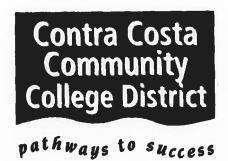
Governing Board
Sheila A. Grilli, President
John E. Marquez, Vice President
John T. Nejedly, Secretary
Greg Enholm, Trustee-Elect
Vicki Gordon, Trustee-Elect
Debora van Eckhardt, Student

Chancellor Helen Benjamin, Ph.D.



College Presidents
Contra Costa College
Denise Noldon, Ph.D.
Diablo Valley College
Peter Garcia
Los Medanos College
Bob Kratochvil

GOVERNING BOARD AGENDA CONTRA COSTA COMMUNITY COLLEGE DISTRICT

Special Meeting

December 11, 2012

Public Session

1:00 p.m.

George R. Gordon Education Center 500 Court Street Martinez, California 94553

> 925.229.1000 925.370.2019

Phone Fax

www.4cd.edu

Governing Board

Sheila A. Grilli, *President*John E. Márquez, *Vice President*John T. Nejedly, *Secretary*Greg Enholm, Trustee-Elect
Vicki Gordon, Trustee-Elect



Chancellor Helen Benjamin, Ph.D.

Contra Costa College Denise Noldon, Ph.D.
Diablo Valley College Peter Garcia
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NOTICE OF SPECIAL MEETING of the GOVERNING BOARD

Notice is hereby given that the Governing Board of the Contra Costa Community College District will hold a special meeting on **Tuesday, December 11, 2012, at 1:00 p.m. in the Board Room** at the George R. Gordon Education Center, for the purpose listed below.

GOVERNING BOARD ORIENTATION FOR NEWLY ELECTED TRUSTEES

- A. Opening Remarks—Sheila A. Grilli, Incoming Governing Board President
- B. Governing Board Member Roles and Responsibilities
- C. Pertinent Board Policies
- D. Compensation and Benefits for Governing Board Members
- E. Review of Governing Board Agenda Preparation and Contents
- F. Schedule of Governing Board Meetings through June 2013
- G. Governing Board Schedule of Items for Agenda Inclusion through June 2013
- H. District Strategic Plan, 2011-15
- Governing Board Goals, 2012-13
- J. Statement of Economic Interests
- K. Evaluation of Contract Administrators
- Chancellor's Current Employment Contract
- M. Community College League of California (CCLC) Effective Trustee Workshop

Sheila A. Grilli President, Governing Board

Notices Posted:

Contra Costa College, San Pablo Diablo Valley College, Pleasant Hill Los Medanos College, Pittsburg Brentwood Center, Brentwood San Ramon Campus, San Ramon Education Center, Martinez

CONTRA COSTA COMMUNITY COLLEGE DISTRICT

GOVERNING BOARD AGENDAGeorge R. Gordon Education Center

500 Court Street
Martinez, California 94553

December 11, 2012 Special Meeting Open Session: 1:00 p.m.

I. CALL SPECIAL MEETING TO ORDER - 1:00 P.M.

 Call special meeting to order. Notation of Board member(s) absent under provisions of Board Report No. 30-F, 2.12.86.

II. PUBLIC COMMENT

According to Government Code Section 54954.2(a), when responding to public comment, Governing Board members and staff may respond as summarized below:

- briefly respond to statements made or questions posed by persons making public comment;
- ask questions for clarification or make a brief announcement;
- provide a reference to staff or other resources for factual information;
 - request staff to report back to the body at a later meeting; or
- direct staff to place the matter on a future agenda.

III. GOVERNING BOARD ORIENTATION FOR NEWLY ELECTED TRUSTEES - 1:10 P.M.

- A. Opening Remarks—Sheila A. Grilli, Incoming Governing Board President
- B. Governing Board Member Roles and Responsibilities
 - 1. Board Member Responsibilities
 - 2. Learning Guide for New Community College Trustees
 - 3. Chapters 6 and 7 from Community College League of California (CCLC) 2011

 Trustee Handbook
 - 4. Board and CEO Roles: Different Jobs, Different Tasks
- C. Pertinent Board Policies
 - 1. Rules and Regulations of the Governing Board
 - 2. Board Policy (BP) 1010: Code of Ethics of the Governing Board
 - 3. BP 1001: Policies of the Governing Board
 - 4. Administrative Procedure (AP) 1001.01: Process to Introduce New or Revise Existing Governing Board Policies
 - 5. BP 1009: Institutional Leadership, Governance, and Decision-Making
 - 6. AP 1009.01: Participatory Governance
 - 7. AP 1009.02: Process to Reach Agreement Between the Governing Board and the Faculty Senates Coordinating Council on Districtwide Policies and Procedures Governing Academic and Professional Matters
- D. Compensation and Benefits for Governing Board Members
 - 1. Human Resources Procedure 4000.01: Governing Board Members' Compensation
 - 2. BP 2051: District-Paid Group Insurance Plans or Managers, Supervisors, Confidential Employees and Governing Board Members
- E. Review of Governing Board Agenda Preparation and Contents
- F. Schedule of Governing Board Meetings through June 2013
- G. Governing Board Schedule of Items for Agenda Inclusion through June 2013
- H. District Strategic Plan, 2009-2014
- I. Governing Board Goals, 2012-13

The mission of the Contra Costa Community College District is to attract students and communities, to cultivate a sustainable culture of wellbeing, learning, success and achievement for our students. As a District, we are dedicated to continuously increasing our ability to serve the evolving needs of our students and community by providing accessible, equitable and outstanding higher education learning opportunities and support services. All decisions about resources are informed by looking at access and success through an equity lens.

- J. Statement of Economic Interests
- K. Evaluation of Contract Administrators
- L. Chancellor's Current Employment Contract
- M. CCLC Effective Trustee Workshop

IV. SIGN DOCUMENTS

V. ADJOURN

More detailed information about the agenda can be obtained at the office of the Chancellor. The Contra Costa Community College District will provide reasonable accommodations for disabled individuals planning to attend Board meetings. Please call the Executive Coordinator to the Board at 925.229.6821, for information and arrangements.

GOVERNING BOARD MEMBER ROLES AND RESPONSIBILTIES

Board Member Responsibilities

Governing boards are made up of individuals who have the power to create boards that are effective or, alternatively, to harm the board process. The job is demanding and time-consuming; it requires sophisticated interpersonal skills as well as the abilities to digest complex information and balance multiple interests.

To be a successful board member, you:

- Learn about your role as a board member
- Work as a member of the board unit
 - o Recognize that you have no individual authority
 - o Seek consensus in decision-making
 - o Support the decisions of the board
- Believe in the mission; base decisions on what will best fulfill the mission.
- · Commit to the work of the board
 - o Attend all meetings
 - o Do your homework
 - o Understand and support protocols to place items on the agenda
- Contribute in a timely fashion. Call the CEO prior to the board meeting to ask questions about agenda items
- Have a positive, visionary attitude
 - o Look to the future, not the past
- Be ethical in all conduct; act with integrity and respect
- Use influence effectively
 - o Be well-prepared, with good supporting data
 - o Build strong relationships with a variety of board members; avoid cliques
 - o Consider appropriate timing when bringing items before the board
- Be willing to truly consider others' points of view
- Communicate well
 - o Be straightforward and tactful
 - o Follow communication protocols
 - o Be respectful and civil
- Support the efforts of others when those efforts are within the authority delegated by the board
- Avoid conflicts of interest or the appearance of conflicts of interest
- Support the role of the board chair. Help him or her run effective meetings by following appropriate business meeting procedures.

Board members fail when they:

- Don't have time to do their job
- Show up late for or miss meetings
- Assume they know all about being a good board member
- Focus on administrative operations; tell the CEO and others how to do their jobs
- Ignore broad policy issues and community needs
- Fail to keep an open mind to a wide range of ideas and perspectives
- Act as if they have no responsibility to the team that is the board
- Focus on the past; ignore future trends
- Publicly oppose decisions of the board; contain to work against decisions on the board after they are made
- Engage in interactions with staff that undermine authority delegated to the chair and others
- Fail to communicate with the chair, other board members and the community
- Engage in sarcasm, personal innuendos, and eye-rolling at board meetings, as well as behind-the-scenes manipulation and gossip
- Try to influence decisions for their own personal gain

Learning Guide for New Community College Trustees

Becoming a member of a governing board for one of California's community college districts is an important and challenging responsibility. Successfully serving as a trustee requires dedication, time, and education. The following checklist helps new trustees learn about their unique roles and duties on the governing board.

Learn about Trustee Roles and Responsibilities

- O Attend the annual Effective Trusteeship Workshop sponsored by the League. (This event has been rated by new trustees as one of the best ways to learn about their job.)
- O Peruse the League's *Trustee Handbook*. Carefully read the sections on governing board responsibilities and effective trusteeship.
- O Read the local district trustee handbook, if the district has one.
- O Study the board's policies on the governing board, particularly the code of ethics or standards of practice for the board.
- O Meet with the chancellor or superintendent/president, board chair and other members of the board to discuss trustee roles and responsibilities.
- O Seek out someone from the board to use as a resource or mentor.
- O Discuss with the CEO and other trustees the difference between policy making and management.
- O Be aware of the legal and ethical constraints on trustees, including open meeting provisions, confidentiality, conflicts of interest, and role in collective bargaining.
- O Plan to attend state and national conferences for trustees.

LEARN ABOUT THE DISTRICT'S PROGRAMS, HISTORY AND CULTURE

- O Work through the CEO to arrange to talk with key people about major programs and accomplishments of the district.
- O Arrange to tour the college(s).
- O Peruse the college catalog, most recent accreditation self-study and team report, key planning documents, and annual report.
- O Know the district and college mission, vision, and policy goal statements, and the board's policies related to educational programs and services.
- O Read about the history of the college. Plan to attend major district events, such as convocations, opening days, and graduations.
- O Read about California community colleges in the League's *Trustee Handbook*.

LEARN ABOUT EXTERNAL TRENDS AND ISSUES

- O Learn about local demographic and economic trends that affect the district.
- Read local newspapers and listen to the news for trends that have implications for your colleges.
- O Strengthen links with key people and groups in the communities served by the college.

- Attend community events. Listen for issues that are pertinent to the college.
- O Read about state legislative, fiscal, and other policy issues that affect the colleges.

LEARN ABOUT DISTRICT PLANNING PROCESSES AND BUDGETS

- O Working through the CEO, meet with appropriate people to explore the policy goals in the strategic and master plans.
- O Meet with the appropriate personnel to review the policy aspects of the budget, its parameters and restrictions, the process for developing the budget, its relationship to strategic and master plans, and how the board monitors the fiscal health of the district.
- O Read the sections on policy, planning, monitoring, and fiscal responsibilities in the *Trustee Handbook*.

LEARN ABOUT BOARD MEETINGS AND BOARD OPERATIONS

- O Review past agendas and minutes.
- O Thoroughly read the agenda for each meeting.
- O During the first few months, don't hesitate to call or meet with the CEO, mentors or other trustees, and/or the board chair before each meeting to seek clarification on agenda items.
- O Become knowledgeable about basic parliamentary procedures and other practices related to participating in effective meetings.
- O Be willing to observe and learn for the first few months to understand how things have been operating. Call the board chair or CEO when there are questions.
- O Understand the key conditions of the Brown Act (open meetings law).

PRACTICE GOOD HUMAN RELATIONS SKILLS

- O Get to know other members of the board as individuals.
- O Learn and respect communication protocols with other trustees, the CEO, and staff members.
- O Work to be a member of the board team. Wisely contribute ideas and opinions.
- O Read the sections on relations with the CEO and staff and on board effectiveness in the *Trustee Handbook*.

RELY ON THE FOLLOWING RESOURCES

- O The Chancellor or Superintendent/President.
- O The board chair and other experienced trustees.
- O The Community College League of California/California Community College Trustees Learning is never-ending. Trustees who engage in ongoing education about their roles, responsibilities, and important issues are outstanding models and policy leaders for their colleges.

Community College League of California 2017 O Street, Sacramento, CA 95814 916-444-8641 www.ccleague.org

The following chapters are from the 2011 Trustee Handbook, published by the Community College League of California.

Chapter 6: Governing Board Role

Community college boards ensure the wise and prudent delivery of education, a critical local and state resource, on behalf of the people in their communities. They are guardians of and stewards for the public's interests. Trustees, as members of

boards, ensure that the community college district fulfills its responsibility to lead and serve its everchanging communities.

Lay boards create a link between educational institutions and their communities. They also buffer colleges from undue intrusion by government and single interests. Boards are responsible for the resources, performance and welfare of the institutions they govern. The task is tremendous, but the rewards associated with successfully overseeing the vitality of a community college are countless.

Trusteeship in a Nutshell

You are a member of a lay board that, as a unit-

- Governs through policy.
- Employs a chief executive officer as the institutional leader.
- Acts as a community bridge and buffer.
- Creates a climate for student success.
- Defines legal, ethical, and prudent standards for college operations.
- Assures fiscal health and stability.
- Maintains standards for good personnel relations.
- Monitors institutional performance.
- Leads as a thoughtful educated team.

Community Colleges Make a Difference

The purpose of community colleges is to create a difference for their communities, regions, and the state. They exist in order that society benefits from educated citizens and a well-prepared workforce. They add to the economic, cultural, social, and intellectual health of their communities. They fulfill their role when students successfully achieve their goals.

Community colleges have long been known for opening their doors to many diverse groups of people and providing an opportunity for a better life. They are known for creating environments in which students learn, gain skills for employment, and become the kind of citizens that contribute back to society. Colleges are also known for being leaders in their communities to create a higher quality of life, promote collaboration and partnerships, adapt to rapid societal changes, and uphold values of open inquiry, integrity, and critical thinking.

The challenge for governing boards lies in establishing and focusing on a vision and mission that clearly define the expected impact of the district on the areas served by the college. It is the board's responsibility, on behalf of the public, to define what the end result of all of the colleges' efforts should be. Boards should define, in consultation with those they represent and with internal groups at the college, what the benefits of the college are for the community, who should receive those benefits, and the relative importance of the benefits. They explore and set expectations for the levels of success that students should achieve.

In meeting that challenge, boards look to the future and anticipate what will be needed for their communities. Trustees become involved in exciting, creative, thoughtful discussions as they explore the future and envision what they want their communities to be.

Responsibilities of the Board

Strong, effective boards help create strong effective institutions by focusing on their own unique responsibilities. The board's role is significantly different than the roles of the CEO and others employed at the college. One way to think of it is that the board does not do the work of the institution, but ensures that it is done.

The Board is a Lay Board

Trustees are elected to a board that is responsible to represent the general citizenry for whom they hold the college in trust. The board should understand the values of its communities and should strive for decisions that incorporate the variety of external interests. Trustees come from all professions, including education, but are not on the board to practice their profession or represent a single interest.

The Board as a Unit

Trustees have authority only when they are meeting as a board. The board as a whole is the legal governing unit. Trustees contribute their collective talents, skills, and perspectives to their boards, but have no individual power. Individual trustees have no authority to direct any college staff, make no statements representing the board (unless they are reports of adopted board positions and policy), and support board decisions once they are made.

Governs through Policy

The most important board responsibility is to make good policy, which then provides guidance for college staff. Policy is defined as broad statements that set the general direction and standards for acceptable practice.

This emphasis on policy reflects the nature of trusteeship. Board members are community representatives who hire a CEO to lead the institution. The CEO hires staff members who have the expertise to implement board policy and fulfill the purposes of the institution. The system works best when trustees focus their efforts on representing community interests through the policies they adopt. The policies are most effective when they delegate the day-to-day operations to the CEO and college staff; the board can then concentrate on future needs and institutional effectiveness.

A primary policy focus for boards is the district's vision and mission. It requires that boards are strategic in their thinking and focused on the future learning needs of their communities. Trustees must be aware of broad and diverse community values and needs. They must provide leadership for the mission of the college to provide access, promote equity, and ensure that students are successful. They ensure that strategic and educational plans support what is needed for students and the community.

Boards adopt policies that guide the operations of the district. They periodically review their policy manual to ensure that it is both current and relevant.

Steps in Governing through Policy Direction

- 1. Allocate time to discuss policy values, future trends and community needs.
- Periodically review, evaluate, and update college policies, including the mission and goals.
- 3. Consult with college employees on policy development.

Employs and Supports the Chief Executive Officer (CEO)

Successful governance requires a good board/CEO relationship. The CEO is the primary agent of the board and is the single most influential person in creating an outstanding institution. The most important decision the board makes is hiring the right CEO for the district, one who reflects and is committed to the board's goals and values. The relationship is maintained through ongoing support and clear evaluation.

The CEO and board function best as a team. While the CEO is hired to carry out board policies, trustees look to the CEO for guidance and educational leadership. Mutually agreed-upon clear descriptions and expectations of roles and responsibilities help ensure open communication, confidence and trust.

The CEO is responsible for preparing meeting agendas to the board and for the recommendations brought to the board. If a problem or issue comes to the attention of a trustee that is a matter for the board, it may be placed on a board agenda. If the problem is one that should be solved through administrative channels, the CEO will refer it to the appropriate staff member.

Goals in Board/CEO Relations

- 1. Select and retain the best CEO for the district.
- 2. Establish clear parameters and expectations for performance and evaluation.
- 3. Support the CEO.

Acts as a Community Bridge and Buffer

Trustees are an essential link with the community. They govern on behalf of the public and must be responsive to the needs of external constituents. They both represent the community to the college, and advocate for the college in the community and state. They can be powerful influences in building partnerships with business, industry, and government.

Boards also act as buffers from undue pressure on the institution from government and special interests. They ensure that administrators and faculty have the freedom necessary in higher education to explore and address a wide variety of issues and to expand the boundaries of knowledge.

Goals for Community Relations

- 1. Maintain a focus on external needs and trends.
- 2. Meet with community boards and groups to discuss and explore common issues.
- 3. Advocate for the college with the state and in the community.
- 4. Support the foundation and fundraising efforts.

Creates a Climate for Student Success

Boards set the tone for the entire district. Through their actions and behavior, boards can establish a climate in which learning is valued, professional growth is enhanced, and the most important goals are student success and making a difference for the community.

Trustees create a positive climate when they focus on the future and on student success, , support risk taking, and positively challenge the CEO and college staff to strive for excellence. They establish and maintain high expectations for student success. They ensure that the strategic plan addresses what is needed for students to succeed.

Steps for a Positive Climate

- Model a desire for learning and professional growth.
- 2. Focus on and monitor student success.
- 3. Support innovation.

Effective trustees, as individuals, strive for the "high road," seek full participation in decision-making, and encourage and model innovation, leadership, and professional development.

Defines Parameters for Operations

Board policies contain the standards for ethical, legal, and prudent operations in the district. These policies guide the decisions of administrators, faculty, and classified staff as they design and implement the programs, services, and practices that achieve the goals of the district. Administrative regulations, written by staff, define how policy standards are applied on a day-to-day basis.

Two major areas for which boards have important policy responsibilities are fiscal practice and human resources development.

Goals for Policy Parameters

- 1. Adopt legal, ethical, and prudent standards as policy.
- 2. Monitor adherence to legislative mandates and policy standards.
- 3. Adopt fiscal policies that ensure stability and effective use of funds.
- 4. Establish policy standards that employment practices are fair, legal, and designed to enhance employee performance.

Fiscal Health and Stability

Boards are responsible for ensuring that the public's money is spent wisely and well. Boards fulfill this responsibility best by establishing, as policy, their parameters or boundaries on the use of public funds, and by reviewing annual audits conducted by firms that they hire.

As trustees participate in budget discussions and approve the budget document, they are setting policies that will have great impact on the college. Budget allocations should be tied to achieving the mission and goals of the college, and should reflect educational priorities.

Establish High Standards for Good Personnel Relations

In essence, the CEO is the only employee the board has. However, boards should establish policy parameters that ensure that the selection, evaluation, and dismissal procedures for all employees are legal, fair, clear, and appropriate, and that equal opportunity philosophies are followed. Effective boards set a positive climate for collective bargaining and dispute resolution, and model principled negotiations.

Monitors the Performance of the Institution

Boards have the responsibility to hold colleges accountable for achieving student success and serving their communities. As stated earlier, a major role of boards is to define the general outcomes or goals of

the college in terms of student success and benefits to the community. Once these are established, boards should monitor the progress made toward those ends. For instance, if the board determines that, because of the college, students should have the skills and knowledge needed to excel in employment and/or in universities,

Goals for Monitoring

- 1. Monitor progress toward goals and adherence to policy.
- 2. Use pre-established criteria.
- 3. Establish a schedule for reports.

then the board should ask for reports related to progress toward those goals.

Boards also monitor adherence to the legal, ethical and prudent expectations defined in policy related to college operations.

Boards should establish the criteria and indicators used to monitor progress and adherence to policies prior to the actual monitoring, so that the CEO and staff know what is expected of them.

Leads as a Thoughtful, Ethical, Educated Team

Good trusteeship requires the ability to function as part of a team, and a team functions best when the members are well informed and act objectively. Trustees are expected to speak openly for their points of view during the decision-making process, and to support the position of the board once the decision is made.

Boards model civility and professionalism by working well together and handling conflict constructively. A fragmented, fractious board that is mired in administrative detail lowers morale, wastes resources, and reduces the ability of the district to achieve its goals. Dysfunctional boards hurt the perceived value of the colleges.

Good boards are also analytical in their thinking. Trustees contribute to board effectiveness by listening well, asking good questions, and clarifying for themselves and staff members their most important values and priorities. Asking questions and listening to answers ensures that issues are explored thoroughly and that policy decisions are based on thoughtful deliberation and comprehensive understanding.

Effective boards are future-oriented and strategic in their thinking. They recognize that today's world requires flexible institutions and personnel who are willing to evolve, adapt, and grow in response to the changing needs of society. Trustees who act with vision, intelligence, curiosity, and enthusiasm help create a board that is a positive agent for change.

Leadership Steps

- Seek and consider many points of view and sources of information.
- 2. Focus on future needs and plans.
- 3. Be positive and supportive.
- 4. Show respect for each other and the staff.
- 5. Be ethical; act with integrity

Board Effectiveness

The ultimate criteria for assessing the effectiveness of the board and the CEO are how well the institution is meeting its goals and fulfilling its mission. If the institution is not succeeding in educating students, the board and the CEO must look at their own performance as the leadership team of the district. Positive assessments of board and CEO performance mean little if their colleges are in trouble.

Richard Chait conducted a study that found that boards associated with effective colleges were strong on six dimensions. Effective boards envision and shape institutional direction, cultivate processes that sharpen priorities, ensure a strategic approach to the future, and anticipate potential problems (strategic dimension). They draw upon multiple perspectives to make decisions and recognize the complexities and subtleties in the decisions they face (analytical dimension). Effective boards understand the contextual dimension of their decisions and take into account the culture and values of the institution. They rely on the institutional mission and traditions as guides for decision-making.

Effective boards ensure that trustees are educated about the institution and their roles (educational dimension). Effective boards also nurture the cohesiveness of the board as a group and are strong on

the interpersonal dimension. They understand the political dimension and recognize the need to develop and maintain healthy relationships among key constituencies. They analyze problems and situations using diverse values and contributions from many different groups.

In a more recent study, Chait, Ryan and Taylor found that the most effective boards performed three roles very well: fiduciary, strategic, and generative. The fiduciary role addresses the stewardship of tangible assets such as the budget, the facilities, and compliance with laws and regulations. In its strategic role, the board focuses on the key issues related to fulfilling the district's mission. The board's attention shifts from conformance to fiduciary standards to institutional performance. The generative mode is when the board provides leadership to the college by ensuring that trustees and college leaders engage in productive and creative discussions on educational policy and issues. They have courageous conversations about student success outcomes and how they can be improved.

Clark Kerr and Miriam Gade conducted an earlier study and found that effective boards consisted of concerned members who acquiesced to the responsibilities and constraints of being a board member. The most effective boards were those that concentrated on results, attended to major aspects of policy and performance, and did not try to administer. Trustees on effective boards tended to operate in a consensual or collegial manner and supported decisions the board made as a whole.

Statutory Responsibilities

The California Education Code contains laws that govern community colleges and define the roles and responsibilities of governing boards. Boards and trustees are also subject to provisions of the Open Meetings Act (Brown Act), Fair Political Practices Act, and laws pertaining to conflicts of interest. In addition, the Board of Governors of the California Community Colleges has established regulations and policies (contained in Title 5 of the California Administrative Code) that implement legislation and further delimit the authority of local governing boards.

The following responsibilities are stated in Education Code Section 70902, which authorizes and defines local boards. The section also authorizes local boards to delegate their power to the chief executive officer and other college staff and committees, unless specifically prohibited by law.

- 1. Establish rules and regulations not inconsistent with the regulations of the Board of Governors and the laws of this state.
- 2. Establish policies for and approve comprehensive, academic, and facilities plans.
- 3. Establish policies for and approve courses of instruction and educational programs.
- 4. Establish academic standards and graduation requirements.
- 5. Employ all personnel and establish employment practices.
- 6. Determine budgets within legal constraints, and determine the needs for tax and bond elections.
- 7. Manage and control district property.
- 8. Establish procedures for effective involvement in the local decision-making process.
- 9. Establish rules for student conduct.
- 10. Establish fees as required by law.
- 11. Accept grants, gifts, and scholarships.
- 12. Provide auxiliary services as necessary.
- 13. Determine the academic calendar.
- 14. Participate in the Board of Governors' state consultation process.

In general, boards of trustees in California delegate significant authority to the CEO, as well as to the Academic Senate according to Title 5 regulations. Effective boards limit their role to developing broad policy and providing oversight in the areas listed above, and delegate the responsibility for administrative and professional duties to the professionals in the colleges.

Legal responsibilities of boards are also touched on in other chapters of this Handbook.

Summary

Community college governing boards are elected by and come from the community. In turn, they strive to be responsive to the immediate and long-term needs of the community. They are most effective when they focus on their relationship with external communities, their policy-making role, and their responsibility to monitor the progress of their institutions. Trustees face the awesome challenge to seek out, consider and balance many diverse values and interests as they engage in the policy-making process that guides their colleges to excellence and success.

Chapter 7: Trusteeship

Most trustees of California's community colleges seek the position because they have a sincere desire to serve and give back to the community. They believe in the mission and wish to play a role in ensuring access to and success in high quality education. They want to make a difference by serving as a member of the governing board.

Trustees are entrusted with the success of community colleges, institutions that fulfill an essential public good. Being a trustee for an educational institution is not the same as being a member of a legislative body, such as a city council. Their role and primary responsibility is to protect and promote the community college district. As elected officials, they must consider and represent the many interests in their communities. Therefore, they have the duty to uphold what is good for the college district above all other interests and rights.

The job is demanding and time-consuming. It requires sophisticated interpersonal skills as well as the abilities to understand complex information and balance multiple interests. However, the rewards are great and the results are essential for society's well-being.

Trustee Responsibilities

- Honor the "team" nature of the board.
- Allocate time to prepare for and attend meetings.
- Participate in trustee development.
- Serve as an advocate and liaison between the college and the community.
- Actively support the college and the CEO and staff.
- Ensure that all district business is channeled through the CEO.
- Have a positive, visionary mindset; support the mission of the college to provide access, promote
 equity, and assure student success.

Responsibilities of Trusteeship

Trustees are individuals. However, effective trusteeship occurs only through being a valuable member of a team of people who, together, comprise the legal unit that governs a district. Being successful as a trustee is measured by the effectiveness of the board as a whole.

Effective trustees are those who make sincere efforts to work with others on the board in a cooperative, collegial manner and who are willing to abide by principles that contribute to board effectiveness. Being a member of the leadership team involves respect and consideration for others and for the responsibilities of trusteeship.

As individuals, trustees are most successful when they fulfill the following responsibilities.

Time Commitment

Being a trustee is a significant commitment of time and energy. On the average, trustees spend anywhere from 3 to 10 hours a week on work related to the board. Sufficient time should be allocated for studying board meeting agenda items and other materials related to governing the district, attending board meetings and others related to board work, participating in community events to represent the

district, attending college events, and participating in conferences designed to strengthen trustee knowledge and skills.

Attendance

Trustees should participate in board meetings and workshops, and ensure they arrive on time and are prepared for the meeting. In addition, effective trustees show their support for the district by attending college events and visibly supporting the college in the community. They support fundraising efforts, and may contribute to the foundation to the best of their ability. They advocate for the college in the community and with state and local officials.

Trustee involvement, however, should not extend into the day-to-day life of the college. Trustees should not be on campus to a degree that it is perceived as interfering or micromanaging college activities. They should not ask special favors of staff members or attempt to direct staff activities.

Knowledge

Governing thoughtfully and making wise decisions require being knowledgeable about effective governance, the colleges, the social and economic trends that affect education, and the conditions that promote access and success. This Trustee Handbook covers essential knowledge for trustees, including the state system and governance of the colleges, board roles and standards of practice, board and CEO relations, educational policy and quality, fiscal policy, human resources policy and relations with staff, and resources for trustees. The League also publishes numerous other materials for trustees and CEOs, and encourages trustees to learn from other organizations as well. The League's brochure, *Trusteeship: Tasks, Knowledge and Skills*, lists specific areas of knowledge trustees should have.

Trustees gain knowledge and skills through a thorough and ongoing orientation to the district and its colleges and centers. They understand their college's history, traditions, and culture. They read voraciously. They attend conferences to learn more about educational policy and to enhance their skills and effectiveness. They seek out and are aware of community needs and interests in order to better represent the community. They ask for and understand research on how students are succeeding and what is required for student success.

Trustees, particularly new ones, allocate significant time for reading and study. They prepare for board meetings by thoroughly reading the agenda and asking questions of the CEO and other board members to clarify items and gain background information.

Mindset and Vision

Effective trustees are visionary. They focus about the future of the colleges and how societal trends might influence the district's mission. They act with intelligence and curiosity and engage in critical thinking when presented with problems and issues.

Effective trustees are analytical. They seek and consider many points of view and are able to recognize the complexities and subtleties in the decisions they face. They take into account the culture and values of the institution. They are "results-oriented" and help their boards and the CEO focus on student success.

Effective trustees are thoughtful. When faced with decisions, they take time to assess which course of action will best benefit the district and best reflects the appropriate role of the board. They also reflect on their own performance and that of the board. They are willing to engage in self-evaluation and to use

the results to improve their own and the board's performance. They are willing to engage in courageous conversations about student and institutional performance.

Communication

Open, straightforward and tactful communication builds trust; trustees with strong interpersonal skills contribute much to board functioning. They recognize the need to develop and maintain healthy relationships among key constituencies.

Effective trustees show respect by honoring communication protocols and lines of authority within the district. Respect for the CEO and fellow board members includes following the principle of "no surprises." Publicly communicating one's support for and confidence in the CEO contributes to a strong CEO/board partnership.

Ethics and Conflicts of Interest

Trustees who understand and uphold the ethics and values inherent in being a member of the board contribute much. The chapter on ethics in this Trustee Handbook covers key principles in ethical public service. It is good practice and an accreditation standard that each board has and abides by a code of ethics; all trustees should be familiar with their own board's policy statement.

By law, all elected state and local officials must avoid conflicts of interest in the performance of their duties, and must file statements of economic interests. Public officials have a conflict of interest when they use the position to influence a policy decision that will affect their financial interest in material ways.

Effective trustees are scrupulous about avoiding even the perception that there are conflicts of interest. They are aware that appearing to act to benefit their own interests (or those who are close to them) at the cost of the district will harm their credibility and trustworthiness.

Using Influence Effectively

Given that trusteeship is best expressed as a member of the board, good trustees learn how to effectively influence board decisions and district direction. As community representatives, they bring perspectives that contribute to the policy direction of the district. They return from conferences and community meetings with ideas that they may want to see implemented in their own districts. A key to success is to use appropriate ways to share ideas, place items on board agendas, and influence discussions.

Savvy trustees use their influence on the board itself; they do not use it to direct staff activities. They understand that CEOs and board chairs are the contact points for specific ideas and suggestions.

Every board should have a process for individual trustees to place items on the board agenda. Trustees, particularly new ones, should discuss such items with the CEO or board chair in order to understand relevant history and background. Timing is often everything in ensuring that ideas are listened to; effective trustees research and plan the timing of their proposals.

Influencing board decisions involves being well prepared, having good information, and building strong relationships with other board members. People are more likely to listen to someone who has been supportive and positive, and is willing to listen to and respect all ideas.

Summary

Community college trusteeship, done well, is an invaluable service to the board, the colleges, and the community. It requires a significant commitment of time and dedication to learning. The best trustees are open-minded, thoughtful, visionary, and capable of seeing the "big picture." They have excellent interpersonal skills and work well with diverse people and personalities. They are supportive and benevolent, enthusiastic and energetic. They are trustworthy.

BOARD AND CEO ROLES DIFFERENT JOBS DIFFERENT TASKS

Introduction

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

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

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

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

Advisory Committee on Education Services

1998-1999 Chairs:

Ann Foxworthy, Superintendent/President, Allan Hancock CCD; Jerry

Patterson, Trustee, Coast CCD

1999-2000 Chairs:

Floyd Hogue, Superintendent/President, Fremont-Newark CCD:

Nancy Palmer, Trustee, Sierra Joint CCD

Staff to Committee: Cindra Smith, Director of Education Services

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Community College League of California

AUTHORITY IN LAW

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

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

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

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

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

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

POLICY

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

STRENGTHENING THE BOARD AND CEO RELATIONSHIP

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

- goal setting and evaluation
- communication
- board operations

	CEO SUPPORT FOR BOARD						
Goal Setting and Evaluation							
Establish goals and expectations in consultation with the CEO Periodically evaluate the CEO Engage in periodic board self-evaluation	 Establish goals and expectations in consultation with the board; regularly report progress Ensure that there are CEO and board self evaluation processes 						
Communication							
Maintain open communication Direct the CEO only as a board, not as individual trustees Keep the CEO informed of major issues and questions; follow the 'no surprises' rule Establish and follow processes for board and staff communication that honor the CEO's leadership role; do not direct staff Call the CEO before board meetings if there are questions about agenda items Refer complaints and comments to CEO; listen impartially Always publicly support the CEO and college staff In multi-campus districts, notify the chancellor before approaching college presidents	 Maintain ongoing communication via e-mail, written, or phone updates Keep all board members informed of issues and major events; follow the 'no surprises' rule Accommodate different communication styles as feasible Treat all board members equally and respectfully Provide the same information to all board members Contact all board members before each board meeting to address any questions Follow up when the board refers comments or problems Always publicly support the board In multi campus districts, keep college presidents 						

- Adopt and follow policies that:
 - Define structure and role of the board and its officers
 - · Establish standards for trustee and board behavior
 - Define meetings and meeting practices
- Define the level of information and support desired from the CEO; study and discuss the information provided
- Attend conferences and other events to maintain own knowledge and skills

- Provide adequate support for the board to follow its governing policies
- Work with the chair to uphold the standards of practice
- Work with the board chair to develop meeting agendas
- Prepare meeting agenda items that engage trustees in broad policy-level discussions
- Provide sufficient information to empower boards to make wise policy decisions
- Support and manage trustee and board development
- Invite and accompany trustees to conferences and events

ORGANIZATIONAL LEADERSHIP

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

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

	BOARD ROLE AND TASKS	CEO ROLE AND TASKS						
	General Oversight							
•	Lead the institution through effective governing policies Work in partnership with the CEO Support the CEO as the institution's leader Create a positive climate for effective leadership through supporting institutional leaders and modeling integrity, vision, and ethical behavior	 Lead and administer the institution Implement and comply with board policy Work in partnership with the board; support the governing role of the board Ensure that board policies are up to date and followed Create a positive climate and provide effective leadership by modeling integrity, vision, and ethical behavior 						
	Policy Making							
•	Identify and discuss broad policy-level values inherent in issues before the board	Identify broad policy implications inherent in issues and agenda items presented for board discussion						
•	Reference and use current policy when making decisions	Reference current policy when presenting items for board action						
•	Provide thoughtful input early in the policy drafting process	Seek general input form the board prior to drafting policy						
•	Periodically review policies to ensure they are up-to-date	Establish and manage a system for periodic review of broad policy						
	Planning							
•	Adopt policies that require and set parameters for effective planning Be knowledgeable about future community needs and interests Contribute to the development of the policy direction (mission, vision, and goals) Ensure that public and community interests are represented in the mission, vision and policy goals Ensure that the policy direction meets current and future community needs	 Anticipate and articulate future trends and needs Lead and manage a visionary and comprehensive planning processes Articulate the mission, vision, and goals; work in partnership with the board Ensure that planning responds to current and future community needs Ensure that all district plans are linked Ensure that college operations and budgets are aligned with plans Keep the board informed on progress toward accomplishing plans and goals 						

BOARD ROLE AND TASKS

CEO ROLE AND TASKS

External Leadership Roles

- Be active in the community
- Actively support the college(s) in the community
- Participate in state conferences and, as time permits, in state and national community college associations
- Be an active community leader
- Participate in state and/or national associations and conferences
- As time permits, become involved in state and/or national leadership positions

Organizational Structure

- Establish policies that:
 - Define criteria for the organizational structure
 - Delegate authority to CEO to determine the organizational structure
- Periodically review organization structure to ensure it meets board criteria
- Determine, in consultation with key college personnel, an organizational structure that:
 - Is designed to achieve institutional goals
 - Meets board standards for effective organization
- Report to the board on the effectiveness of the organizational structure in meeting board goals and standards

Decision Making

- Establish and follow policies that define administrative, faculty, student, and classified staff roles in policy development and decision making
- Establish and maintain formal processes for open communication with academic senate, classified staff and student leaders
- Develop and administer clear processes for administration, faculty, classified staff and student participation in policy development and decision making
- Ensure that information and training is provided to facilitate effective participation by college constituencies in decision-making processes

EDUCATIONAL PROGRAMS AND SERVICES

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

Task areas in educational programs and services include:

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

BOARD ROLE AND TASKS CEO ROLE AND TASKS General Oversight Adopt policies that define and delegate clear and Lead and administer the delivery of high quality appropriate authority and responsibility for educational programs and services, including educational programs and services to CEO, as well planning, development, program review, and as the Academic Senate staffing Review and approve significant changes to Inform the board about the major programs and programs as required by state law and board policy services of the college Seek approval from the board as required **Treatment of Students** Adopt policies that define clear criteria for student Ensure that student progress and goal achievement status and progress are appropriately recorded and recognized Adopt policies that ensure fair and equitable Ensure that procedures exist and are followed for treatment of students fair and equitable treatment of students, including discipline, due process, and grievances Determine whether or not the board wishes to be a court of appeal for student grievances **Academic Programs and Student Services** Monitor that programs are aligned with policy Ensure that the delivery of educational programs, direction and plans curriculum, and student services are in accordance with district plans Require program review or other processes that address ongoing evaluation and improvement of Establish and maintain processes that foster quality, programs effectiveness, relevancy, and efficiency Be aware of the scope of offerings of the district Institutional Effectiveness Define "student success" Ensure a comprehensive program to monitor institutional effectiveness Require the CEO to develop accountability and evaluation programs and processes Keep the board informed on progress toward accomplishing plans and goals Monitor how effective the institution is in achieving its goals and student success Provide reports to the board that enable it to be

accountable to the local community and state and

federal agencies

FISCAL AFFAIRS

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

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

BOARD ROLE AND TASKS CEO ROLE AND TASKS General Establish policies that set standards for fiscal affairs Establish and enforce administrative procedures that implement board policy and ensure the legal, Approve budgets and expenditures as required by ethical, and prudent management of college laws and board policy resources Monitor the fiscal health of the institution by Present clear and informative budgets and reports to establishing a monitoring schedule and studying the board Keep the board informed about the financial status Require long-range projections of the fiscal status of the district **Budgeting** Adopt policies that require and define standards in Develop and use a set of assumptions in budget the areas of: planning **Budget assumptions** Develop and implement an inclusive budget planning process **Balanced** budgets Present and interpret a budget to the board using Adequate reserve policy criteria and assumptions Long-range revenue projections Analyze current financial position and present to the Long-range projections for expenditure board long-range financial needs and proposals commitments (e.g. personnel, salaries and Alert the board about significant changes in the benefits, equipment, contracts) budget; submit for approval as required by policy Facility needs and maintenance Ensure that budget planning is linked to college and Approve the budget using board policy standards as program plans criteria Require short and long-term fiscal impact information on relevant agenda items such as equipment purchases, loans, and investments **Financial Activity**

- Adopt policies that contain standards for:
 - Fund transfers
 - Purchase of equipment
 - · Hiring and changes in status of personnel
 - Contracts

- Develop procedures that ensure that expenditures and accounting processes are prudent, efficient, and adhere to law, board policy and auditing principles
- Monitor income, expenditures, and cash flow
- Monitor adherence to procedures for expending and accounting for funds

BOARD ROLE AND TASKS

- Bid proposals and contracts
- Paying obligations
- Filing financial reports
- Adopt policies that define when board approval is required for fiscal actions
- Approve contracts and expenditures as required by law and board policy, including real property transactions
- Approve TRANS and other major cash management strategies

CEO ROLE AND TASKS

- Present contracts, expenditures, and other fiscal items to the board for approval as required
- Review the need for and propose TRANS and other cash management programs in a timely manner

Asset Protection and Management

- Adopt policies that define and require:
 - Sound investment practices
 - · Sound cash flow management
 - · Adequate protection and security
 - Adequate liability and insurance coverage
 - Risk management programs
- Monitor that policies are being followed

- Ensure that investment and cash flow management practices meet board criteria
- Ensure that college assets and personnel are adequately protected and secured
- Ensure that liability and insurance coverage meets board policy standards
- Establish an adequate risk management program

Fundraising and Grants

- Determine the need for, approve, and actively support bond elections
- Provide leadership to create a foundation and establish links between the district and foundation boards
- Support the foundation and fundraising efforts
- Adopt policies that set criteria and priorities for grants
- Accept or approve grants as required by law
- Understand the short and long-range implications of grants

- Prepare information that helps the board determine the need for and approve bond elections
- Lead and administer various fundraising efforts, including the foundation and asset management activities
- Keep the board informed about grants sought and awarded, including their implications for the college
- Present grants for board approval as required;

BOARD ROLE AND TASKS

CEO ROLE AND TASKS

Monitoring Fiscal Health

- Require periodic reports to monitor fiscal control policies and accounting processes
- Require regular reports on the fiscal status of the institution
- Become educated about financial statements and their implications
- Define broad expectations for the independent audit of the district accounts and business procedures
- Set criteria for an auditing firm to conduct the annual audit
- Review the audit report
- Discuss deviations (if any) and give appropriate direction to CEO

- Periodically, report to the board compliance with fiscal control policies
- Periodically report the fiscal condition of the institution; provide a summary that clearly shows the relationship of expenditures to budget
- Educate the board on how to read financial statements
- Assist the board with the selection of an auditing firm
- Cooperate with and auditor so the audit is thorough
- Assist the board in reviewing the audit report
- Correct deviations (if any) found as a result of the audit

HUMAN RESOURCES

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

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

BOARD ROLE AND TASKS CEO ROLE AND TASKS Personnel Hiring Ensure that personnel recruitment and hiring Establish policies that require: processes are: • Selection of the best qualified personnel · Fair, legal, comply with laws · Administrative, faculty, and staff diversity Result in good applicant pools · Competitive salaries and working conditions, within budget constraints Reflect well on the institution Set policy regarding which positions require board Seek to achieve that staff diversity reflects college and community populations approval Compliance with equal employment and affirmative Forward personnel actions to the board as required; action laws inform the board about other key personnel changes Ratify hires as required by law (based on compliance with policy)

Treatment of Personnel

- Establish policies that require:
 - Fair and effective evaluation and supervision processes
 - Safe and pleasant working environment
 - Clear grievance procedures
 - Due process in employee discipline and termination
 - · Academic freedom
 - Protection of privacy
- Adopt policies that guide implementation of ADA and harassment laws
- Adopt polices that ensure appropriate consultation with and delegation of authority to employee groups
- Establish clear processes for board/staff communication that do not abrogate the board/CEO relationship
- Support CEO recommendations on disciplinary action or terminations when cause is demonstrated and procedures have been followed

- Ensure that:
 - Personnel regulations and procedures are fair, legal, and equitable and meet board policy criteria
 - Personnel manuals and handbooks are current and public
 - Personnel procedures are implemented and followed
 - Grievance procedures are clear, equitable, and followed
 - Discipline and termination are for demonstrable cause and follow procedures
- Seek legal counsel when needed; share information with the board
- Alert the board early to personnel problems that may become public or reach the board level
- Provide adequate information to the board about personnel problems and recommendations

BOARD ROLE AND TASKS

CEO ROLE AND TASKS

Professional Development

- Establish policy expectations for staff orientation and ongoing professional development
- Publicly recognize staff achievements
- Engage in trustee and board development
- Ensure that resources are allocated for professional and staff development
- Encourage professional development and staff recognition programs
- Engage in ongoing learning
- Support trustee education and development

Salaries, Benefits, and Collective Bargaining

- Delegate clear authority to the CEO or other agent to engage in collective bargaining on behalf of the board
- Set criteria for salaries and benefits that establish competitive, fair wages and that protect current and future district resources
- Ask the CEO to provide options and analyses on negotiating positions and their implications
- Participate in training on positive bargaining practices
- Provide clear direction to the CEO, including parameters for negotiations
- Set and adhere to positive bargaining practices; stay on the "high road"
- Maintain the confidentiality of bargaining positions

- Engage in positive bargaining practices; follow board standards and criteria
- Provide the board with an analysis of the implications of various options in the bargaining process
- Provide training in collective bargaining approaches for all those involved in the process, as well as the board
- Inform the board of union proposals
- Maintain good communication with the board regarding the status of the negotiations
- Delegate clear authority to the negotiating agents and ensure that they understand board parameters and budget constraints

COMMUNITY RELATIONS

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

- community involvement
- marketing and media relations
- foundation support

	BOARD ROLE AND TASKS	CEO ROLE AND TASKS					
	General						
•	Ensure that general interests of the external communities are represented in board decisions	Ensure that district programs respond to community needs					
•	Advocate for and support the colleges in the community	Advocate for and support the colleges in the community					
•	Maintain links with business, government and community leaders	Maintain links with business, government and community leaders					
•	Adopt policies that govern:	Lead and administer programs that					
	• community relations	Reflect a positive image for the college					
	marketing and public relations	Engender community support for the college					
	foundations and fundraising	Ensure strong college and community connections					
	Community Involvement						
•	Seek out various community perspectives Establish and engage in systematic methods to link with community representatives and policy-makers including:	 Establish a culture that fosters responsiveness to community needs and positive relations with the public and community groups. Actively seek and foster professional relationships with education, government, business, and other 					
	• K-12 boards	community leaders					
	local governmentscommunity and business policy boards	Participate in community events and service organizations					
	higher education policy and advisory boards	Encourage partnership programs with K-12 and					
•	Adopt policies that:	higher education institutions					
	Ensure community input into strategic planning and institutional evaluation	Ensure that planning processes assess and respond to community needs					
	• Encourage partnerships and relationships with community organizations	Ensure a comprehensive program of community services and events					
	Define community use of college facilities	 Establish and monitor procedures for public use of and participation in college facilities, programs, 					

BOARD ROLE AND TASKS

CEO ROLE AND TASKS

Marketing and Media Relations

- Adopt policies that:
 - Set parameters for marketing and public relations programs
 - Establish standards of good practice (ethics) for trustee relations with the public and media
- Establish and administer comprehensive public relations operations; ensure the accuracy and quality of communication to public
- Keep board informed about
 - Issues that may result in media contacts
 - Public relations and marketing efforts

Foundation Support

- Adopt policies that establish the direction and parameters for a foundation
- Support and monitor the foundation
- Establish links with the foundation board of directors
- Establish a foundation and ensure that it is effective
- Actively support foundation activities through personal involvement

LEGAL AFFAIRS

Governing boards and CEOs share the responsibility to ensure that the district:
abides by local, state, and federal laws and legal intent

- uses legal counsel prudently

	BOARD ROLE AND TASKS		CEO ROLE AND TASKS				
	Laws and Regulations						
•	Adopt policies specifically required by law and regulation	•	Be aware of laws and regulations that affect the institution				
•	Delegate authority to the CEO and require that procedures exist that comply with local, state and	•	Inform the board and new trustees about major laws and regulations				
•	national laws and regulations Monitor compliance	•	Ensure that administrative procedures exist and are followed to comply with law and regulation				
•	Follow laws related to board practices, including conflicts of interest, open and public meetings, confidentiality of closed sessions, and political practices	•	Monitor compliance and report to the board				
		•	Advise the board about laws and regulations that affect the board				
	Legal Actions and Counsel						
•	Request legal counsel only as a board; work through the CEO	•	Recommend appropriate legal counsel to advise the board				
•	Request legal advice well in advance of potential problems	•	Inform the board of legal counsel used to advise the college				
•	Accept and expect realistic assessments of the board's legal position	•	Inform the board of threats of legal action and lawsuits				
•	Establish policies that guide the CEO's response to lawsuits and threats of legal action	•	Keep the board informed of progress on and outcomes of legal matters				
•	Adopt policies that insure and protect the assets and personnel of the district, as well as the board	•	Prepare summaries and analyses that review all options for the board when board action is required on legal issues				
		•	Ensure that the district has adequate liability protection				

LEGISLATIVE RELATIONS

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

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

BOARD ROLE AND TASKS CEO ROLE AND TASKS Policy Trends and Issues Engage in ongoing study of policy issues and trends Establish processes to stay up-to-date on policy through reading and conference attendance issues and trends Allocate time at board meetings and hold study Monitor and gather relevant information sessions to discuss policy issues, trends, and system Ensure the board is aware of policy issues and priorities Understand the impact of state and national policy Provide summaries of key points on local mission and goals Forward legislative alerts and other relevant information to the board Design board agendas to allow time to discuss issues Provide background and analysis of key initiatives to enable the board to take a position **Local Priorities** Allocate time to study and understand local Provide information and analysis to the board of community needs and priorities local trends and issues that may require legislative

Legislative Advocacy

response

Chancellor's Office

• Identify and make key contacts with legislators

to achieve its goals

League staff

Adopt positions that further the ability of the district

Discuss local priorities and issues with the CCCT board of directors and the Community College

- Ensure that the CEO and all board members are introduced to key contacts
- Study issues to ensure effective communication with legislators
- Maintain ongoing and appropriate communication with legislators
- Advocate on behalf of the college and its contributions to the community
- Support board positions, as well as state system and association positions where not in conflict

• Manage the board's legislative advocacy activities

Forward positions to state associations and the

legislative initiatives on local priorities

Inform the board of the impact of state and national

- Identify and make key contacts with legislators; ensure board members are introduced to key contacts
- Identify a legislative liaison on the staff
- Arrange for legislators to visit the district; include board members in these visits
- Provide information to the board for advocacy purposes
- Inform the board of Chancellor's Office, state and national association positions

PERTINENT BOARD POLICIES

RULES AND REGULATIONS OF THE GOVERNING BOARD CONTRA COSTA COMMUNITY COLLEGE DISTRICT CONTRA COSTA COUNTY MARTINEZ, CALIFORNIA

AUTHORITY

1. The Contra Costa Community College District is governed by the five elected members of the Governing Board. The Governing Board has full legislative authority in the operation of the Contra Costa Community College District, in accordance with the Education Code, rules of the Board of Governors of the California Community Colleges and Statutes of the State of California.

The Governing Board may delegate to the Chancellor authority over all personnel, educational, financial and business matters pertaining to the operation of the District. All actions by the Chancellor are subject to review by the Governing Board.

2. The authority of the Governing Board shall be as a whole, acting in accordance with the following Rules. No Governing Board member acting outside these Rules shall commit the Governing Board or District in any way.

ORGANIZATION

- 3. The officers of the Governing Board shall be elected by action of the Governing Board and shall consist of a President, a Vice President, and a Secretary, elected from among the members of the Governing Board.
- Officers shall be elected at the annual organization meeting of the Governing Board to hold their respective offices for the period of one year, or until their successors are elected.
- 5. Any of the Governing Board offices provided in paragraph 3, when vacated for any cause, shall be filled by the Governing Board at its next meeting by the election of a successor for the unexpired term. Such elections shall be roll call vote and the vote of at least three members of the Governing Board shall be necessary to elect.
- 6. In case of temporary absence or disability of both the President and Vice President, a President protem shall be chosen by a majority vote of Governing Board members present.
- 7. At any regular meeting, or at any special meeting for which such action is specified when the meeting is called, the Governing Board may, by affirmative vote of at least three of its members, remove from any appointed office any officer, and declare the office vacant, and elect a successor to the officer so removed. Members of the Governing Board may be removed only in accordance with Government Code Section 1770.
- 8. <u>Board Finance Committee</u>: Replacement Board members for the Board Finance Committee shall be appointed annually at the January regular Board meeting. The term of service shall be two years, effective on the date of appointment, and staggered so that only one of the two Board Finance Committee members is replaced each year, providing for continuity.

STUDENT REPRESENTATION

- On September 30, 1977, the Governor approved Assembly Bill No. 591 which provides for the 9. inclusion of a nonvoting student within the membership of the Governing Board, in addition to the number of members otherwise prescribed. The student selected to serve on the Governing Board shall be enrolled and maintain a minimum of five (5) semester units in a community college of the District and must be a resident of the District as determined pursuant to Part 41 (commencing with Education Code Section 68000. Also see Education Code 72023.5.) The student shall meet and maintain the Standards of Scholarship, as noted in Board Policy 4001 and Curriculum and Instruction Procedure 4001. The student shall remain in good academic and disciplinary standing as defined in the Student Code of Conduct, Student Services Procedure 3027, throughout the duration of his/her term. The term of the Student Trustee commences on June 1 of each year and shall be limited to one year, irrespective of college affiliation. The Student Trustee is not required to give up employment with the District. The Student Trustee shall be entitled to any mileage allowance necessary to attend Board meetings to the same extent as publicly elected trustees. The Student Trustee is entitled to participate in the discussion of issues and receive all materials presented to members of the Governing Board, except for closed session. Under the provisions of the law, the Student Trustee shall not be liable for any acts of the Governing Board and shall not be included in determining the vote required to carry any measure before the Governing Board.
- 10. The nonvoting Student Trustee shall be selected and subject to recall by the students of the District for the term to be served in accordance with District procedures. In the event a nonvoting Student Trustee is unable to serve a full term, the vacancy on the Governing Board shall be filled by a student who is enrolled at the same college as the student who does not serve the full term and who is selected in accordance with District procedures.
- 11. The role of the Student Trustee is to:
 - a. In open session, express the student position with an advisory vote on matters that do not pertain to collective bargaining, confidential personnel and legal matters discussed in closed sessions. The advisory vote, which shall be given first, does not count in determining if an item passes, but is recorded in the official minutes. This privilege must be approved by the Governing Board for continuation on a year-to-year basis prior to May 15.
 - b. Represent attending students of the three colleges as a nonvoting member of the District Governing Board. Express the views of students to the Governing Board.
 - c. Provide general information to the Governing Board regarding student government activities on the three campuses in the form of a report presented at the monthly Governing Board meeting.
 - d. Meet monthly with the Chancellor to review the student government report prior to presentation at the Governing Board meeting.
 - e. Provide leadership to the Student Trustee Advisory Council, composed of the Chancellor, the ASU President or designee from each campus and the ASU Advisors. Chair the meetings of the Advisory Council.
 - f. Represent the District as Student Trustee at statewide conferences.

- g. At the completion of his or her term, provide a full oral report to the Governing Board summarizing student government accomplishments of the academic year and setting priorities for the next Student Trustee. At the option of the Student Trustee, a written report may also be provided.
- 12. The Student Trustee Advisory Council, consisting of the Chancellor, the ASU President or designee from each college and the ASU Advisors, serves to:
 - a. Report District Governing Board deliberations and decisions to the student governments at their respective campuses.
 - Represent their student government organizations in preparing Student Trustee's monthly report to the Governing Board.
 - c. Improve communication among the three student government organizations and to assist the student governments in understanding District Governing Board operations and decisions.
 - d. Implement the Districtwide Student Trustee Election Procedure.
- 13. Meetings of the Student Trustee Advisory Council will be keyed to preparation of the monthly report to the Governing Board. The following steps will be followed:
 - a. ASU President or designee meet with respective College Presidents monthly to review recommendations for the Student Trustee's report to the Governing Board.
 - b. Advisory Council members meet with Student Trustee in order to:
 - (1) Share information on issues being discussed by student governments on the three campuses.
 - (2) Share written report (i.e., minutes, agenda, etc.) of material from each campus for developing the presentation to District Governing Board.
 - (3) Discuss Governing Board issues of particular significance to students.
 - (4) Design preliminary report to the Governing Board.
 - c. Student Trustee meets with Chancellor to:
 - (1) Present preliminary report to Governing Board for review and clarification.
 - (2) Ask for recommendations for additional items.
 - (3) Receive direction for long-range planning and discuss long-term implications of Governing Board decisions.
- 14. An Associate Student Trustee may serve from January 1 to May 31 (spring semester) under the guidance of the Student Trustee. The rotation of colleges shall remain the same; however, the election of the Associate Student Trustee may take place during the fall semester prior to coming into office in the following spring. In the event that the election takes place in the spring semester rather than in the fall semester, the newly elected Associate Student Trustee shall take office at the next

Governing Board meeting immediately following the election and shall complete the remainder of his or her term as an Associate Student Trustee until his or her term as the Student Trustee commences. The Associate Student Trustee position would serve as a training ground to allow the Associate Student Trustee to familiarize him or herself with the responsibilities of the full Student Trustee position. Then on June 1 of the same year, the Associate Student Trustee will automatically become the Student Trustee and will serve the full term through May 31 of the next year. Thus, the elected student representative may serve for a total of one and one-half years (half a year as the Associate Student Trustee and one year as the Student Trustee). The Associate Student Trustee shall be encouraged to attend all Governing Board meetings and all Student Trustee Advisory Council meetings. The Associate Student Trustee may also be encouraged to serve on at least one committee in which the Student Trustee is a member. The Associate Student Trustee shall not have an advisory vote but will be able to express his or her input to the Student Trustee for further consideration. The Associate Student Trustee shall not receive compensation until his or her term as Student Trustee commences.

15. Student Trustee Election Process

- a. The colleges will rotate in student representation. Effective June 1, 1990, the term of the Student Trustee shall be June 1 through May 31.
- b. Students who wish to run for elections will be required to submit the following:
 - (1) A letter of intent outlining their qualifications and reasons for seeking office;
 - (2) A resume;
 - (3) Unofficial transcripts:
 - (4) Written response to two standard questions developed by the Student Trustee Advisory Committee.
- c. Minimum eligibility will be verified by the college Student Life office.
- d. If three or fewer candidates are found to meet the minimum eligibility requirements, all candidates will be placed on the ballot for a Districtwide vote. Otherwise, if more than three candidates are found to meet the minimum eligibility requirements, a primary election will be held at the college where the rotation resides. Students of the college will select the top three candidates to be placed on a Districtwide ballot for a vote of all students in the District.

OFFICERS

- 16. The President shall preside at all sessions of the Governing Board, preserve order, enforce the rules, and when so authorized sign contracts, agreements, deeds, leases and other regular documents ordered to be executed by the Governing Board or required by law.
- 17. During any period of absence or other disability of the President, the Vice President shall perform all the duties of the President.
- 18. When both the President and Vice President are absent or otherwise disabled, the President pro tem shall perform all the duties of the President.

- 19. The Secretary shall record all minutes of the Governing Board, and shall sign the minutes of the Governing Board on approval when so authorized, and other contracts, agreements, deeds, leases and other legal documents ordered to be executed by the Governing Board or required by law.
- 20. The Assistant Secretaries shall perform such functions as the Governing Board directs, including service as Acting Secretary in the absence or other disability of the Secretary.

MEETINGS OF THE GOVERNING BOARD

- 21. Regular meetings of the Governing Board shall be open to the public, be accessible to persons with disabilities, and be held at the District Office or at a college of the District as regularly scheduled in accordance with Government Code Sections 54950 et seq. (Brown Act). A notice identifying the location, date and time of each regular meeting of the Governing Board shall be posted at least 72 hours prior to the meeting and shall remain posted until the day and time of the meeting.
- 22. <u>Special meetings</u> may be called by the President or by a majority of the members of the Governing Board. Notice of such meetings shall be posted at least 24 hours before the time of the meeting. No business other than that indicated in the notice may be transacted or discussed.

Emergency meetings may be called by the President of the Governing Board when prompt action is needed because of actual or threatened disruption of public facilities under such circumstances as are permitted by the Brown Act, including work stoppage, crippling disasters, and other activity that severely impairs public health or safety. No closed session shall be conducted during an emergency meeting, except as provided for in the Brown Act to discuss a dire emergency. Notice of such an emergency meeting will be provided to the local news media as required by law.

- 23. Any regular or special meeting may be adjourned to a later time or date by majority vote of those present, provided a specific future meeting time to reconvene is set for such an adjourned meeting in accordance with the Brown Act. When no quorum appears for a regular or special meeting, by mutual agreement of Governing Board members present or the Acting Secretary, if no Governing Board members are present, a specific time may be set for an adjourned meeting. At such adjourned meetings all business may be regularly transacted which would have been proper at the meeting from which adjournment is taken, all in accordance with the Brown Act.
- 24. A record of all transactions of the Governing Board shall be set forth in the minute book of the Governing Board, which shall be kept on file in the District Office as the permanent official record of the District. It shall be open to inspection of the public during regular office hours. For convenience, the District will make every effort to provide the Governing Board agendas, minutes, policies and procedures on the web site.
- 25. A quorum necessary to the transaction of business at any meeting of the Governing Board shall consist of three members (majority) of the Governing Board, except as follows.
 - a. The following actions require a two-thirds majority of all members of the Board:
 - Resolution of intention to sell or lease real property (except where a unanimous vote is required);
 - Resolution of intention to dedicate or convey an easement;
 - Resolution authorizing and directing the execution and delivery of a deed;
 - Action to declare the District exempt from the approval requirements of a planning commission or other local land use body;
 - Appropriation of funds from an undistributed reserve;
 - Resolution to condemn real property.

- b. The following actions require a unanimous vote of all members of the Board:
 - Resolution authorizing a sale or lease of District real property to the state, any county, city, or to any other school or community college district;
 - Resolution authorizing lease of District property under a lease for the production of gas.
- 26. A majority vote of those Governing Board members present shall suffice for such actions as do not require a specified number of affirmative votes. In the event of a tie vote, the motion at issue shall lose.
- 27. A majority of the members of the Governing Board shall not, outside a regularly scheduled meeting, use a series of communications of any kind, directly or through intermediaries, to discuss, deliberate, or take action on any item of business that is within the subject matter jurisdiction of the Governing Board. This policy shall not be construed as preventing an employee or official of the District from engaging in separate conversations or communication with members of the Governing Board outside a meeting in order to answer questions or provide information regarding a matter that is within the subject matter jurisdiction of the Governing Board, if that person does not communicate to members of the Governing Board the comments or position of any other member or members of the Governing Board.
- 28. In all matters not covered by the Rules or Policies of the Governing Board, parliamentary procedures shall be governed by the most current edition of the manual known as "Robert's Rules of Order."
- 29. The action of the Governing Board shall be recorded in accordance with Section 72121(a) of the Education Code. A member's position on an issue or vote may be entered in the record upon the request of the member. Governing Board members' comments should be recorded immediately after the result of the vote has been announced by the President and before the introduction of a new question or issue.

ADMINISTRATIVE OFFICERS

- 30. The Governing Board shall employ a full-time Chancettor to serve as chief administrative and executive officer of the Contra Costa Community College District.
- 31. The Governing Board of the Contra Costa Community College District shall delegate to the Chancellor of the District the executive responsibility for administering the policies adopted by the Governing Board and executing all decisions of the Governing Board requiring administrative action. In the initiation and formulation of District policies, the Chancellor shall act as the professional advisor to the Governing Board.
- 32. The Chancellor may delegate to authorized personnel of the District any powers and duties entrusted to the Chancellor by the Governing Board, but the responsibility to the Governing Board for the execution of such delegated powers and duties shall remain with the Chancellor.
- 33. In situations for which the Governing Board has provided no policy for administrative action, the Chancellor shall have the power to act, but those decisions shall be subject to review by the Governing Board. It shall be the duty of the Chancellor to inform the Governing Board promptly of such action and to recommend a written Governing Board policy if one is desirable.
- 34. The Chancellor shall perform all duties specifically required of or assigned to the Chancellor by the Statutes of the State of California.

- 35. The Chancellor shall serve as First Assistant Secretary to the Governing Board, and in such capacity perform the following duties.
 - Prepare Governing Board meeting agendas and cause them to be posted as required by law.
 - b. Prepare minutes of Governing Board meetings for approval.
 - c. Maintain an index of minutes of the Governing Board.
 - Attend all Governing Board meetings except the personnel session to consider the contract of the Chancellor.
 - e. Sign, where legally possible, all documents which otherwise would require the signature of a Secretary of the Governing Board.
- The District is a large one and the diversity of the needs of the communities served by the colleges has resulted in differences in the colleges. The Governing Board is committed to the philosophy that each present and future campus can best serve by having a uniqueness which relates to its service area. To assure this development, the Governing Board recognizes the desirability of a high degree of decentralization—with the Presidents of each of the respective campuses having a large role in the planning and development of the educational program and of the internal organization of the college, and in staff selection and development. In these matters, the President shall involve the faculty. Further, it should be recognized that since uniformity in program is not sought, the Chancellor as chief executive officer of the District must provide the leadership necessary to assure this individuality and a high standard of performance on all campuses. The Chancellor is responsible for the development of proposed policies and for the application of Governing Board policies. In the development of proposed policies, the Chancellor must work closely with the Presidents and through them with various other staff members of the colleges.
- 37. The Governing Board is committed to proceed in an open, deliberate, and collegial manner as it develops and adopts policies that fix responsibilities and delegate authority. It recognizes that collegial decision making encourages all interested constituencies to participate in ways appropriate to their knowledge and responsibility. Actions to fix responsibilities and delegate authority will proceed in such a manner as to consider divergent opinions, engender a sense of mutual trust, and evidence a willingness to work together for the good of the District. While it is both necessary and appropriate that the Governing Board retain first authority on the nature and extent of any delegation of its responsibilities, the Governing Board will arrive at such decisions only after a sincere attempt to reach an accommodation that is sensitive to the concerns of interested constituencies.
- 38. The Chancellor, Presidents, and designated District Office staff will serve as a Chancellor's Cabinet, which reviews major policy questions before they are presented to the Governing Board for action. The Chancellor's Cabinet will also review procedures before they are issued.
- 39. The uniqueness of the respective campuses and the decentralization of responsibility for many matters should not suggest that each is its own master. It does suggest, however, that the Chancellor must value uniqueness and leadership on the respective campuses while achieving excellence in program and staff, implementing State law and Governing Board policies, and securing the effective allocation of certain curricula to the colleges. The Chancellor should recognize this as an opportunity for leadership in working with others to develop a system which encourages colleges of excellence, each with a distinctive flavor. The Governing Board also expects the colleges to cooperate fully with each other in managing Districtwide issues and policies.

40. The President of each of the colleges shall be responsible to the Chancellor for the development of all aspects of the program on the campus, and for the administration of the college in accordance with State law, the policies adopted by the Governing Board, and administrative policies and procedures of the District. The Presidents shall serve as members of the Chancellor's Cabinet which shall consider policies to be recommended to the Governing Board, and shall review proposed administrative policies and procedures. Through service on the Chancellor's Cabinet, each President shall assume responsibility for service to the total District as well as to the college. The Presidents will normally be expected to attend meetings of the Governing Board, and at such meetings at the request of the Chancellor to make presentations or to supply additional data regarding issues under consideration. It is understood that the Governing Board will work with the Presidents only through the Chancellor.

REPORTS AND RECOMMENDATIONS

- 41. The Chancellor shall transmit all reports and recommendations, including an agenda, to each member of the Governing Board at least seventy-two (72) hours prior to the scheduled meeting of the Governing Board, except as provided in paragraph 42 below.
- 42. Whenever it is necessary to submit any report or recommendation to the Governing Board without meeting the requirement of paragraph 41 above, said report or recommendation must carry as part of its title, in addition to the regular number, the plainly typed phrase, "Waiver of Provisions, Paragraph 41 of Governing Board Rules and Regulations requested."

CONDUCT OF HEARINGS--CLASSIFIED EMPLOYEE DISCIPLINARY ACTION APPEALS

43. General Rules

- The presiding officer or his/her designee shall conduct the hearing and rules on questions concerning evidence and procedure.
- b. The employee and the administration may be represented, may call witnesses, may introduce evidence, may testify, and may question adverse witnesses.
- Unless the employee demands a public hearing, the matter may be heard in executive session.
- d. Evidence must be relevant, noncumulative, and of such nature as responsible persons are accustomed to rely on in the conduct of serious affairs.
- e. The administration has the burden of proof.
- f. The hearing will be recorded by the District.

44. Order of Proceedings

The hearing shall proceed in the following manner, unless the presiding officer otherwise directed:

- a. The notice of disciplinary action and the hearing request shall be made part of the record. The administration, and then the employee, may state their positions, but the employee may wait until after the administration has presented its evidence.
- b. The administration presents witnesses and evidence, subject to examination by the employee.

- c. The employee presents witnesses and evidence, subject to examination by the administration.
- d. The employee may be called as a witness by the administration.
- e. The parties respectively may offer rebuttal evidence.
- f. When the evidence is concluded, the administration and then the employee may briefly comment on the evidence.

45. Decision

- a. The Governing Board may make its decision at the hearing or take the matter under consideration for decision at a specified future time.
- b. If the Governing Board upholds a disciplinary action, it shall state the facts which it finds to be true and upon which its decision is based. It may direct the Chancellor to submit a proposed statement of facts for consideration by the Governing Board.
- c. The Governing Board's decision shall be expressed in writing and copies provided to the employee and to the administration.

46. Hearing Officer

- The Governing Board may refer the matter to a Hearing Officer for hearing and recommended decision.
- b. After hearing, the Governing Board may adopt the Hearing Officer's recommended decision in whole or in part, refer the matter for further hearing, or hear the matter itself either de novo or on the record of the proceedings before the Hearing Officer.

SUSPENSION OF RULES AND POLICIES

- 47. The Rules and Regulations of the Governing Board may be suspended for any meeting of the Governing Board by an affirmative vote of all members present, except the section covering a quorum, or any Rules based upon the California Education Code or other statutes.
- 48. The Rules and Regulations of the Governing Board may be amended at any regular meeting, or any special meeting, when properly placed on the agenda and approved by three affirmative votes.

Historical Annotation:
127779
Revised 6/28/89
Second Revision 6/27/80
Third Revision 6/30/83
Fourth Revision 9/27/95
Fifth Revision 7/21/89
Sixth Revision 5/28/02
Seventh Revision 4/28/04
Eighth Revision 5/28/04
Tenth Revision 5/28/10
Tenth Revision 12/27/03
Tenth Revision 12/28/10

Related Board Policies: Authority: Board Policies 1008, 1010 Meetings of the Governing Board: Board Policies 1002, 1019 Student Representation: Board Policies 3021, 4001

Student Representation: Curriculum and Instruction Procedures 4001 Student Representation: Student Services Procedures 3008, 3011, 3029

CODE OF ETHICS OF THE GOVERNING BOARD

The Contra Costa Community College District Governing Board pledges to carry out its policy-making responsibilities with the highest ethical standards as it fulfills its mission to promote student learning, progress and development. The Governing Board is committed to regularly assessing its own ethical behavior and Board effectiveness in order to identify its strengths and areas in which it may improve.

The Governing Board operates under the following principles:

Service We represent all residents of the District. We will act in the best interests of the

students as we support the mission of our colleges.

We represent the District as a whole, but recognize the unique needs of the individual colleges and local communities. We are not advocates for special interest groups.

Respect We will conduct meetings in an atmosphere of mutual trust and respect. We

acknowledge the values and opinions of fellow trustees and will maintain a forum

within which controversial issues are debated respectfully.

Accountability We recognize that we have a fiduciary responsibility to the taxpayers of the District

and will approve budgets that maintain the fiscal integrity and stability of the District. The public deserves responsive colleges, and we will ensure that our services and

programs meet the needs of our students and communities.

We take the needs of our many communities seriously and will thoughtfully examine

data and trends to ensure well-prepared students to meet those needs.

Integrity Adhering to the highest standards of responsibility, integrity and honesty, we will not

engage in activities that could be considered a conflict of interest or impair our fair judgment. We will not use the position of trustee for personal benefit. We will

represent the District with pride.

Confidentiality We will maintain confidentiality of privileged information, including all closed session

discussions.

Openness We will conduct District business in public except for those items appropriate for

closed session.

Behavior that Violates the Governing Board Code of Ethics

The Chancellor and Board President are authorized to consult with legal counsel when they become aware of or are informed about actual or perceived violations of pertinent laws and regulations, including but not limited to conflict of interest, open and public meetings, confidentiality of closed session information, and use of public resources. Violations of law may be referred to the District Attorney or Attorney General as provided for in law.

Violations of the Governing Board Code of Ethics will be addressed by the Board President, who will first discuss the violation with the Board member to reach a resolution. If resolution is not achieved and further action is deemed necessary, the Board President may appoint an ad hoc committee* to examine the matter and recommend further courses of action to the Board. The Board President or ad hoc committee shall make recommendations to the Governing Board for appropriate sanctions which may include censure of a Board member who is determined to have violated this Policy. If the Board President is perceived to have violated the Governing Board Code of Ethics, the Board Vice President is authorized to pursue resolution.

* Any ad hoc committee established pursuant to this policy shall also be subject to the Brown Act unless it is composed of only two members of the Governing Board with no other persons involved.

Accreditation Standard IV.B.1a,e,h

POLICIES OF THE GOVERNING BOARD

The Governing Board may adopt such policies as are authorized by law or determined by the Governing Board to be necessary for the efficient operation of the District. Governing Board policies are statements of intent by the Board on a specific issue within its subject matter jurisdiction.

The policies have been written to be consistent with provisions of law, but do not encompass all laws relating to District activities. All District employees are expected to know of and observe all provisions of law pertinent to their job responsibilities.

Copies of all policies and administrative procedures shall be readily available to the public and District employees through the District web site.

Policies of the Governing Board may be adopted, revised, or amended at any regular meeting of the Governing Board by a majority vote of the members of the Governing Board. Proposed changes or additions shall be introduced not less than one regular meeting prior to the meeting at which action is recommended.

Should a statute or Administrative Code section of the State of California be added, repealed or amended, or should a court decision or the Attorney General of the State of California or Board ratification of the specific provisions of a collective bargaining agreement make changes in any of the policies of the Governing Board, or in the Administrative Procedures of this District, the policies and procedures shall be amended to comply.

The Governing Board shall be notified within sixty days of these changes and their effect on the District.

Education Code 70902

PROCESS TO INTRODUCE NEW OR REVISE EXISTING GOVERNING BOARD POLICIES

- 1. Policies of the Governing Board may be adopted or revised at any regular meeting of the Governing Board by a majority vote of the members of the Governing Board.
- Persons may recommend to the Chancellor new Governing Board policies or revisions to existing Governing Board policies by contacting the Chancellor, Vice Chancellors, College Presidents or other persons with similar knowledge of the proposed subject matter.
- 3. New Governing Board policies or revisions to existing Governing Board policies may be recommended to the Chancellor by any educational or classified employee, any organization representing employees of the District, District committees, or management personnel.
- 4. (a) Proposed new or revised Governing Board policies not addressing academic and professional matters will be presented to the District Governance Council, United Faculty, Local One, and Management Council Executive Board for review and comment. The review and comment period shall be twenty (20) workdays for the first reading and twenty (20) workdays for the second reading to submit input to the Chancellor. The Chancellor may extend this time limit upon a showing of good cause by the group requesting the extension. Such requests shall not be unreasonably refused.
 - (b) Proposed new or revised Governing Board policies addressing academic and professional matters will be reviewed and considered for adoption pursuant to the process set forth in Administrative Procedure 1009.02.
- 5. After the Chancellor receives input from the District Governance Council both employee unions, and Management Council Executive Board regarding policies referred to in section 4(a), the Chancellor will finalize the policy and forward the policy to Cabinet for approval. The Cabinet shall have twenty (20) workdays to approve or reject the proposed new or revised policy.
- 6. Upon Cabinet approval, the proposed new or revised policy shall be presented to the Governing Board first as an information item (first reading) and then not less than one regular Board meeting later as a nonconsent item (second reading).
- Upon Governing Board approval, the policy shall be printed and distributed as required, with a title, approval date and policy number.

INSTITUTIONAL LEADERSHIP, GOVERNANCE, AND DECISION-MAKING

The Governing Board, the Chancellor, and the college Presidents provide leadership and direction to execute the mission of the District using organizational values as a guide. The Governing Board exercises final authority and responsibility for all policy decisions made in the District. The Governing Board delegates operational decision-making authority to the Chancellor. The Chancellor delegates authority to the college Presidents for the operation of the colleges. The Chancellor's Cabinet serves in an advisory capacity to the Chancellor.

The Contra Costa Community College District governance and decision-making structure has five components, two of which are mandated in AB 1725: institutional governance and academic and professional matters. The third component, labor relations, is outlined in the Rodda Act and provides for collective bargaining in the public sector. The fourth component, administrative matters, is outlined in the Contra Costa Community College District Rules and Regulations of the Governing Board, Administrative Officers. The fifth component, public interests, refers to issue-specific matters (legal, regulatory, and other matters) under the direct purview of the Governing Board. The types of decisions made through the governance process fall under one of the five components. As the Governing Board's designee, the Chancellor shall ensure the evaluation of the effectiveness of the governance and decision-making structure on a regular basis and will use the results as a means for improvement.

Participatory Governance

Districtwide participatory governance issues are discussed by the District Governance Council (DGC), a constituency-based group made up of students, classified staff, faculty and managers, representing the District Office, the colleges, and state-approved centers. The role of each constituency group in governance is delineated in Administrative Procedure 1009.01. DGC discusses and debates issues and influences policies and procedures by making well-informed decisions and forwards them as recommendations to the Chancellor or the Governing Board in accordance with operational procedures. DGC also serves as the District Budget Committee, reviewing budget recommendations and giving input on budget-related matters.

Academic and Professional Matters

Academic and professional matters are in the purview of the faculty. The Faculty/Academic Senates of the District consult collegially with the Board through the Chancellor on policies and procedures on academic and professional matters as defined in Title 5, Section 53200. The process to reach agreement between the faculty and the Governing Board is delineated in Administrative Procedure 1009.02.

<u>Administrative</u>

Administrative matters are a variety of issues that can be brought forth that do not fall into the participatory governance area. Such matters can be initiated by management work groups, Chancellor's Cabinet, individuals, District committees, community members and submitted to the Chancellor for consideration and routing to the appropriate decision-making body if required.

Labor

Labor relations matters are negotiated with employee groups with managers representing the interest of the Governing Board. The Governing Board is consulted by the Chancellor and chief negotiator throughout the bargaining process with each group. Final agreements are approved by the Governing Board and labor unions.

<u>Public Interests</u>

Public interests refer to the ability of members of the public, including students, to present issues directly to the Governing Board. These issues may include statutory and other matters in the direct purview of the Governing Board. The Chancettor serves as the liaison for the Board in such matters.

Historical Annotation: Adopted 11/20/91 Revised 10/22/97 Second Revision 1/21/99 Third Revision 1/26/11 Related Board Policies. Board Policy 1012

PARTICIPATORY GOVERNANCE

INTRODUCTION

Assembly Bill 1725 enacted a new structure of community college governance, in part through strengthening the role of faculty, staff and students. In order to ensure the faculty, staff, and students of the Contra Costa Community College District the right to participate effectively in District and college governance, the Governing Board adopts the following procedure in accordance with the provisions of AB 1725, Title 5, and the directives of the Board of Governors of the California Community Colleges.

The Governing Board recognizes that one of the basic principles of governance in higher education is that authority derives not only from the powers vested in governing boards and their staffs by law, but also from the knowledge and experience possessed by the faculty, staff and others. Both sources of authority are vital to the development and implementation of sound educational policy. Institutional governance recognizes and is predicated upon the sincere commitment on the part of all participants to our students, our professions, our colleges and our District. It is made a reality not only through processes for developing recommendations but also through the delegation of authority and fixing of responsibility in appropriate areas. It is a complex process of consultation that demands from faculty, managers, classified staff, and students a respect for divergent opinions, a sense of mutual trust, and a willingness to work together for the good of the instructional enterprise.

FACULTY PARTICIPATION

The Governing Board will consult collegially with the Academic Senate when adopting policies and procedures on academic and professional matters as defined in Title 5, Section 53200 (c). Except in those areas where the Governing Board will rely primarily upon the advice and judgment of the Academic Senate, the Governing Board, or such representatives as it may designate, and the representatives of the Academic Senate shall have the obligation to reach mutual agreement by written resolution, regulation, or policy of the Governing Board effectuating such recommendations.

The Governing Board recognizes that the Academic Senate is established in order that the faculty have a formal and effective procedure for participation in the formation and implementation of District and college policies on academic and professional matters and, as the representatives of the faculty, has as its primary function that of making recommendations to the administration of the college and to the Governing Board of the District with respect to academic and professional matters.

While in process of consulting collegially, the Academic Senate will retain the right to meet with or appear before the Governing Board with respect to the views, recommendations, or proposals of the Senate.

The appointment of faculty members to serve on councils, committees, task forces, or other groups dealing with academic and professional matters, will be made by the Academic Senate, in consultation as appropriate with the President or his/her designee on college matters or with the Chancellor or his/her designee on District matters.

In those areas where the Governing Board elects to rely primarily upon the advice and judgment of the Academic Senate, the recommendations of the Senate will normally be accepted, and only in exceptional circumstances and for compelling reasons will the recommendations not be accepted. In those areas where the Governing Board elects to provide for mutual agreement with the Academic Senate, where an agreement

on a policy or procedure concerning an academic or professional matter has not been reached, existing policies and procedures shall remain in effect unless continuing such policy exposes the District to legal liability or causes substantial fiscal hardship. In such cases, the Governing Board has the right and responsibility to exercise the final decision on all recommendations.

The Governing Board's consultation with the Academic Senate on academic and professional matters will not impinge upon the due process rights of faculty nor detract from the negotiated agreement with United Faculty. Further, the Governing Board will respect agreements between the Academic Senate and United Faculty representatives as to how they will consult, collaborate, share or delegate among themselves the responsibilities that are or may be delegated to Academic Senates pursuant to Title 5, Sections 53200-53204.

STAFF PARTICIPATION

As stipulated in Title 5, Section 51023.5, the Governing Board will provide staff the opportunity to participate effectively in governance. The District defines staff as (1) classified employees and (2) management (excluding contract managers), supervisory and confidential employees.

1. Classified Staff Participation

The Governing Board will provide classified staff the opportunity to participate effectively in governance through the Classified Senates or equivalent when adopting policies and procedures that it determines are likely to have a significant impact on staff. Staff will have the opportunity to participate effectively in formulating District and college policies, and in those processes for jointly developing recommendations for action by the Governing Board that the Governing Board determines, in consultation with staff, are appropriate in accordance with approved institutional governance participation structures and procedures for staff. The Governing Board will ensure that the recommendations and opinions of staff are given reasonable consideration, and it will not take action on matters significantly affecting staff until it has provided staff an opportunity to participate, except in unforeseeable, emergency situations.

The Governing Board recognizes that all members of the classified service except classified managers are staff for purposes of participation in institutional governance.

The appointment of staff to serve on college and District councils, committees, task forces or other governance groups will be made by the Classified Senates in consultation as appropriate with the President or his/her designee on college matters or with the Chancellor or his/her designee on District matters.

The Governing Board's consultation with the Classified Senates on matters which have a significant impact on staff will not impinge upon the policies and procedures governing the participation rights of faculty and students pursuant to Title 5, Sections 53200-53205 and Section 51023.7, nor detract from the negotiated agreement with Local One. Further, the Governing Board will respect agreements between the Classified Senates and Local One representatives as to how they will consult, collaborate, share or delegate among themselves the responsibilities that are or may be delegated to staff pursuant to Title 5, Section 51023.5.

2. Management, Supervisory, and Confidential Employees

Managers, supervisors, and confidential employees will have the opportunity to participate effectively in formulating District and college policies, and in those processes for jointly developing recommendations for action by the Governing Board that the Governing Board determines are appropriate in accordance with approved governance structures and procedures.

The Governing Board will ensure that the recommendations and opinions of managers, supervisors, and confidential employees are given reasonable consideration, and it will not take action on matters significantly affecting them until they have been provided an opportunity to participate, except in unforeseeable, emergency situations.

The appointment of managers, supervisors and/or confidential employees to serve on college and District councils, committees, task forces or other governance groups will be made by the college Presidents and/or the Chancellor in collaboration with the respective management, supervisory, and/or confidential employees.

STUDENT PARTICIPATION

As stipulated in Title 5, Section 51623.7, the Governing Board will provide students the opportunity to participate effectively in governance through the associated student organizations as the representative bodies to offer opinions and to make recommendations with regard to policies and procedures that have or will have a significant effect on students as defined in Title 5, Sections 51023.7. Students will have the opportunity to participate effectively in formulating District and college policies, and in those processes for jointly developing recommendations for action by the Governing Board. The Governing Board will ensure that at the District and college levels, recommendations and positions developed by students are given every reasonable consideration, and it will not take action on matters significantly affecting students until it has provided students an opportunity to participate, except in unforeseeable emergency situations.

The appointment of student representatives to serve on college and District councils, committees, task forces, or other governance groups will be made by the associated student organizations in consultation as appropriate with the President or his/her designee on college matters or with the Chancellor or his/her designee on District matters.

The Governing Board's consultation with the associated student organizations on matters which have a significant impact on students will not impinge upon the due process rights of faculty nor detract from negotiated agreements with United Faculty and Local One.

POLICY DEVELOPMENT AREAS BY CONSTITUENT GROUPS

Academic Senate (Title 5, Section 53200)

Academic and professional matters means the following policy development matters. The Governing Board will rely primarily upon the advice and judgment of the Academic Senate with regard to items 1 through 3 and reach mutual agreement with regard to items 4 through 11:

- Curriculum, including establishing prerequisites and placing courses within disciplines;
- 2. Degree and certificate requirements; and
- 3. Grading policies.
- 4. Educational program development;
- 5. Standards or policies regarding student preparation and success;
- 6. District and college governance structures, as related to faculty roles:

- Faculty roles and involvement in accreditation processes, including self study and annual reports:
- 8. Policies for faculty professional development activities;
- 9. Processes for program review
- 10. Processes for institutional planning and budget development; and
- Other academic and professional matters as mutually agreed upon between the Governing Board and Academic Senate.

Classified Senate (Title 5, Section 51023.5, Staff)

Participation in formulating District and college policies, and in those processes for jointly developing recommendations for action by the Governing Board, that the Governing Board determines, in consultation with staff, are likely to have a significant impact on staff.

Associated Student Organizations (Title 5, Section 51023.7)

Participation in development of District and college policies and procedures that have or will have a "significant effect on students" which includes the following:

- 1. Grading policies.
- 2. Codes of student conduct.
- 3. Academic disciplinary policies.
- Curriculum development.
- 5. Courses or programs which should be initiated or discontinued.
- 6. Processes for institutional planning and budget development.
- 7. Standards and policies regarding student preparation and success.
- 8. Student services planning and development.
- 9. Student fees within the authority of the District to adopt.
- Any other District and college policy, procedure or related matter that the Governing Board determines will have a significant effect on students.

PROCESS TO REACH AGREEMENT BETWEEN THE GOVERNING BOARD AND THE FACULTY SENATES COORDINATING COUNCIL ON DISTRICTWIDE POLICIES AND PROCEDURES GOVERNING ACADEMIC AND PROFESSIONAL MATTERS¹

The Faculty Senates of Contra Costa College, Diablo Valley College and Los Medanos College reach agreement with the Governing Board on policies and procedures concerning Districtwide academic and professional matters through the Faculty Senates Coordinating Council (FSCC). The Chancellor is the designee of the Governing Board. The Chancellor may ask staff such as the consultation group, which consists of the Academic Senate Presidents, the college Presidents and the Chancellor, to take part in the discussion of policies and procedures relating to academic and professional matters, and FSCC may ask other faculty or staff to take part in the discussion. If the policy has a direct impact on students, they will be invited to take part in the discussion as well. The final agreement, however, will be reached between the FSCC and the Chancellor prior to the forwarding of new or revised policies and procedures to the Governing Board.

This administrative procedure does not change the processes through which individual college Senates reach agreement with the Governing Board on matters of concern to an individual college.

- The Governing Board or its designee shall consult collegially with the Academic Senate (FSCC) when adopting (new or revising existing) policies/procedures on academic and professional matters. Drafts of new or revised policies/procedures regarding academic and professional matters may be developed by FSCC or other District employees or employee groups or students or the public. When changes in a policy/procedure are recommended, the timeline to act on the recommendation is as follows:
 - a. The president of the FSCC and the Chancellor will provide a written response regarding the proposed policy/procedure to each other and, as appropriate, to the person or entity making the recommendation within 30-60 working days.
 - b. The Chancellor and FSCC president will respond to one another's statements under (1a) above within 30-60 working days from the date each receives the other's statement.
- 2. If agreement between the FSCC and the Chancellor is reached, the Chancellor or FSCC will send the recommendation to the District Governance Council (DGC) as an informational item. The Chancellor, consistent with Board Policy 1002, will place it on the Governing Board agenda first as an informational item (first reading) and then, not less than one regular Board meeting later, as a nonconsent action item (second reading).
 - a. The approved policy or procedure will be printed and distributed per the processes appropriate to the nature of the recommendation.
- 3. If agreement is not reached after appropriate attempts to resolve the issue between the FSCC and the Chancellor, both recommendations will be forwarded to the Governing Board. The FSCC may present its views and recommendations in writing directly to the Governing Board, or orally at a regularly scheduled Board meeting.

 [&]quot;Academic and professional matters" means policy development and implementation matters as noted in Footnotes #2 and #3.

- 4. If the FSCC and the Governing Board cannot reach an agreement regarding the recommended new or revised policy/procedure, existing policies and procedures shall remain in effect unless the Governing Board finds that either of the circumstances set forth below exists:
 - a. In cases where the Governing Board has agreed to rely primarily on the advice and the judgment of the Academic Senate (Items 1-3 of Title 5, Section 53200(c))², there must exist either exceptional circumstances or compelling reasons for <u>not</u> following the FSCC recommendation. If the recommendation is not followed on this basis, the Governing Board or its designee, upon request from the Academic Senate (FSCC), will promptly communicate its reasons in writing to the Academic Senate.
 - b. Where the Board has agreed to reach mutual agreement with the Academic Senate on the academic or professional matters (Items 4-11 of Title 5, Section 53200(c))³, the existing policies/procedures shall remain in effect unless continuing with such policy/procedure exposes the District to legal liability or causes substantial fiscal hardship. In such instances, the Governing Board will act only after it has made a good faith effort to reach agreement and only for compelling legal, fiscal, or organizational reasons. If the recommendation is not followed on this basis, the Governing Board or its designee, upon request from the Academic Senate, will promptly communicate its reasons in writing to the Academic Senate.

^{2.} Items 1 through 3 are:

curriculum, including establishing prerequisites and placing courses within disciplines;

degree and certificate requirements; and

³⁾ grading policies.

Items 4 through 11 are:

⁴⁾ educational program development;

standards or policies regarding student preparation and success;

district and college governance structures, as related to faculty roles;

faculty roles and involvement in accreditation processes, including self-study and annual reports;

⁸⁾ policies for faculty professional development activities:

processes for program review.

¹⁰⁾ processes for institutional planning and budget development; and

other academic and professional matters as are mutually agreed upon between the governing board and the academic senate.

COMPENSATION AND BENEFITS FOR GOVERNING BOARD MEMBERS

GOVERNING BOARD MEMBERS' COMPENSATION

Governing Board members are compensated at a rate in accordance with law. Payments will be processed on the payroll system.

Health and Welfare benefits shall be extended to those Governing Board members who are elected to a term of more than one year. Health and Welfare benefits shall also be extended to a Board member appointed to serve out the term of a Board member where the underlying term is more than one year. Board members are covered by the District's fringe benefit package, as if they were full-time active employees. Current benefits include medical, dental, vision care, employee assistance program, and life insurance coverage. Regulations regarding coverage of dependents or a domestic partner would also apply to Board members. In addition, Board members, like active employees, may opt for a monthly cash stipend in lieu of medical benefits if they have other health coverage.

Former members of the Board may continue to participate upon leaving the Board if the following criteria are met:

- 1. the member must have begun service on the Board after January 1, 1981
- 2. the member must have been first elected to the Board before January 1, 1995
- 3. the member must have served at least 12 years

All other former elected Governing Board members may continue to participate in the District's plans on a selfpay basis

Government Code Section 53201

DISTRICT-PAID GROUP INSURANCE PLANS FOR MANAGERS, SUPERVISORS, CONFIDENTIAL EMPLOYEES AND GOVERNING BOARD MEMBERS

Employees

The District shall provide for coverage of managers, supervisors and confidential employees in six employee benefit plans: health plan, dental plan, vision plan, life insurance plan, salary continuance plan and employee assistance plan. Employees may extend coverage under the dental, vision, health and employee assistance plans to dependent family members or a domestic partner.

Employees who retire may continue employee and dependent family or domestic partner coverage in the health and dental plans, subject to the rules and regulations of the contracts with the health and dental plan organizations provided the eligibility requirements are met at the date of retirement. A "retired" employee shall be defined as one who has retired for service or disability and who is eligible or is receiving a retirement allowance from the State Teachers' Retirement System (STRS) or the Public Employees' Retirement System (PERS).

To be eligible for District premium payments, a retiree under PERS shall have attained fifty years of age and a retiree under STRS shall have attained fifty-five years of age. Additionally, to participate in the Eighty (80) Points Program, the sum of the retiree's age and years of District experience shall total eighty at the date of retirement. To participate in the Seventy (70) Points Program, the retiree must have worked full-time in the District for a minimum of ten (10) years, and the sum of the retiree's age and full-time years in the District must equal a minimum of seventy at the date of retirement.

Governing Board Members

Elected Governing Board members shall be permitted to participate in the District's health, dental, vision and life insurance plans and may extend coverage to dependent family members or a domestic partner. Former members of the Board may continue to participate upon leaving the Board if the following criteria are met: the member must have begun service on the Board after January 1, 1981; the member must have been first elected to the Board before January 1, 1995; and the member must have served at least 12 years. All other former Board members may continue to participate in the District's plans on a self-pay basis.

The District contribution for the above programs shall be determined annually when insurance is purchased.

Government Code, Section 53200 et seg.

REVIEW OF GOVERNING BOARD AGENDA PREPARATION AND CONTENTS



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	COLLEGE/DISTRICT DEADL	TRICT DEADLINE I	INE DATES FOR GOVERNING BOARD MEETINGS July 2012 to June 2013	NING BOARD ME	ETINGS	
Board materials due to College Presidents	District/College titles for Board reports due to Chancellor @1:00 p.m.	Finalized Board report materials due to Chancellor @1:00 p.m.	Duplication and assembly; Board agenda available on web at: www.4cd.edu/gb/agendas_minutes/default.aspx	Board agenda delivered	Date of Board meeting	Board meeting location
June 27, 2012	July 3, 2012	July 10, 2013	July 16-17, 2012	July 18, 2012	July 25, 2012	DO
August 14, 2012	August 21, 2012	August 28, 2012	September 4-5, 2012	September 6, 2012	September 12, 2012	00
September 12, 2012	September 17, 2012	September 24, 2012	October 1-2, 2012	October 3, 2012	October 10, 2012	DO DO
October 15, 2012	October 22, 2012	October 29, 2012	November 5-6, 2012	November 7, 2012	November 14, 2012	DO
November 16 2012	November 21, 2012	November 28, 2012	December 3-4, 2012	December 5, 2012	December 12, 2012	OO
December 19, 2012	January 3, 2013	January 8, 2013	January 14-15, 2013	January 16, 2013	January 23, 2013	၁၁၁
January 29, 2013	February 4, 2013	February 11, 2013	February 19-20, 2013	February 20, 2013	February 27, 2013	OO
February 25, 2013	March 4, 2013	March 11, 2013	March 18-19, 2013	March 20, 2013	March 27, 2013	00
March 25, 2013	April 2, 2013	April 9. 2013	April 15-16, 2013	April 17, 2013	April 24, 2013	LMC
April 22, 2013	April 29, 2013	May 6, 2013	May 13-14, 2013	May 15, 2012	May 22, 2013	OO
May 28, 2013	June 3, 2013	June 10, 2013	June 17-18, 2013	June 19, 2013	June 26, 2013	00

Governing Board Meeting Calendar 2012-13; Revised 10.10.12

CONTRA COSTA COMMUNITY COLLEGE DISTRICT

GOVERNING BOARD AGENDA

George R. Gordon Education Center

500 Court Street

Martinez, California 94553

December 12 2012
Public Session: 5:00 p.m.
Closed Session: 5:10 p.m.
Public Session: 6:00 p.m.

TABLE OF CONTENTS

I. <u>CALL TO ORDER - 5:00 P.M.</u>

 Call regular meeting to order. Notation of Board member(s) absent under provisions of Board Report No. 30-F, 2.12.86.

II. CLOSED SESSION - APPROXIMATELY 5:10 P.M.*

- A. Public employee discipline/dismissal/release
 - 1. Case No. 02-01-12
 - 2. Case No. 07-01-12
 - 3. Case No. 11-01-12
- B. Denial of claims
 - 1. Agency claimed against: Contra Costa Community College District Claimant: Janice Parr
 - 2. Agency claimed against: Contra Costa Community College District Claimant: Paul Guess
- C. Public employee performance evaluation
 - Chancellor
- D. Conference with legal counsel existing litigation
- E.. Conference with labor negotiator
 - 1, Agency negotiator: Gene Huff
 - a. Employee organizations:

United Faculty and Public Employees

Union, Local 1

b. Unrepresented employees: Managem

Management/supervisory/confidential

employee group

"If closed session is not concluded by 6:00 p.m., the Board will reconvene the public session and recess to closed session at the conclusion of the public session.

III. PUBLIC SESSION - APPROXIMATELY 6:00 P.M.

Announcement of reportable actions taken by Governing Board in closed session

IV. PLEDGE OF ALLEGIANCE TO U.S. FLAG

V. <u>ANNUAL ORGANIZATIONAL MEETING</u>

- A. Administration of oaths to newly elected Governing Board members
 - Vicki Gordon, Ward II
 - Greg Enhoim, Ward V
- B. Call organizational meeting to order in accordance with Education Code Section 72000(c)(2)
- C. Election of officers for the Governing Board for December 2012 to December 2013
- D. Adjournment of organizational meeting

The mission of the Contra Costa Community College District is to attract students and communities, to cultivate a sustainable culture of wellbeing, learning, success and achievement for our students. As a District, we are dedicated to continuously increasing our ability to serve the evolving needs of our students and community by providing accessible, equitable and outstanding higher education learning opportunities and support services. All decisions about resources are informed by looking at access and success through an equity lens.

VI. PUBLIC COMMENT

According to Government Code Section 54954.2(a), when responding to public comment, Governing Board members and staff may respond as summarized below:

- briefly respond to statements made or questions posed by persons making public comment;
- ask questions for clarification or make a brief announcement;
- provide a reference to staff or other resources for factual information;
- request staff to report back to the body at a later meeting; or
 - direct staff to place the matter on a future agenda.

VII. REPORTS - CONSTITUENCY LEADERS

- A. District Governance Council
 - Ann Patton, Chairperson
- B. Employee organizations
 - 1. Academic Senate
 - · Laurie Lema, Diablo Valley College
 - 2. Classified Senate
 - · Linda Kohler, Los Medanos College
 - 3. United Faculty
 - Dr. Jeffrey Michels, President
 - 4. Local 1
 - a. Mike West, President
 - b. Kasmir Zaratkiewicz, Business Agent
 - 5. Management Council
 - Michael Almaguer, Chairperson

VIII. CONSENT AGENDA - ACTION ITEMS

Time will be provided before the vote for clarification questions on any Item under the Consent Agenda. Clarification questions may be asked without removing an Item from the Consent Agenda. By single motion, the Governing Board approves the following items or actions which reflect application of Board Policy and California Education Code. Any items marked consent may be moved from the list at the option of a Board member, or with Board consent, the Chancellor or a member of the public and acted on separately.

IX. MINUTES - Recommend approval of:

- Minutes of regular meeting/study session November 14, 2012
- A. FINANCE AND ADMINISTRATION BOARD REPORTS Recommend approval of:
 - 34-A Ratification of payroll for month ended October 31, 2011
 - 34-B Ratification of vendor payments for month ended October 31, 2011
 - 34-C Denial of claims
- B. **PURCHASING BOARD REPORTS** Recommend approval of:
 - 35-A Agreements and amendments to agreements
 - 35-B Purchase orders and change orders
- C. HUMAN RESOURCES BOARD REPORTS Recommend approval of:
 - 36-A Employment and change of status of management/supervisory/confidential employees
 - 36-B Employment and change of status of temporary academic employees
 - 36-C Employment and change of status of classified employees
 - 36-D Sabbatical leave reports faculty

- D. <u>EDUCATION AND TECHNOLOGY BOARD REPORTS</u> Recommend approval of:
 - 37-A New Certificate of Achievement in Digital Film Production Contra Costa College
 - 37-B New Certificate of Achievement in Engineering Contra Costa College
 - 37-C New Associate of Science for Transfer (A.S.-T) Degree in Physics Contra Costa College
 - 37-D New Associate in Art Degree in Music Industry Studies Diablo Valley College
 - 37-E New Associate in Art Transfer (A.A.-T) Degree in Music Diablo Valley College
 - 37-F New Associate in Art Transfer (A.A.-T) Degree in History Diablo Valley College
 - 37-G New Associate in Science Transfer (A.S.-T) Degree in Geology Diablo Valley College
 - 37-H New Associate in Art Transfer (A.A.-T) Degree in Theater Arts Diablo Valley College
 - 37-I New Associate in Art Transfer (A.A.-T) Degree in Political Science Diablo Valley College
 - 37-J Substantial Change to Program in Associate of Arts in Liberal Arts to Behavioral Science and Social Science Los Medanos College
 - 37-K Substantial Change to Program in Associate of Arts in Liberal Arts to Arts and Humanities Los Medanos College
 - 37-L Substantial Change to Program in Associate of Arts in Liberal Arts to Math and Science Los Medanos College
 - 37-M New Associate of Science for Transfer (A.S.-T) Degree in Physics and New A.S.-T Degree in Business Administration Los Medanos College
 - 37-N New Certificate of Achievement in Basic Law Enforcement Academy-Intensive;
 Basic Law Enforcement Academy-Intermediate; and Basic Law Enforcement
 Academy-Advanced Los Medanos College

X. <u>ACTION ITEMS REMOVED FROM CONSENT AGENDA</u>

XI. NONCONSENT AGENDA - ACTION ITEMS

A. FINANCE AND ADMINISTRATION BOARD REPORTS - Recommend approval of: 38-A Governing Board Conflict of Interest Code — Amendment to Appendix A 38-B Proposed revisions to Business Board policies, (second reading)

Board Policy No.	o. Title	
BP5004	Tax Shelter 403(b) Program and CalPERS 457 Plan Programs Managers, Supervisors and Confidential Employees	
BP5008	Revolving Cash Fund	
BP5010	Payments under Contracts and for Utilities	
BP5011	Use of Personal Vehicle	
BP5013	Purchasing	
BP5018	Student Overdue Charges	
BP5019	Sale Disposal of Personal Property	
BP5023	Enrollment Fee Exemption	
BP5024	Student Fees	
BP5025	Contract Education and Self-Funded/Fee-Based Instruction	
BP5031	Budget Fiscal Management	
BP5034 (New)	Internal Audit Services (IAS) - Charter	

	(Moved from Business Procedure 21.00 and revised)
BP6001	Use of College Facilities
BP6002	Construction Contract Change Orders
BP6003	Capital Construction

B. **HUMAN RESOURCES BOARD REPORT** - Recommend approval of:

39-A No report

- C. <u>EDUCATION AND TECHNOLOGY BOARD REPORT</u> Recommend approval of: 40-A No report
- D. <u>FACILITIES PLANNING BOARD REPORT</u> Recommend approval of:
 41-A Facilities planning agreements and amendments to agreements
 E. <u>MISCELLANEOUS BOARD REPORT</u> Recommend approval of:

MISCELLANEOUS BOARD REPORT – Recommend approval of:

42-A Proposed revisions to Board Policy 1007, Gifts; Board Policy 1008,
Governing Board Term of Office, Wards, and Election Regulations; Board Policy 1019, Public Participation at Governing Board Meetings; and Regulations, No. 27, (second reading)

XII. GENERAL AGENDA ITEMS - INFORMATION/DISCUSSION

A. Educational planning report

- B. Fiscal trends report for the period ended October 31, 2012
- C. Report on investments for the quarter ended September 30, 2012
- D. ABX1 26 Redevelopment Agencies update

E. New course offerings

College	Courses
Contra Costa College	JRNAL-158; JRNAL-159; JRNAL-258; JRNAL-259
Diablo Valley College	HVACR-110; HVACR-111; HVACR-112 HVACR-113; HVACR-114; HVACR-115; HVACR-116; HVACR-117; HVACR-118; HVACR-119; HVACR-120; HVACR-121; HVACR-122; HVACR-123; HVACR-124; HVACR-125; HVACR-126; HVACR-127; HVACR-128; HVACR-129

- F. Contract education: not-for-credit programs
- G. Resignations, retirements, 39-month reemployment and/or leaves of absence

<u>Location</u>		Position	
Resignations	Contra Costa CollegeDiablo Valley College	 Locker Room Attendant Lead Bookstore Operations Assistant Office Assistant II 	
Retirements	 Contra Costa College Diablo Valley College 	 Administrative Secretary Computer Center Coordinator Mathematics Professor Media Services Technician II Psychology Professor 	
	District Office	Senior Dean Senior Programmer/Analyst	

XIII. REPORTS - COLLEGE PRESIDENTS, GOVERNING BOARD, AND CHANCELLOR

XIV. GOVERNING BOARD SUGGESTIONS FOR FUTURE AGENDA TOPICS

XV. RECESS TO CLOSED SESSION

XVI. SIGN DOCUMENTS

XVII. ADJOURN

SCHEDULE OF GOVERNING BOARD MEETINGS THROUGH JUNE 2013



Contra Costa Community College District SCHEDULE OF GOVERNING BOARD MEETINGS* July 2012 to June 2013

Date

July 25. 2012//study session

September 12, 2012

October 10, 2012

November 14, 2012/study session

December 12, 2012

January 23, 2013

February 27, 2013

March 27, 2013

April 24, 2013/study session

May 22, 2013

June 26, 2013**

Location

George R. Gordon Education Center

George R. Gordon Education Center

George R. Gordon Education Center

George R, Gordon Education Center

George R. Gordon Education Center

Contra Costa College/Fireside Room

George R. Gordon Education Center

George R. Gordon Education Center

Los Medanos College/Library, L-109

George R. Gordon Education Center

George R. Gordon Education Center

^{*} Regular Board meetings begin at 6:00 p.m. Study sessions begin at 4:00 p.m. Requests to appear on the agenda shall be in accordance with Board Policy 1002. **Board retreat will be held from 3:00 p.m. to 5:00 p.m., followed by the regular meeting.

GOVERNING BOARD SCHEDULE OF ITEMS FOR AGENDA INCLUSION THROUGH JUNE 2013

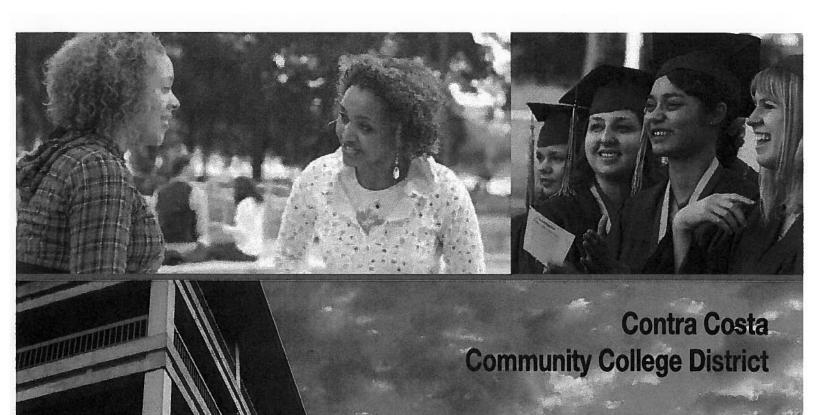
2013 GOVERNING BOARD AGENDA MASTER PLANNING CALENDAR

Following is the *proposed* 2012-13 Master Planning Calendar for the Governing Board agenda. Please note that monthly routine items are not listed, for example: New/Revised Policies and Procedures; Payment of Invoices, Agreements and Amendments to Agreements; Denial of Claims; Purchase Orders and Change Orders; Execution of Continuing Contracts; Disposal of Surplus Property; Employment and Change of Status of Employees; Classification Description; Resignations, Retirements, 39-Month Reemployment and/or Leaves of Absence; New Course Offerings; Out-of-State Travel; Self-Funded/Fee-Based Instruction; Construction Contract Work.

MONTH	ACTION	INFORMATION	OTHER
January	Nonresident tultion fee	Measure A Bond Oversight Committee report Minutes of Board Finance Committee Rotation of Board Finance Committee members (every two years; will occur again in 2013) Report on state budget proposal for 2009-10 Fiscal trends as of 11.30 Bond update	Retirement Board of Authority Report on incoming high school student enrollment placement and success Accreditation training
February	Budget transfers for 10.1 through 12.31 CCFS-311Q for quarter ended 12,31 Faculty service area assignments Employment and Change of Status of Contract Academic Employees (includes movement of tenure-track faculty)*	 Enrollment update for spring term Quarterly financial statement for the period ended 12.31 Grants report Quarterly investment report Apportionment attendance report 	District workforce demographics report
March	Faculty service area assignments	CCCT Board election – 2013	**Reception for newly tenured faculty Economic and workforce development report
April	 Student trustee privileges Sabbatical leave applications – faculty Tax and Revenue Anticipation Notes (TRANs) resolution Bond audit report Final calendar of Governing Board meetings for 2010-11 	Fiscal trends report as of 2.28 Calendar of Governing Board meetings for 2013-14	Study Session: Budget (includes fiscal trends report, sound fiscal management checklist, and progress on audit recommendations)
May	Records management Budget transfers for the period 1.1 through 3.31 CCFS-311Q for quarter ended 3.31	 Annual report – outgoing student Board member Quarterly Investment Report Review of proposed Governing Board retreat agenda for June 2013 Quarterly financial statement for the period ended 3.31 Apportionment attendance report 	Recognition of appreciation – Student Board member Participation of District employees in professional development
June	Tentative budget Benefit Plan Renewals	Fiscal trends report as of 4.30 Minutes of Board Finance Committee meeting California Community College Trustees (CCCT) Student Trustee Member Election – 2013 Enrollment management report (current year)	Board Retreat Board goals and self-evaluation Introduction of new student Board member

^{**}Presentation required by college presidents

DISTRICT STRATEGIC PLAN, 2011-15



STRATEGIC PLAN

2011-2015

Contra Costa Community College District

pathways to success

500 COURT STREET, MARTINEZ, CA 94553 • 925-229-1000 • WWW. 4CD.EDU

LETTER FROM THE CHANCELLOR



When we completed the Contra Costa Community College District (District) 2009-14 Districtwide Strategic Plan (2009-14 Plan) in May 2009, we made a commitment to review the plan in two years to make sure we were headed in the right direction. That was a really good decision on our part. The 2009-14 Plan served us well and resulted in the achievement of many goals at the college and District levels in a short period of time. However, the need for updating was evident. The world changed dramatically in the two years since we implemented our plan, and a review proved very timely for us.

The 2009-14 Plan forced our response to the numerous changes in our student population, community, budget, enrollment management practices, and other areas. We began critical, focused work on closing the achievement gap between and among students; implemented a new resource allocation model; downsized our organization; and developed new transfer degrees based on SB1440 which provides for guaranteed placement in the California State University system. The state budget crisis

worsened in the first two years of the 2009-14 Plan, reducing our funding while simultaneously experiencing increased demands for our services. The President of the United States assigned great responsibility and high expectations on the country's community colleges by asking us to help regain our world leadership as an educated nation by awarding 5 million more degrees and certificates by the year 2020. Since the California Community College system is the largest higher education system in the world, its 72 districts and 112 colleges must contribute one million more certificates or degrees toward that national goal. For our District, that means doubling the number of degrees and quadrupling the number of certificates we currently offer by the year 2020.

Our 2011-15 Districtwide Strategic Plan provides us with an updated roadmap to help navigate our short-term future. The review has resulted in changes that ensure we provide pathways to success our students want and need. Thousands of students are coming to us with hope in their hearts and optimism that education will pave the way for a brighter future. We must not let them down.

Finally, our 2011-15 Districtwide Strategic Plan was completed thanks to the participation and involvement of many staff, faculty, students, administrators, and community leaders. We also want to recognize Daniel Henry, retired Los Medanos College vice president, for facilitating our review process by using our collective wisdom and experience.

We accept the reality of a changing world. Let us focus our energy toward new answers to the challenges we face, and recommit to the District's mission to serve and transform the lives of our students and the community.

Sincerely yours,

Helen Benjamin, Ph.D. Benjamin

The following participants were involved in development of the Strategic Plan:

GOVERNING BOARD

John T Nejedly, President Tomi Van de Brooke, Vice President Sheila A. Grilli, Secretary John E. Márquez Robert Calone Brandon Amargo, Student Trustee

CHANCELLOR'S CABINET

Helen Benjamin, Chancellor
Peter Garcia, Interim President, Diablo Valley College
Eugene Huff, Associate Vice Chancellor/Chief Human Resources Officer
Mojdeh Mehdizadeh, Associate Vice Chancellor/Chief Information Officer
Kindred Murillo, Vice Chancellor, Districtwide Administrative Services
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Coleen Lento, College Human Resources Assistant, Diablo Valley College
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Jeffrey Michels, Contra Costa College
Ruth Sison, Diablo Valley College
Michael Norris, Los Medanos College
April Tisby, Contra Costa College
Michael Yeong, Los Medanos College
Tedmund Munoz, Instructor, San Ramon Campus

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Zarabozo, Gloria

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Manager/Supervisor

Manager/Supervisor

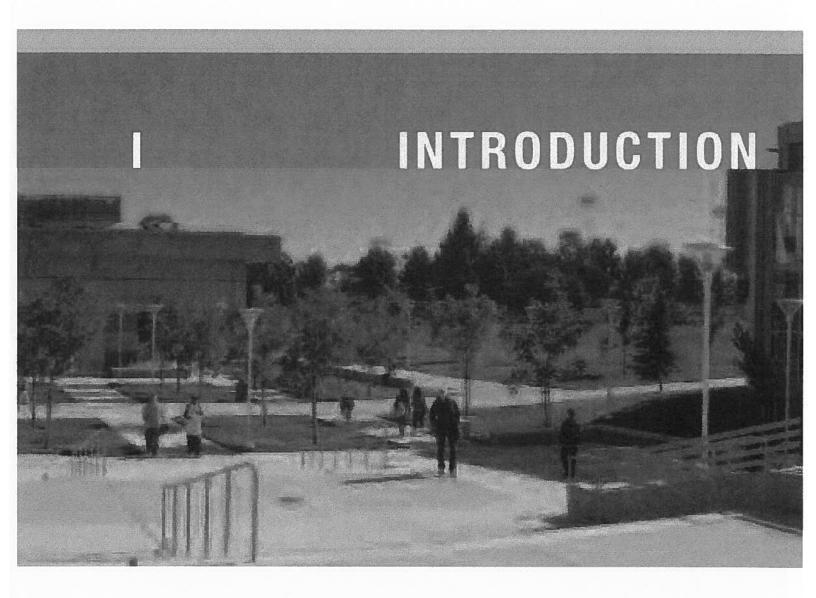
Manager/Supervisor

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With an annual enrollment of over 65,000 students, the Contra Costa Community College District is an essential part of Contra Costa County. Our three Colleges provide meaningful benefits to the county's youth, adult learners, local businesses, public agencies, community organizations, and the general public. Through their high-quality career and technical, basic skills, ESL, transfer education, and life-long learning programs, Contra Costa College, Diablo Valley College, and Los Medanos College prepare students to be global citizens and educated, productive members of their communities. In addition to providing accessible, innovative, and outstanding learning opportunities and support services to individual students, the Colleges also enrich the quality of life across the county through enhanced culture and arts, improved public health and safety, and increased economic vitality.

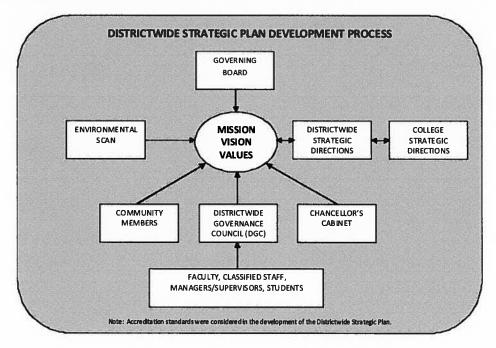
The Contra Costa Community College District developed the 2011-2015 Districtwide Strategic Plan to meet the challenges and opportunities we will encounter over the next five years as it continues to support student learning. The Plan affirms the District's values, vision, and mission and sets forth the goals and objectives that will guide long-term planning and annual operational plans of action for the District Office and Colleges in coordination with College-level plans. Recognizing that each College has its own distinct character and particular issues to address, the Districtwide Strategic Plan is intended to support individual College strategic plans. The Districtwide Strategic Plan should be viewed as a living document that is dynamic, open for change, and based on the principles and values outlined in this report.

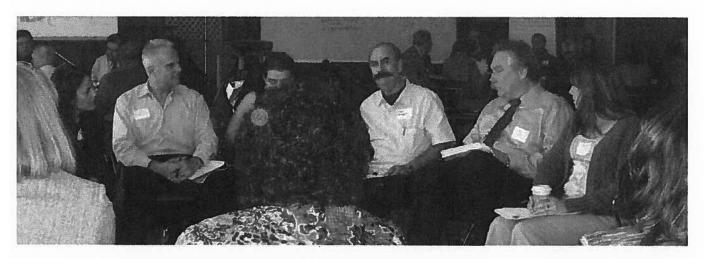
STRATEGIC PLAN DEVELOPMENT

The Contra Costa Community College District has a long history of strategic planning that involves broad, inclusive participation by faculty, staff, students, and administrators throughout the District. The planning process for developing the 2011-2015 Districtwide Strategic Plan, which provided the foundation for this plan, occurred from September 2008 through May 2009. Districtwide governance, planning, and administrative groups participated in the development and approval of the plan.

The 2011-2015 District Strategic Plan was developed by updating the 2009-2014 plan in light of significant changes in the external environment and in response to updated data about student achievement. In meetings on February 8 and March 22, 2011, the District Strategic Planning Team, a group comprised by expanding the Chancellor's Cabinet to include representatives from all three colleges and the District Office, met to identify portions of the existing plan that needed to be updated due to changing conditions and to propose changes in the plan. Guided by the values, vision, and mission statements, the content of the Plan was developed with the following intents: describe what we know about the communities and students we serve; identify our Districtwide beliefs; determine what we need to do to effectively to address the County's educational challenges and opportunities; and move the District forward in the next five years.

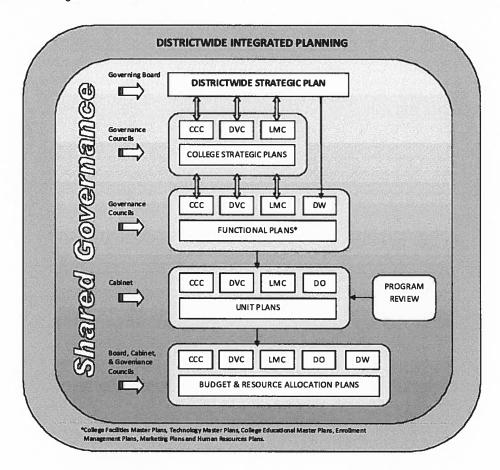
In the weeks following the meeting of the Strategic Planning Team, college governance groups, the Chancellor's Cabinet and the District Governance Council all met to review the draft plan and to make additional edits to ensure that the plan was cohesive and coherent and that it had both broad input and broad support across the District. The final version of the 2011-2015 Strategic Plan was presented to the Governing Board in June 22, 2011 and approved on July 27, 2011.

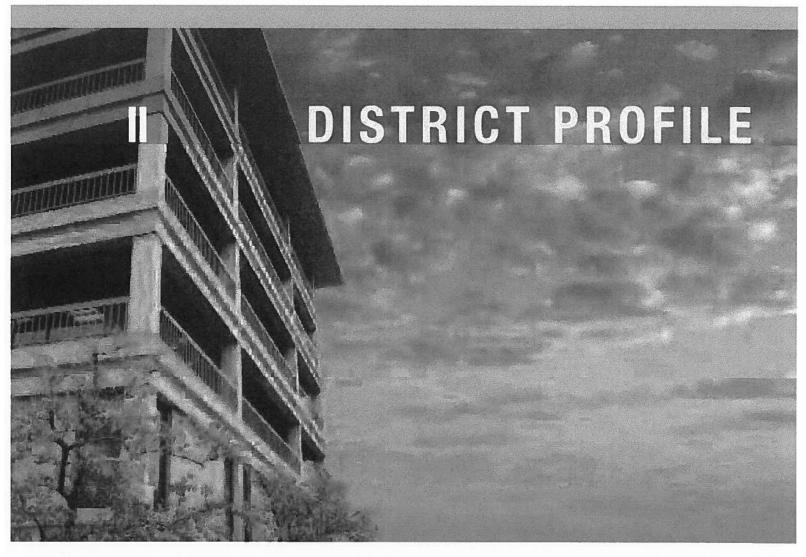




DISTRICTWIDE INTEGRATED PLANNING

In order to ensure alignment between the Districtwide strategic directions and the Colleges' strategic directions and initiatives, it will be necessary to continue to update the Colleges' crosswalks as their strategic directions and initiatives are updated. (See the current Crosswalk in Appendix C). It will also be necessary to ensure alignment between the Districtwide strategic directions and the Districtwide functional plans (i.e. College Facilities Master Plans, Technology Master Plans, College Educational Master Plans, Enrollment Management Plans, Marketing Plans and Human Resources Plans.) as they are developed or updated. The Colleges and the District Office conduct program reviews, develop annual operational plans, and ensure integration of planning processes with budget and resource allocations. The Chancellor's Cabinet will continue to establish annual management performance objectives and recommend resource allocations to accomplish the Districtwide and the Colleges' strategic directions and initiatives. The 2015-2019 Districtwide Strategic Plan will be developed between January and August, 2013. 2014-2019 College Strategic Plans will be created based on Districtwide goals between August 2013 and June 2014.





THE DISTRICT AND THE COLLEGES

The Contra Costa Community College District (CCCCD) was founded by a public vote in December 1948 and first opened its doors in 1949. It is one of the largest multi-college community college districts in California. CCCCD serves a population of 1,049,025 people, and its boundaries encompass all but 48 of the 734-square-mile land area of Contra Costa County. The District Office is located in historic downtown Martinez.

The Contra Costa Community College District is governed by an elected five-member Governing Board who serve four-year terms. One student member, selected by student government, serves a one-year term on a rotational basis among the Colleges. The Chancellor, appointed by the Governing Board, carries out the policies of the District.

For over 60 years, our institutions have been a vital part of Contra Costa County. Young and old alike are encouraged to take advantage of an incomparable array of educational choices, including studies leading to an associate degree, transfer to four-year colleges and universities, short-term training to update professional skills, and specialized vocational and technical training programs—many in partnership with local businesses and industry—to help build a strong workforce in Contra Costa County.





Contra Costa College

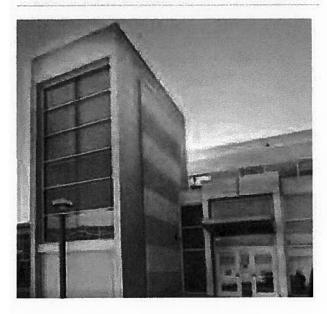
Contra Costa College (CCC), a premier community college serving approximately 14,000 students annually, is a model of excellence in successfully providing transformative education in an urban environment. CCC opens doors to opportunities that strengthen the lives, families, and neighborhoods of the diverse population of West Contra Costa County. Since 1949, CCC has offered a safe environment for students to learn, explore, and make informed decisions about their future.





Diablo Valley College

Diablo Valley College (DVC) is the region's number one transfer institution, passionately committed to student learning through the intellectual, scientific, artistic, psychological, and ethical development of its diverse student body. DVC prepares students for transfer to four-year universities; provides career and technical education; supports the economic development of the region; offers pre-collegiate programs; and promotes personal growth and lifelong learning. DVC serves more than 34,100 students annually on its main campus in Pleasant Hill, a campus in San Ramon, and an outreach center in Walnut Creek.





Los Medanos College

Los Medanos College (LMC) is a rising star, the fastest-growing college in the District, serving the needs of its 16,800 students and the community both on the main campus in Pittsburg and in its Brentwood Center. Since 1974, LMC has been continually improving its innovative and supportive learning environment and state-of-the-art facilities. The intellectual, economic, and social success of all of its students by preparing them to be citizens and leaders in a dynamic and everchanging world is the College's passion.

ECONOMIC IMPACT

In 2006, the District conducted an analysis of the three Colleges' economic impact on Contra Costa County. Since that time, the economy has shifted dramatically. However, the current economic climate reinforces the importance of the District's Colleges in stimulating growth and supporting the region's businesses. The analysis showed these impacts:

Stimulating State and Local Economy

- \$113 million of increased regional income annually
- 14% of out-of county students produce \$15 million in regional income
- \$3.5 billion generated in income through past and present District efforts

Leveraging Taxpayer Dollars

- Reduced tax burden
- Reduced social costs (e.g., improved health, reduced crime, etc.)
- \$143 million in earnings generated annually

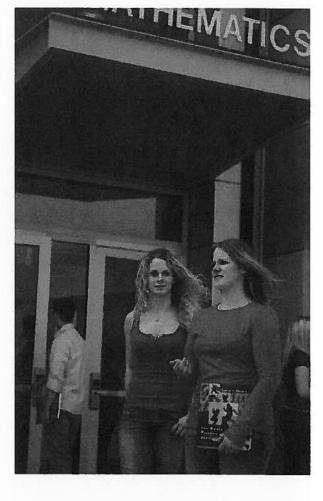
Generating Return on Investment

• 10% rate of return for state and local governments

Increasing Student Earning Potential

- Increased income of approximately \$9,500 per year
- 21% annual rate of return on college investment costs

Voters in the county understand the importance of our Colleges, as shown through their support for Measure A and Measure A+, which helped fund essential upgrades to College facilities.



QUALITY OF LIFE BENEFITS

A 2011 study by the Community College League of California included a number of indicators showing the benefits of community college education on the state's quality of life, including:

- Safety and Security: 80% of firefighters, law enforcement officers and EMTs are credentialed at community colleges;
- Public Health: 70% of nurses in California received their education from community colleges.

CHALLENGES AND OPPORTUNITIES



The Strategic Plan responds to the trends, challenges, and opportunities identified through a comprehensive environmental scan. The scan highlighted the internal and external factors that will influence the District and the Colleges over the next three to five years. These challenges and opportunities set the context for the framework of the Strategic Plan and lead directly to the goals, objectives, and strategies outlined. The Plan brings all of the issues and opportunities facing the District into a cohesive whole.

A wide range of factors will shape the District's growth and the community's needs in the coming years. This includes the state fiscal crisis, population growth, ethnic and racial diversity, academic preparedness of graduating high school students, and workforce needs, among others. As California economies shift and new needs arise, the District and Colleges must be positioned to respond to these changes and prepare students for new opportunities. In addition, the Plan must consider needed changes and growth in the physical environments at each of the Colleges.

The following potential challenges and opportunities were drawn from the District's *Environmental Scan 2006*, with updates based on information derived from the *U.S. Census Bureau 2009 American Community Survey*.

In general, these challenges and opportunities are organized to roughly parallel the order of the Goals and Objectives section with relevant data corresponding to the five goal areas: Student Learning and Success, College Awareness and Access, Partnerships for Workforce and Economic Development, Organizational Effectiveness, and Resource Management.

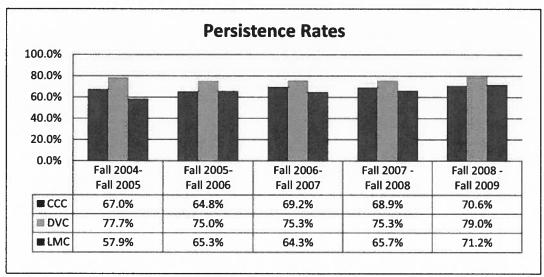
THE FISCAL CRISIS

California's budget crisis and the Governor's proposed budget inflict painful reductions to almost every sector, including higher education. The district is currently planning for a \$17.4 million (almost 11%) reduction in the 2011-12 budget. Coupled with an overall decrease of \$16.4 million in 2009-10 and 2010-11, the budget reduction is projected to be an unprecedented 19% for the three year period. With 85% of district revenue going to employee salary and benefits, the options for making the needed budget reductions are limited, will have a negative impact on programs and services, and will be painful to implement. The statewide budget picture is not expected to improve before 2015.

EDUCATIONAL CHALLENGES

Over the next several years, new students will need more basic skills remediation, and more students with language barriers may enroll in the District's Colleges. The changing demographics of the District's service area indicate the educational preparedness of entering students is also changing. In particular, new immigrants and English language learners may need additional support to overcome educational barriers and become successful.

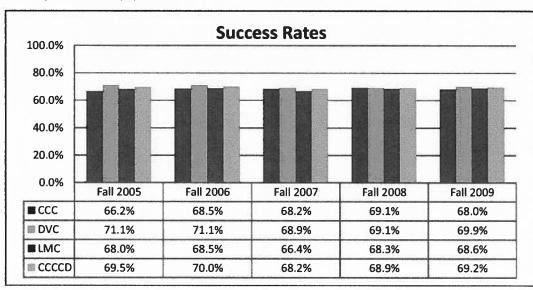
Student success is a critical factor for the District, and an important function of the District Office is to support the Colleges as they work to increase persistence and success rates for all students. From 2004 to 2009, persistence rates for students in the Contra Costa Community College District have increased. Contra Costa College went from 67 percent to 70.6 percent, Diablo Valley College from 77.7 percent to 79 percent, and Los Medanos College from 57.9 percent to 71.2 percent. Persistence rates are defined by Accountability Reporting for the Community Colleges (ARCC) as the percentage of first-time students with a minimum of six units earned in a fall term and who returned and enrolled in the subsequent fall term anywhere in the system.



California Community Colleges, Accountability Reporting for Community Colleges (ARCC), 2007-2011

With the number of students combining work, education, and family—a pattern that is increasingly common—there is a need to provide traditional academic, career, and technical courses and programs in innovative ways. Many of our students will move between the academic and professional worlds throughout their careers instead of following the more traditional pattern of full-time college attendance.

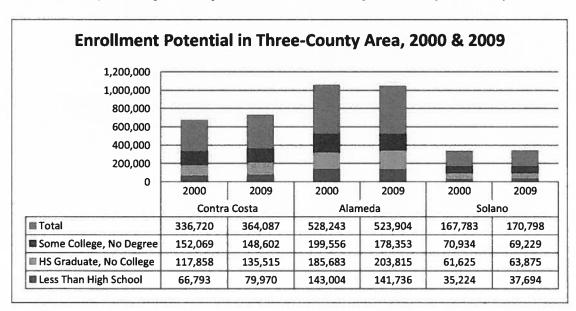
The demands of combining work, education, and family, have had an impact on student success rates. On average student rates between 2005 and 2009 throughout the District decreased from 69.5 percent in 2005 to 69.2 percent in 2009. The District will need to implement a broader range of strategies to increase the number of students who successfully complete their courses of study, in particular addressing performance gaps in traditionally underserved populations.



State of California, California Community Colleges, Chancellor's Office, Data Mart. Credit courses

EDUCATIONAL OPPORTUNITY

Between 2000 and 2009, college enrollment in Contra Costa County grew 16 percent, while K-12 enrollment grew by only one percent (American Community Survey 2009). College enrollment relative to total enrollment at all levels of education increased by 2.7 percent during that same period, from 22.9 percent in 2000 to 25.6 percent in 2009 (ibid). The increase reflects a greater level of community participation in higher education, especially for adult learners. The number of high school graduates peaked in 2008-2009; it is expected to be followed by a gradual decline for the next five years. Educational attainment levels vary dramatically for each area of the county, impacting the strategic plans for each of the Colleges in markedly different ways.



U.S. Census 2000, American Community Survey, 2009

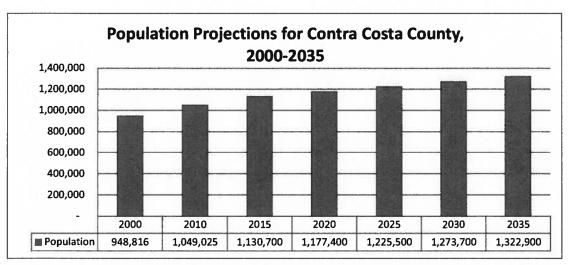
ENROLLMENT POTENTIAL

In 2009, the District identified 364,087 persons in Contra Costa County who could benefit from community college education and an additional 694,702 from neighboring counties who may also be reached.

Related to potential enrollment is the fact that there are almost 100 educational institutions and/or their branches located in Contra Costa County and in the neighboring counties of Alameda, Solano and San Francisco. This abundance of institutions creates a competitive environment for attracting students.

COUNTYWIDE DEMOGRAPHIC TRENDS

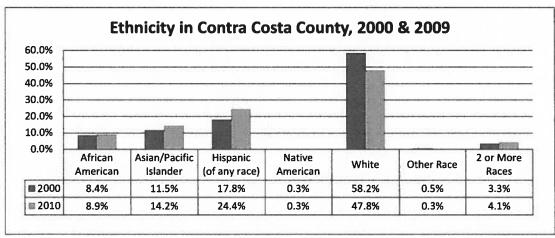
Contra Costa County has experienced steady population growth in recent years, increasing from 948,816 in 2000 to 1,049,025 in 2010, or 11 percent during this ten-year period. The county's population is projected to grow at a slower rate than it has over the past two decades, adding approximately 273,875 by 2035. Most recent growth is the result of foreign immigration and domestic migration.



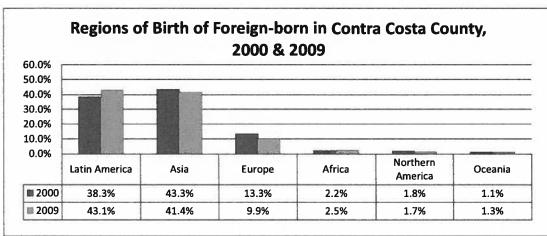
U.S. Census 2000 & 2010. Projections by Association of Bay Area Governments, March 2009

DIVERSITY

The region—and the Colleges—will continue to diversify, led by a strong increase in the Hispanic and Asian-American populations. Different areas of the county will experience growth in different ethnicities, resulting in unique issues, challenges, and opportunities for each of the Colleges serving those communities. In the coming years, the District will need to offer programs and services to meet the needs of different students. For example, new immigrants and non-English speakers may require additional support and services to meet their particular needs.

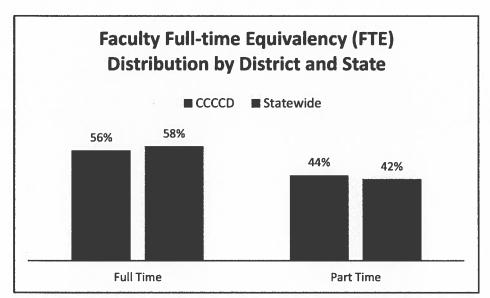


U.S. Census 2000 & 2010



U.S. Census 2000, American Community Survey, 2009

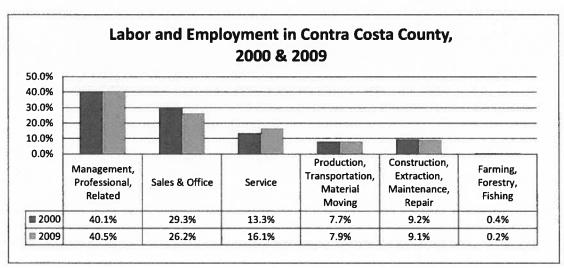
Human resources issues directly affect the District's ongoing operations. Issues include retirement of the baby boomers, declining base of full-time faculty and staff, high cost of health care, and offering of competitive salaries and compensation packages. A large proportion of part-time employees can create a sense of instability regarding instructional responsibility, committee service, and student advisement and guidance. This places an undue burden on those employed on a full-time basis. Additionally, transparency and accountability are key concerns for employees.



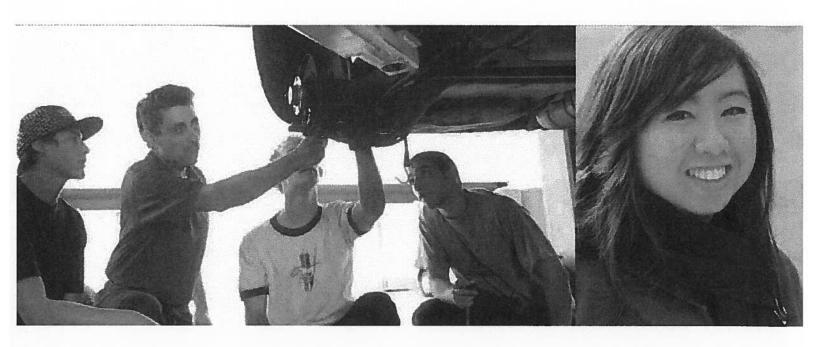
Report on Staffing for Fall 2009, CCCCO MIS Database for the reporting period Fall Term 2009

REGIONAL ECONOMIC TRENDS

Numerous economic factors and trends may affect the District's strategic planning in different ways. These factors include changing industries and job opportunities and the uncertain economic outlook both regionally and nationally.

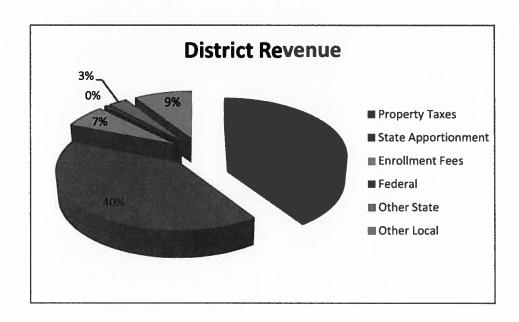


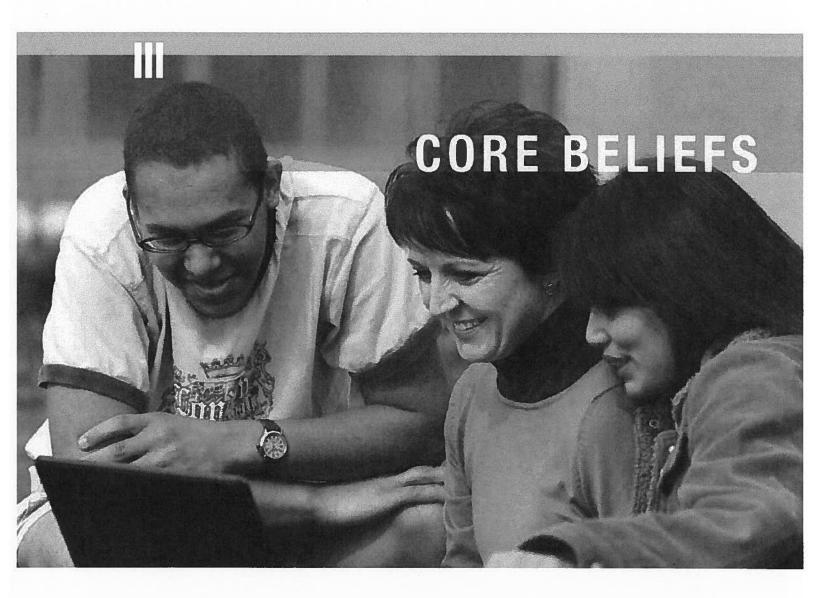
U.S. Census 2000, American Community Survey, 2009



Contra Costa County has experienced shifting employment growth over the last nine years. While some of the region's traditional industries—including farming, natural resources and mining, and manufacturing—have declined in recent years, jobs have grown at a rate of 7.5 percent overall. Locally, growth has occurred in a range of areas. Most notably, these are finance, insurance, and real estate; education and health services; and leisure and hospitality. The education and health care fields comprise 20 percent of the total workforce. Over the next five years, the region projects growth in the fields of nursing, computer support, and health technology, all positions requiring two-year degrees. High-growth occupations requiring some level of career and technical training also include administrative assistants, health field aides and assistants, teaching assistants, and carpenters.

On a funding level, recent budgetary constraints at the State level may require the District to redouble its efforts to diversify funding sources. The challenges facing the State and the District will require assessing resource needs and strategies. The overall level of need will rise dramatically with population growth, and the educational needs of new county residents could require even higher levels of funding to support the practices and support services known to be effective for students needing basic skills. Assessing resource needs will be especially important given current funding levels. In 2009-2010, total District revenues were \$167.8 million.





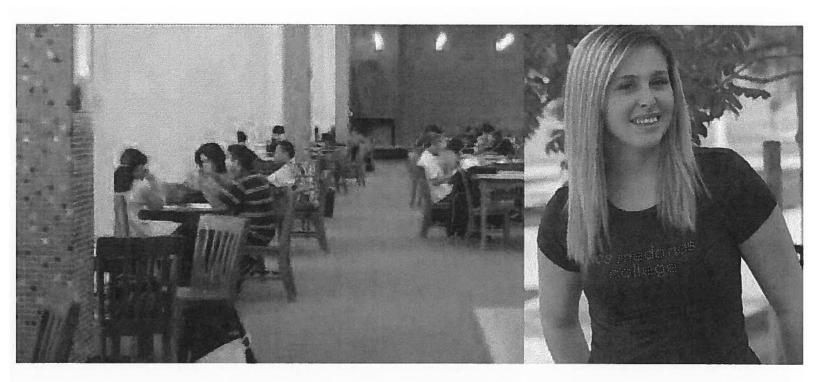
Guiding all District affairs and operations is the District's steadfast resolve to maintain openness in all activities and decisions (transparency); to involve all constituent groups (engagement); to collect and analyze data to improve outcomes (a culture of evidence); to take responsibility for all actions (accountability); to ensure all groups play a role in critical decisions (participatory decision-making); and to strive for ongoing economic vitality, environmental health, and social equity (sustainability).

Committed to the following core values, the Contra Costa Community College District strives to reflect them in its service to students and the community.

- Learning: The District appreciates the inherent value of learning. It is the reason we exist. Through
 learning, people grow and communities flourish. Learning opens our minds, strengthens our awareness,
 and expands the world of the possible. With this understanding, the District pursues excellence in its
 teaching and support services, seeks to be responsive to the needs of its students and the community
 at large, and inspires all members of our community to view learning in a global context.
- Social Justice through Access and Equity: Recognizing that a fundamental goal of a democratic society is the development of human potential, the District promotes social justice and equity by embracing the principle that humanity is made up of people representing an immense universe of different thoughts, beliefs, abilities, traits, characteristics, and life situations. The District is dedicated to an environment of mutual understanding and respect among staff, students and the communities they represent. We actively work towards the elimination of all forms of prejudice and discrimination. Moreover, we promote open access and inclusion through actions, as well as a commitment to advocacy for and the allocation of proper resources to meet the needs of the students and communities we serve. By increasing equitable access to the benefits of education, we contribute to the region's cultural and economic vitality.
- Integrity: The District respects the integral relationship between words, plans, and actions. We do our
 utmost to adhere to the overarching principles we espouse, always with an eye toward honesty and
 openness. By building a culture of evidence and promoting accountability, we certify the importance of
 integrity.
- Academic Freedom: The District values the freedom of faculty and students to pursue knowledge
 without constraint and to explore the life of the mind and express observations in an open, responsible,
 and respectful academic environment. Only in such a free environment can imagination thrive and
 intellectual skills develop.
- Innovation: The District understands that a dynamic learning environment is dependent upon a culture
 where creativity and risk-taking are encouraged and rewarded. We promote innovation in all areas
 and encourage our faculty, students, and staff to evaluate our effectiveness and continuously explore
 opportunities to improve and enhance our organization, methods, and systems.
- Stewardship: The District embraces its role in ensuring the sustainability, safety, and fiscal stability of the Colleges. Through diligent care and cultivation of our resources we are planning for a strong future, preparing today for a healthy tomorrow.

VISION

Our colleges transform lives. We are agents of equity, compassion, and excellence, building upon the diverse strengths of our students, faculty, and staff. We thrive upon the learning and success of all of our students.



MISSION

The mission of the Contra Costa Community College District is to attract and transform students and communities; to cultivate and sustain a culture of wellbeing, learning, success, and achievement for all students.

As a District we are dedicated to continuously increasing our ability to serve the evolving needs of our students and community by providing accessible, equitable, innovative and outstanding higher education learning opportunities and support services.

All decisions about resources and policies are informed by looking at access and success data through an equity lens.

The following five areas of educational focus advance the Mission:

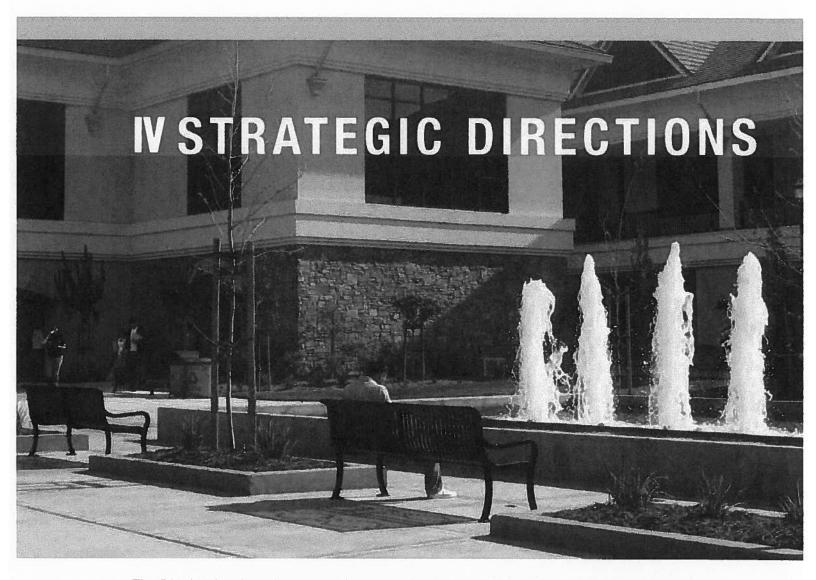
General and Transfer Education: Providing a challenging education in the liberal arts and sciences and providing career opportunities and transfer to four year institutions.

Economic and Workforce Development: Supplying relevant and timely career and technical education to develop skills for the global workplace and to contribute to the region's economic vitality

Basic Skills: Preparing students for success in life and academic programs by improving their skills in math, reading and writing

English as a Second Language (ESL) Education: Implementing quality language programs for students speaking English as a second language

Lifelong Learning: Offering a variety of courses and experiences that support learning throughout a lifetime



The District developed a series of overarching goals and objectives in order to advance the Mission and to guide the District's ongoing work. In addition, the District identified potential strategies to achieve objectives and performance measures to monitor effectiveness. A one-page summary of goals and corresponding objectives is shown in Appendix A.

The District has established five key goal areas, each of which is critical to the fulfillment of the Mission:

- **Goal 1 STUDENT LEARNING AND SUCCESS:** Significantly improve the success of our diverse student body in pursuit of their educational and career goals with special emphasis on closing the student achievement gap.
- Goal 2 COLLEGE AWARENESS AND ACCESS: Increase awareness of and equitable access to the Contra Costa Community College District for a changing and diverse population.
- Goal 3 PARTNERSHIPS FOR WORKFORCE AND ECONOMIC DEVELOPMENT: Support economic and workforce development through education and leadership in collaboration with government, community organizations, business, and industry.
- **Goal 4 ORGANIZATIONAL EFFECTIVENESS:** Improve the effectiveness of Districtwide planning, operations, resource allocation, and decision-making.
- **Goal 5 RESOURCE MANAGEMENT:** Provide sound stewardship of the District's physical and fiscal assets to ensure a sustainable economic future consistent with our values, vision, and mission.

PERFORMANCE MEASURES

Performance measurement provides valuable management information, supports good decision-making, forces a clear articulation of desired results, and translates those results into measurable indicators. Using indicators developed through the *ARCC Core Indicators of Effectiveness* as well as other performance measures developed internally, the District will evaluate progress toward achievement of the goals and objectives.

STRATEGIES TO ACHIEVE OBJECTIVES

Each goal area also contains a list of proposed strategies to guide the development of action steps that will accomplish the desired objectives. These strategies represent what we believe are the most appropriate means and methods that the District can utilize to ensure success. Individual strategies can serve multiple objectives, and a single objective may be served by more than one strategy. Appendix D illustrates the links between potential strategies and objectives. The intent is to provide an extensive "menu" of approaches available to meet our objectives and arrive at our goals.

ACTION STEPS

The District will establish a series of processes, initiatives, and actions to ensure effective implementation of the Plan. The District will assess the strategies and action steps annually to guarantee future success.

PLAN FRAMEWORK WISIC/AECORDING AFT

STUDENT LEARNING AND SUCCESS: Significantly improve the success of our diverse student body in pursuit of their educational and career goals, with special emphasis on closing the student achievement gap.

The District's primary goal is to advance student success, both in terms of performance in the Colleges and in later achievements in education and the workplace. Any measurement of student success must be comprehensive and fair, yet rigorous. Measurement of success must include evaluating critical thinking skills, vocational abilities, and to the extent possible, the ability to engage in a complex and interconnected world.

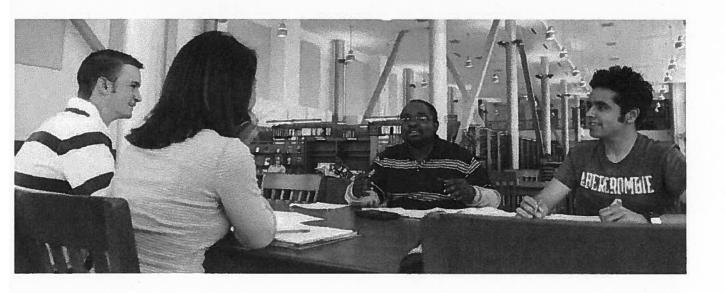
In order to advance student learning and success, the District will allocate resources to the Colleges and provide the necessary oversight to create an effective support network that assesses and improves student learning, establishes principles for student success, and maintains a service-oriented culture. The District will also work with the University of California and California State University systems to increase opportunities for community college students. In addition, we will address our students' post-academic success through evaluating such measures as the Career Technical Education (CTE)/Perkins Assessment improvement outcomes.

OBJECTIVES

- 1.1 Increase the percentage of students who transfer to a variety of four-year institutions while narrowing the transfer gap across subgroups.
- 1.2 Increase the percentage of students who receive relevant and timely training for the workplace while narrowing the achievement gap across subgroups.
- 1.3 Increase the number of degrees by 50% (from 1,496 to 2,244) and the number of certificates by 100% (from 992 to 1,984) by 2015.
- 1.4 Increase the percentage of Limited English Proficient (LEP) students who become proficient in the English language.
- 1.5 Increase the percentage of students who are proficient in Basic Skills while narrowing the proficiency gap across subgroups.
- 1.6 Improve the assessment and student achievement of learning outcomes.

POTENTIAL STRATEGIES TO ACHIEVE GOAL 1 OBJECTIVES

- Foster a learning culture that promotes high student expectations and performance.
- Provide professional development to improve pedagogy to increase student success.
- Help students understand and meet their responsibilities.
- Implement student learning outcomes at the course, program and institutional level.
- Implement student equity plans to improve achievement for all students.
- Review and revise policies and practices, including the design of program requirements and the
 expansion of articulation agreements, to improve the attainment of degrees and certificates.
- Adjust student support services to meet student needs on an ongoing basis.



PERFORMANCE MEASURES

- Successful student course completion (C or better)
- Persistence
- Transfer readiness
- Student satisfaction
- ESL and basic skills improvement rates
- Performance after program completion
- Student Learning Outcomes at course, program and institutional level
- Number of awards (e.g., certificates, degrees, etc.)
- Number of visits to various student service areas



GOAL 2

COLLEGE AWARENESS AND ACCESS: Increase awareness of and equitable access to the Contra Costa Community College District for a changing and diverse population.

The District proactively responds to the community it serves, providing access to high quality education and delivering comprehensive support services to reduce or eliminate significant barriers, promote diversity, and achieve equity.

Increasing awareness of and access to higher education will require the District to keep pace with the needs of prospective students and improve targeted outreach to elementary and secondary schools throughout the county. Research shows that early awareness of college as a viable option increases participation rates. While honoring the unique characteristics of each individual College, the District can support the Colleges in enhancing their image and reputation as a means of attracting students. Currently, the District's ability to serve prospective students has been significantly impacted by the statewide fiscal crisis as the number of classes offered and the extent of support services provided has been reduced in light of the loss of revenue. In addition, fiscal policies under consideration at the state level would reduce the ability of the District to maintain the comprehensive nature of its mission, especially in the area of lifelong learning.

OBJECTIVES

- 2.1 Increase awareness, in our service area and on the part of local and state elected officials, of our Colleges as a source for higher education and career preparation options for our diverse community.
- 2.2 Improve the participation and success rate gaps of racially and ethnically underrepresented students and of economically disadvantaged students.



POTENTIAL STRATEGIES TO ACHIEVE GOAL 2 OBJECTIVES

- Provide support services and programs to reduce barriers to student access.
- Implement and evaluate enrollment management plans for maximum access and awareness.
- Expand outreach to underserved populations.
- Expand partnerships with K-12, business and community providers.
- Provide timely information about the outcomes of programs and services to the community and to elected officials.
- Identify and implement new programs and activities to meet community needs.

PERFORMANCE MEASURES

- Participation rates for all students
- College-going rates for high school graduates in Contra Costa County
- Number of outreach visits to K-12 schools
- Number of partnerships implemented with K-12, businesses, and community organizations
- Number of new programs and activities developed to meet community needs

GOAL 3

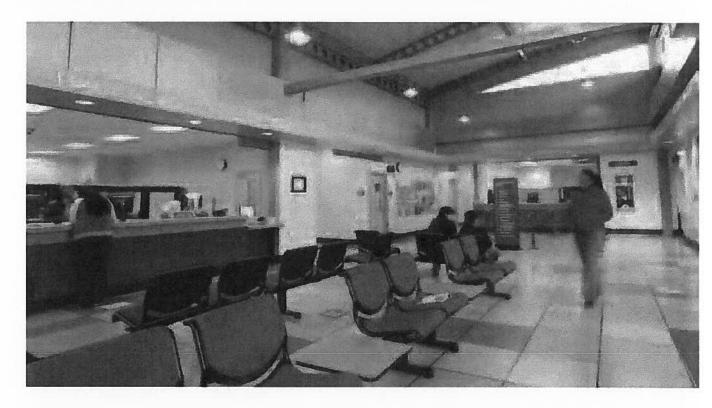
PARTNERSHIPS FOR WORKFORCE AND ECONOMIC DEVELOPMENT: Support economic and workforce development through education and leadership in collaboration with government, community organizations, business, and industry.

The District is dedicated to the ongoing cultural and economic strength of the region. In response to changing demographic trends and shifting economic needs, the District supports a range of economic development programs and partnerships with business, labor, and industry that serves students seeking to enter the workforce as well as employers in search of qualified workers.

Any partnership development strategy must keep pace with community needs and priorities and will necessitate a diverse set of programs and services to maintain the District's commitment to Contra Costa County's longterm cultural and economic vitality.

OBJECTIVES

- 3.1 In collaboration with external partners, develop new and/or revised career pathways leading to improved opportunities for students to successfully enter the workforce.
- 3.2 Leverage current grants, and identify and acquire additional resources from state, federal and private sources, to support effective workforce preparation.
- 3.3 Increase collaborative initiatives with educational partners from preschool through four-year institutions, business and industry, government, and community organizations to increase economic vitality and supply well-qualified workers for current and emerging industries in Contra Costa County.



POTENTIAL STRATEGIES TO ACHIEVE GOAL 3 OBJECTIVES

- Identify community needs on an annual basis.
- Provide programs and collaborate with county agencies to meet the educational, training, and skill-development needs of businesses within the region.
- Provide programs and adjust curricula to prepare students for success in a global, multi-cultural society.
- Provide leadership on critical issues at the local, regional, national, and global levels.
- Strengthen community and alumni relationships.
- Create programs to meet the educational needs of government, business, and industry.
- Initiate and enhance industry partnerships and facilitate collaborative strategies to meet industry needs and place students into jobs.
- Align degrees and certificates with industry needs, creating opportunities for students to enter the workforce.
- Host collaborative community forums.
- Initiate alumni development programs for the Colleges to promote partnerships and expand funding sources.

PERFORMANCE MEASURES

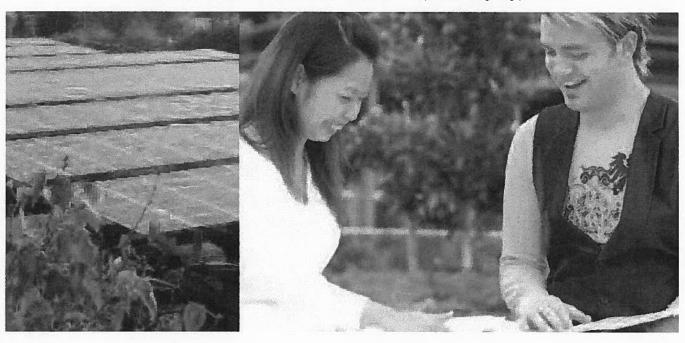
- Licensure and certification pass rates
- Community needs survey
- Responsiveness to community needs (e.g., number of new courses offered, expanded offerings, etc.)
- Level of community participation (e.g., board memberships, cultural events, etc.)
- CTE core performance indicators

GOAL 4

ORGANIZATIONAL EFFECTIVENESS: Improve the effectiveness of Districtwide planning, operations, resource allocation, and decision-making.

Organizational processes play a critical role in student success and overall institutional effectiveness. The District will continually improve and refine its systems and processes in order to provide efficient and effective support to the Colleges and our students. The colleges will utilize effective program planning, evaluation, and resource allocation processes to achieve strategic goals.

Human resources are a key component of organizational effectiveness. To that end, the District seeks to achieve diversity throughout the District Office and the Colleges; address tensions and boundary issues; maintain morale; and build a sense of teamwork and collaboration among the Colleges and District Office. The District also works to improve communications; align the District and College budgets with District and College values, priorities, and plans; and maintain flexibility and transparency in the budgeting process.



OBJECTIVES

- 4.1 Prioritize who we plan to serve while balancing the need to maintain access for those most in need of our services.
- 4.2 Reduce or eliminate programs and services which are not viable.
- 4.3 Hire and retain employees who are sensitive to and knowledgeable of the needs of our continually changing student body.
- 4.4 Implement, align, evaluate, and improve strategic planning processes within the District on an ongoing basis.
- 4.5 Continue the creation and implementation of professional development programs to prepare employees for internal promotional opportunities and also enhance their knowledge, skills, and abilities.
- 4.6 Increase operational and administrative efficiency to deliver educational services utilizing the most cost effective methods.

POTENTIAL STRATEGIES TO ACHIEVE GOAL 4 OBJECTIVES

- Use college plans, program review results and resource allocation process to make decisions regarding service priorities and program reduction.
- Promote trust through transparency in actions and decision-making and openness in communications.
- Conduct succession planning at the Colleges and District Office as part of human resources planning.
- Increase utilization of technology for greater productivity and efficiency.
- Educate staff and students on history and purpose of shared governance.
- Document functions, roles, responsibilities, and accomplishments of District committees and councils.
- Review and evaluate committee and council structure to improve engagement and effectiveness.
- Encourage exchange of information among constituents.
- Create consistent procedures and formats for staff and committee reports, agendas, and minutes.
- Orient staff on how to access and utilize information from reports and minutes.
- Encourage broad-based student participation in student government and shared governance.
- Evaluate constituency satisfaction with shared governance.
- Clarify decision-making roles, responsibilities, and accountability among the Colleges and District Office.
- Expand professional development opportunities.
- Increase the number and percentage of full-time faculty and staff.

PERFORMANCE MEASURES

- Stakeholder satisfaction
- Student satisfaction with quality of services and programs across the Colleges
- Number of approved and implemented plans
- Employment diversity profiles
- Performance evaluations
- Full-time to part-time faculty and staff ratios

GOAL 5

RESOURCE MANAGEMENT: Provide sound stewardship of the District's physical and fiscal assets to ensure a sustainable economic future consistent with our values, vision, and mission.

A sound District financial foundation is essential to support student learning and success. In uncertain economic times, it is more important than ever for the District to manage resources with diligence and forethought and to explore new and innovative funding methods. The District seeks to create an ongoing and sustainable planning process model that includes developing strategies and tools to assist financial planning and resource development. By implementing some degree of standardization in business systems, the District can become more efficient and fiscally prudent without losing the unique identity of each College. Identifying the District's "right size" is a key issue that will impact future resource allocation.

OBJECTIVES

- 5.1 Manage enrollment to achieve productivity goals.
- 5.2 Align District expenditures to available revenue while striving to provide high quality programs and services.
- 5.3 Diversify funding sources to increase the level of discretionary control over resources and increase the total funding received by the Colleges.
- 5.4 Allocate resources according to planning priorities.
- 5.5 Develop practices and procedures that promote sustainability in all areas of the District, including but not limited to, instruction, operations, construction, facilities, land use, energy, water conservation, and environmental integrity.
- 5.6 Continue to maintain financial integrity, fiscal prudence and stability for the District as a whole.

POTENTIAL STRATEGIES TO ACHIEVE GOAL 5 OBJECTIVES

- Develop planning processes that link budget priorities to program review and enrollment management goals.
- Maximize revenue-generating opportunities.
- Establish a budget line item for strategic priorities.
- Identify the District's "right size," considering factors such as management, faculty, and classified staffing levels; facilities; and equipment.
- Expand grant-writing activities to increase sources and levels of funding.
- Educate all constituents regarding funding.
- Consider the use of outsourcing where appropriate.
- Look at different budget methodologies, e.g., zero-base budgets.
- Centralize appropriate services for cost effectiveness.
- Establish efficiency targets.
- Increase awareness of initiatives and actions that promote sustainability.
- Create base lines and targets to "reduce, reuse & recycle."
- Meet requirements for LEED certification or equal for new construction projects.
- Reduce green house gases to 1990 levels by 2020.

PERFORMANCE MEASURES

- Student enrollment trends
- Funding levels
- California Community Colleges System Office Monitoring and Assessment of Fiscal Conditions, FS05-05
- Facilities utilization
- Dashboard indicators for enrollment management
- Full-Time Equivalent Student to Full-Time Equivalent Faculty, Management and Classified ratios



APPENDIX A: SUMMARY OF GOALS AND OBJECTIVES

GOALS	OBJECTIVES				
GOAL 1 STUDENT LEARNING AND SUCCESS: Significantly improve the success of our diverse student body in pursuit of their educational and career goals with special emphasis on closing the student achievement gap.	1.1 Increase the percentage of students who transfer to a variety of four-year institutions while narrowing the transfer gap across subgroups. 1.2 Increase the percentage of students who receive relevant and timely training for the workplace while narrowing the achievement gap across subgroups. 1.3 increase the number of degrees by 50% (from 1,496 to 2,244) and the number of certificates by 100% (from 992 to 1,984) by 2015. 1.4 Increase the percentage of Limited English Proficient (LEP) students who become proficient in the English language. 1.5 Increase the percentage of students who are proficient in Basic Skills while narrowing the proficiency gap across subgroups. 1.6 Improve the assessment and student achievement of learning outcomes.				
GOAL 2 COLLEGE AWARENESS AND ACCESS: increase awareness of and equitable access to Contra Costa Community College District for a changing and diverse population.	Increase the awareness, in our service area and on the part of local and state elected officials, of our Colleges as a source for higher education and career preparation options for our diverse community. Improve the participation and success rate gaps of racially and ethnically underrepresented students and of economically disadvantaged students.				
GOAL 3 PARTNERSHIPS FOR WORKFORCE AND ECONOMIC DEVELOPMENT: Support economic and workforce development through education and leadership in collaboration with government, community organizations, business, and industry.	3.1 In collaboration with external partners, develop new and/or revised career pathways leading to improved opportunities for students to successfully enter the workplace. 3.2 Leverage current grants, and identify and acquire resources, from state, federal and private sources, to support effective workforce preparation. 3.3 increase collaborative initiatives with educational partners from preschool through four-year institutions, business and industry, government, and community organizations to increase economic vitality and supply well-qualified workers for current and emerging industries in Contra Costa County.				
GOAL 4 ORGANIZATIONAL EFFECTIVENESS: Improve the effectiveness of Districtwide planning, operations, resource allocation, and decision-making.	 4.1 Prioritize who we plan to serve while balancing the need to maintain access for those most in need of our services. 4.2 Reduce or eliminate programs and services which are not viable. 4.3 Hire and retain employees who are sensitive to and knowledgeable of the needs of our continually changing student body. 4.4 Implement, align, evaluate, and improve strategic planning processes within the District on an ongoing basis. 4.5 Continue the creation and implementation of professional development programs to prepare employees for internal promotional opportunities and also enhance their knowledge, skills, and abilities. 4.6 Increase operational and administrative efficiency to deliver educational services utilizing the most cost effective methods. 				
GOAL 5 RESOURCE MANAGEMENT: Provide sound stewardship of the District's physical and fiscal assets to ensure a sustainable economic future consistent with our values, vision, and mission.	 5.1 Manage enrollment to achieve productivity goals. 5.2 Align District expenditures to available revenue while striving to provide high quality programs and services. 5.3 Diversify funding sources to increase the level of discretionary control over resources and increase the total funding received by the Colleges. 5.4 Allocate resources according to planning priorities. 5.5 Develop practices and procedures that promote sustainability in all areas of the District, including, but not limited to, instruction, operations, construction, facilities, land use, energy, water conservation, and environmental integrity. 5.6 Continue to maintain financial integrity, fiscal prudence and stability for the District as a whole. 				

APPENDIX B: DEFINITION OF TERMS

The Strategic Plan uses the following terms:

Values. Desirable qualities that will guide plan implementation.

Vision. The preferred future for the District.

Mission. Purpose and primary focus areas of the District.

Strategic Directions. The compilation of goals, objectives, performance measures and strategies.

Goals. Directions for long-range change.

Objectives. Desired results that are measurable and time-specific.

Strategies. Specific actions and initiatives that will achieve the stated objective. One strategy may have a beneficial effect on multiple goals and objectives.

Performance Measures. Quantitative and qualitative tools used to evaluate the effectiveness of particular strategies.

Crosswalk. A tool used to map relationships and equivalencies across multiple data sources.

APPENDIX C: DISTRICT PLANNING CROSSWALK

CCCCD Strategic Plan 2008b Strategic Plan 2009-14 GOAL 1	2000 Strategic Initiatives 2007-12 GDAL #1 - Improve student	DVC Strategic Directions 2 DVC Strategic Directions 2010-18 1 1 Support an environment	LMC Educational Master Plan 2000 ducational Master Plan 2005 is Improve the learning
GOAL 1 STUDENT LEARNING AND SPOCESS: Significantly STUDENT HEASHING AND OUT THE STUDENT HEASHING AND OUT THE STUDENT HEASHING AND OUT THE STUDENT HEAST AND THE STUDENT HEAST AND THE STUDENT OF THE STUD	teaming experiences and successful editerror a	Hat Fosters and enhances student restaudent gendronnent that authories, and enhances student in the student in	CORPAPI C WERE IN HEREITONE ENTERING THE PROPERTY OF THE PROPE
GOAL 2	Cheffern Several	1 2 Increase the number of	GOAL #3 - Offer high quality
COLLEGE AWATERCESAND ACCOUNT FICE SERVICE SAND ACCOUNTING AND SERVICE SERVICE COST CONTINUED CONTINUED SERVICE FOR CONTINUED OF A CONTINUED SERVICE SE	enmurass stouthforwinden, to collegack-unaccollega-stragg-and positive mediage.	(\$3 Increase the number of	programs shab meralight quangds of sugargia. He had necessarially a second control of the second control of th
PARTNERSHIPS FOR	Switzgies to increase student en filmleriff, to methouse trapies to chiesces a subject and retrordate positive within chiescal agree, and abdiffine consign public awareness about the College.	dudents receiving degrees	sudents and the community.
ERCEMPARTIES: Improve EPPERTIVENESS: Improve the Chistriconide of Improve the Chistriconic of Improve the Improve	SUCREMINITIES AREA INTERPRETATION AND A CONTROL OF THE PROPERTY OF THE PROPERT	e en viol statistic aris leterant data in the estatistic hangs, and county the estatistic halling consistent and improve the erast reason for reprove the and recitement of programs and star value teason the star value star value teason the star value teason the sta	chiateration inclusiveness and Cochiaterationalists a culture of repairs assistant white of implementing assessing and improving.
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sustainability in all areas.

APPENDIX D: STRATEGIES AND OBJECTIVES MATRIX

GOAL 1	Ortical	GOAL 2	I out	GOAL 3	Lou	GOAL 4	Io.	GOAL 5	In.
Strategies Foster a learning	Objectives	of Alexandra Declines English	Objectives	Strategies	E HOUSE BOOK	Strategies	Objectives	Strategies	Objective
culture that promotes high student expectations and performance.	1.1 1.2 1.3	Provide support services and programs to reduce barriers to student access.	2.2	Identify community needs on an annual basis.	3.1 3.3	Use college plans, program review results and resource allocation process to make decisions regarding service priorities and program reduction.	4.1 4.2 4.8	Develop planning processes that link budget priorities to program review and enrollment management goels.	5.1 5.4
Provide professional development to improve pedagogy to increase student success.	1.4 1.5 1.6	Implement and evaluate enrollment management plans for maximum access and awareness.	2.2	Provide programs and collaborate with county with county agencies to meet the educational, training and skill-development needs of businesses within the region.	3.1 3.2 3.3	Promote trust through transparency in actions and decision-making and openness in communications.	4.3	Maximize revenue-generating opportunities.	5.3
Help students understand and meet their responsibilities.	1.1 1.2 1.3	Expand outreach to underserved populations.	22	Provide programs and adjust curricula to prepare students for success in a global, multi-cultural society.	3.1 3.3	Conduct succession planning at Colleges and District Office as part of human resources planning.	4.3 4.4	Establish a budget fine item for strategic priorities.	5.4
Implement student learning outcomes at the course, program and institutional level.	1.1 1.2 1.3 1.4	Expand partnerships with K-12, business and community providers.	2.1 2.2	Provide leadership on critical issues at the local, regional, national and global levels.	3.1 3.2 3.3	Increase utilization of technology, for greater productivity and efficiency.	4.2 4.6	Identify the District's "right size" considering factors such as management, faculty and classified staffing levels; facilities; and	5.1 5.4 5.6
Implement student equity plans to improve achievement for all students.	1.1 1.2 1.3 1.4	Provide timely information about the outcomes of programs and services to the community and elected officials.	2.2	Strengthen community and alumni relationships.	3.1 3.3	Educate staff and students on history and purpose of shared governance.	4.5	equipment. Expand grant-writing activities to expand sources and levels of funding.	5.3
Review and revise policies and practices, including the design of program requirements and the expansion of articulation agreements, to improve the attainment of degrees and certificates.	1.3	Identify and implement new programs and activities to meet community needs.	2.1 2.2	Create programs to meet the educational needs of government, business and inclustry.	3.1 3.2 3.3	Document functions, roles, responsibilities and accomplishments of District committees and councils.	4.6	Educate all constituents regarding funding. Consider the use of outsourcing where appropriate.	5.5
Adjust student support services to meet student needs on an ongoing basis.	1.1 1.2 1.3 1.4			tritiate and enhance inclustry partnerships and facilitate collaborative strategies to meet inclustry needs and place students into lobs.	3.1 3.3	Review and evaluate committee and council structure to improve engagement and effectiveness.	4.2 4.6	Consider the use of outsourcing where appropriate	5.2 5.3 5.4
				Align degrees and certificates with industry needs, creating opportunities for students to enter the workforce.	3.1 3.3	Encourage exchange of information among constituents.	4.6	Look at different budget methodologies, e.g. zero-base budgets.	5.2 5.4
				Host collaborative community forums.	3.1 3.3	Create consistent procedures and formats for staff and committee reports, agendas and minutes.	4.6	Centralize appropriate service for cost effectiveness.	5.3 5.4
				Initiate alumni development programs for the Colleges to promote partnerships and expand funding sources.	3.1 3.3	Orient staff on how to access and utilize information from reports and minutes.	4.6	Establish efficiency targets.	5.1 5.4 5.6
						Encourage broad-based student participation in student government and shared governance.	4.6	Increase awareness of initiatives and actions that promote sustainability.	5.5
						Evaluate constituency satisfaction with shared governance.	4.6	Create base lines and targets to "reduce, reuse and recycle".	5.5
						Clarify decision-making roles, responsibilities and accountability among the Colleges and District office.	4.6	Meet requirements for LEED certification or equal for new construction projects.	5.5
						Expand professional development opportunities.	4.5	Reduce green house gases to 1990 levels by 2020.	5.5
						and percentage of full- time faculty and staff.			

APPENDIX E: REFERENCES

- Accountability Reporting for the Community Colleges (ARCC) Core Indicators of Effectiveness
- American Community Survey 2009
- Board of Trustees Meeting 12-10-08
- Bond Measure Report 2007-2008
- Contra Costa College Strategic Plan 2007-12
- Contra Costa Council Workforce Development/Education Task Force, 2008-2013 Policy Paper
- Community College League of California Fast Facts 2011
- Chancellor's Cabinet Meeting 11-25-08
- Community College Market Scan Results 2011
- District Governance Council Meeting 12-02-08
- District Strategic Plan 2001-2006
- Draft Strategic Plan 2007-2010
- Diablo Valley College Strategic Plan 2006-2011
- Economic Impact Study 2006
- Los Medanos College Educational Master Plan 2006
- US Decennial Census 2010

GOVERNING BOARD GOALS, 2012-13

CONTRA COSTA COMMUNITY COLELGE DISTRICT

GOVERNING BOARD GOALS AND OBJECTIVES 2012-13

GOAL	OBJECTIVES	ACTIONS	BOARD PRESENTATION or ACTIVITY DATE
GOAL 1 STUDENT LEARNING AND SUCCESS: Significantly improve the success of our diverse	1.1 Ensure policies are in place to support student learning and success.	Review Board policies to ensure that policies exist (1) to support the achievement of at-risk students who perform below college level and (2) ensure fair and equitable treatment of all students.	November 2012
student body in pursuit of its diverse educational and career goals with special emphasis on closing the student achievement	Become acquainted with level of preparation of high school students.	Review assessment test results of incoming high school students for each college.	January 2013
gap.	1.3 Ensure appropriate funds are targeted for at-risk students as financial resources decline.	Receive reports from staff on funds spent on activities targeted at: • developmental education for all underprepared students; and • students of color where students are not experiencing equitable success.	June 2013
	Track progress in closing the achievement gap.	Continue to monitor designated indicators of student learning and success with a focus on closing the achievement gap.	November 2012
		Continue to review reports on individual college and District progress on activities designed to close the achievement gap.	November 2012
GOAL 2 COLLEGE AWARENESS AND ACCESS: Increase	2.1 Advocate for and support a positive image for the District colleges.	Make presentations to community groups about the activities of the District.	Various
awareness of and equitable access to Contra Costa Community College		Conduct community forums at each coilege to share the State of the District message.	September 2012
District for a changing and diverse population.	н	Extend invitations to commencement and other activities to community members.	Various
GOAL 3 PARTNERSHIPS FOR WORKFORCE AND ECONOMIC	3.1 Monitor college and District participation in workforce and economic development activities.	Review staff reports on college and District activities in this area.	March 2013

GOAL	OBJECTIVES	ACTIONS	BOARD PRESENTATION or ACTIVITY DATE
DEVELOPMENT: Support economic and workforce development through education and leadership in collaboration with government, community	3.2 Participate in community activities that connect Board members with business, government, and community leaders.	Meet with local, state and national legislators to advance the positions of the District, as well as business and industry leaders.	Various
organizations, business and industry.	3.3 Monitor the extent to which the colleges and the District work with business and industry to provide trained and qualified workers.	Receive reports prepared by staff on activities. Survey employers to determine their needs/satisfaction with training offered by the District.	March 2013 By March 2014
		Receive results of survey to determine employer needs/satisfaction with training offered by the District.	By March 2014
GOAL 4 ORGANIZATIONAL EFFECTIVENESS:	4.1 Engage in individual trustee and Board development.	Participate in Brown Act training. Participate in activities that increase effective trusteeship.	TBD Various
Improve the effectiveness of Districtwide planning, operations, resource allocation, and decision-making.	4.2 Strengthen Board knowledge of the District's decision-making and other organizational processes.	Participate in interest-based bargaining (IBB) training. Participate in training on the accreditation process.	<i>TBD</i> TBD
	4.3 Monitor human resources issues that have an impact on workforce diversity.	Review District hiring policies with a focus on ensuring administrative, faculty and classified staff diversity. Review and ensure modification of policies and procedures to support findings as appropriate.	Various Various
		findings as appropriate. Receive staff reports on the District's efforts to create and maintain a diverse workforce.	By June 2013

GOAL	OBJECTIVES	ACTIONS	BOARD PRESENTATION or ACTIVITY DATE
	4.4 Monitor business practices to ensure that local businesses/vendors used by the District are diverse and have an opportunity to compete.	Receive staff reports to determine the extent to which local vendors provide services to the District. Review staff reports to determine the extent to which training and familiarization on the bid process is provided to local businesses on the District's bid process.	October 2012 June 2013
	4.5 Participate in community activities that have a financial impact on the District.	Serve on successor redevelopment oversight boards. Receive reports and monitor successor redevelopment oversight boards.	<i>Various</i> Various
RESOURCE MANAGEMENT: Provide sound stewardship of the District's physical and fiscal assets to ensure a sustainable economic future consistent with our values, vision, and mission.	5.1 Adopt policies/procedures and participate in activities that will ensure a sustainable economic future for the District.	the District/colleges develop unrestricted General Fund budgets that align expenditures with projected unrestricted General Fund revenues in order to ensure the fiscal solvency of the District and a balanced General Fund budget in order to reduce the reliance on the use of one-time funding to balance budgets.	August through November 6, 2013 June 2013
	5.2 Stay abreast of how the District's financial resources are used.	Review staff reports to ensure construction bond funds are used appropriately.	July 2012 and January 2013
		Receive budget reports to ensure that general fund and other monies are budgeted prudently and reflect District goals and objectives.	TBD

STATEMENT OF ECONOMIC INTERESTS

TO:

Governing Board Members

FROM:

Jonah Nicholas

Director of District Finance Services

SUBJECT: Assuming Office: Statement of Economic Interests

Date Due: January 23, 2013

Attached are the following forms and instructions for filing your Statement of Economic Interests:

- FPPC Form 700, 2011/2012, Statement of Economic Interests including instructions. (Please note that you can fill out your Form 700 online at http://www.fppc.ca.gov/forms/700-11-12/Form700-11-12.pdf and print for signature.) At this time, the law still requires an original signature on the form. You may forward the completed forms to Christina Chellew in the Administrative Services Department or deliver to Pat Kaya at the January 23, 2012 Governing Board meeting. Original forms are retained in the Finance Department.
- Appendix A. Designated Positions
- Appendix B. Disclosure Categories

Before forwarding the original, completed forms to this office, please be sure they are signed and that the schedules, as noted, are attached.

If I can provide any additional information or answer any questions, please feel free to call 925-229-6943.

2011/2012 Statement of Economic Interests



Form 700

A Public Document

Also available on the FPPC website:

- Form 700 in Excel format
- Reference Pamphlet for Form 700

California Fair Political Practices Commission

428 J Street, Suite 620 • Sacramento, CA 95814
Toll-free advice line: 1 (866) ASK-FPPC • 1 (866) 275-3772
Telephone: (916) 322-5660 • Website: www.fppc.ca.gov

What's New

Reporting Investments – Exchange traded funds and similar financial investments that resemble mutual funds are not reportable for most individuals. The term "investment" no longer includes certain exchange traded funds, closed-end funds, or funds held in an Internal Revenue Code qualified plan. These non-reportable investment funds (1) must be bona fide investment funds that pool money from more than 100 investors, (2) must hold securities of more than 15 issuers, and (3) cannot have a stated policy of concentrating their holdings in the same industry or business ("sector funds"). In addition, the filer may not influence or control the decision to purchase or sell the specific fund on behalf of his or her agency during the reporting period or influence or control the selection of any specific investment purchased or sold by the fund. (Regulation 18237)

Reportable investments, such as stock, held in a brokerage account or other type of managed account continue to be reportable regardless of whether you have control over those investments.

Who must file:

- Elected and appointed officials and candidates listed in Government Code Section 87200
- Employees and appointed officials filing pursuant to a conflictof-interest code ("code filers"). Obtain your disclosure categories, which describe the interests you must report, from your agency; they are not part of the Form 700
- Candidates running for local elective offices that are designated in a conflict-of-interest code (e.g., county sheriffs, city clerks, school board trustees, and water board members)
- Members of newly created boards and commissions not yet covered under a conflict-of-interest code
- Employees in newly created positions of existing agencies

See Reference Pamphlet, page 3, at www.fppc.ca.gov or obtain from your filing officer.

Where to file:

87200 Filers

State offices

Your agency

Judicial offices

⇒ The clerk of your court⇒ Directly with FPPC

Retired Judges County offices

→ Your county filing official (e.g. Clerk of the Board of Supervisors)

City offices
Multi-County offices

⇒ Your city clerk

Your agency

Code Filers — State and Local Officials and Employees Designated in a Conflict-of-Interest Code:

File with your agency, board, or commission unless otherwise specified in your agency's conflict-of-interest code (e.g., Legislative staff files directly with FPPC). In most cases, the agency, board, or commission will retain the statements.

Members of Boards and Commissions of Newly Created Agencies: File with your newly created agency or with your agency's code reviewing body.

Employees in Newly Created Positions of Existing Agencies: File with your agency or with your agency's code reviewing body. See Reference Pamphlet, page 3.

Candidates: File with your local elections office.

How to file:

The Form 700 is available at www.fppc.ca.gov. Form 700 schedules are also available in Excel format. All statements must have an original "wet" signature or be duly authorized by your filing officer to file electronically under Government Code Section 87500.1. Instructions, examples, FAQs, and a reference pamphlet are available to help answer your questions.

When to file:

Annual Statements

- ⊃ March 1, 2012
 - Elected State Officers
 - Judges and Court Commissioners
 - State Board and Commission Members listed in Government Code Section 87200

⇒ April 2, 2012

- Most other filers

Individuals filing under conflict-of-interest codes in city and county jurisdictions should verify the annual filing date with their local filing officers.

Statements postmarked by the filing deadline are considered filed on time

Assuming Office and Leaving Office Statements

Most filers file within 30 days of assuming or leaving office or within 30 days of the effective date of a newly adopted or amended conflict-of-interest code.

Exception:

If you assumed office between October 1, 2011, and December 31, 2011, and filed an assuming office statement, you are not required to file an annual statement until March 1, 2013, or April 2, 2013, whichever is applicable. The annual statement will cover the day after you assumed office through December 31, 2012. See Reference Pamphlet, pages 6 and 7, for additional exceptions.

Candidate Statements

File no later than the final filing date for the declaration of candidacy or nomination documents.

Amendments

Statements may be amended at any time. You are only required to amend the schedule that needs to be revised. It is not necessary to amend the entire filed form. Obtain amendment schedules at www.fppc.ca.gov.

There is no provision for filing deadline extensions.

Statements of 30 pages or less may be faxed by the deadline as long as the originally signed paper version is sent by first class mail to the filing official within 24 hours.

Introduction

The Political Reform Act (Gov. Code Sections 81000-91014) requires most state and local government officials and employees to publicly disclose their personal assets and income. They also must disqualify themselves from participating in decisions that may affect their personal economic interests. The Fair Political Practices Commission (FPPC) is the state agency responsible for issuing the attached Statement of Economic Interests, Form 700, and for interpreting the law's provisions.

Gift Prohibition

Gifts received by most state and local officials, employees, and candidates are subject to a limit. For 2011-2012, the gift limit remains at \$420 from a single source during a calendar year. This gift limit is effective until December 31, 2012.

In addition, state officials, state candidates, and certain state employees are subject to a \$10 limit per calendar month on gifts from lobbyists and lobbying firms registered with the Secretary of State. See Reference Pamphlet, page 10.

State and local officials and employees should check with their agency to determine if other restrictions apply.

Disqualification

Public officials are, under certain circumstances, required to disqualify themselves from making, participating in, or attempting to influence governmental decisions that will affect their economic interests. This may include interests they are not required to disclose (i.e., a personal residence is often not reportable, but may be disqualifying). Specific disqualification requirements apply to 87200 filers (e.g., city councilmembers, members of boards of supervisors, planning commissioners, etc.). These officials must identify orally the economic interest that creates a conflict of interest and leave the room before a discussion or vote takes place at a public meeting. For more information, consult Government Code Section 87105, Regulation 18702.5, and the Overview of the Conflict of Interest Laws at www.fppc.ca.gov.

Honorarium Ban

Most state and local officials, employees, and candidates are prohibited from accepting an honorarium for any speech given, article published, or attendance at a conference, convention, meeting, or like gathering. See Reference Pamphlet, page 10.

Loan Restrictions

Certain state and local officials are subject to restrictions on loans. See Reference Pamphlet, page 14.

Post-Governmental Employment

There are restrictions on representing clients or employers before former agencies. The provisions apply to elected state officials, most state employees, local elected officials, county chief administrative officers, city managers, including the chief administrator of a city, and general managers or chief administrators of local special districts and JPAs. The FPPC website has fact sheets explaining the provisions.

Late Filing

The filing officer who retains originally-signed statements of economic interests may impose on an individual a fine for any statement that is filed late. The fine is \$10 per day up to a maximum of \$100. Late filing penalties may be reduced or walved under certain circumstances.

Persons who fail to timely file their Form 700 may be referred to the FPPC's Enforcement Division (and, in some cases, to the Attorney General or district attorney) for investigation and possible prosecution. In addition to the late filing penalties, a fine of up to \$5,000 per violation may be imposed.

For assistance concerning reporting, prohibitions, and restrictions under the Act:

- Call the FPPC toll-free at (866) 275-3772.
- See the booklet entitled "Your Duty to File: A Basic Overview of State Economic Disclosure Law and Reporting Requirements for Public Officials" available at www.fppc.ca.gov.

Form 700 Public Access

Statements of Economic Interests are public documents. The filing officer must permit any member of the public to inspect and receive a copy of any statement.

- Statements must be available as soon as possible during the agency's regular business hours, but in any event not later than the second business day after the statement is received. Access to the Form 700 is not subject to the Public Records Act procedures.
- No conditions may be placed on persons seeking access to the forms.
- No information or identification may be required from persons seeking access.
- Reproduction fees of no more than 10 cents per page may be charged.

instructions — Cover Page

Enter your name, mailing address, and daytime telephone number in the spaces provided. Because the Form 700 is a public document, you may list your business/office address instead of your home address.

Part 1. Office, Agency, or Court

- Enter the name of the office sought or held, or the agency or court. Consultants must enter the public agency name rather than their private firm's name. (Examples: State Assembly; Board of Supervisors; Office of the Mayor; Department of Finance; Hope County Superior Court)
- Indicate the name of your division, board, or district, if applicable. (Examples: Division of Waste Management; Board of Accountancy; District 45)
- Enter your position title. (Examples: Director; Chief Counsel; City Council Member; Staff Services Analyst)
- If you hold multiple positions (i.e., a city council member who also is a member of a county board or commission), you may be required to file statements with each agency.
 To simplify your filing obligations, you may complete an expanded statement.

To do this, enter the name of the other agency(ies) with which you are required to file and your position title(s) in the space provided. Attach an additional sheet if necessary. Complete one statement covering the disclosure requirements for all positions. Each copy must contain an original signature. Therefore, before signing the statement, make a copy for each agency. Sign each copy with an original signature and file with each agency.

Example:

Scott Baker is a city council member for the City of Lincoln and a board member for the Camp Far West Irrigation District — a multi-county agency that covers Placer and Yuba counties. Scott will complete one Form 700 using full disclosure (as required for the city position) and covering interests in both Placer and Yuba counties (as required for the multi-county position) and list both positions on the Cover Page. Before signing the statement, Scott will make a copy and sign both statements. One statement will be filed with City of Lincoln and the other will be filed with Camp Far West Irrigation District. Both will contain an original signature.

Remember that if you assume or leave a position after a filing deadline, you must complete a separate statement. For example, a city council member who assumes a position with a county special district after the April 2 annual filing deadline must file a separate assuming office statement. In subsequent years, the city council member may expand his or her annual filing to include both positions.

Part 2. Jurisdiction of Office

 Check the box indicating the jurisdiction of your agency and, if applicable, identify the jurisdiction. Judges, judicial candidates, and court commissioners have statewide jurisdiction. All other filers should review the Reference Pamphlet, page 13, to determine their jurisdiction.

- If your agency is a multi-county office, list each county in which your agency has jurisdiction.
- If your agency is not a state office, court, county office, city
 office, or multi-county office (e.g., school districts, special
 districts and JPAs), check the "other" box and enter the
 county or city in which the agency has jurisdiction.

Example:

This filer is a member of a water district board with jurisdiction in portions of Yuba and Sutter Counties.

1. Office, Agency, or Court	
Agency harne South Sutter Water District	
Dyson Board Department, District, Fasty-cable	You Peston
	Board Member
» if fiving for multipre positions, full below or on an abachment	
Agency	Poston
2. Jurisdiction of Office (Check at heat one heat	
[]\$224	Li Judge or Court Commissioner (Statemen Junicipal)
[] Was Comy	
	XI One Portions of Yuba & Sutter Counties

Part 3. Type of Statement

Check at least one box. The period covered by a statement Is determined by the type of statement you are filing. If you are completing a 2011 annual statement, do not change the pre-printed dates to reflect 2012. Your annual statement is used for reporting the previous year's economic interests. Economic interests for your annual filing covering January 1, 2011, through December 31, 2011, will be disclosed on your statement filed in 2012. See Reference Pamphlet, page 4.

Combining Statements: Certain types of statements may be combined. For example, if you leave office after January 1, but before the deadline for filing your annual statement, you may combine your annual and leaving office statements. File by the earliest deadline. Consult your filing officer or the FPPC.

Part 4. Schedule Summary

• Enter the total number of completed pages including the cover page and either:

Check the box for each schedule you use to disclose interests:

- or -

if you have nothing to disclose on any schedule, check the "No reportable interests" box. Please do not attach any blank schedules.

Part 5. Verification

Complete the verification by signing the statement and entering the date signed. When you sign your statement, you are stating, under penalty of perjury, that it is true and correct. Only the filer has authority to sign the statement. An unsigned statement is not considered filed and you may be subject to late filing penalties.

CALIFORNIA FORM 700 FAIR POLITICAL PRACTICES COMMISSION A PUBLIC DOCUMENT

STATEMENT OF ECONOMIC INTERESTS COVER PAGE

Please type or print in ink.

City of City of Other	NA	AE OF FILER (LAST)	(FIRST)	(MIDDLE)
Contra Costa Community College District Division, Board, Department, District, if applicable Ward Governing Board Member If filing for multiple positions, fist below or on an attachment. Agency: Position: Agency: Position: Judge or Court Commissioner (Statewide Jurisdiction) State Judge or Court Commissioner (Statewide Jurisdiction) Contra Costa Contra C	1.	Office, Agency, or Court		
Division, Board, Department, District, if applicable Ward Ward Governing Board Member If filing for multiple positions, list below or on an attachment. Agency: Position: Division of Office (Check at least one box)		Agency Name		
Ward Governing Board Member ▶ If filing for multiple positions, list below or on an attachment. Agency:		Contra Costa Community College District		
Position:		Division, Board, Department, District, if applicable		
Position:		Ward	Governing Board Member	
State		▶ If filing for multiple positions, list below or on an attachment.		
State Judge or Court Commissioner (Statewide Jurisdiction) Multi-County County of Contra Costa City of Other		Agency:	Position:	
Multi-County Contra Costa	2.	Jurisdiction of Office (Check at least one box)		
City of		☐ State		vide Jurisdiction)
City of		Multi-County	County of Contra Costa	
Annual: The period covered is January 1, 2011, through December 31, 2011.				
Annual: The period covered is January 1, 2011, through December 31, 2011.				
December 31, 2011. The period covered is	3.	Type of Statement (Check at least one box)		
The period covered is		December 31, 2011.		
Candidate: Election Year Office sought, if different than Part 1:		The period covered is/, through December 31, 2011.		, 2011, through the date of
4. Schedule Summary Check applicable schedules or "None." Schedule A-1 - Investments - schedule attached Schedule C - Income, Loans, & Business Positions - schedule attached Schedule D - Income - Gifts - schedule attached Schedule B - Real Property - schedule attached Schedule E - Income - Gifts - Travel Payments - schedule attached None - No reportable interests on any schedule Total number of pages including this cover page: Schedule C - Income, Loans, & Business Positions - schedule attached Schedule D - Income - Gifts - Travel Payments - schedule attached Schedule E - Income - Gifts - Travel Payments - schedule attached Total number of pages including this cover page: Schedule C - Income, Loans, & Business Positions - schedule attached Schedule D - Income - Gifts - Travel Payments - schedule attached Total number of pages including this cover page: Schedule C - Income, Loans, & Business Positions - schedule attached Schedule D - Income - Gifts - Travel Payments - schedule attached Total number of pages including this cover page: Schedule C - Income, Loans, & Business Positions - schedule attached Schedule D - Income - Gifts - Travel Payments - schedule attached Total number of pages including this cover page: Schedule C - Income, Loans, & Business Positions - schedule attached Schedule D - Income - Gifts - Travel Payments - schedule attached Total number of pages including this cover page: Schedule C - Income, Loans, & Business Positions - schedule attached Schedule C - Income, Loans, & Business Positions - schedule attached Schedule C - Income, Loans, & Business Positions - schedule attached Schedule C - Income - Gifts - Travel Payments - schedule attached Total number of pages including incomes - schedule attached Schedule C - Income, Loans, & Business Positions - schedule attached Schedule C - Income - Gifts - Travel Payments - schedule attached Total number of pages including incomes - schedule attached Schedule C - Income - Gifts - Travel Payments - schedule attached		Assuming Office: Date assumed 12 , 12 , 2012		, through
Check applicable schedules or "None." Schedule A-1 - Investments – schedule attached Schedule C - Income, Loans, & Business Positions – schedule attached Schedule D - Income – Gifts – schedule attached Schedule B - Real Property – schedule attached Schedule E - Income – Gifts – Travel Payments – schedule attached Schedule E - Income – Gifts – Travel Payments – schedule attached None - No reportable interests on any schedule State Take Telephone Number DayTime Telephone Number E-Mail Address (OPTIONAL) I have used all reasonable diligence in preparing this statement. I have reviewed this statement and to the best of my knowledge the information co		Candidate: Election Year Office sought	, if different than Part 1:	
Schedule A-1 - Investments – schedule attached Schedule C - Income, Loans, & Business Positions – schedule attached Schedule D - Income – Gifts – schedule attached Schedule B - Real Property – schedule attached Schedule E - Income – Gifts – Travel Payments – schedule attached Schedule E - Income – Gifts – Travel Payments – schedule attached Schedule E - Income – Gifts – Travel Payments – schedule attached Schedule E - Income – Gifts – Travel Payments – schedule attached Schedule E - Income – Gifts – Travel Payments – schedule attached Schedule B - Real Property – schedule attached Schedule E - Income – Gifts – Travel Payments – schedule attached Schedule B - Real Property – Schedule E - Income – Gifts – Travel Payments – schedule attached Schedule D - Income – Gifts – Schedule Travel Payments – schedule attached Schedule D - Income – Gifts – Schedule Travel Payments – schedule attached Schedule D - Income – Gifts – Schedule Travel Payments – schedule attached Schedule D - Income – Gifts – Schedule Travel Payments – schedule attached Schedule D - Income – Gifts – Schedule Travel Payments – schedule attached Schedule D - Income – Gifts – Travel Payments – schedule attached Schedule D - Income – Gifts – Travel Payments – schedule attached Schedule D - Income – Gifts – Travel Payments – schedule attached Schedule D - Income – Gifts – Travel Payments – schedule attached Schedule D - Income – Gifts – Travel Payments – schedule attached Schedule D - Income – Gifts – Travel Payments – schedule attached	4.	Schedule Summary		
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I certify under penalty of perjury under the laws of the State of California that the foregoing is true and correct.		i certify under penalty of perjury under the laws of the State of C	alifornia that the foregoing is true and correct.	
Date Signed Signature (File the originally signed statement with your filing official.)		Date Signed(month, day, year)	Signature(Fēe the originally signed statement w	ath your filing official.)

Which Schedule Do I Use?

Common Reportable Interests

Schedule A-1:

Stocks, including those held in an IRA or a 401K

Schedule A-2:

Business entities (including certain independent contracting), sole proprietorships.

partnerships, LLCs, corporations, and trusts

Schedule B:

Rental property in the jurisdiction

Schedule C:

Non-governmental salaries of public official and spouse/registered domestic partner

Schedule D:

Gifts from non-family members (such as tickets to sporting or entertainment events)

Schedule E:

Travel payments from third parties (not your employer)

Common Non-Reportable Interests

Schedule A-1/A-2:

Insurance policies, government bonds, diversified mutual funds, certain funds similar to diversified mutual funds (such as exchange traded funds) and investments held in certain retirement accounts. See Reference Pamphlet, page 12 for detailed information.

(Regulation 18237)

Schedule A-1/A-2:

Savings and checking accounts and annuities

Schedule B:

A residence used exclusively as a personal residence (such as a home or vacation

cabin)

Schedule C:

Governmental salary (such as a school district)

Schedule D:

Gifts from family members

Schedule E:

Travel paid by your government agency

Remember:

- Mark the "No reportable interests" box on Part 4 of the Schedule Summary on the Cover Page if you determine you have nothing to disclose and file the cover page only. Make sure you carefully read all instructions to ensure proper reporting.
- ✓ The Form 700 is a public document.
- ✓ Most individuals must consult their agency's conflict-of-interest code for reportable interests.
- ✓ Most individuals file the Form 700 with their agencies.

Questions and Answers

General

- Q. What is the reporting period for disclosing interests on an assuming office statement or a candidate statement?
- A. On an assuming office statement, disclose all reportable investments, interests in real property, and business positions held on the date you assumed office. In addition, you must disclose income (including loans, gifts and travel payments) received during the 12 months prior to the date you assumed office.

On a candidate statement, disclose all reportable investments, interests in real property, and business positions held on the date you file your declaration of candidacy. You must also disclose income (including loans, gifts and travel payments) received during the 12 months prior to the date you file your declaration of candidacy.

- Q. I hold two other board positions in addition to my position with the county. Must I file three statements of economic interests?
- A. Yes, three are required. However, you may complete one statement listing the county and the two boards on the cover page or an attachment as the agencies for which you will be filing. Report your economic interests using the largest jurisdiction and highest disclosure requirements assigned to you by the three agencies. Make two copies of the entire statement before signing it, sign each copy with an original signature, and distribute one original to the county and to each of the two boards. Remember to complete separate statements for positions that you leave or assume during the year.
- Q. I am a department head who recently began acting as city manager. Should I file as the city manager?
- A. Yes. File an assuming office statement as city manager. Persons serving as "acting," "interim," or "alternate" must file as if they hold the position because they are or may be performing the duties of the position.
- Q. As a designated employee, I left one state agency to work for another state agency. Must I file a leaving office statement?
- A. Yes. You may also need to file an assuming office statement for the new agency.

investment Disclosure

- Q. I have an investment interest in shares of stock in a company that does not have an office in my jurisdiction. Must I still disclose my investment interest in this company?
- A. Probably. The definition of "doing business in the jurisdiction" is not limited to whether the business has an office or physical location in your jurisdiction. See Reference Pamphlet, page 13.
- Q. My spouse and I have a living trust. The trust holds rental property in my jurisdiction, our primary residence, and investments in diversified mutual funds. I have full disclosure. How is this trust disclosed?
- A. Disclose the name of the trust, the rental property and its income on Schedule A-2. Your primary residence and investments in diversified mutual funds registered with the SEC are not reportable.
- Q. I am required to report all investments. I hold many stocks through an account managed by a brokerage firm. Must I disclose these stocks even though I did not decide which stocks to purchase?
- A. Yes. Disclose on Schedule A-1 or A-2 any stock worth \$2,000 or more in a business entity located in or doing business in your jurisdiction.
- Q. I own stock in IBM and must report this investment on Schedule A-1. I initially purchased this stock in the early 1990s; however, I am constantly buying and selling shares. Must I note these dates in the "Acquired" and "Disposed" fields?
- A. No. You must only report dates in the "Acquired" or "Disposed" fields when, during the reporting period, you initially purchase a reportable investment worth \$2,000 or more or when you dispose of the entire investment. You are not required to track the partial trading of an investment.
- Q. On last year's filing I reported stock in Encoe valued at \$2,000 - \$10,000. Late last year the value of this stock fell below and remains at less than \$2,000. How should this be reported on this year's statement?
- A. You are not required to report an investment if the value was less than \$2,000 during the entire reporting period. However, because a disposed date is not

Questions and Answers Continued

required for stocks that fall below \$2,000, you may want to report the stock and note in the "comments" section that the value fell below \$2,000. This would be for informational purposes only; it is not a requirement.

Income Disclosure

- Q. I reported a business entity on Schedule A-2. Clients of my business are located in several states. Must I report all clients from whom my pro rata share of income is \$10,000 or more on Schedule A-2, Part 3?
- A. No, only the clients doing business on a regular basis in your jurisdiction must be disclosed.
- Q. I believe I am not required to disclose the names of clients from whom my pro rata share of income is \$10,000 or more on Schedule A-2 because of their right to privacy. Is there an exception for reporting clients' names?
- A. Regulation 18740 provides a procedure for requesting an exemption to allow a client's name not to be disclosed if disclosure of the name would violate a legally recognized privilege under California law. This regulation may be obtained from our website at www.fppc.ca.gov. See Reference Pamphlet, page 14.
- Q. I am sole owner of a private law practice that is not reportable based on my limited disclosure category. However, some of the sources of income to my law practice are from reportable sources. Do I have to disclose this income?
- A. Yes, even though the law practice is not reportable, reportable sources of income to the law practice of \$10,000 or more must be disclosed. This information would be disclosed on Schedule C with a note in the "comments" section indicating that the business entity is not a reportable investment. The note would be for informational purposes only; it is not a requirement.
- Q. I am the sole owner of my business. Where do I disclose my income on Schedule A-2 or Schedule C?
- A. Sources of income to a business in which you have an ownership interest of 10% or greater are disclosed on Schedule A-2. See Reference Pamphlet, page 8, for the definition of "business entity."
- Q. How do I disclose my spouse's or registered domestic partner's salary?

- Report the name of the employer as a source of income on Schedule C.
- Q. I am a doctor. For purposes of reporting \$10,000 sources of income on Schedule A-2, Part 3, are the patients or their insurance carriers considered sources of income?
- A. If your patients exercise sufficient control by selecting you instead of other doctors, then your patients, rather than their insurance carriers, are sources of Income to you. See Reference Pamphlet, page 14 for additional information.

Real Property Disclosure

- Q. During this reporting period we switched our principal place of residence into a rental. I have full disclosure and the property is located in my agency's jurisdiction, so it is now reportable. Because I have not reported this property before, do I need to show an "acquired" date?
- A. No, you are not required to show an "acquired" date because you previously owned the property. However, you may want to note in the "comments" section that the property was not previously reported because it was used exclusively as your residence. This would be for informational purposes only; it is not a requirement.

Gift Disclosure

- Q. If I received a gift of two tickets to a concert valued at \$100 each, but gave the tickets to a friend because I could not attend the concert, do I have any reporting obligations?
- A. Yes. Since you accepted the gift and exercised discretion and control of the use of the tickets, you must disclose the gift on Schedule D.
- Q. Mary and Joe Benson, a married couple, want to give a piece of artwork to a close friend who is a county supervisor. Is each spouse considered a separate source for purposes of the gift limit and disclosure?
- A. Yes, each spouse may make a gift valued at \$420 during 2011-2012. Therefore, the Bensons may give the supervisor artwork valued at no more than \$840. The supervisor must identify Joe and Mary Benson as the sources of the gift.

Questions and Answers Continued

- Q. I am a Form 700 filer with full disclosure. Our agency holds a holiday raffle to raise funds for a local charity. I bought \$10 worth of raffle tickets and won a gift basket valued at \$120. The gift basket was donated by Doug Brewer, a citizen in our city. At the same event, I bought raffle tickets for, and won a quilt valued at \$70. The quilt was donated by a coworker. Are these reportable gifts?
- A. Because the gift basket was donated by an outside source (not an agency employee), you have received a reportable gift valued at \$110 (the value of the basket less the consideration paid). The source of the gift is Doug Brewer and the agency is disclosed as the intermediary. Because the quilt was donated by an employee of your agency, it is not a reportable gift.
- Q. My agency is responsible for disbursing grants. An applicant (501(c)(3) organization) met with agency employees to present its application. At this meeting, the applicant provided food and beverages. Would the food and beverages be considered gifts to the employees? These employees are designated in our agency's conflict-of-interest code and the applicant is a reportable source of income under the code.
- A. Yes. If the value of the food and beverages consumed by any one filer, plus any other gifts received from the same source during the reporting period total \$50 or more, the food and beverages would be reported using the fair market value and would be subject to the gift limit.

Instructions – Schedules A-1 and A-2 Investments

"Investment" means a financial interest in any business entity that is located in, doing business in, planning to do business in, or that has done business during the previous two years in your agency's jurisdiction in which you, your spouse or registered domestic partner, or your dependent children had a direct, indirect, or beneficial interest totaling \$2,000 or more at any time during the reporting period. See Reference Pamphlet, page 13.

Reportable investments include:

- Stocks, bonds, warrants, and options, including those held in margin or brokerage accounts and managed investment funds (See Reference Pamphlet, page 13.)
- Sole proprietorships
- Your own business or your spouse's or registered domestic partner's business (See Reference Pamphlet, page 8, for the definition of "business entity.")
- Your spouse's or registered domestic partner's investments that are legally separate property
- Partnerships (e.g., a law firm or family farm)
- Investments in reportable business entities held in a retirement account (See Reference Pamphlet, page 15.)
- If you, your spouse or registered domestic partner, and dependent children together had a 10% or greater ownership interest in a business entity or trust (including a living trust), you must disclose investments held by the business entity or trust. See Reference Pamphlet, page 15, for more information on disclosing trusts.
- Business trusts

You are not required to disciose:

- Insurance policies, government bonds, diversified mutual funds, certain funds similar to diversified mutual funds (such as exchange traded funds) and investments held in certain retirement accounts. See Reference Pamphlet, page 12 for detailed information. (Regulation 18237)
- Bank accounts, savings accounts, money market accounts and certificates of deposits
- Insurance policies
- Annuities
- Commodities
- · Shares in a credit union
- Government bonds (including municipal bonds)

Reminders

- Do you know your agency's jurisdiction?
- Did you hold investments at any time during the period covered by this statement?
- Code filers your disclosure categories may only require disclosure of specific investments.

- Retirement accounts invested in non-reportable interests (e.g., insurance policies, diversified mutual funds, or government bonds) (See Reference Pamphlet, page 15.)
- Government defined-benefit pension plans (such as CalPERS and CalSTRS plans)
- Interests held in a blind trust (See Reference Pamphlet, page 16.)

Use Schedule A-1 to report ownership of less than 10% (e.g., stock). Schedule C (Income) may also be required if the investment is not a stock or corporate bond. See second example below.

Use Schedule A-2 to report ownership of 10% or greater (e.g., a sole proprietorship).

To Complete Schedule A-1:

Do not attach brokerage or financial statements.

- Disclose the name of the business entity.
- Provide a general description of the business activity of the entity (e.g., pharmaceuticals, computers, automobile manufacturing, or communications).
- Check the box indicating the highest fair market value of your investment during the reporting period. If you are filing a candidate or an assuming office statement, indicate the fair market value on the filing date or the date you took office, respectively.
- Identify the nature of your investment (e.g., stocks, warrants, options, or bonds).
- An acquired or disposed of date is only required if you
 initially acquired or entirely disposed of the investment
 interest during the reporting period. The date of a stock
 dividend reinvestment or partial disposal is not required.
 Generally, these dates will not apply if you are filing a
 candidate or an assuming office statement.

Examples:

John Smith holds a state agency position. His conflict-ofinterest code requires full disclosure of investments. John must disclose his stock holdings of \$2,000 or more in any company that does business in California, as well as those stocks held by his spouse or registered domestic partner and dependent children.

Susan Jones is a city council member. She has a 4% interest, worth \$5,000, in a limited partnership located in the city. Susan must disclose the partnership on Schedule A-1 and income of \$500 or more received from the partnership on Schedule C.

SCHEDULE A-1 Investments

Stocks, Bonds, and Other Interests (Ownership Interest is Less Than 10%)

Do not attach brokerage or financial statements.

CALIFORNIA FORM 700 FAIR POLITICAL PRACTICES COMMISSION	
Name	

NAME OF BUSINESS ENTITY	► NAME OF BUSINESS ENTITY
GENERAL DESCRIPTION OF BUSINESS ACTIVITY	GENERAL DESCRIPTION OF BUSINESS ACTIVITY
FAIR MARKET VALUE \$2,000 - \$10,000 \$10,001 - \$100,000 \$100,001 - \$1,000,000 Over \$1,000,000	FAIR MARKET VALUE \$2,000 - \$10,000
NATURE OF INVESTMENT Stock Other (Describe) Partnership O Income Received of \$0 - \$499	NATURE OF INVESTMENT Stock Other (Describe) Partnership O Income Received of \$0 - \$499
○ Income Received of \$500 or More (Report on Schedule C) IF APPLICABLE, LIST DATE:	○ Income Received of \$500 or More (Report on Schedule C) IF APPLICABLE, LIST DATE:
NAME OF BUSINESS ENTITY	NAME OF BUSINESS ENTITY
GENERAL DESCRIPTION OF BUSINESS ACTIVITY	GENERAL DESCRIPTION OF BUSINESS ACTIVITY
FAIR MARKET VALUE \$2,000 - \$10,000 \$10,001 - \$100,000 \$100,001 - \$1,000,000 \$0ver \$1,000,000 NATURE OF INVESTMENT Stock Other	FAIR MARKET VALUE \$2,000 - \$10,000 \$10,001 - \$100,000 \$100,001 - \$1,000,000 \$0ver \$1,000,000 NATURE OF INVESTMENT \$100,001 - \$100,000
(Describe) Partnership O Income Received of \$0 - \$499 O Income Received of \$500 or More (Repart on Schedule C)	(Describe) Partnership O Income Received of \$0 - \$499 O Income Received of \$500 or More (Report on Schedule C)
IF APPLICABLE, LIST DATE:	IF APPLICABLE, LIST DATE:
NAME OF BUSINESS ENTITY	NAME OF BUSINESS ENTITY
GENERAL DESCRIPTION OF BUSINESS ACTIVITY	GENERAL DESCRIPTION OF BUSINESS ACTIVITY
FAIR MARKET VALUE \$2,000 - \$10,000 \$10,001 - \$100,000 \$100,001 - \$1,000,000 Over \$1,000,000	FAIR MARKET VALUE \$2,000 - \$10,000 \$10,001 - \$100,000 \$100,001 - \$1,000,000 Over \$1,000,000
NATURE OF INVESTMENT Slock Other (Describe)	NATURE OF INVESTMENT Stock Other (Describe)
Partnership O Income Received of \$0 - \$499 O Income Received of \$500 or More (Report on Schedule C)	Partnership O Income Received of \$0 - \$499 O Income Received of \$500 or More (Report on Schedule C)
IF APPLICABLE, LIST DATE:	IF APPLICABLE, LIST DATE:
//	

Instructions – Schedule A-2 Investments, Income, and Assets of Business Entities/Trusts

Use Schedule A-2 to report investments in a business entity or trust (including a living trust) in which you, your spouse or registered domestic partner, and your dependent children together had a 10% or greater interest, totaling \$2,000 or more, during the reporting period and which is located in, doing business in, planning to do business in, or which has done business during the previous two years in your agency's jurisdiction. See Reference Pamphlet, page 13. A trust located outside your agency's jurisdiction is reportable if it holds assets that are located in or doing business in the jurisdiction. Do not report a trust that contains non-reportable interests. For example, a trust containing only your personal residence not used in whole or in part as a business, your savings account, and some municipal bonds, is not reportable.

Also report on Schedule A-2 investments and real property held by that entity or trust if your pro rata share of the investment or real property interest was \$2,000 or more during the reporting period.

To Complete Schedule A-2:

Part 1. Disclose the name and address of the business entity or trust. If you are reporting an interest in a business entity, check "Business Entity" and complete the box as follows:

- Provide a general description of the business activity of the entity.
- Check the box indicating the highest fair market value of your investment during the reporting period.
- If you initially acquired or entirely disposed of this interest during the reporting period, enter the date acquired or disposed.
- Identify the nature of your investment.
- Disclose the job title or business position you held with the entity, if any (i.e., if you were a director, officer, partner, trustee, employee, or held any position of management).
 A business position held by your spouse is not reportable.

Part 2. Check the box indicating your pro rata share of the gross income received by the business entity or trust. This amount includes your pro rata share of the gross income from the business entity or trust, as well as your community property interest in your spouse's or registered domestic partner's share. Gross income is the total amount of income before deducting expenses, losses, or taxes.

Part 3. Disclose the name of each source of income that is located in, doing business in, planning to do business in, or that has done business during the previous two years in your agency's jurisdiction, as follows:

 Disclose each source of income and outstanding loan to the business entity or trust identified in Part 1 if your pro rata share of the gross income (including your community property interest in your spouse's or registered domestic partner's share) to the business entity or trust from that source was \$10,000 or more during the reporting period. See Reference Pamphlet, page 11, for examples. Income from governmental sources may be reportable if not considered salary. See Regulation 18232. Loans from commercial lending institutions made in the lender's regular course of business on terms available to members of the public without regard to your official status are not reportable.

 Disclose each individual or entity that was a source of commission income of \$10,000 or more during the reporting period through the business entity identified in Part 1. See Reference Pamphlet, page 8, for an explanation of commission income.

You may be required to disclose sources of income located outside your jurisdiction. For example, you may have a client who resides outside your jurisdiction who does business on a regular basis with you. Such a client, if a reportable source of \$10,000 or more, must be disclosed.

Leave Part 3 blank if you do not have any reportable \$10,000 sources of income to disclose. Adding phrases such as "various clients" or "not disclosing sources pursuant to attorney-client privilege" may trigger a request for an amendment to your statement. See Reference Pamphlet, page 14, for details about requesting an exemption from disclosing privileged information.

Part 4. Report any investments or interests in real property held by the entity or trust identified in Part 1 if your pro rata share of the interest held was \$2,000 or more during the reporting period. Attach additional schedules or use FPPC's Form 700 Excel spreadsheet if needed.

- Check the applicable box identifying the interest held as real property or an investment.
- If investment, provide the name and description of the business entity.
- If real property, report the precise location (e.g., an assessor's parcel number or address).
- Check the box indicating the highest fair market value of your interest in the real property or investment during the reporting period. (Report the fair market value of the portion of your residence claimed as a tax deduction if you are utilizing your residence for business purposes.)
- · Identify the nature of your interest.
- Enter the date acquired or disposed only if you initially acquired or entirely disposed of your interest in the property or investment during the reporting period.

SCHEDULE A-2 Investments, Income, and Assets of Business Entities/Trusts (Ownership Interest is 10% or Greater)

CALIFORNIA FORM 700 FAIR POLITICAL PRACTICES COMMISSION
Name

► 1. BUSINESS ENTITY OR TRUST	► 1. BUSINESS ENTITY OR TRUST
Name	Name
Address (Business Address Acceptable)	Address (Business Address Acceptable)
Check one	Check one
☐ Trust, go to 2 ☐ Business Entity, complete the box, then go to 2	☐ Trust, go to 2 ☐ Business Entity, complete the box, then go to 2
GENERAL DESCRIPTION OF BUSINESS ACTIVITY	GENERAL DESCRIPTION OF BUSINESS ACTIVITY
FAIR MARKET VALUE IF APPLICABLE, LIST DATE:	
FAIR MARKET VALUE IF APPLICABLE, LIST DATE:	FAIR MARKET VALUE IF APPLICABLE, LIST DATE:
\$2,000 - \$10,000	\$2,000 - \$10,000
\$10,001 - \$100,000 ACQUIRED DISPOSED	\$10,001 - \$100,000 ACQUIRED DISPOSED
\$100,001 - \$1,000,000	\$100,001 - \$1,000,000
Over \$1,000,000	Over \$1,000,000
NATURE OF INVESTMENT	NATURE OF INVESTMENT
Sole Proprietorship Partnership Other	Sole Proprietorship Partnership Other
YOUR BUSINESS POSITION	YOUR BUSINESS POSITION
▶ 2. IDENTIFY THE GROSS INCOME RECEIVED (INCLUDE YOUR PRO RATA SHARE OF THE GROSS INCOME TO THE ENTITY/TRUST)	➤ 2. IDENTIFY THE GROSS INCOME RECEIVED (INCLUDE YOUR PRO RATA SHARE OF THE GROSS INCOME <u>TO</u> THE ENTITY/TRUST)
S0 - \$499 S10,001 - \$100,000	S10,001 - \$100,000
S500 - \$1,000 OVER \$100,000	\$500 - \$1,000 OVER \$100,000
S1,001 · \$10,000	0,001 0,000
▶ 3. LIST THE NAME OF EACH REPORTABLE SINGLE SOURCE OF	➤ 3. LIST THE NAME OF EACH REPORTABLE SINGLE SOURCE OF
INCOME OF \$10,000 OR MORE (Attick a separate sheet if necessary)	INCOME OF \$10,000 OR MORE (Attach a vegatate sheet if incressing)
► 4. INVESTMENTS AND INTERESTS IN REAL PROPERTY HELD BY THE BUSINESS ENTITY OR TRUST	► 4. INVESTMENTS AND INTERESTS IN REAL PROPERTY HELD BY THE BUSINESS ENTITY OR TRUST
Check one box:	Check one box:
NVESTMENT REAL PROPERTY	☐ INVESTMENT ☐ REAL PROPERTY
	_
Name of Business Entity, if Investment, or Assessor's Parcel Number or Street Address of Real Property	Name of Business Entity, if Investment, or Assessor's Parcel Number or Street Address of Real Property
Assessor 5 Farcer Humber of Street Address of Near Freparty	Assessor a Parcel Number of Guest Address of Near Property
Description of Business Activity or City or Other Precise Location of Real Property	Description of Business Activity or City or Other Precise Location of Real Property
any a sum reason measure or router topolity	any a deliver research of regar repety
FAIR MARKET VALUE IF APPLICABLE, LIST DATE:	FAIR MARKET VALUE IF APPLICABLE, LIST DATE:
\$2,000 - \$10,000 \$10,001 - \$100,000 \$10,001 - \$100,000	\$2,000 - \$10,000
S10,001 - \$100,000	\$10.001 - \$100.000
Over \$1,000,000	S100,001 - \$1,000,000 ACCORED BISPOSED
3	
NATURE OF INTEREST	NATURE OF INTEREST
Property Ownership/Deed of Trust Stock Partnership	Property Ownership/Deed of Trust Stock Partnership
Lessehold Other	Leasehold Other
	Yrs remaining
Check box if additional schedules reporting investments or real property are attached	Check box if additional schedules reporting investments or real property are attached
Comments:	EDBC Farm 700 (2044 2040) Cab. A C

Instructions – Schedule B Interests in Real Property

Report interests in real property located in your agency's jurisdiction in which you, your spouse or registered domestic partner, or your dependent children had a direct, indirect, or beneficial interest totaling \$2,000 or more any time during the reporting period. See Reference Pamphlet, page 13.

Interests in real property include:

- An ownership interest (including a beneficial ownership interest)
- A deed of trust, easement, or option to acquire property
- A leasehold interest (See Reference Pamphlet, page 14.)
- · A mining lease
- An interest in real property held in a retirement account (See Reference Pamphlet, page 15.)
- An interest in real property held by a business entity or trust in which you, your spouse or registered domestic partner, and your dependent children together had a 10% or greater ownership interest (Report on Schedule A-2.)
- Your spouse's or registered domestic partner's interests in real property that are legally held separately by him or her

You are not required to report:

- A residence, such as a home or vacation cabin, used exclusively as a personal residence (However, a residence for which you claim a business deduction may be reportable. If reportable, report the fair market value of the portion claimed as a tax deduction.)
 - Please note: A non-reportable residence can still be grounds for a conflict of interest and may be disqualifying.
- Interests in real property held through a blind trust (See Reference Pamphlet, page 16, for exceptions.)

To Complete Schedule B:

- Report the precise location (e.g., an assessor's parcel number or address) of the real property.
- Check the box indicating the fair market value of your interest in the property (regardless of what you owe on the property).
- Enter the date acquired or disposed only if you initially acquired or entirely disposed of your interest in the property during the reporting period.
- Identify the nature of your interest. If it is a leasehold, disclose the number of years remaining on the lease.

Reminders

- Income and loans already reported on Schedule B are not also required to be reported on Schedule C.
- Code filers do your disclosure categories require disclosure of real property?

- If you received rental income, check the box indicating the gross amount you received.
- If you had a 10% or greater interest in real property and received rental income, list the name of the source(s) if your pro rata share of the gross income from any single tenant was \$10,000 or more during the reporting period.
 If you received a total of \$10,000 or more from two or more tenants acting in concert (in most cases, this will apply to married couples), disclose the name of each tenant.
 Otherwise, leave this section blank.
- Loans from a private lender that total \$500 or more and are secured by real property may be reportable.
 Loans from commercial lending institutions made in the lender's regular course of business on terms available to members of the public without regard to your official status are not reportable.

When reporting a loan:

- -- Provide the name and address of the lender.
- -- Describe the lender's business activity.
- Disclose the interest rate and term of the loan. For variable interest rate loans, disclose the conditions of the loan (e.g., Prime + 2) or the average interest rate paid during the reporting period. The term of a loan is the total number of months or years given for repayment of the loan at the time the loan was established.
- -- Check the box indicating the highest balance of the loan during the reporting period.
- -- Identify a quarantor, if applicable.

If you have more than one reportable loan on a single piece of real property, report the additional loan(s) on Schedule C.

Example:

Joe Nelson is a city planning commissioner. Joe received rental income of \$12,000 during the reporting period from a single tenant who rented property Joe owned in the city's jurisdiction. If Joe had received the \$12,000 from two or more tenants, the tenants' names would not be required as long as no single tenant paid \$10,000 or more. A married couple would be considered a single tenant.

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SCHEDULE B Interests in Real Property (Including Rental Income)

CALIFORNIA FORM 700 FAIR POLITICAL PRACTICES COMMISSION
Name

. /	ASSESSOR'S PARCEL NUMBER OR STREET ADDRESS	► ASSESSOR'S PARCEL NUMBER OR STREET ADDRESS
•	спу	CITY
- 2	FAIR MARKET VALUE IF APPLICABLE, LIST DATE: \$2,000 - \$10,000	FAIR MARKET VALUE IF APPLICABLE, LIST DATE: \$2,000 - \$10,000
ŧ	NATURE OF INTEREST	NATURE OF INTEREST
(Ownership/Deed of Trust Easement	Ownership/Deed of Trust Easement
[Leasehold Other	Leasehold Ciher
	F RENTAL PROPERTY, GROSS INCOME RECEIVED	IF RENTAL PROPERTY, GROSS INCOME RECEIVED
	\$0 - \$499 \$500 - \$1,000 \$1,001 - \$10,000	\$0 - \$499 \$500 - \$1,000 \$1,001 - \$10,000
١	310,001 - \$100,000	S10,001 - \$100,000 OVER \$100,000
	SOURCES OF RENTAL INCOME: If you own a 10% or greater interest, list the name of each tenant that is a single source of income of \$10,000 or more.	SOURCES OF RENTAL INCOME: If you own a 10% or greater interest, list the name of each tenant that is a single source of income of \$10,000 or more.
•		
	You are not required to report loans from commercial lebusiness on terms available to members of the public voloans received not in a lender's regular course of busin	ending institutions made in the tender's regular course of without regard to your official status. Personal loans and ess must be disclosed as follows:
	You are not required to report loans from commercial le	ending institutions made in the tender's regular course of vithout regard to your official status. Personal loans and
	You are not required to report loans from commercial lebusiness on terms available to members of the public voloans received not in a lender's regular course of busin	ending institutions made in the tender's regular course of without regard to your official status. Personal loans and ess must be disclosed as follows:
1 .	You are not required to report loans from commercial lebusiness on terms available to members of the public volumes received not in a lender's regular course of busing	ending institutions made in the lender's regular course of without regard to your official status. Personal loans and ess must be disclosed as follows:
	You are not required to report loans from commercial lebusiness on terms available to members of the public vloans received not in a lender's regular course of busing MAME OF LENDER* ADDRESS (Business Address Acceptable)	ending institutions made in the tender's regular course of without regard to your official status. Personal loans and ess must be disclosed as follows: NAME OF LENDER' ADDRESS (Business Address Acceptable)
	You are not required to report loans from commercial lebusiness on terms available to members of the public vloans received not in a lender's regular course of busing MAME OF LENDER* ADDRESS (Business Address Acceptable) BUSINESS ACTIVITY, IF ANY, OF LENDER	ending institutions made in the tender's regular course of vithout regard to your official status. Personal loans and ess must be disclosed as follows: NAME OF LENDER' ADDRESS (Business Address Acceptable) BUSINESS ACTIVITY, IF ANY, OF LENDER
i	You are not required to report loans from commercial lebusiness on terms available to members of the public vloans received not in a lender's regular course of busing MAME OF LENDER* ADDRESS (Business Address Acceptable) BUSINESS ACTIVITY, (F ANY, OF LENDER NTEREST RATE TERM (Months/Years)	ending institutions made in the tender's regular course of without regard to your official status. Personal loans and ess must be disclosed as follows: NAME OF LENDER' ADDRESS (Business Address Acceptable) BUSINESS ACTIVITY, IF ANY, OF LENDER INTEREST RATE TERM (Months/Years)
	You are not required to report loans from commercial lebusiness on terms available to members of the public volumes received not in a lender's regular course of busing the second secon	ending institutions made in the tender's regular course of without regard to your official status. Personal loans and ess must be disclosed as follows: NAME OF LENDER* ADDRESS (Business Address Acceptable) BUSINESS ACTIVITY, IF ANY, OF LENDER INTEREST RATE TERM (Months/Years)
	You are not required to report loans from commercial lebusiness on terms available to members of the public volumes received not in a lender's regular course of busing the second secon	ending institutions made in the lender's regular course of vithout regard to your official status. Personal loans and ess must be disclosed as follows: NAME OF LENDER' ADDRESS (Business Address Acceptable) BUSINESS ACTIVITY, IF ANY, OF LENDER INTEREST RATE TERM (Months/Years)
	You are not required to report loans from commercial lebusiness on terms available to members of the public volumes received not in a lender's regular course of busing the second secon	ending institutions made in the tender's regular course of without regard to your official status. Personal loans and ess must be disclosed as follows: NAME OF LENDER* ADDRESS (Business Address Acceptable) BUSINESS ACTIVITY, IF ANY, OF LENDER INTEREST RATE TERM (Months/Years) ———————————————————————————————————

Instructions – Schedule C Income, Loans, & Business Positions (Income Other Than Gifts and Travel Payments)

Report the source and amount of gross income of \$500 or more you received during the reporting period. Gross income is the total amount of income before deducting expenses, losses, or taxes and includes loans other than loans from a commercial lending institution. See Reference Pamphlet, page 11. Also report your job title with each reportable business entity, even if you received no income during the reporting period. You must also report the source of income to your spouse or registered domestic partner if your community property share was \$500 or more during the reporting period.

A source of income must be reported only if the source is located in, doing business in, planning to do business in, or has done business during the previous two years in your agency's jurisdiction. See Reference Pamphlet, page 13, for more information about doing business in the jurisdiction. Reportable sources of income may be further limited by your disclosure category located in your agency's conflict-of-interest code.

Commonly reportable income and loans include:

- Salary/wages, per diem, and reimbursement for expenses including travel payments provided by your employer
- Community property interest (50%) in your spouse's or registered domestic partner's Income - report the employer's name and all other required information
- Income from investment interests, such as partnerships, reported on Schedule A-1
- Commission income not required to be reported on Schedule A-2 (See Reference Pamphlet, page 8.)
- Gross income from any sale, including the sale of a house or car (Report your pro rata share of the total sale price.)
- Rental income not required to be reported on Schedule B
- · Prizes or awards not disclosed as gifts
- Payments received on loans you made to others, including loan repayments from a campaign committee (including a candidate's own campaign committee)
- An honorarium received prior to becoming a public official (See Reference Pamphlet, page 10, concerning your ability to receive future honoraria.)
- Incentive compensation (See Reference Pamphlet, page 12.)

Reminders

- Code filers your disclosure categories may not require disclosure of all sources of income.
- If you or your spouse or registered domestic partner are self-employed, report the business entity on Schedule A-2.
- Do not disclose on Schedule C income, loans, or business positions already reported on Schedules A-2 or B.

You are not required to report:

 Salary, reimbursement for expenses or per diem, or social security, disability, or other similar benefit payments received by you or your spouse or registered domestic partner from a federal, state, or local government agency.

See Reference Pamphlet, page 11, for more exceptions to income reporting.

To Complete Schedule C:

Part 1. Income Received/Business Position Disclosure

- Disclose the name and address of each source of income or each business entity with which you held a business position.
- Provide a general description of the business activity if the source is a business entity.
- Check the box indicating the amount of gross income received.
- Identify the consideration for which the income was received.
- For income from commission sales, check the box indicating the gross income received and list the name of each source of commission income of \$10,000 or more.
 See Reference Pamphlet, page 8. Note: If you receive commission income on a regular basis or have an ownership interest of 10% or more, you must disclose the business entity and the income on Schedule A-2.
- For income from rental property that is not required to be listed on Schedule B, enter "Rental Income" under "Name of Source," check the box indicating the gross income received, and, if you had a 10% or greater interest in the rental property, list the name of each tenant if your pro rata share of the gross income from that tenant was \$10,000 or more during the reporting period.
- Disclose the job title or business position, if any, that you held with the business entity, even if you did not receive income during the reporting period.

Part 2. Loans Received or Outstanding During the Reporting Period

- Provide the name and address of the lender.
- Provide a general description of the business activity if the lender is a business entity.
- Check the box indicating the highest balance of the loan during the reporting period.
- Disclose the interest rate and the term of the loan.
 - -- For variable interest rate loans, disclose the conditions of the loan (e.g., Prime + 2) or the average interest rate paid during the reporting period.
 - -- The term of the loan is the total number of months or years given for repayment of the loan at the time the loan was entered into.
- · Identify the security, if any, for the loan.

SCHEDULE C Income, Loans, & Business Positions

(Other than Gifts and Travel Payments)

CALIFORNIA FORM 700 FAIR POLITICAL PRACTICES COMMISSION
Name

IAME OF SOURCE OF INCOME	THE PERSON OF MICHAEL
	NAME OF SOURCE OF INCOME
DDRESS (Business Address Acceptable)	ADDRESS (Business Address Acceptable)
USINESS ACTIVITY, IF ANY, OF SOURCE	BUSINESS ACTIVITY, IF ANY, OF SOURCE
OUR BUSINESS POSITION	YOUR BUSINESS POSITION
GROSS INCOME RECEIVED	GROSS INCOME RECEIVED
\$500 - \$1,000 \$1,001 - \$10,000	\$500 - \$1,000 \$1,001 - \$10,000
\$10,001 - \$100,000 OVER \$100,000	S10,001 - \$100,000 OVER \$100,000
CONSIDERATION FOR WHICH INCOME WAS RECEIVED	CONSIDERATION FOR WHICH INCOME WAS RECEIVED
Salary Spouse's or registered domestic partner's income	Salary Spouse's or registered domestic partner's income
Loan repayment Partnership	Loan repayment Partnership
Sale of(Real property, car, boat, etc.)	Sale of(Real property, car, boat, otc.)
Commission or Rental Income, list each source of \$10,000 or more	Commission of Rental Income, list each source of \$10,000 or more
Other(Doscribe)	Other(Describe)
2. LOANS RECEIVED OR OUTSTANDING DURING THE REPORTING PER You are not required to report loans from commercial le	ending institutions, or any indebtedness created as part
members of the public without regard to your official st	e lender's regular course of business on terms available tatus. Personal loans and loans received not in a lender
regular course of business must be disclosed as follow	
regular course of business must be disclosed as follow	
	vs:
IAME OF LENDER*	VS: INTEREST RATE TERM (Months/Years)
IAME OF LENDER*	VS: INTEREST RATE TERM (Months/Years)% None
DDRESS (Business Address Acceptable) BUSINESS ACTIVITY, IF ANY, OF LENDER	INTEREST RATE TERM (Months/Years) % None SECURITY FOR LOAN
ADDRESS (Business Address Acceptable) BUSINESS ACTIVITY, IF ANY, OF LENDER HIGHEST BALANCE DURING REPORTING PERIOD	INTEREST RATE TERM (Months/Years) ———————————————————————————————————
ADDRESS (Business Address Acceptable) BUSINESS ACTIVITY, IF ANY, OF LENDER HIGHEST BALANCE DURING REPORTING PERIOD \$500 - \$1,000	INTEREST RATE TERM (Months/Years) ———————————————————————————————————
ADDRESS (Business Address Acceptable) BUSINESS ACTIVITY, IF ANY, OF LENDER BIGHEST BALANCE DURING REPORTING PERIOD \$500 - \$1,000 \$1,001 - \$10,000	INTEREST RATE TERM (Months/Years) ———————————————————————————————————
ADDRESS (Business Address Acceptable) BUSINESS ACTIVITY, IF ANY, OF LENDER HIGHEST BALANCE DURING REPORTING PERIOD \$500 - \$1,000	INTEREST RATE TERM (Months/Years)
ADDRESS (Business Address Acceptable) BUSINESS ACTIVITY, IF ANY, OF LENDER BIGHEST BALANCE DURING REPORTING PERIOD \$500 - \$1,000 \$1,001 - \$10,000	INTEREST RATE TERM (Months/Years)
ADDRESS (Business Address Acceptable) BUSINESS ACTIVITY, IF ANY, OF LENDER HIGHEST BALANCE DURING REPORTING PERIOD \$500 - \$1,000 \$10,001 - \$100,000	INTEREST RATE TERM (Months/Years)

Instructions – Schedule D Income – Gifts

Beginning January 1, 2012, certain gifts you receive may not be reportable. In other cases, gift rules changed and are stricter. See the FPPC Gift Fact Sheets for more information.

A gift is anything of value for which you have not provided equal or greater consideration to the donor. A gift is reportable if its fair market value is \$50 or more. In addition, multiple gifts totaling \$50 or more received during the reporting period from a single source must be reported. Gifts are reportable regardless of where the donor is located. Additional restrictions may apply to lobbyists.

It is the acceptance of a gift, not the ultimate use to which it is put, that imposes your reporting obligation. Except as noted below, you must report a gift even if you never used it or if you gave it away to another person.

If the exact amount of a gift is unknown, you must make a good faith estimate of the item's fair market value. Listing the value of a gift as "over \$50" or "value unknown" is not adequate disclosure. In addition, if you received a gift through an intermediary, you must disclose the name, address, and business activity of both the donor and the intermediary.

Commonly reportable gifts include:

- Tickets/passes to sporting or entertainment events
- Tickets/passes to amusement parks
- Parking passes
- Food, beverages, and accommodations, including those provided in direct connection with your attendance at a convention, conference, meeting, social event, meal, or like gathering
- Rebates/discounts not made in the regular course of business to members of the public without regard to official status
- Wedding gifts (See Reference Pamphlet, page 16)
- An honorarium received prior to assuming office (You may report an honorarium as income on Schedule C, rather than as a gift on Schedule D, if you provided services of equal or greater value than the payment received. See Reference Pamphlet, page 10, regarding your ability to receive future honoraria.)
- Transportation and lodging (See Schedule E.)
- · Forgiveness of a loan received by you

Reminders

- Gifts from a single source are subject to a \$420 limit.
 See Reference Pamphlet, page 10.
- Code filers you only need to report gifts from reportable sources.

You are not required to disclose:

- Gifts that were not used and that, within 30 days after receipt, were returned to the donor or delivered to a charitable organization without being claimed by you as a charitable contribution for tax purposes
- Gifts from your spouse or registered domestic partner, child, parent, grandparent, grandchild, brother, sister, aunt, uncle, niece, nephew, or first cousin (Included in this exception are gifts from your spouse's or domestic partner's children, parents, brothers, sisters, and the spouse or registered domestic partner of the individuals listed above. The exception does not apply if the donor was acting as an agent or intermediary for a reportable source who was the true donor.)
- Gifts of similar value exchanged between you and an individual, other than a lobbyist, on holidays, birthdays, or similar occasions
- Gifts of informational material provided to assist you in the performance of your official duties (e.g., books, pamphlets, reports, calendars, periodicals, or educational seminars)
- A monetary bequest or inheritance (However, inherited investments or real property may be reportable on other schedules.)
- Personalized plaques or trophies with an individual value of less than \$250
- Campaign contributions
- Gifts given to members of your immediate family unless you enjoy direct benefit of the gift, use the gift, or exercise discretion or control over the use or disposition of the gift (See Commission Regulation 18943.)
- The cost of food, beverages, and necessary
 accommodations provided directly in connection with
 an event at which you gave a speech, participated in
 a panel or seminar, or provided a similar service but
 only if the cost is paid for by a federal, state, or local
 government agency. This exception does not apply to
 a state or local elected officer, as defined in Section
 82020, or an official specified in Section 87200.

To Complete Schedule D:

- Disclose the full name (not an acronym), address, and, if a business entity, the business activity of the source.
- Provide the date (month, day, and year) of receipt, and disclose the fair market value and description of the gift.

SCHEDULE D Income - Gifts

CALIFORNIA FORM 700 FAIR POLITICAL PRACTICES GOMMISSION	
Name	

NAME OF SOURCE	► NAME OF SOURCE
ADDRESS (Business Address Acceptable)	ADDRESS (Business Address Acceptable)
BUSINESS ACTIVITY, IF ANY, OF SOURCE	BUSINESS ACTIVITY, IF ANY, OF SOURCE
DATE (mm/dd/yy) VALUE DESCRIPTION OF GIFT(S)	DATE (mm/dd/yy) VALUE DESCRIPTION OF GIFT(S)
NAME OF SOURCE	▶ NAME OF SOURCE
ADDRESS (Business Address Acceptable)	ADDRESS (Business Address Acceptable)
BUSINESS ACTIVITY, IF ANY, OF SOURCE	BUSINESS ACTIVITY, IF ANY, OF SOURCE
DATE (mm/dd/yy) VALUE DESCRIPTION OF GIFT(S)	DATE (mm/dd/yy) VALUE DESCRIPTION OF GIFT(S)
NAME OF SOURCE	► NAME OF SOURCE
ADDRESS (Business Address Acceptable)	ADDRESS (Business Address Acceptable)
BUSINESS ACTIVITY, IF ANY, OF SOURCE	BUSINESS ACTIVITY, IF ANY, OF SOURCE
DATE (mm/dd/yy) VALUE DESCRIPTION OF GIFT(S)	DATE (mm/dd/yy) VALUE DESCRIPTION OF GIFT(S)
\$	
	s
\$	s
Comments:	

Instructions – Schedule E Travel Payments, Advances, and Reimbursements

Travel payments reportable on Schedule E include advances and reimbursements for travel and related expenses, including lodging and meals.

Gifts of travel may be subject to the gift limit. In addition, certain travel payments are reportable gifts, but are not subject to the gift limit. To avoid possible misinterpretation or the perception that you have received a gift in excess of the gift limit, you may wish to provide a specific description of the purpose of your travel. See the FPPC fact sheet entitled "Limitations and Restrictions on Gifts, Honorana, Travel, and Loans" at www.fppc.ca.gov.

You are not required to disclose:

- Travel payments received from any state, local, or federal government agency for which you provided services equal or greater in value than the payments received
- Travel payments received from your employer in the normal course of your employment that are included in the income reported on Schedule C
- Payments for admission to an event at which you make a speech, participate on a panel, or make a substantive formal presentation, transportation, and necessary lodging, food, or beverages, and nominal non-cash benefits provided to you in connection with the event so long as both the following apply:
 - -- The speech is for official agency business and you are representing your government agency in the course and scope of your official duties.
 - The payment is a lawful expenditure made only by a federal, state, or local government agency for purposes related to conducting that agency's official business.

Note: This exception does not apply to a state or local elected officer, as defined in Section 82020, or an official specified in Section 87200.

 A travel payment that was received from a non-profit entity exempt from taxation under Internal Revenue Code Section 501(c)(3) for which you provided equal or greater consideration

To Complete Schedule E:

- Disclose the full name (not an acronym) and address of the source of the travel payment.
- Identify the business activity if the source is a business entity.
- Check the box to identify the payment as a gift or income, report the amount, and disclose the date(s).
 - -- Travel payments are gifts if you did not provide services that were equal to or greater in value than the payments received. You must disclose gifts totaling \$50 or more from a single source during the period covered by the statement. Gifts of travel are reportable without regard to where the donor is located.

When reporting travel payments that are gifts, you must provide a description of the gift and the date(s) received.

-- Travel payments are Income if you provided services that were equal to or greater in value than the payments received. You must disclose income totaling \$500 or more from a single source during the period covered by the statement. You have the burden of proving the payments are income rather than gifts.

When reporting travel payments as income, you must describe the services you provided in exchange for the payment. You are not required to disclose the date(s) for travel payments that are income.

Example:

City council member Rick Chandler is the chairman of a trade association and the association pays for Rick's travel to attend its meetings. Because Rick is deemed to

be providing equal or greater consideration for the travel payment by virtue of serving on the board, this payment may be reported as income. Payments for Rick to attend other events for which Rick is not providing services are likely considered gifts.

→ HAME OF SOURCE
Health Services Trade Association
ADDRESS (Eutrosa Astrosa Acceptation
1230 K Street, Ste. 610
CITY AND STATE
Sacramento, CA
BUSINESS ACTIVITY IF ANY, OF SOURCE SOLICES
Association of Healthcare Workers
DATE:S) ANT. 8 588.00
TYPE OF PAYAGENT (MUSE check one) Grit X Income
DESCRIPTION Travel reimbursement for board meeting

SCHEDULE E Income – Gifts Travel Payments, Advances, and Reimbursements

CALIFORNIA FORM 700 FAIR POLITICAL PRACTICES COMMISSION
Name

- You must mark either the gift or income box.
- Mark the 501(c)(3) box for a travel payment received from a nonprofit 501(c)(3) organization. These payments are not subject to the \$420 gift limit, but may result in a disqualifying conflict of interest.

NAME OF SOURCE	NAME OF SOURCE
ADDRESS (Business Address Acceptable)	ADDRESS (Business Address Acceptable)
CITY AND STATE	CITY AND STATE
BUSINESS ACTIVITY, IF ANY, OF SOURCE 501 (c)(3)	BUSINESS ACTIVITY, IF ANY, OF SOURCE 501 (c)(3
DATE(S):/ AMT: \$	OATE(S):/
TYPE OF PAYMENT: (must check one) Gift Income	TYPE OF PAYMENT: (must check one) Gift Income
Made a Speech/Participated in a Panel	Made a Speech/Participated in a Panel
Other - Provide Description	Other - Provide Description
NAME OF SOURCE	NAME OF SOURCE
ADDRESS (Business Address Acceptable)	ADDRESS (Business Address Acceptable)
CITY AND STATE	CITY AND STATE
BUSINESS ACTIVITY, IF ANY, OF SOURCE 501 (c)(3)	BUSINESS ACTIVITY, IF ANY, OF SOURCE 501 (c)(3
DATE(S):// AMT. \$	DATE(S):/ AMT: \$
TYPE OF PAYMENT: (must check one) Gift Income	TYPE OF PAYMENT: (must check one) Gift Income
Made a Speech/Participated in a Panel	Made a Speech/Participated in a Panel
Other - Provide Description	Other - Provide Description
Comments:	

Contra Costa Community College District Designated Positions/Disclosure Categories

DISTRICT OFFICE

Designated Position	Assigned Disclosure Category	
Governing Board Member		
Chancellor	1	
Facilities and Operations		
Vice Chancellor, Administrative Services		
Vice Chancellor, Human Resources/Chief Negotiator		
Vice Chancellor, Education and Technology	i	
Chief Facilities Planner	1	
Director of Purchasing and Contract Services	2	
Director of District Finance Services	2	
Director of Information Technology	2	
Director of Payroll Services	2	
Director of Internal Audit Services	2	
Director, Construction Operations	2	
Director, Construction Program Controls	2	
Director of Administrative Information Systems	2	
Director, International Education	2	
Director of Police, Safety and Emergency Services	2	
Director of Human Resources	2	
Director, Communications and Community Relations	2	
Dean, Workforce and Economic Development	2	
Senior Dean, Research and Planning	2	
Network Technology Manager	3	
Manager of Accounting Services	3	
Facilities Project Manager	3	
Capital Projects Manager	3	
Contract Manager	3	
Human Resources Support Services Manager	3	
Police Services Lieutenant	3	
Consultant		

Contra Costa Community College District Designated Positions/Disclosure Categories

CONTRA COSTA - DIABLO VALLEY - LOS MEDANOS COLLEGES BRENTWOOD CENTER - SAN RAMON VALLEY CENTER

Designated Position	Assigned Disclosure Category	
President	1	
Vice President	1	
Director of Business Services	2	
Director of College Development	2	
Senior Foundation Director	2	
Foundation Director	2	
Executive Dean	22	
Senior Dean	2	
Dean	2	
Director of Admissions and Records	3	
Director of Admissions, Records and Relations with Schools	3	
Athletic Director	3	
Director of Computer and Media Services	3	
Director of Early Childhood Lab School	3	
Director of Enrollment Management	3	
Director of Financial Aid	3	
Director of Instructional Support	3	
Director of International Education	3	
Director of Library Services	3	
Director of Marketing and Media Design/Communications	3	
Director of Matriculation and Research	3	
Director of Planning, Research, and Student Outcomes	3	
Director of Public Safety and Related Programs	3	
Director of Special Programs and Services	3	
Director of Student Programs and Services	3	
Senior Academic/Student Services Manager	3	
Academic/Student Services Manager	3	
Buildings and Grounds Manager	3	
Central Services Manager	3	

Designated Position	Assigned Disclosure Category	
College Bookstore Manager	3	
Custodial Manager	3	
Economic Development Program Manager	3	
Food Services Manager	3	
Manager of Custodial and Administrative Services	3	
Manager of Student Equity and Re-Entry Services	3	
Public Information Officer/Special Assistant to the President	3	
Satellite Business Services Manager	3	
Special Project Manager	3	
Manager of Technology/Technology Systems Manager	3	
Office of Instruction Supervisor	3	

DISCLOSURE CATEGORIES

Designated Employees in Category 1 must report:

All investments, all interests in real property, income from any source and any business entity in which the person is a director, officer, partner, trustee, employee, or holds any position of management. Financial interests are reportable only if located within the Contra Costa Community College District or if the business entity is doing business or planning to do business in the District (and such plans are known by the designated employee) or has done business within the District at any time during the two years prior to the filing of the statement.

Designated Employees in Category 2 must report:

Investments in any business entity, income from any source and status as a director, officer, partner, trustee, employee, or holder of a position of management in any business entity, which, within the last two years, has contracted, or in the future foreseeably may contract with the Contra Costa Community College District to provide services, supplies, materials, machinery or equipment.

Designated Employees in Category 3 must report:

Investments in any business entity, income from any source and status as a director, officer, partner, trustee, employee, or holder of a position of management in any business entity which, within the last two years, has contracted or in the future foreseeably may contract with the Contra Costa Community College District to provide services, materials, machinery or equipment which are of the type utilized by the department(s) to which the designated employee is assigned.

Consultant

Consultants shall be included in the list of designated employees and shall disclose pursuant to the broadest disclosure category in the code subject to the following limitation:

1. The Chancellor, or designee, may determine, in writing, that a particular consultant, although a "designated position," is hired to perform a range of duties limited in scope and thus is not required to fully comply with the disclosure requirements in this section. Such written determination shall include a description of the consultant's duties and, based upon that description, a statement of disclosure requirements. The Chancellor, or designee's determination is a public record and shall be retained for public inspection, in the Comptroller's Office.

EVALUATION OF CONTRACT ADMINISTRATORS

HIRING OF CONTRACT ADMINISTRATORS

This procedure shall apply to the selection of contract administrators within the Contra Costa Community College District. A contract administrator is defined as a position at the level of Chancellor, President, or other administrators under contract.

ANNOUNCEMENT

The decision to hire a Chancellor or President shall be announced at a regular Governing Board meeting by the Governing Board and for all other contract administrators at the District Governance Council by the Chancellor.

Special requests may be submitted for the recruitment process. Special requests may fall into several categories and require authorization by the Governing Board for a Chancellor or President search and the Chancellor or Associate Vice Chancellor, Chief Human Resources Officer for the positions of Vice Chancellor. Some examples of special requests include, but are not limited to:

- Contracting with a search consultant to assist and/or facilitate the process for a
 comprehensive search or specific parts of a search such as job profile development,
 recruitment, screening of applicants, the interview process, reference reports and
 assisting in the coordination of the hiring process.
- 2. Conducting an in-district search in conjunction with an outside search.
- Requiring supplemental application materials beyond those specified in this policy.
- 4. The Governing Board and the Chancellor may actively participate in the recruiting process by recruiting candidates for these positions.

DEVELOPMENT OF POSITION PROFILE

The job description profile shall be developed by District Human Resources with appropriate input from the Governing Board, the Chancellor, District and/or College staff. The completed position profile will be forwarded by District Human Resources to the Governing Board for approval.

The profile shall include major duties of the position, minimum qualifications for the position, and desirable qualifications. The qualifications shall include the minimum qualifications for service as required by law and/or such other qualifications as required by the District. The desirable qualifications established for the position should be ones which clearly render the applicant better able to perform the job but ones which are not required for satisfactory performance. Desirable qualifications must be bona fide occupational qualifications that are specific and directly reflective of the screening criteria to be utilized in the selection process.

SCREENING AND INTERVIEW COMMITTEE RESPONSIBILITIES

The initial meeting of the Screening and Interview Committee shall be convened by the chair or person designated to convene the first meeting. The decision-making process and the level of agreement required to act, particularly with respect to the selection of final candidates shall be by majority vote although the committee should always work first for consensus without objection. Consensus means the group supports, agrees to, or can live with, a particular decision because it was reached fairly and openly. Majority vote means fifty (50) percent plus one (1).

The Screening and Interview Committee shall evaluate candidates against the advertised job announcement. Committee tasks include the following:

- Paper screening using established rating criteria
- 2. Developing interview questions and selection of interview rating sheet
- 3. Developing any additional evaluative requirements for prospective applicants.

All committee tasks specified above shall be approved by the Associate Vice Chancellor, Chief Human Resources Officer or designee prior to consideration of applicant materials by the committee.

All committee members are required to participate in and agree to all aspects of the process, including, but not limited to, the following:

- 1. maintaining confidentiality and upholding the principles of ethical hiring practices;
- training in the policies and procedures governing hiring and equal employment opportunity
- developing the rating criteria;
- 4. developing protocol for performance tests;
- 5. evaluating and rating of candidates;
- 6. interviewing candidates; and
- selecting final candidates.

By agreeing to serve, committee members are making an oral contract to maintain strict confidentiality throughout the entire hiring process. A committee member who fails to participate or compromises any aspect of the process may, at the discretion of the Chair in consultation with the Associate Vice Chancellor, Chief Human Resources Officer, be removed from the committee.

SCREENING AND INTERVIEW COMMITTEE CHAIR RESPONSIBILITIES

The Screening and Interview Committee Chair or designee shall be responsible for the following:

- 1. compliance with District policies and procedures in conjunction with the hiring Process;
- 2. developing and obtaining Vice Chancellor approval of committee meeting schedules;
- 3. convening and conducting committee meetings;
- 4. accommodating where possible the special and unique needs and time constraints of community and student members in the planning of committee meetings;
- establishing time lines for screening, interviewing and coordination of candidate interviews:
- 6. communicating with applicants as needed;
- 7. maintaining the committee records; and
- 8. other duties as determined by the Vice Chancellor, Chief Human Resources Officer.

The Chair may be removed for nonperformance of duties specified in this section by mutual agreement of the Chancellor and a majority of committee members.

EQUAL EMPLOYMENT OPPORTUNITY

The Screening and Interview Committee EEO Representative shall ensure that no candidate is discriminated against or given preference on the basis of age, ancestry, color, disability, gender, marital status, national origin, parental status, religion, sexual orientation or veteran status.

The EEO Representative shall serve as committee liaison to the appropriate EEO Officer with responsibility for reporting noncompliance (i.e. discrimination and or/preference). Any allegation of noncompliance shall be made in writing stating the specific nature of the noncompliance.

The EEO Officer or designee shall review the composition of the Screening and Interview Committee to ensure that the committee composition is representative. Such review and any requirement to modify or reconstitute the committee shall take into account the availability of appropriate representatives.

Applicant pool diversity checks will be conducted by the appropriate EEO Officer or designee during designated steps of the selection process.

PAPER SCREENING

1. Screening for Minimum Qualifications

The Associate Vice Chancellor, Chief Human Resources Officer or designee will examine the application materials of each candidate for completeness and compliance with the minimum qualifications as set forth in the job description.

2. Screening for Desirable Qualifications

The Chancellor may choose to utilize the services of a search consultant to assist the Screening and Interview Committee by partially screening down the applicant pool of the most qualified candidates. The Screening and Interview Committee Chair and at least one representative of the committee shall review the recommendations of the Search Consultant and be authorized to restore any candidate to the pool to be reviewed by the Screening and Interview Committee.

After completion of the initial paper screening, the candidates remaining in the applicant pool shall be independently rated by each member of the Screening and Interview Committee. The committee will then meet to discuss the ratings and evaluate the merits of the candidates to determine if there is an adequate pool of qualified candidates to continue the selection process. If the pool is deemed adequate by consensus of the committee, the committee shall proceed with the selection of candidates for interview. If the pool is deemed inadequate by consensus of the committee, the Governing Board or the Chancellor will decide on the next action to be taken.

INTERVIEW AND PERFORMANCE TESTS

Once the candidates to be interviewed have been identified the Committee Chair or designee shall establish an interview schedule and arrange with District Human Resources for notification of each candidate to be interviewed. Each candidate will receive a confirmation letter with details on interview procedures and a package of appropriate District and/or College documents and materials. Those candidates not selected for an interview will be notified by District Human Resources.

The circumstances of each interview and performance test, if conducted, shall be the same for each candidate. During and/or at the conclusion of each interview and performance test, each committee member shall independently complete the appropriate rating sheet and assign the candidate an overall rating. Committee members shall avoid any discussion of ratings, rankings, or recommendations of the candidates until all interviews and performance tests have been completed, independent ratings have been completed by each committee member, and each committee member has independently determined the candidates he/she would recommend for final consideration.

SELECTION OF FINAL CANDIDATES

The Committee Chair or designee shall summarize the recommendations and lead discussion that shall focus on the strengths and weaknesses of the candidates. After discussion, the committee shall make a determination of the finalists.

The Associate Vice Chancellor Human Resources or designee shall conduct reference checks of each of the candidates recommended which shall include investigation of professional experience and personal qualities relevant to performance in the position. Preliminary reference checks may be conducted on all candidates prior to the scheduled interviews.

The committee shall submit a list of candidates as appropriate to the Governing Board or to the Chancellor for final consideration. Typically, no fewer than five (5) unranked candidates shall be submitted. In the event there are fewer than five (5) candidates recommended, the Chair will meet with the Governing Board or Chancellor as appropriate to clarify the reasons for the number of candidates. If, after the discussion, the Governing Board or the Chancellor is not satisfied with the committee's recommendation, the Governing Board or Chancellor may direct the committee to reconsider. If after reconsideration, the committee forwards the same recommendation, the following actions may be taken by the Governing Board:

- interview just the candidates forwarded by the Screening and Interview Committee:
- select additional candidates for further consideration from the list of candidates interviewed by the committee:
- request that the committee interview additional candidates not interviewed in the first round; or reopen the search.

FINAL INTERVIEW

At the direction of the Chancellor, comprehensive reference checks shall be conducted on all finalists. The Governing Board or the Chancellor as appropriate shall review the recommendations of the Screening and Interview Committee as well as the qualifications and comprehensive reference checks of the finalists.

The Governing Board shall interview candidates for Chancellor. The Chancellor shall interview the finalists for President or other contract administrators. Other administrators, faculty, staff and community members may be included on an interview team for Chancellor, President, or other contract administrators. After consultation with the interview team, the Chancellor shall recommend a final candidate to the Governing Board, who may chose to interview the candidate, and communicate that choice to the committee.

At any stage in the process of selecting a finalist, the Governing Board or the Chancellor as appropriate, may require the finalist(s) to undergo an assessment of specific skills and competencies administered by an outside agency or consulting firm.

SITE VISITS

Site visits may be conducted on contract administrator finalists. The Governing Board or the Chancellor as appropriate shall determine the composition of the visiting team. The team may include one or more members of the Screening and Interview Committee and the final interview team. The team will report to the Chancellor or Governing Board as appropriate.

CHANCELLOR'S CURRENT EMPLOYMENT CONTRACT

GOVERNING BOARD

CONTRA COSTA COMMUNITY COLLEGE DISTRICT

OF CONTRA COSTA COUNTY MARTINEZ, CALIFORNIA

REPORT NO.

38-F

DATE December 14, 2011

PURPOSE

Ratification of First Addendum to Contract for Contract Administrator

TO MEMBERS OF THE GOVERNING BOARD

RECOMMENDATION

It is recommended that the attached first contract addendum for the following contract administrator be ratified:

Name

<u>Title</u>

Location

Benjamin, Helen

Chancellor

DST

FUNDING SOURCE

Funding of approximately \$12,972 for this action will come from college and District Office reserves.

BACKGROUND

In light of the District's current financial status, the decision has been made to not reduce the Chancellor's salary for 2011-12. This addendum rescinds the voluntary reduction that was effective July 1, 2011. All other concessions remain in place.

Disposition		Date	
	Governing Board		Secretary

CONTRA COSTA COMMUNITY COLLEGE DISTRICT FIRST ADDENDUM TO CONTRACT FOR EMPLOYMENT

Helen Benjamin CHANCELLOR December 14, 2011

This First Addendum amends the Contract for Employment dated July 1, 2011, between the Contra Costa Community College District and Helen Benjamin ("Chancellor").

As amended, Section 4 shall read:

4. Annual Salary:

A. Base Salary:

The Chancellor shall receive a base annual salary of Two Hundred and Seventy-Two Thousand, Three Hundred and Twenty-Eight Dollars (\$272,328.00) effective July 1, 2011 for twelve months of service to the District. For the term of this Agreement, salary shall be payable in twelve equal, monthly disbursements. Chancellor voluntarily foregoes any merit based increase Chancellor would otherwise have been eligible to receive on July 1, 2011.

B. "Pay for Performance" Annual Salary Increase upon Satisfactory Evaluations:

On or before July 1, 2012, and on or before the first day of July of each succeeding year thereafter, and for so long as this Agreement remains in effect, Chancellor shall receive a five percent (5%) increase in base salary over the prior year's base salary if Chancellor has received a rating above "Satisfactory", or a three percent (3%) increase in base salary over the prior year's base salary if Chancellor has received a rating of "Satisfactory" on the evaluation established pursuant to Section 13 of this Agreement.

All other terms of the July 1, 2011, Contract for Employment not specifically mentioned herein shall remain effective.

Date:	Date:
Dr. Helen Benjamin	Tomi Van de Brooke, President
Chancellor	Board of Trustees of the
	Contra Costa Community College District

CONTRA COSTA COMMUNITY COLLEGE DISTRICT CONTRACT FOR EMPLOYMENT

with

Helen Benjamin CHANCELLOR

July 1, 2011

CONTRA COSTA COMMUNITY COLLEGE DISTRICT CONTRACT FOR EMPLOYMENT

Helen Benjamin CHANCELLOR July 1, 2011

1. Parties:

This employment contract (hereinafter referred to as "this Agreement") is made between the Contra Costa Community College District (hereinafter referred to as "the District") and Helen Benjamin, (hereinafter referred to as "the Chancellor"). The Board of Trustees of the Contra Costa Community College District is hereinafter referred to as "the Governing Board." [Cal. Civ. Code, §1635] This Agreement shall be effective as of the date it is approved by the Governing Board.

2. Purpose:

This Agreement is for the purpose of retaining Helen Benjamin to fill the full-time, educational administrator position of Chancellor for the Contra Costa Community College District. [5 Cal. Admin Code §§53402(b), 53420]

3. Term:

The term of this Agreement shall be for the period commencing July 1, 2011 and ending on June 30, 2015 unless extended by mutual agreement and in conformance with applicable laws and regulations. [Cal. Ed. Code, §72411(a)] After the completion of two full years of service by the Chancellor under this Agreement, the Board shall consider the terms of a possible extension of the contract term of this Agreement.

4. Annual Salary:

A. Base Salary:

The Chancellor shall receive a base annual salary of Two Hundred and Fifty-Nine Thousand, Three Hundred and Fifty-Six Dollars (\$259,356.00) effective July 1, 2011 for twelve months of service to the District. For the term of this Agreement, salary shall be payable in twelve equal, monthly disbursements. This represents a voluntary reduction in base salary of approximately 5% from the 2010-11 fiscal year, and foregoes any merit based increase Chancellor would otherwise have been eligible to receive on July 1, 2011.

B. "Pay for Performance" Annual Salary Increase upon Satisfactory Evaluations: On or before July 1, 2012, and on or before the first day of July of each succeeding year thereafter, and for so long as this Agreement remains in effect, Chancellor shall receive a five percent (5%) increase in base salary over the prior year's base salary if Chancellor has received a rating above "Satisfactory", or a three percent (3%) increase in base salary over the prior year's base salary if Chancellor has received a rating of "Satisfactory" on the evaluation established pursuant to Section 13 of this Agreement.

5. Tax Sheltered Annuity:

In addition to salary, and in compensation for the services and duties Chancellor accepts herein or as may be assigned by the Governing Board, and for as long as actually providing services to the District, the District shall pay four-hundred dollars (\$400.00) per month into a tax sheltered annuity for benefit of Chancellor.

6. Automobile Allowance:

The Chancellor, being on call twenty-four hours each day in the proper performance of her assignment, shall necessarily be required to maintain her automobile in a continuously operable and reasonably safe condition. As part of the consideration of services provided to District by Chancellor, it is agreed that the District will provide the Chancellor an automobile allowance of six-hundred dollars (\$600.00) per month for the duration of this Agreement to compensate Chancellor for the use of her personal vehicle for travel on the District's behalf within the County of Contra Costa.

7. Travel Expense outside County:

District shall provide for the payment of actual and necessary mileage and traveling expenses of Chancellor incurred when she is required to perform service on behalf of the District outside the County of Contra Costa. Said travel reimbursement will be in accordance with the Governing Board's policy and the California Education Code.

8. Community Relations Stipend:

It is agreed that the duties assumed by the Chancellor shall be to serve as the chief executive officer of the District. The Chancellor shall be responsible to the Governing Board for the supervision and development of all aspects of the educational programs and services of the District, and that Chancellor shall represent District before the public within and without the boundaries of the District. To facilitate and support this important community relations outreach, Chancellor shall receive eight-hundred dollars (\$800.00) per month throughout the term of this Agreement.

9. Vacation, Sick Leave and Holiday Benefits:

Chancellor shall have all rights and entitlements to vacation, sick leave and holiday benefits as defined herein. However, in no event shall these entitlements supersede or diminish those benefits the Chancellor is otherwise entitled to receive as the President of Contra Costa College under the provisions of the District's *Management Personnel Manual*, as adopted by the Governing Board on March 28, 1990, or those benefits in which she may presently hold a vested right through her prior, continuous employment with District as an academic manager.

A. Vacation Accrual:

Chancellor shall have at District's expense all rights and entitlements to paid vacation as defined and provided for under Section 11 of the District's *Management, Supervisory and Confidential Employees Personnel Manual* as adopted on January 28, 2004 and as may be amended during the term of this Agreement.

B. Sick Leave:

Chancellor shall have at District's expense all rights and entitlements to paid sick leave as defined and provided for in Section 12.17 of the District's *Management, Supervisory and Confidential Employees Personnel Manual* as adopted on January 28, 2004 and as amended on September 29, 2004, and as may be amended during the term of this Agreement.

C. Paid Holidays:

Chancellor shall have at District's expense all rights and entitlements to paid holidays as defined and provided for in Section 10 of the District's *Management, Supervisory and Confidential Employees Personnel Manual* as adopted on January 28, 2004 and as may be amended during the term of this Agreement.

D. Additional Leave:

Chancellor shall have all rights and entitlements to any and all additional forms of leave as defined and provided for in Section 12 of the District's *Management, Supervisory and Confidential Employees Personnel Manual* as adopted on January 28, 2004 and as amended on September 29, 2004, and as may be amended during the term of this Agreement.

10. Medical, Dental, Vision and Other District Sponsored Benefits:

Chancellor shall have all rights and entitlements to District sponsored medical, dental, vision and other insurance benefits as defined and provided for in Section 8 of the District's *Management, Supervisory and Confidential Employees Personnel Manual*, as adopted on January 28, 2004, and as may be amended during the term of this Agreement, except that the District's contribution toward the monthly premium for health insurance shall be 100% up to \$500 regardless of the plan selected. If the monthly premium of the plan selected exceeds \$500, Chancellor shall pay 100% of the difference in the monthly premium. However, except as noted above, in no event shall these entitlements supersede or diminish those benefits the Chancellor is otherwise entitled to receive as the President of Contra Costa College under the provisions of the District's *Management Personnel Manual*, as adopted by the Governing Board on March 28, 1990, or those benefits in which she may presently hold a vested right through her prior, continuous employment with District as an academic manager.

11. Benefits upon Retirement:

District shall provide Chancellor and/or Chancellor's surviving spouse or dependents with all rights and entitlements to continued benefits upon Chancellor's retirement to the same degree said benefits are available to all other academic managers, as more specifically defined and provided in Section 8.8 of the District's *Management, Supervisory and Confidential Employees Personnel Manual*, as adopted on January 28, 2004, and as may be amended during the term of this Agreement, except that in order to be eligible for Medicare Part B reimbursement as described in Section 8.8.3, Chancellor must participate in a District sponsored Medicare coordinated health insurance program. However, except as noted above, in no event shall these entitlements supersede or diminish those benefits the Chancellor is otherwise entitled to receive as the President of Contra Costa College under the provisions of paragraph seven (7) of the Employment Contract dated July 1, 1999, as amended and extended on June 27, 2002 and October 24, 2004. Said paragraph is hereby incorporated in full by reference.

12. Duties:

The Chancellor shall, as the chief executive officer of the Contra Costa Community College District, be responsible for implementation of the Governing Board's decisions, policies, plans procedures and directives in connection with the continuing establishment, operation, maintenance and improvement of the Contra Costa Community College District as an institution of higher learning.

The Chancellor shall additionally perform all of the duties imposed on her as a Chancellor of a California community college district as required by the laws, rules and regulations of the State of California and of the United States, the policies adopted from time-to-time by the Governing Board and other responsibilities and duties as may be assigned to her by the Governing Board. [Cal. Ed. Code, §72400]

13. Evaluation of Chancellor's Performance:

A. Annual Establishment of Chancellor's Assessment Criteria:

Pursuant to Human Resources Procedure 2030.13 the Governing Board and Chancellor shall establish the evaluation criteria and objectives for rating the Chancellor's performance in each fiscal year. While it is contemplated that the evaluation criteria and format be mutually established by the Governing Board and Chancellor in the course of conferring, the Governing Board reserves its right to unilaterally set reasonable and objective criteria for the evaluation of the Chancellor's performance. Said evaluation criteria shall necessarily include, but not be limited to, the relative degree of success the Chancellor has made in achieving goals and objectives the Governing Board has established for Chancellor during the fiscal year, the competency the Chancellor has demonstrated in timely completing those duties delegated to Chancellor, and the overall motivation and leadership skills the Chancellor has exhibited. The evaluation process agreed upon shall be memorialized by a side letter of agreement executed between Chancellor and the President of the Governing Board after approval by a majority vote of the Governing Board.

B. Annual Evaluations:

As soon as the first day of May and as late as the first day December of each year during which this Agreement is operative, the Governing Board shall evaluate the performance of the Chancellor for the most recent fiscal year based on the evaluation criteria previously established. In addition, the Governing Board and Chancellor shall, in good faith, meet and confer and establish a process by which Chancellor's performance for that fiscal year may be objectively evaluated and determined. Failure of the Governing Board to complete the evaluation process shall not result in the amendment or extension of this Agreement.

14. Termination:

A. Automatic Termination:

This Agreement shall automatically terminate upon the Chancellor's inability to perform the duties of the position of Chancellor as outlined herein, including but not limited to those duties described as "essential job functions," upon the following events: (a) the death or (b) the permanent disability of the Chancellor.

B. Termination by Mutual Consent:

- (1) The Governing Board, with the consent of the Chancellor, may at any time terminate, effective on the next succeeding first day of July, the term of employment of Chancellor, and this Agreement, and re-employ the Chancellor, on any terms and conditions as may be mutually agreed upon by the Governing Board and the Chancellor, for a new term to commence on the effective date of the termination of the existing term of employment. [Cal. Ed. Code, § 72411(a)]
- (2) The Chancellor, with the consent of the Governing Board, may at any time terminate this Agreement upon ninety (90) days notice to the Governing Board. In the event that this Agreement is terminated under this provision, all pay and all benefit eligibility will cease as of the last day of service.

C. Termination "For Cause":

The Governing Board may terminate this Agreement "for cause" as defined in California Education Code Section 87732, or for the failure of the Chancellor to perform satisfactorily any of the duties and responsibilities set forth in this Agreement, the job description or in the laws, rules, regulations, policies, and directives of the State of California, the State Board of Governors, or the Governing Board of the Contra Costa Community College District.

D. Termination for Any Other Cause:

The Governing Board reserves the right to terminate this Agreement for any reason, i.e., "without cause." Chancellor understands and accepts that, at times, and for various good faith business practices, the Governing Board may elect to exercise this right. Chancellor grants such right to terminate this Agreement on the condition that the Governing Board provide Chancellor with severance pay in the amount of twelve (12) full months of Chancellor's then applicable base annual salary, or if less than twelve months remain on this Agreement, then an amount in severance pay equal to the number of months left on the unexpired term of the Agreement.

E. "Non Renewal Notice" Required / Effect of Failure to Provide:

If the Governing Board determines that Chancellor is not to be re-employed with the District beyond the term of this Agreement, the Governing Board must notify Chancellor in writing of its election not to renew Chancellor's employment. Said notice must be provided to Chancellor at least forty-five (45) calendar days prior to the expiration of this Agreement. Chancellor is directed to and agrees to remind the Governing Board of this obligatory notice provision at least six (6) months before the termination date of this Agreement. [Cal. Ed. Code, §72411(b)]

If the Governing Board fails to provide the Chancellor with the requisite forty-five (45) calendar day notice of its election not to continue the employment of Chancellor beyond the term of this Agreement, Chancellor shall be deemed to be rehired by District for an additional term not to exceed one (1) year beyond the expiration date of this Agreement. All terms and conditions as stated in this Agreement shall remain the same. [Cal. Ed. Code, §72411(c)]

15. Effect of Termination: Retreat Rights / Mandated Statutory Disclosure re Cash Settlement and Advance Agreement to cash settlement:

If Chancellor or Governing Board terminates this Agreement for any reason other than "for cause" as defined herein, Chancellor may exercise "retreat rights" as defined in and provided for by Section 4.8.3 of the District's *Management, Supervisory and Confidential Employees Personnel Manual.* Retreat rights preserved herein shall not be inconsistent with rights accorded to Chancellor under any provision of the California Education Code.

State law requires the following disclosure:

Regardless of the term of this Agreement, if the Agreement is terminated, the maximum cash settlement that Chancellor may receive under the law shall be an amount equal to the monthly salary of the Chancellor multiplied by the number of months left on the unexpired term of the contract. However, if the unexpired term of the contract is greater than 18 months, the maximum cash settlement shall be an amount equal to the monthly salary of the employee multiplied by 18. The cash settlement formula described herein is the maximum ceiling on the amounts that may be paid by a local agency employer to an employee and is not a target or example of the amount of the cash settlement to be paid by a local agency employer to an employee in all contract termination cases. [Cal. Govt. Code, §53260(a)]

Chancellor agrees in advance that the maximum cash settlement Chancellor will receive in the event that this Agreement is terminated is that specified in paragraph 14 D, "Termination for Any Other Cause.

16. Governing Law, Interpretation and Invalidation:

The parties stipulate and agree that this Agreement shall be subject to the laws of the State of California and the rules and regulations of the California State Board of Governors as these may exist on the date the Governing Board approves this Agreement. In no event shall any terms of this Agreement control over an applicable law or regulation of the State of California or of the California Department of Education.

Further, the parties agree that this Agreement shall be interpreted in accordance with its fair meaning, and that captions are for the purpose of organization and the convenience of the reader and these shall not be considered in interpreting or construing the meaning of the terms or provisions of this Agreement. References to applicable codes are merely for reference and ease of reading.

If any term or provision of the Agreement is determined to be invalid or unenforceable, such a determination shall not invalidate any other term or condition nor the validity of the balance of this Agreement.

17. Amendments:

This Agreement may be extended, amended or terminated by the mutual consent of the Contra Costa Community College District and the Chancellor. All amendments shall be in writing, and signed by the parties hereto.

18. Disputes Shall First Be Resolved by Third Party Mediator:

The parties hereto expressly request and mutually agree to attempt to first settle any dispute arising from this Agreement or otherwise derivative of the employment of Helen Benjamin with the Contra Costa Community College District under this Agreement, and without regard to cause or source, through a neutral third party mediator.

If a suit arising from this Agreement or derivative of Helen Benjamin's employment with District pursuant to this Agreement is filed without first attempting to mediate the dispute through a neutral, third party mediator, the non-suing party shall be entitled to stay the action, and place the issue before a mediator. The parties hereto agree to be equally responsible for the fees of any mediator selected under this provision.

19. Cancellation of All Prior Agreements:

This Agreement cancels and supersedes all prior oral and written agreements by and between the parties, including the Employment Contract between the District and Helen Benjamin dated January 1, 2009.

20. Merger:

The parties agree that no other promise, agreement or offer, oral or written, exists between them, except for those expressed in this Agreement. No parole evidence may be admitted to prove the existence of any such promise, offer, agreement, or to otherwise challenge a term or condition expressed in this Agreement.

21. Operative Date:

This Agreement is agreed to and is binding on both parties on January 26, 2011, but is not operative until July 1, 2011, pursuant to Education Code Section 72411.

ON BEHALF of the Contra Costa Community College District,

John T. Nejedly, President

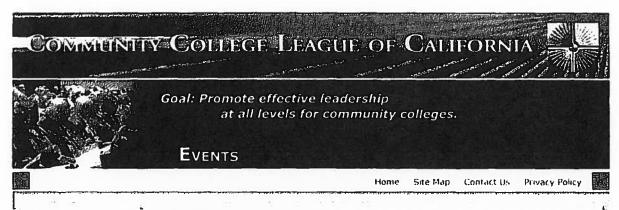
Board of Trustees of the
Contra Costa Community College District

Light Replacement and declare Library had an opportunity to president.

I, Helen Benjamin, have reviewed this Agreement and declare I have had an opportunity to present this Agreement for review by an attorney of my choosing. I further declare that I accept the terms and conditions set forth in this Agreement, and I agree to comply with the conditions thereof and to fulfill all of the duties of my employment with the Contra Costa Community College District.

Dr. Helen Benjamin	Date

CCLC EFFECTIVE TRUSTEE WORKSHOP



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2011-12 Annual Report

Board Chair WorkshopHome > Events

January 26, 2013 Sheraton Grand, Sacramento

CLICK HERE TO REGISTER ONLINE

This workshop is offered in conjunction with the *Annual Legislative Conference* and *Effective Trusteeship Workshop*. Board chairs, vice chairs and others interested in the role of the president of the board of trustees are encouraged to attend. Participants may register for the workshop as part of the Effective Trusteeship Workshop or register for it as a separate event. <u>View Effective Trusteeship Workshop information</u>.

Hotel/Travel Information

Saturday, January 26 • Board Chair Workshop

Being a board president is an important leadership role. The chair runs board meetings, fosters teamwork, represents the board, and works closely with the CEO. The workshop is designed for board presidents, vice presidents, CEOs, and interested trustees. The *Board Chair Handbook* will be distributed.

The workshop covers the following topics:

- Board Chair Roles
- Running Effective Meetings
- Handling Difficult Situations
- CEO Board Chair Relations

The Effective Trusteeship and Board Chair Workshops are scheduled in conjunction with the <u>Annual Legislative Conference</u>.

T: 916-444-8641 - ₹. 916-444-2954 - E: cclc@ccleague.org