
- 4 Lifetime Members are recognized publicly in *Trustee Quarterly*, on the ACCT Web site, and elsewhere.
- 5 The Lifetime Membership program supports and promotes ACCT's continuing trustee education and professional development.
- 6 Colleges that purchase Lifetime Memberships can deduct the expense from taxes to the fullest extent allowed by law.
- 7 It's just a nice thing to do — and haven't your most exceptional trustees earned it?

For more information and to submit an application, go to www.acct.org/membership/lifetime or contact ACCT's Member Services at 202.775.4667 or acctinfo@acct.org.



Do You Remember ...your last board retreat?

If it's been more than a few years, you probably have work to do.

An annual board retreat can support team building, strategic planning, and good governance.

Community college governing boards are increasingly being held accountable for the success of the institution and its students. ACCT's Retreat & Workshop Services are designed to help trustees effectively carry out their responsibilities in an increasingly complex and litigious world. ACCT is committed to assisting boards by enhancing their capability to provide effective lay governance and leadership to strengthen the capacity of community colleges to achieve their mission on behalf of their communities.

Retreats can strengthen communication and understanding among board members, which can lead to a stronger, more effective working group. When a board engages in training and professional development, it is also a model for the rest of the institution.

ACCT Board Leadership Services will customize a retreat that fits your board's individual needs. ACCT's expertise is able to provide comprehensive retreat services and guidance to the Board of Trustees and CEO.

Our service derives its strength and uniqueness from the following:

- Focus only on the two-year community and technical college sector.
- A 35-year history of outstanding and recognized service to boards of trustees in colleges and districts throughout the United States and abroad.
- A range of board retreat and consultative services that set the stage for long-term success.
- A range of services that can be customized to a board's exact needs.
- Experience conducting more than 300 retreats for community colleges all over the country.
- Facilitators and consultants who include former trustees, presidents, and scholars with proven track records and expertise in college governance and board leadership.

Classic Topics

While each retreat or workshop can be tailored to meet the individual needs of any institution and its board, ACCT offers a range of *Classic Topics*. Potential retreat topics include:

- Roles and Responsibilities of the Board
- Strengthening the Board/President Relationship
- How to Implement Policy Governance
- Board Ethics and Standards of Good Practice
- Board Planning and Goal Setting
- The Role of the Board in Strategic Planning
- The Role of the Board in the Accreditation Process
- Mediation and Conflict Resolution
- The Board's Role in Advocacy
- The Board's Role in Fundraising
- New President Transition
- New Trustee Orientation
- Board Self-Assessment and Presidential Evaluation

For more information or to schedule a retreat, contact Narcisa Polonio at narcisa_polonio@acct.org / 202.276.1983 or Colleen Allen at callen@acct.org / 202.775.6490.

Engage Your Board. Advance Your College.

ACCT Board Leadership Services provide opportunities to strengthen the unique role of board members and to develop an effective board.

Services Include

- Retreats
- Board self-assessment
- Presidential evaluations
- Succession planning
- Institutional leadership analysis
- Board policy review
- Mediation and conflict resolution

Call us today to learn more about how to engage your board and make use of each trustee's skills and expertise.

Contact:

Narcisa A. Polonio, Ed.D.

Executive Vice President for Education, Research, and Board Leadership Services

narcisa_polonio@acct.org

Colleen Allen

Director of Educational Services

callen@acct.org

202-775-6490 | www.trustee-education.org

Presidential Searches

The Board Leadership Services staff and consultants of the Association of Community College Trustees are pleased to have assisted in the search for the following community college chief executive officers.



Garrett College, Maryland

Dr. Richard Midcap
President

Former Vice President for Student Affairs, Chesapeake College, Maryland

"We are confident Dr. Midcap's experience and background are a great fit with the challenges and opportunities that lie ahead not only for Garrett College, but our county and community as well."

— *Vianne Bell, Chair, Board of Trustees, and Duane Yoder, Board of Trustees member and Chair of the Presidential Search Committee*



Contra Costa Community College District, California

Dr. Fred Wood
Chancellor

Former Chancellor, University of Minnesota Crookston

"Dr. Wood was chosen because of his focus on student success and building programs and services to help community college students successfully transfer to a four-year institution, his experience working collaboratively with business on career technical education, and his successful fundraising abilities."

— *Vicki Gordon, President, Governing Board*



Diné College, Arizona

Dr. Charles "Monty" Roessel (Navajo)
President

Former Director of the Bureau of Indian Education

"As the first tribal institution of higher education, Diné College is under tremendous pressure to select the right candidate. The president of Diné College not only symbolizes the self-determination of indigenous tribes, but also sets the stage for many other institutions. The selection of Dr. Roessel as president of Diné College marks a significant milestone in the history of the college by having a president with deeply rooted ties to the founding and legacy of the institution. Dr. Roessel has the vested interest, compassion, and leadership to take Diné College to the next level, and the Board of Regents thanks ACCT for its contribution, support, and guidance."

— *Greg Bigman, President, Board of Regents*

Presidential Searches

The Board Leadership Services staff and consultants of the Association of Community College Trustees are pleased to have assisted in the search for the following community college chief executive officers.



**Baton Rouge Community College,
Louisiana Community &
Technical College System (LCTCS)**

Dr. Larissa Littleton-Steib
President

*Former Vice Chancellor for
Workforce Development and
Technical Education, Delgado*

Community College, LCTCS

“We want to congratulate Dr. Littleton-Steib on her selection as the new chancellor of BRCC. We were impressed by the knowledge and experiences of each finalist. After a thorough vetting process, we believe Dr. Littleton-Steib is the perfect fit for the students, the college, and the community it serves, and she will continue leading our efforts to deliver world class academic and workforce training.”

— *Timothy W. Hardy, Chair, LCTCS Board of Supervisors and Mickey Murphy, Chair, Chancellor Search Committee, and LCTCS Board of Supervisors*

“As with past chancellor searches, including our most recent search at Baton Rouge Community College, we were pleased with the attention to detail, professionalism, and overall quality of services that ACCT provided.”

— *Monty Sullivan, President of the Louisiana Community and Technical System*



**Atlantic Cape Community
College, New Jersey**

Dr. Barbara Gaba
President

*Former Provost and Associate
Vice President for Academic Affairs,
Union County College, New Jersey*

“We were deeply impressed by the vast experience in the community college system Dr. Gaba has accumulated during her career, and her familiarity with operating a multi-campus college. This expertise will enable Dr. Gaba to build positive relationships with students, faculty, staff, and the community, while positioning Atlantic Cape as a top choice for higher education in Atlantic and Cape May counties.”

— *Brian Lefke, Chair, Presidential Search Committee and Member, Board of Trustees; and Dave Coskey, Chair, Board of Trustees*

BOARD RETREATS, BOARD SELF-ASSESSMENTS AND PRESIDENTIAL EVALUATIONS

ACCT would like to thank the following colleges which have recently held a Board Retreat or conducted a Board Self-Assessment and/or a Presidential/Chancellor Evaluation.

Aims Community College, Colorado

Alvin Community College, Texas

Broome Community College, New York

Community College of Baltimore County, Maryland

Erie Community College, New York

Nassau Community College, New York

New Mexico Junior College

Northwest College, Wyoming

San Bernardino Community College District, California

Sheridan College, Northern Wyoming Community College District

St. Charles Community College, Missouri

Vice Presidential Searches

ACCT's Board Leadership Services is now providing assistance to chancellors and presidents looking to identify a new member of the executive leadership team for the college or district. We are pleased to announce the completion of the following searches for provosts and vice presidents.



Harford Community College, Maryland

Dr. Steven L. Thomas
Vice President for Academic Affairs

*Former Dean, Division of Health
and Human Services, North Seattle
College, Washington*

"ACCT's Presidential Search Services did a great job in expanding and diversifying our applicant pool, and we couldn't be more pleased with the appointment of Dr. Steven Thomas as our vice president for academic affairs."

—Deborah Cruise, Vice President, Student Affairs & Institutional Effectiveness and Title IX Coordinator

"We are incredibly fortunate to have someone with his broad experience, skill, tenacity, and easy-going manner join us."

*—Dr. Dianna Phillips, President, Harford
Community College*

LOOKING FOR A NEW PRESIDENT, VICE PRESIDENT, PROVOST, OR VICE CHANCELLOR?

OUR SUCCESS

ACCT Board Leadership Services brings over 30 years of experience to every executive search. We have assisted more than 300 colleges and governing boards in successfully identifying the best candidates for new presidents and chancellors. ACCT's services have been expanded to work with chancellors and presidents to identify the most outstanding candidates for vice presidential positions at your college. ACCT Board Leadership Services will guide you through every step of the process.

OUR STRENGTHS

- We understand the needs of community colleges.
- We find and cultivate high-caliber talent.
- We build a unique pool of candidates for each search to "fit" the college.
- We have extensive contacts with women and minorities poised to advance.
- We have the advantage of the ACCT membership as a source of contacts.

ACCT Board Leadership Services will hold your hand during every step of the selection process.

For more information on ACCT's expanded services to assist with the placement of vice presidents, provosts, and vice chancellors, please contact Narcisa Polonio at narcisa_polonio@acct.org or 202-276-1983.



INTERFACE

A PUBLICATION OF THE COMMUNITY COLLEGE PROFESSIONAL BOARD STAFF NETWORK IN COOPERATION WITH THE ASSOCIATION OF COMMUNITY COLLEGE TRUSTEES

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Executive Assistant to the President & Secretary,
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Executive Assistant to the President and
Clerk for the Board
Dodge City Community College, KS
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The Value of Peer Networking

By Heather M. Lanham, Edison State Community College, Ohio

IT'S NO SECRET THAT NETWORKING WITH PEERS IS A critical component of any professional's work life. This rings especially true in the realm of higher education. Networking is an opportunity to gain valuable insight on best practices and get a feel for the perspectives of others in your field, as well as keep up on the constantly fluctuating trends pertaining to education and office management. It's also an opportunity to form essential relationships and friendships with individuals who experience the same issues and circumstances in their own lines of work.

For those of us who support the governing board and/or the president/CEO of a community college, a strong networking group can be figuratively life-saving, and literally sanity-saving. We hold a unique and specific position that not many others in our institutions, let alone our states, hold. Because of that, we benefit tremendously from interactions with our counterparts. In Ohio, there are only roughly 35 other individuals who hold the following titles in community colleges: Assistant or Executive Assistant to the President, Administrative Associate to the President, Senior Secretary, President's Office Secretary, Secretary to the Board of Trustees, and related titles. Several Ohio two-year institutions only have one assistant to the president in their buildings, and so having access to a strong peer network on the outside is critical in helping us perform to the best of our abilities.

I still remember my first meeting with my cohorts from the Ohio Association of Community Colleges (OACC) and introducing myself as a first-year president's assistant. The good-natured laughs, and the gleam in their eyes...the wise looks of knowing exactly what I had in store have stuck with me. But the genuine sense of welcome that I received from these individuals, some of whom had years of experience under their belts...the sense that they would help with my initiation into this unique club has stuck with me as well. These individuals have proved invaluable to me throughout the past five years I've held this position. And I'm now at the point where I am able to reciprocate and share with others the tips and best practices I've learned over time.

Whether it be on a smaller, more local scale, with opportunities provided through a state association, or at a national level, such as events held by the Professional Board Staff Network (PBSN), it is always advantageous to participate in networking and professional development when the occasions arise. Peer networking allows for us to build relationships with our counterparts and feel comfortable asking for help when we need it. Creating a pool of resources through networking allows us to have the best minds in the business on hand whenever we may need instruction or advice. Being able

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INTERFACE

A PUBLICATION OF THE COMMUNITY COLLEGE PROFESSIONAL BOARD STAFF NETWORK IN COOPERATION WITH THE ASSOCIATION OF COMMUNITY COLLEGE TRUSTEES

WHETHER IT BE ON A SMALLER, MORE LOCAL SCALE, WITH OPPORTUNITIES PROVIDED THROUGH A STATE ASSOCIATION, OR AT A NATIONAL LEVEL, SUCH AS EVENTS HELD BY THE PROFESSIONAL BOARD STAFF NETWORK (PBSN), IT IS ALWAYS ADVANTAGEOUS TO PARTICIPATE IN NETWORKING AND PROFESSIONAL DEVELOPMENT WHEN THE OCCASIONS ARISE.

to tap into this wealth of knowledge on a statewide and national level has helped me numerous times over the years. It is a wonderful thing to be in a room, be it bricks and mortar or virtual, with others who understand my questions and concerns before I even have to ask.

The Professional Board Staff Network held one such event, our biggest networking event of the year, during the 2016 ACCT Leadership Congress last October in New Orleans. On the first night, after Congress's opening general session, members of the PBSN met up for a fun and laid back meet and greet. PBSN Immediate Past President Tina Heskett did an amazing job of getting a room at the infamous BB King's House of Blues on Decatur Street across from the French Market. The meet and greet was a great chance to get caught up with old friends, to make new acquaintances, to meet some of the guests presenting at the PBSN Workshop the next day, and to share our experiences up to that point on the beautiful streets of New Orleans. The fantastic food and music didn't hurt either.

As the second day of the 2016 ACCT Congress got underway, PBSN members participated in a half-day workshop, which was yet another opportunity to connect and network with our community college counterparts from across the country. During the workshop, we were treated to several informative sessions led by an array of insightful presenters. The sessions included an icebreaker where we got to know our fellow attendees, as well as panels on the Freedom of Information Act and how to

better engage trustees. PBSN members also had the benefit of sitting through an active shooter scenario discussion led by guest speaker Jeff Copeland, director of risk/emergency management at Hillsborough Community College. Copeland went over active-shooter protocols, safety tips, and surviving the unthinkable. His information was unfortunately timely and relevant, and most constructive. The group was then motivated to find more ways to stay physically active while at work with a "Heart Healthy" demonstration presented by a representative from Humana. Since many of us sit at a desk all day, we learned ways to incorporate movement into our daily schedules. We ended the day with discussions centered around preparing for and welcoming a new president.

On the third day of Congress, PBSN held its annual business meeting. New officers were elected and discussions began for planning the next event. The PBSN executive team is still hard at work planning the workshop for the 2017 ACCT Leadership congress, which will take place September 25-28 in Las Vegas, Nevada. We are all very excited for that next opportunity to meet with our peers, and to share what we've learned with the newer members of the group.

That's the true benefit of networking — meeting wonderful people who help with your own professional success, and being excited to help others with theirs. In the world of higher education, this translates to assisting our institutions in the success of our students. Which, ultimately, is what it's all about.

INTERFACE

A PUBLICATION OF THE COMMUNITY COLLEGE PROFESSIONAL BOARD STAFF NETWORK IN COOPERATION WITH THE ASSOCIATION OF COMMUNITY COLLEGE TRUSTEES

Professional Board Staff Need Professional Development Too!

By Margaret Lamb, San Diego Community College District, California

IF YOU PERUSE THE PERSONAL GROWTH OR SELF-HELP section of your local bookstore (if you can still find a brick-and-mortar bookstore!), you will find a variety of non-fiction books that cover most, if not all, aspects of life and career and how to improve oneself. For parents, there is the book *How to Make Your Children Mind Without Losing Yours*, and for today's wise teenagers, *I'd Listen to My Parents if They'd Just Shut Up*.

While some of the titles may be humorous, the self-help industry itself is no laughing matter. Self-improvement guides are an \$11-to-12 billion-a-year industry. Not surprisingly, one facet of life that seems to be written about most often is how to improve our professional lives. And why not? What we do professionally becomes an immense part of who we are as individuals and at times even merges into our personal life. When I first became an office supervisor in the San Diego Community College District Board of Trustees office, I purchased several books designed to help me be successful in my new career. However, what I soon discovered, as I am sure many of you have, is that some of the most valuable professional development help I received did not come from a book, but from tapping into another great resource — talking to others in my profession, especially those more experienced than I was.

As an important sector of higher education, community colleges have had a long-standing commitment to professional development, which demonstrates a long-term investment in their employees, not only in their careers, but also in their overall livelihood. For example, the San Diego Community College District Board of Trustees has included “ensuring professional development opportunities for staff” as one of its goals for years. As a result, the district established four professional development/leadership academies: one for classified staff, one for faculty, one for supervisors, and one for managers. In addition, the district's administrative leadership encourages professional development opportunities via participation at conferences and workshops (such as the annual ACCT Leadership Congress).

There are many benefits of regular professional development, including:

What I soon discovered is that some of the most valuable professional development help I received did not come from a book, but from tapping into another great resource — talking to others in my profession, especially those more experienced than I was.

- Opportunity to assess strengths and identify areas for improvement
- Enhance skills and upgrade knowledge in order to increase productivity
- Prepare for unforeseen challenges and opportunities
- Develop a sense of pride and rejuvenation
- Strengthen communication and relations with others

As professional board staff members, we are very fortunate to belong to a national organization, the Professional Board Staff Network (PBSN), which is an affiliate of ACCT. Membership to PBSN is open and free for all professional board staff members of an ACCT member institution. ACCT recognizes the value of our work as professional board staff and the importance of our professional development. Every year, workshops are provided to help hone our skills, keep abreast of legal matters, and, perhaps most importantly, share best practices. In fact, the Q&A section of a presentation is often as valuable as the presentation itself. As an attendee of these workshops for the past 11 years, I have gained invaluable training and information.

PBSN's Executive Committee has started work on developing the next annual PBSN workshop, which will take place in Las Vegas, Nevada, in September 2017, in conjunction with the ACCT Leadership Congress. We hope you will take advantage of this wonderful opportunity for professional development!

advisor

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Pacific Region

Stephan Castellanos

San Joaquin Delta College, CA

Southern Region

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Western Region

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Louisiana Community & Technical College System

Gregory Knott

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ACCT DEADLINES

- ▶ ACCT Leadership Congress Call for Presentations
May 1, 2017
- ▶ 2017 ACCT Awards Nominations
June 5, 2017
- ▶ Amendments to ACCT Bylaws
July 1, 2017
- ▶ Submitting Resolutions
July 1, 2017

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