

RIVERSIDE COMMUNITY COLLEGE DISTRICT
Board of Trustees Annual Planning Meeting – April 25, 2005, 6:00 p.m.,
and April 26, 2005, 6:00 p.m., Board Room AD122, Riverside Campus

AGENDA

Light Supper

ORDER OF BUSINESS

Pledge of Allegiance

Anyone who wishes to make a presentation to the Board on an agenda item is requested to please fill out a "REQUEST TO ADDRESS THE BOARD OF TRUSTEES" card, available from the Public Affairs Officer. However, the Board Chairperson will invite comments on specific agenda items during the meeting before final votes are taken. Please make sure that the Secretary of the Board has the correct spelling of your name and address to maintain proper records. Comments should be limited to five (5) minutes or less.

- I. Review of Agenda and Expected Outcomes *Homeland Security*
Crime - equalization Salvatore G. Rotella,
Chancellor
- II. Federal and State Legislation Initiatives
Tree 42 Initiative - 1
- Review of current federal and state legislation initiatives.

Information Only

- III. Comments from the Public
- IV. Board of Trustees Evaluation David Viar
- Discussion on the development of a code Chief Executive Officer,
of ethics by the Board of Trustees. Community College League
of California, Facilitator

Information Only

- V. Closed Session
- A. Personnel (Government Code Section 54957)
1. It is the intention of the Board to meet in closed session to consider public employee performance evaluation for the position of Chancellor of Riverside Community College District.
 2. Conference with counsel, agency designated representative: Brad Neufeld, Attorney, Best, Best & Krieger - Unrepresented employee: Chancellor.

Recommended Action: To be Determined

VI. Adjourn the Meeting until Tuesday, April 26, 2005 – 6:00 p.m., Board Room AD122, Riverside Campus

Light Supper

VII. Reconvene the Meeting (Tuesday, April 26, 2005 – 6:00 p.m.)

VIII. Closed Session

- Pursuant to Government Code Section 54956.8, conference with real property negotiator Dave Saunders, Attorney, Clayson, Mann, Yaeger and Hansen, regarding property located at 3801 Market Street and 3892 University Avenue, Riverside.

Recommended Action: To be Determined

IX. Strategic Planning Quarterly Update

- Review and dialog regarding RCCD Strategic Planning.

Information Only

Office of Academic Affairs:

Ray Maghroori

Susan Mills

Raj Bajaj

X. Comments from the Public

Stretch Break (10 minutes)

XI. Update on Accreditation

- Review and dialog regarding the Accreditation Self-Study and Timeline.

Information Only

Tom Johnson,

Advisor to the President

XII. Status of Distance Education

- Update on the status of Distance Education within the District.

Information Only

Robert Bramucci,

Dean, Open

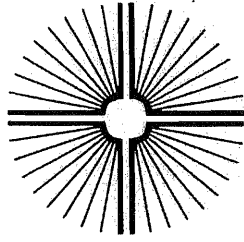
Campus

XIII. Comments from the Public

XIV. Adjournment

Attachment:

- Strategic Planning Update



RESOURCES FOR GOVERNING BOARDS

CODES OF ETHICS

CONTENTS

- ◆ Ethics & Laws, *2003 Trustee Handbook, Chapter 15*
- ◆ Standards of Good Practice
- ◆ Articles
- ◆ Worksheets & Sample Statements

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Trustees and governing boards have the responsibility to be both ethical and legal. Ethics are standards of right and wrong, good and bad. Ethics address what one ought to do to fulfill one's moral duty. Being legal means complying with the laws and regulations that apply to college boards and elected officials.

Ethics refers to moral responsibilities and may go beyond legal considerations. Being ethical and legal involves more than understanding what the right thing is to do; it means that one must perform in ethical and legal ways – one must actively “walk the talk.” First, one determines what is right or wrong, good or bad. Then, one does what is right, good, and legal.

Many professions and groups have developed a set of rules of conduct for specific situations. These rules of conduct or standards of practice are based on ethical values.

Ethical Values

The ethical values described below are from the Josephson Institute, and are called the “Six Pillars of Character”(see www.josephsoninstitute.org). The pillars are trustworthiness, respect, responsibility, fairness, caring and citizenship.

Trustworthiness. When we are trustworthy, people believe in us. Being trustworthy requires honesty, integrity, reliability and loyalty.

Being honest means we are sincere, truthful, straightforward, and avoid deception. It does not mean violating confidentiality, being uncivil, or making promises that one might not be able to keep.

Integrity refers to “wholeness.” A person who has integrity is consistent in decision-making and behavior, and bases his or her behavior on a core set of ethics or values.

Reliability means we keep our promises. If we commit to a task, we follow through. Ethical trustees spend the hours each week that are required to perform the job well.

Loyalty means protecting and promoting the interests of people, a group or organization. As a trustee, the primary loyalty is to the college and the public good—loyalty to friends and single interest groups is subordinate.

Respect. The second “pillar of character” is respect. It includes civility, courtesy, decency, autonomy, and tolerance.

Civility and courtesy are particularly important when engaging in discussions with others with whom we disagree. Autonomy means that we do not try to live others' lives for them. Tolerance means we accept others' perspectives and judge others only on their core ethical values.

Responsibility. Responsibility means being willing to make decisions and choices and to be accountable for those. Responsible people do not shift the blame to others.

Responsibility means doing the best one can, and being diligent, careful, prepared, and informed. It means persevering, following through, and finishing tasks that one has promised to do.

Responsibility also involves self-restraint, prudence, and recognizing the importance to set a good example. Responsible trustees recognize that there are some limits on being able to say whatever one wants to, because people look to them as representatives of the college.

Fairness. The fourth pillar, fairness, involves equality, impartiality, openness and using due process. People say that “life is unfair,” and it can be very difficult to define what’s fair in a way that all would agree. Exhibiting fairness involves using open and impartial processes for gathering and evaluating information, so that even those who disagree with a decision can understand how it was made. It means seeking equity and avoiding favoritism or prejudice.

Caring. Caring means that we are genuinely concerned about the welfare of others. As public officials, we care about the common good and welfare of the community. Public education is a benevolent act and expresses caring for the public well being.

Trustees are often asked to care about many different people—community members, students, faculty, and others. Benevolence as a trustee involves seeking the well being of the entire community. Challenges arise when decisions must be made for the benefit of the public welfare that may not meet the needs of specific groups. Caring trustees understand those challenges, and realized that their role requires focusing on the public good.

Because we care about other people, we care about being ethical, about being respectful, responsible, and trustworthy. Being unethical is easier if we do not care about others.

Citizenship. The final “pillar” is citizenship, which involves how we behave as part of a community. Ethical citizens obey laws, contribute to the community through service and leadership, and protect the environment. Citizenship is concerned with the future health and welfare of society. Trusteeship is an expression of civic leadership, and the ethics of trusteeship reflect good citizenship practices.

Four questions to ask yourself

To help determine ethical behavior, ask:

- Am I doing to others what I would want done to me?
- Would I mind seeing what I am doing on the front page of a newspaper?
- Am I comfortable with members of my family knowing what I am doing?
- Do I want to encourage employees and students to do this?

Codes of Ethics

Trusteeship brings with it certain responsibilities and expectations. Some of these are related to what is ethical and appropriate behavior for public officials. The public expects its leaders and representatives to uphold high standards in the performance of their duties. The Western Association’s Accrediting Commission for Junior and Community Colleges, require boards of trustees to have a code of ethics.

Codes of ethics (or “standards of practice” as they are sometimes called) define specific expectations for board members. It is important for boards to clarify for themselves, the college, and the community, what behavior they think is appropriate. It is not enough to assume that because something is legal, that it is ethical, or that everyone knows how they are supposed to act as board members the minute they are elected or appointed to the position. Codes of ethics put in writing what the “oughts” are of trusteeship. They usually address board roles and responsibilities, and trustee conduct.

Board Roles

Represent common good. Trusteeship is an expression of civic leadership and citizenship. Governing boards derive their authority from and are accountable to the community as a whole. As public officials, trustees fulfill the core value of responsibility to society by acting on behalf of the entire community. They express the value of benevolence by seeking well being of the entire community. They represent the interests of the community in their board decisions.

Student success. The college’s purpose is to educate students and produce people who contribute to society. Boards should expect their members to uphold the welfare and success of students as a primary concern. They should expect themselves to focus on mission and goals of the college in their meetings.

Board as a unit. One of the most basic tenets of effective trusteeship is the recognition that governing authority rests with the entire board, not with any individual trustee. As individuals, trustees have no authority to direct staff, determine programs and procedures, or represent the college, and ethical trustees do not try to do so.

The board's voice is expressed through the policies and actions it takes in its official meetings. Once the board has decided a policy or position, a trustee must be prepared to support it publicly. It is unethical to try to use authority independently from the board, to speak out against, or to try to sabotage a board decision.

Making decisions. Making ethical decisions means applying core values in decision-making. Making good decisions also means seeking and considering all available facts and perspectives. It means studying and asking questions to clarify board agenda materials. Being ethical and responsible to the public means not making any promises about how one will vote prior to discussions at open meetings.

Special interests. Single and special interest groups play an important part in representing various segments of our diverse society, such as political parties, racial and ethnic groups, employee associations, religious groups, neighborhood associations, taxpayer groups. While all of these interests are important, trustees must remember that the first and foremost obligation of every trustee is to represent the general interests of the college's service area. Ethical behavior involves being aware of a wide variety of public and community needs, and integrating them into the interests of the whole.

Policy-making. Board responsibilities include establishing policies that direct the operations of the college and assuring that the college performs according to policies. Ethical trustees engage wisely in policy making and respect the delegation of authority to the chief executive to administer the college. Problems occur when boards and trustees become involved in the day-to-day operations and try to second guess or direct staff activities. Although often well intentioned, these acts are disrespectful of the college and chief executive.

Trustee Conduct

Civility, decorum, and consideration for others. Remaining courteous and open-minded and treating others with honesty, decency, and respect are characteristic of ethical trustees. Ethical trustees practice responsible self-restraint and set a good example for others by communicating thoughtfully and representing the college well in their interactions with others. They avoid bitter arguments and use courteous, non-inflammatory language at board meetings.

Consideration for others means speaking well of others in public. Criticizing or belittling other trustees, college staff, or community members hurts the reputation of the entire board.

Board/CEO relationship. Respect, reliability, trustworthiness and justice are all key values in the board/CEO relationship. Specific ethical concepts include committing to thoughtful, thorough CEO search processes; fair and attractive contracts; "no surprises," and clear differentiation of roles, delegation and direction.

Open communication. All board members, as well as the CEO, are responsible for maintaining an open, cooperative environment and promoting a free exchange of information at the board meetings. Trustee deliberations are characterized by fairness, and open and impartial processes for gathering and evaluating information. Trustees are honest and straightforward in civil and respectful ways.

Communicating with staff and students. The board and CEO should discuss and reach agreement on protocols for trustee contact with other college administrators, faculty, and classified staff members. Ethical trustees support the authority of the CEO position and respect established lines of communication.

Student and employee complaints to trustees should be referred directly through appropriate channels or to the chief executive officer. Every community college has, or should have procedures that provide for fair treatment of students or employees

Communicating with community members and media. A code of ethics may include statements about protocols for communicating with community members and media personnel. The protocols usually

state that individual trustees do not speak for the board unless specifically delegated to do so, and refer and/or follow up with community members through appropriate channels. These protocols ensure reliability of information, and respect the board as a unit and the roles of those designated as spokespeople for the college.

Function as a team member. Being a good board member requires the ability to function as part of a team. Board members differ in personality, motivation, knowledge, attitude, experience, background, community stature, and capability. Differing points of view help develop alternatives, stimulate the imagination, and lead to creative solutions. Being open to and respectful of other members' viewpoints are skills that are necessary to reach consensus.

Trustees often bring specialized knowledge to the board by virtue of their backgrounds and professions. However, trustees are not on the board to be "experts" in their fields – they are there to represent broad community interests and do not play other roles while acting as a trustee.

Maintaining confidentiality. While most of what the board does is public, an important aspect of trustee ethics is maintaining confidentiality about issues discussed in closed session. Violating confidentiality occurs when individuals share closed session information, such as informing the union of the collective bargaining positions, leaking information to the media, or discussing private personnel information.

Commitment. There is a great deal to learn about the role of trustees and the governing board, the colleges, and educational issues and trends. This learning requires much time, effort, and thought. It is irresponsible to take on the trustee role without devoting time and attention to learning and performing the responsibilities.

Compensation and expenses. Trustees should accurately account for their expenses and follow local protocols and laws about receiving compensation of any kind. There should be appropriate reimbursement criteria and procedures, which define fair reimbursement for trustee expenses. Ethical trustees always ask themselves if their expenses are authorized, legitimate, direct, and reasonable.

Developing and Using Codes of Ethics

Developing a code of ethics engages all trustees and the CEO in discussions of ethical values. One format for these discussions is a board retreat or workshop, which may be facilitated by an outside consultant to allow all present to fully participate in discussions.

First, those involved define and explore what they think is ethical behavior. The concepts presented in this chapter and other resources may be used as the basis for discussion. Then, working together, they agree on what the expectations are for board members and the CEO. The code of ethics or standards of practice is then adopted by the board at a public meeting and included in board policy.

There are models for board codes of ethics; the model code adopted by ACCT is at the end of this chapter. However, much of the benefit of a code derives from the discussion that goes into developing one that fits the board. Therefore, effective boards engage in discussions about ethical practices for themselves, instead of simply adopting a sample statement.

Codes of ethics are useful tools to orient new trustees to their responsibilities. They are used as references when there are questions about specific situations or behaviors. The policies and practices in a code are excellent criteria for board self-evaluations. Periodically reviewing the code helps keep it current, useful, and relevant to the board.

Dilemmas and Unethical Conduct

Living by ethical standards is not always easy. Everyone may be seduced at times into being less than he or she can be due to self-interest, the perceived need to advance single interests, and the difficulty of fully respecting those with whom one disagrees. And, boards may be faced with ethical dilemmas and conflicting values.

Ethical dilemmas can occur on boards, when one ethical course of action may mean that another ethical value is not upheld. Resolving ethical dilemmas requires board members to engage in often very difficult discussions to determine which ethical values are most important in a specific situation. The criteria for decision-making often are those which uphold the public good and what is best for the community and college as a whole.

Unethical trustee behavior includes many activities, such as independently pursuing pet projects, breaking confidentiality, or not devoting time to the role. These activities hurt the college. Unethical trustee behavior can lead to loss of public support. It has caused problems in the re-accreditation process. Community members and legislators lose faith in the college, and may be more reluctant to support funding for the institution. Trustees who act unethically fail to fulfill their fiduciary responsibility to protect the value of the college.

If unethical behavior occurs, someone needs to raise the issue with the individual board member. That role generally falls to the board chair, unless the chair has caused the problem. If problems persist, the entire board may wish to discuss the code of ethics in a retreat or other individuals may talk with the trustee. Public censure is a last resort, as it clearly states that the board cannot work together.

Legal Responsibilities

There are many laws and regulations that affect what the board does and how it conducts itself. The statutes that designate board responsibilities are covered in chapter 7, and other chapters refer to many relevant laws and regulations. Two major sets of laws that affect trustees directly are covered below: conflicts of interest and open and public meetings.

Conflicts of Interest

California has two sets of laws governing conflicts of interest of public officers and employees. The first, most restrictive statutes, are in Government Code sections 1090, *et seq.* The second is found in the Political Reform Act, at Government Code sections 81000, *et seq.* The basic intent of both sets of statutes is to avoid even the appearance of impropriety.

It is important that all public officers and employees be aware of these laws and their implications, which include criminal prosecutions and bars from holding further public office. The statutes address personal interests that may be affected by the trustee's exercise of his or her official duties, including personal investments and businesses, and the employment of trustees and family members as college employees.

In addition to the laws, trustees should be aware of activities that create the perception of favoritism or personal gain. Examples of potential problem areas are preferential treatment of other trustees or college staff, selectively sharing information with only certain people, or informally steering business to or seeking to have friends hired.

Public perceptions that board members are furthering their own interests rather than those of the district harm the college. Being sensitive to situations for potential conflicts, and seeking legal advice when necessary will help avoid problems.

Further information on conflict of interest laws is published in *Pocket Guide to Conflict of Interest*, available from the League (provided to new trustees with this handbook).

Open and Public Meetings

State law requires that public boards do their work in public. Public service requires that issues affecting the public are shared and debated openly. Doing so promotes trustworthiness and reliability.

The Brown Act created the primary set of statutes (Government Code 54950-54961) that governs community the legislative bodies of local agencies. Community college governing boards, academic senates, and associated student governing bodies are among the groups to whom the Act applies.

The laws cover board meetings and agendas, public participation, and limits on how boards may meet. They provide for holding executive or closed sessions on a number of matters, including personnel, contract negotiations, and lawsuits. Closed sessions protect the rights of personnel and the college, and it is unlawful to reveal information discussed in these sessions.

Details on Brown Act provisions are covered in *Open and Public III*, available from the League (provided to new trustees with this handbook).

Other Areas

There are many other complex laws and regulations that affect the district and board responsibilities. Key areas include: elections and campaigns, lawsuits, auxiliary organizations, fiscal management, confidentiality of records, bonds, construction, and personnel. Boards and CEOs should seek legal advice when they have questions.

Legal Advice

Most districts rely on county counsel or retain a law firm or attorney to be available to answer questions; some districts have an attorney on staff. A college's attorney is there to advise the district. He or she is a resource that provides valuable information, but is not the decision-maker. Trustees who have legal questions should work through the CEO and/or board chair in seeking an answer.

When boards seek legal advice, they should:

- Plan ahead: give attorneys sufficient lead time to provide advice on a question.
- Ask about legal implications prior to making certain decisions: it is easier to prevent problems than solve them.
- Be open about all of the facts of a situation, both good and bad.
- Accept and expect realistic assessments of the legal position, including options and the risk involved in various alternatives.
- Understand that legal advice to public institutions is usually conservative, in order to protect the public trust.
- Get legal advice in writing to avoid misunderstandings.
- Avoid entering into adversarial situations, if possible: look for long-term solutions to problems.

Summary

Ethical public service is based on a desire to do good for the community. Codes of ethics define in more detail for trustees and board members how public service is best expressed. Ethical behavior by trustees enhances the value of the college and sets a high standard for the rest of the college. Ethical leadership by trustees makes it more likely that the college will fulfill its mission to the community.

In addition to being ethical, boards must ensure that trustees and the college adhere to laws and regulations. Two major legal concerns for trustees are conflicts of interest and open and public meetings. Legal advice may be necessary from time to time in order to ensure compliance with a myriad of laws and regulations.

ACCT CODE OF ETHICS

*The following model code of ethics was developed by the
Association of Community College Trustees.*

As a community college governing board member, I am responsible to:

1. devote time, thought, and study to the duties and responsibilities of a community college board member so that I may render effective and creditable service;
2. work with my fellow board members in a spirit of harmony and cooperation in spite of differences of opinion that arise during vigorous debates on issues;
3. base my personal decision upon all available facts in each situation; vote my honest conviction in every case, unswayed by partisan bias of any kind; therefore, to abide by and uphold the final majority decision of the board;
4. remember at all times that as an individual I have no legal authority outside the meetings of the board, and to conduct my relationships with the community college staff, the local citizenry, and all media of the community on the basis of this fact;
5. resist every temptation and outside pressure to use my position as a community college board member to benefit myself or any other individual or agency apart from the total interest of the community college district;
6. recognize that it is as important for the board to understand and evaluate the educational program of the community college as well as to plan for the business of the college operations;
7. bear in mind under all circumstances that the primary function of the board is to establish the policies by which the college is to be administered;
8. welcome and encourage active participation of the community in helping to establish the policies guiding the operations of the college and proposed future developments;
9. support the state and national community college organizations;
10. finally, strive step by step toward ideal conditions for the most effective community college board service to my community, in a spirit of teamwork and devotion to public education as the greatest instrument for the preservation and the perpetuation of our representative democracy.

References

Accrediting Commission for Community and Junior Colleges. *Handbook of Accreditation and Policy Manual*, 1996.

Center for Effective Governance. www.acct.org.

Denhardt, Katheryn, as quoted in Pride, D. & Richardson, M. Ethical decision-making in public office. In M.L. Richardson & K.K. White (Eds.), *Ethics Applied*. Pinellas Park, FL: St. Petersburg Junior College, 1993.

Open & Public III: User's Guide to the Ralph M. Brown Act. Sacramento, CA: League of California Cities and others, 2000.

Houle, Cyril O. *Governing Boards*. San Francisco: Jossey Bass, 1989.

Institute for Local Self Government. *A Local Official's Guide to Ethics Laws*. Sacramento, CA 2002.
Josephson, Michael. *Making Ethical Decisions*. www.josephsoninstitute.org.

Lucey, Peter and Warren Kinsler, Using your attorney, in *Trustee Handbook*. Sacramento, CA: Community College League of California, 2001.

Tatum, J. B. Trustee Ethics, *Trustee Quarterly*. Vol. 8, No. 4, 1984.

The Community College League of California has a resource packet for boards that contains additional writings on ethics and sample codes. The League On Call service will suggest facilitators for workshops to review, assess, and develop codes of ethics.

Standards of Good Practice

Sample 1
STANDARDS OF GOOD PRACTICE

The board of trustees as the sole statutory legislative governing body of the district adopts a Code of Conduct to promote a healthy working relationship among its members and its chancellor, based upon mutual trust and support.

Each member of the board of trustees will:

1. Hold the educational welfare of the students attending the community college as his/her primary concern.
2. Attend all scheduled board meetings insofar as possible, and become informed concerning the issues to be considered at those meetings.
3. Conduct all college business in open public meetings unless, in the judgment of the board and only for those purposes permitted by law, it is more appropriate to hold a closed meeting.
4. Hold confidential all discussions occurring in executive sessions of the board.
5. Through legislation of policies and appointment of administrative personnel, uphold, implement and enforce all laws, rules, regulations, court orders and standards pertaining to the community college and bring needed change only through legal and ethical procedures.
6. Establish and support programs which ensure equality of opportunity for all students regardless of race, creed, sex, religion, age, disability or national origin.
7. Recognize and actively communicate that authority rests only with the whole board assembled in a legally-constituted meeting and make no personal promises nor take any private action inconsistent with that reality.
8. Acknowledge that the board represents the entire community and maintain his/her independent judgment accordingly, refusing to surrender that independent judgment to individuals, special interest or partisan political groups or in any other way.
9. Help the community understand the importance of proper support for the community college, whether it be in providing adequate finance, optimum facilities, staffing and resources of better educational programs for the students.
10. Join with the other members of the board, staff, community and students in becoming fully informed about the nature, value and direction of contemporary education in our society.

11. Promote and maintain good relations with fellow board members by:
 - a. Recognizing that to promise in advance of a meeting how he or she will vote on an agenda item is to preclude the opportunity to think through other facts and points of view which may be presented at the legally constituted session of the board.
 - b. Respecting the opinions of others and abiding by the principle of majority rule.
 - c. Making only courteous remarks in or out of meetings about other members of the board and recognizing that each member is entitled to a courteous consideration of his/her opinion.
 - d. Insisting that committees be appointed to serve only in an investigatory and advisory capacity.

12. Promote a healthy working relationship with the chancellor and his staff by:
 - a. Appointing the best qualified professional leader available when a chancellor is to be appointed and appointing the best-trained professional and support staff available upon recommendation of the appropriate administrative officer.
 - b. Supporting college personnel in the appropriate performance of their duties and ensuring that they have the requisite responsibility and necessary authority to perform effectively.
 - c. Expecting the chancellor to keep the board well informed through both oral and written reports.
 - d. Expecting the chancellor to present recommendations for board action with complete information and in a timely manner that would allow members an adequate period of study and deliberation.
 - e. Recognizing the importance of full and open discussions on all facets of any recommendation presented by the chancellor before board action is taken.
 - f. Referring complaints to the chancellor or advising that complaints be presented in writing to the board as a whole through the chancellor.
 - g. Presenting any personal criticisms of employees to the chancellor.
 - h. Recognizing that most contacts with the media are best handled by the chancellor or board president as the CEO and chairman of the board respectively, and recognizing that such contacts should be generally referred to them.

13. Communicating the board's interest in and respect for the accomplishment of educational goals by students by striving to attend student recognition ceremonies, such as commencements.

Sample 2
STANDARDS OF GOOD PRACTICE

As a member of the board of trustees, I am committed to serving the educational needs of the citizens of the district. My primary responsibility is to provide learning opportunities to each student regardless of sex, race, color, religion, ancestry, age, marital status, national origin, or handicap.

It is my further responsibility to:

1. Devote time, thought, and study to my duties as a college board member so that I may render effective and creditable service.
2. Work with my fellow board members in a spirit of harmony and cooperation in spite of differences of opinion that may arise during vigorous debates of points at issue.
3. Base my personal decisions upon all available facts in each situation, vote my honest conviction in every case unswayed by partisan bias, and abide by and uphold the final majority decision of the board.
4. Remember at all times that as an individual I have no legal authority outside the meetings of the board, and conduct my relationships with college staff, students, and local citizenry, and the media on that basis.
5. Be aware that I am responsible to all citizens of the district, and not solely to those who elected me. The authority delegated to me by the voters must be exercised with as much care and concern for the least influential as for the most influential member of the community.
6. Resist every temptation and outside pressure to use my position as a community college board member to benefit either myself or any other individual or agency apart from the total welfare of the community college district.
7. Recognize that it is as important for the board to understand and evaluate the educational program of the college as it is to plan for the business of college operation.
8. Bear in mind under all circumstances that the board is legally responsible for the effective operation of the district. Its primary function is to establish the policies by which the community college district is to be administered. The board shall hold the superintendent/president and his/her staff accountable for the administration of the educational program and the conduct of college business.
9. Welcome and encourage the active involvement of students, employees, and citizens of the district with respect to establishing policy on current college operation and proposed future developments, and consider their views in my deliberations and decisions as a board member.

10. **Recognize that deliberations of the board in closed session are not mine to release or discuss in public without the prior approval of the board by majority vote.**
11. **Avail myself of opportunities to enhance my potential as a board member through participation in educational conferences, workshops, and training sessions offered by local, state, and national organizations.**
12. **Be informed about the actions and positions of state and national community college trustees' associations.**
13. **Strive to provide the most effective community college board service of which I am capable, in a spirit of teamwork and devotion to public education as the greatest instrument for the preservation and perpetuation of our representative democracy.**

Sample 3
STANDARDS OF GOOD PRACTICE

The board of trustees consists of _____ elected members. In the performance of their governance responsibilities, individual members of the board shall adhere to the following principles:

1. Protect the interests of students in every decision, and assure the opportunity for high-quality education for every student.
2. Avoid situations which have or appear to have potential for personal gain, and to act honestly and openly at all times.
3. Recognize that a board member is a member of an educational team, and that the strength and effectiveness of the board is as a board, not as a group of individuals.
4. Recognize that the primary duty of the board is to represent the entire college district with awareness at all times of special needs of each of the branches and campuses.
5. Respect the letter and intent of the Ralph M. Brown Act, taking official actions in public sessions.
6. Maintain an atmosphere in which controversial issues can be debated openly and fairly, protecting the dignity of individuals.
7. Maintain the confidentiality of privileged and executive session information.
8. Delegate authority to the president as the board executive officer and confine board action to policy determination, planning, performance evaluation, and maintaining the fiscal stability of the district.
9. Employ a competent, productive administration and staff, giving them confidence and support; when that is not possible, accept the responsibility for changing personnel, and restoring confidence.
10. Use the powers of the office honestly and constructively, communicating and promoting the needs of the community to the college, and the needs of the college to the community.

Sample 4
STANDARDS OF GOOD PRACTICE

The board of trustees is committed to the principle that higher education should be available to every person who can benefit. Given this basic condition, the activities and deliberations of the board of trustees will be governed by those standards of good practice.

The Board of Trustees:

1. Has the authority and responsibility to be original and creative. The college will maintain its distinction only if the board demonstrates and requires distinctive service.
2. Has as its basic function the establishment of the policies by which the college is to be administered. The board should hold the superintendent/president and staff accountable for the administration of the educational program and the conduct of college business.
3. Is made up of individuals with differing values and beliefs; debate is expected and natural. Although there are individual expressions, there are no individual decisions. Board members must work with fellow board members in a spirit of harmony and cooperation in spite of differences.
4. Has authority only when the board is in official meetings; an individual member cannot bind the board outside of such meetings.
5. Should make decisions only after all facts have been presented and discussed. Statements or promises as to how one will vote prior to regular meetings is inappropriate.
6. Should refuse to use their positions for personal gain or for personal prestige.
7. Should assure the orderly operation of the college by insisting that employees make use of established channels before bringing their concerns to the board.
8. Should support fully all board decisions once they have been made, even though the vote may have been divided.
9. Should devote time, thought, and study for effective and creditable service.
10. Should recognize that deliberations of the board in closed session are confidential and not for release or discussion in public without the prior approval of the board by majority vote.
11. Should enhance their potential as a board member through participation in educational conferences, workshops, and training sessions offered by local, state, and national organizations. Board members should participate in state and national community college trustees' associations.

12. **Should generally spend more time on educational programs and policies than on business details.**
13. **Should interpret the aims, methods and attitudes of the college to the community.**
14. **Will comply with all relevant laws and state education codes.**

Sample 5
STATEMENT OF TRUSTEE ETHICS AND CONDUCT

Preamble

The trustees recognize that the education of students is the reason for the college's existence; all other functions must support this purpose. It is the duty of the board of trustees to ensure that students receive the highest quality education in the most efficient manner possible.

Trustees support the college mission and inspire those in the college and the community, by ensuring recognition, understanding, fairness, openness, professional development, and intellectual growth, through their official actions and the example they set collectively and individually.

In the performance of their governance responsibilities, college trustees shall:

1. Recognize that the primary responsibility of the board is to govern the college in the best interests of the education needs of the entire college district.
2. Assure the special needs and concerns of constituent campus and community interests are identified and considered prior to decision making.
3. Promote and encourage open, mutually supportive and accountable participation and initiative of students, faculty, and staff in the governance process.
4. Communicate and promote the needs of the community to the college and the needs of the college to the community.
5. Encourage and safeguard open access to the board while maintaining appropriate and well defined college communication and decision-making channels.
6. Recognize that a trustee is a member of a legal entity; that the strength and effectiveness of the board is as a unit, not as a group of individuals; and that majority decisions of the board shall be abided by.
7. Develop and maintain good relations with fellow board members by recognizing the importance of keeping an open mind and promoting the opportunity to think through other facts and points of view which may be presented; respecting the opinions of others and abiding by the principle of majority rule, and respectfully working with other board members in a spirit of harmony and cooperation, giving members courteous consideration of their opinions.
8. Maintain consistent and vigilant oversight of the college as a policy setting board with emphasis on instructional quality, operational efficiency, and fiscal stability.
9. Delegate authority to the college president and staff to initiate policy recommendations, administer education programs, conduct college business, and implement board actions.

10. Promote a healthy working relationship with the college president through supportive, open, and honest communication and regular evaluation.
11. Act honestly and openly at all times, following the letter and intent of the Brown Act, and keeping the confidentiality of privileged and closed session information.
12. Avoid all conflicts of interest and the appearance of conflicts of interest.
13. Devote time to activities which will enhance the ability to function effectively as an education governing board member.

THE TENETS OF COMMUNITY COLLEGE TRUSTEESHIP

The community college is an egalitarian institution committed to the principle that higher education should be available to every person who can benefit. The purpose of a comprehensive community college is to serve all who then can serve to build a better society.

The primary task of the Board of Trustees is to serve as a regenerative force, always expanding and improving the College's service to people. Given this basic condition, the activities and deliberations of the Board of Trustees will be governed by the following tenets:

About Distinction. The Board of Trustees has the authority and the autonomy to be original, creative, and regenerative; that is its responsibility. If the College is to become an institution of distinction, it will be because the Board demonstrates and requires distinctive service.

About Commitment. To achieve distinction requires commitment, and commitment requires the devotion of time, thought, energy, effort, and ability whenever needed.

About Service. All activities in which the College engages — teaching, serving, and guiding — must be evaluated by their effect upon students and community. How the College serves its community, how it serves and prepares its students are fundamental criteria by which the College must be measured.

About Purpose. The purpose of an educational institution is more than a Board decision. It is a Board responsibility. Defining the institution is a critical task which requires continuing review.

About Evaluation. Purpose achieved with distinction does not occur in a vacuum. It occurs because there is a Board desire for distinction and a willingness to measure how well it is achieved.

About Allegiance. Trustees have but one allegiance, that is to the institution and its mission. Representing special constituencies dilutes trust and undermines institutional mission.

About Power. Power rests mostly with the Board of Trustees but also extends far beyond it. Trustee power and influence well used will result in staff power and influence well used; students will be served.

About Teamwork. The Board is made up of individuals with differing values and beliefs, and debate is expected and natural. Although there are individual expressions, there are no individual decisions. Board decisions must be team decisions.

RICHLAND COMMUNITY COLLEGE
March 1990

Articles

BOARD FOCUS

COMMUNITY COLLEGE
LEAGUE OF CALIFORNIA

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The Importance of Trustee Ethics

by Cindra J. Smith

Fall is election time. And, as in every election, we are hearing much about the importance of character. We hold those whom we elect to represent and lead us to high standards of behavior. As human beings, we may not expect them to be perfect, but as our leaders, we expect them to uphold an ethical image and to be men and women of character and integrity.

Community college trustees are like all other elected officials. They, too, are expected to model and uphold high ethical standards. In fact, as leaders of institutions of higher education, which are designed to instill in students the values of learning, curiosity, creativity, tolerance, dignity and respect, education trustees may be held to even higher standards than other elected officials.

Kathryn Denhardt, author of *Ethical Frontiers in Public Management*, describes three major values inherent in public service: honor, benevolence, and justice. All three dimensions create a moral foundation for the practice of being a public official.

Honor is having a strong sense of duty and pursuing good deeds as ends in themselves. Being honorable means adhering to the highest standards of responsibility, integrity, and honesty. It means being committed to the public interest and to the principles of democracy. Gratifying one's own ego, promoting self-interest, and making power plays at the expense of the public's interests are not honorable or ethical.

Benevolence is the disposition to do good and to promote the welfare of others. Public education is a benevolent act. Through providing for the education of others, the public welfare is improved. As a trustee for a public institution, benevolence involves seeking the common good or the well-being of the entire community. The common good is a higher standard than serving a particular constituency or interest, and involves aggregating many diverse interests in the community.

Justice is the value that underlies fairness and regard for the rights of others. Justice asks public officials to be committed to respecting the dignity and worth of every member of society. Justice means treating fellow board members, the chief executive officer, and other employees with respect. Respect is a particularly important value in higher education, where diverse values and different ways of thinking are explored and discussed as part



CONTINUED ON PAGE TWO

THE IMPORTANCE OF TRUSTEE ETHICS (CONTINUED)

of the educational process.

Members of community college governing boards who live by the values of honor, benevolence, and justice are truly fulfilling the expectations society holds for those who are entrusted with educational institutions. It is not always easy. Everyone is seduced at times into being less than they can be by self-interest, the perceived need to advance single interests, and the difficulty of feeling benevolent toward and respecting those with whom one disagrees.

California's community college governing boards are asked, in the ac-



creditation process, to have codes of ethics. These codes, usually developed by the governing boards themselves, define specific expectations for individual trustees related to the high standards expected of being a public official. Codes of ethics, which are also called standards of practice, codes of conduct, or standards for excellence, generally cover three categories. First, the codes address the responsibility of governing board members to promote the public trust, reflecting the concept of honor. They remind trustees that their responsibility is to the general external community, not to any single

interest group. Ethical trustees do not limit themselves to special or single interests.

Second, the standards tend to describe the specific roles and responsibilities of trustees. They remind trustees to take their responsibilities seriously and to be knowledgeable about the institution they lead, the community they serve, and their duties as a trustee. The codes reinforce the concept that board members have no power as individuals, and that the only authority the board has is as a unit. Ethical trustees do not act alone.

Third, governing boards usually include in their codes of ethics descriptions of how trustees should treat each other and should conduct themselves. Respect for differences, confidentiality, and building a sense of community are important standards for boards to model and uphold. Ethical trustees do not insult each other, treat their CEOs and other employees with disrespect, or exhibit a lack of civility.

Even with codes of ethics, adhering to high ethical standards can still be difficult. Often, there are ethical dilemmas and conflicting values on a board. Board members must be willing to engage respectfully in very difficult discussions about differences in order to discover the common ground and common good. It takes tolerance, patience, and a willingness to listen. It takes being willing to share your values with pride but not arrogance. Everyone on a board must reach inside themselves to find honor, benevolence and respect, and to bring those to the board room during this search for common ground.

The Josephson Institute, which studies ethics, proposes three principles for making ethical decisions:

1. All decisions must take into account and reflect concern for the interest and

well-being of all stakeholders.

2. Ethical values and principles always take precedence over nonethical ones.

3. When there are two ethical principles which come into conflict, the one that should be advanced is the one which will produce the greatest balance of good in the long run.

Codes of ethics and the Josephson principles help trustees know what the expectations are for upholding the high standards that society expects from its elected officials. They describe the "more" that is expected of citizens once they are elected to community college governing boards.

In addition to the codes and principles, the Institute also suggests three basic questions to help define what is ethical:

First, are you doing to others what you would want done to you? Second, how would this look on the front page of a newspaper? And, third, would you be comfortable with your family knowing what you are doing? The answers to these questions are very practical guides for making ethical decisions.

It is up to each board member to uphold the ethical standards inherent in being part of a governing board of an institution of higher education. The board, along with the CEO and other leaders within the college, set the tone for the entire institution. As the elected community representatives, board members represent the college to the community, as well. The respect the college engenders from the community is directly linked to board members fulfilling the high standards of ethical behavior we expect from our elected officials.

Cindra Smith is Director of Education Services for the League, and is responsible for designing and coordinating trustee education programs. She also coordinates the League on Call, which provides consulting services to districts.

Maintaining an Ethical Balance

When it comes to ethics, community college trustees have to be like Caesar's wife: beyond reproach.

Because of their public trust, board members must avoid even the appearance of impropriety. Among many trustees, there is increasing concern that, without a recognized, shared system of ethics, it might be all too easy to slide down the slippery slope toward unethical—or perceived unethical—behavior.

The growing concern about ethics doesn't imply that trustee behavior suddenly has become fishy. "It's not that there are more transgressions," explains James Tatum, a trustee for 26 years of Crowder Community College in Neosho, Missouri, who has worked as an ACCT facilitator with nearly a hundred boards. "We're tending to talk about [ethics] more, because of Wall Street, Congress, and business" scandals involving legal and ethical malfeasance. Those glaringly public situations are a boon in one sense, he says, because they have forced other public leaders to face the issue.

"Society lacks models of simple, straightforward dealing," says William Welch, a minister and executive director of the Center for Ethics and Urban Policy in Seattle. He says boards can provide such a model: the very term "trustee"

implies an honored history and a fiduciary responsibility to the community.

Through ignorance, carelessness, ego, or greed, however, some boards fall short of the model mark. Whether a board is guilty of ethical violations or merely inadvertently has created the perception of an ethical problem doesn't matter, says Wayne Newton, a 16-year trustee of the Kirkwood Community College School District in Cedar Rapids, Iowa, and a board consultant. "Everything in that institution will be affected by the way the board members conduct themselves."

One of the common mistakes people make, says Tatum, is assuming that if an action is legal, it also is ethical. A state attorney general, for example, might rule that a college may employ a close relative of one of its trustees. That, says Tatum, might be legal, but it's not ethical.

The emphasis on whether a decision is legal skirts the issue, he says. For one thing, the fifty states have different laws, and what is considered legal in one state might not be in another. Because of the trustees' role as a catalyst for change and a model of community values, he says, "our obligation is to move to a higher system of standards."

By its broadest definition, ethics can include every decision that we make. Tatum says ethical decision-making requires that trustees ask themselves: What do I do or



not do, and why? "There is usually more than one decision that could be ethical," he notes, "but there are higher ethical planes. Most of our discussions focus on misconduct and improprieties. However, an equally important dimension of ethics focuses on positive actions—doing the right thing, producing good, helping and caring—rather than focusing on avoiding wrongdoing."

For community college trustees and administrators, these decisions tend to concern key issues such as the following:

Conflict of interest. Many trustees say potential conflict of interest is the most common ethical problem with which they contend. That's not surprising, since many trustees are local businesspeople and may have affiliations with other public or private organizations that could do business with the community college.

When boards do business with board members' own firms or with relatives, friends, neighbors, or business contacts, they can create the impression of a fixed deal that may not be in the best interests of the college or the taxpaying public. The best way to avoid even the appearance of a conflict is for trustees to adhere to the principle that they will not bid on work for the college. But that might mean that both the individual trustee and the

college would be penalized financially, if, say, the trustee owned the only office supply concern in a rural area. As a general rule, says Jackson (Mich.) Community College trustee George Potter, a college shouldn't even get involved with that business, unless it's the lowest bidder.

Disallowing the college to do business with friends and neighbors of trustees may be impossible and may not be in the best interest of the college, says Potter, an attorney, board consultant, and author of ACCT's *Trusteeship: Handbook for Community and Technical College Trustees*. "Friends or neighbors of trustees may be the lowest bidders and the most qualified, but the fact of doing business with them must have nothing to do with their relationship to trustees, only with what is best for the college," Potter said.

Conflict of interest involves more than financial matters; it may arise over multiple responsibilities. Recently, for example, Clark State Community College in Springfield, Ohio, faced a dilemma: Two newly appointed trustees also were on the board of a local library association from which the college hoped to purchase a building. The situation prompted discussions within and between each of the boards. The solution, everyone agreed, was that the two trustees would not be involved in any discussions about the purchase of the building.

Perhaps the most troubling conflict is nepotism— "always a bugaboo," according to Newton. As a consultant to boards of

trustees, he says he advises boards never to hire a relative. "There can be no exceptions, because at some point, someone is embarrassed by it. As a trustee, you're assuming a liability you ought not to." If an employee related to a board member is good, other employees may resent the person's competence or perceived good fortune as a result of an inside favor. If the employee turns out to be a disaster, the trustee is in a doubly awkward position. Even if hiring a relative is legal in your state, says Tatum, it is unethical because the mere presence of a board member whose relative is being considered for employment creates "a degree of intimidation" for college

administrators and fellow trustees. As an even more extreme example of conflict of interest, board observers can recall trustees who sought to be employed by their college district.

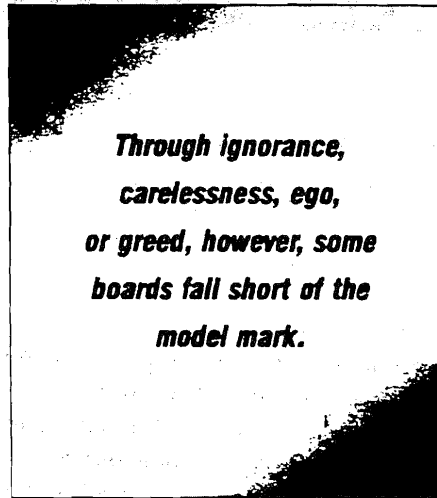
Hiring friends, neighbors, or local customers or clients is somewhat more acceptable. Newton advises that trustees should feel free to reveal information about a job candidate that might help administrators decide, but that the trustees should not assume direct or indirect responsibility for a hiring decision until the administration makes a recommendation.

The way many potential conflict-of-interest situations are handled is simply that trustees with personal interests in the decision abstain from voting. However, abstaining from voting can be unethical, says Tatum, when a trustee wants to avoid making a decision, or when an abstention allows a trustee to adhere to the letter, but not the spirit, of ethics laws.

Abstaining might not be ethically acceptable, however. In the case of trustees on two boards with interests in the same business venture, "it was not enough to abstain from voting," says Albert Salerno, president of Clark Community College. "The trustees had to excuse themselves completely from discussions. From the boards' perspective, he says, "the concern was not only for the institutions, but to protect the trustees" from potential allegations of conflict of interest.

Misuse of funds. Most trustees are aware of instances in which community college money is spent inappropriately on travel or entertainment. One example: Trustees who "attend" educational conferences and make only a token appearance, preferring to treat the publicly-paid-for trip as a vacation.

Trustees experienced in dealing with ethical questions caution that careless expense accounts and record keeping also can mean trouble. In states that prohibit spending public money to pay for alcoholic beverages, even a small expense such as charging a round of drinks to the board's credit card while on



official business could come back to haunt you. "It's not worth," says Newton. "You can't defend yourself when the state or a private auditor" queries the charge.

Some violations, of course, are viewed as more serious than others. A few years ago, a trustee on one community college board was forced to resign because he "double-dipped" on expenses, recouping for the same expenses from more than one source. In another instance, a college president lost his job over a discrepancy involving travel expenses for his wife.

Surprising the board. In George Potter's view, probably the most frequent ethics violation is disregarding the no-surprise rule. "Too many trustees will raise an issue at a board meeting, instead of going to the president first or getting the issue on the agenda. They play 'I gotcha.'" Grandstanding undermines the serious work of the board and often can lead to unproductive schisms.

Failure to fulfill responsibilities. Discussions of board ethics tend to focus on the big, obvious issues, but often it's neglect of the day-to-day responsibilities that constitutes ethical violations. Preparing adequately for board meetings, attending meetings, on time, and basing decisions on the needs and values of the college, rather than the board's or trustee's personal agendas, are basic, important responsibilities that can be overlooked.

Meddling in administration. Not long after he became chancellor of the Maricopa County Community College District in Phoenix, Arizona, Paul Elsner resigned because of "end runs" by longtime board members who were accustomed to trying to be administrators as well as trustees. Within a few weeks, though, Elsner agreed to return to take the helm again, on the condition that the board would not meddle in administration and would begin a process of developing, with the faculty and staff, an ethical framework for decision making.

The Maricopa board and its top administrator fortunately found a way to work out an ethical solution to an unethical and intolerable situation. But Elsner cautions that, for administrators, the cost of protesting interference can be high. "It's not a leveraging situation," he says. "If you go out on a matter of principle, plan to stay out—it's a one-way path." Trustees should consider the very real possibility that they will lose a good leader if they persist in crossing the line into administration.

Representing special interests. A growing phenomenon which has caused concern is trustees who are elected or appointed to a community college board mainly because of strong support from a special interest group such as an employee union. The concern is that these trustees, rather than making decisions that best serve the public, act as spokespersons for the special interest and consistently vote according to what is best for the group that helped them get elected or appointed. Such misplaced loyalties from members of the management team "is perhaps the most unethical behavior of all," says George Potter. Of course maintaining ties to a union or other interest group does not necessarily imply that a trustee won't vote in the public interest; it merely allows for the perception that that could be the case.

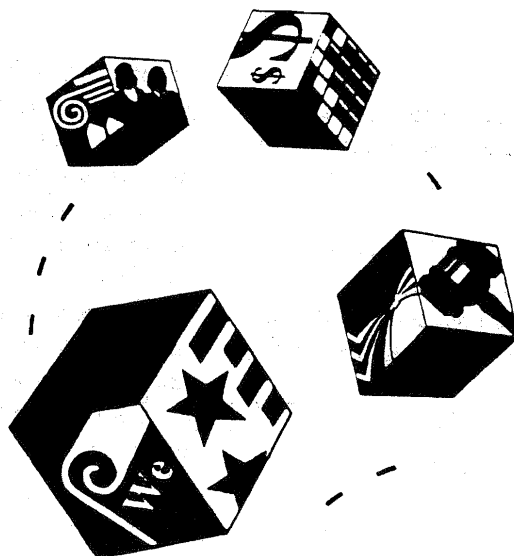
Revealing confidential information. Another concern is that information from confidential discussions, such as closed sessions on personnel matters, may be leaked to an outside group. In some instances, trustees may be well-meaning, but in general, notes Potter, discussing confidential information with outside groups or the press only undermines the board.

Although strong sanctions are indeed rare, ethical violations by trustees have resulted in civil or criminal charges. What's more common is damage to the trustee's, the board's, and the college's reputation. In one case, a college was placed on probation by its accrediting commission because of serious ethical problems with the president and the board.

Most boards, of course, would prefer never to have to face the issue of sanctions. One way to avoid them, says Tatum, is for the board chair "to privately visit with people who have problems. If the board chair has violated ethical standards, the role falls to another member of the board who should speak with the errant board chair or work with the president on the problem."

The lack of clear, universal guidelines for how to be an ethical trustee has led some trustees to call for boards to adopt a code of ethics. One such advocate is Lois Carson of the San Bernardino (Calif.) Community College District: "We act on assumptions that because we're in this position, we know how to act. But unless [trustees] have some guiding principles, when the pressure is on, in the absence of checks, we sometimes can loosen our standards."

Ethicist William Welch advises that boards have a code of ethics and revise it annually. But most



important, he says, is not whether you have a code of ethics, but whether it's a functional part of board meetings. Crafting your own list of ethical standards is key, say other board observers such as Tatum: "Codes of ethics have much greater meaning if they've been worked through and people have bought into them and have made them their own." A case in point: A decade ago, the board for the nine Maricopa County Community Colleges created a code of ethics and responsibilities. Although reviewed periodically, the original code specifying trustees' legal powers and duties, ethical responsibilities, and procedural responsibilities remains intact. (See box on page 5 for "Ethical Responsibilities" from the Maricopa County Community College District Code of Ethics and Responsibilities.)

Education, especially of new trustees, may be the best way to create firm ethical foundations for board decisions, say many experienced trustees. "We assume by osmosis, those one or two new trustees would know all the rules and procedures," observes Newton.

Many boards successfully use retreats to put ethical questions on the table. In addition, retreats can provide time away from regular meetings and routines during which trustees can get to know each other better. "The more you know about each other, the easier it is to understand why decisions are made," notes Newton. During retreat sessions, boards often use a consultant or facilitator to direct discussions, ask the tough questions, and provide an objective assessment of ethical issues the board might need to work on.

Perhaps the greatest ethical influence in Lois Carson's experience as a trustee has come from serving as a member of the Western Association of Schools and Colleges, an accrediting

commission. As part of the self-accrediting process in which boards have to document their school's accomplishments and problems, "you find yourself looking at your own board in a more critical light," she explains. "Every trustee ought to be involved" in that self-assessing process.

At some community colleges, ethics plays an encompassing role. Maricopa County, for example, focuses on ethics through honors courses, special seminars, and regular management retreats and breakfasts, and employee evaluations are based in part on ethical considerations. The subject of ethics and moral leadership "pervades the whole educational process," says Elsner.

"Occasionally, you have a chance to establish a moral claim," says Elsner, referring to his resignation on principle. "But those are very rare opportunities. It's the basic day-to-day behavior in which most ethical decisions are made."

For many trustees, ethical decision making insists on examining issues in a different light. "We need to ask, 'How does integrity rear its head?' We need to check our decisions against a set of values, principles if you will, which have been agreed upon such as honesty, promise keeping, caring for others, and pursuit of excellence," says Tatum.

Ethicist Welch suggests using a framework in which a decision is considered from a number of angles—utilitarian, egalitarian, legalistic, ideal/moral, and developmental. "If a decision isn't right all the way through," he says, "it's not right."

In the end, however, ethical decisions, say Welch and others, often come down to gut feelings and something like the Golden Rule. The main issue, says Tatum: "How do I demonstrate caring for other people?"

—Kathleen McCormick ■

MARICOPA COUNTY COMMUNITY COLLEGE DISTRICT

Ethical Responsibilities

The Governing Board shall:

1. Recognize that its primary duty is to represent the entire community while realizing a need may arise to advocate particular needs of the constituents of his/her precinct—
2. Accept the concept that each Board member is only one member of an educational team—
3. Assure the opportunity for high quality education for every student, within the fiscal limitations of the District—
4. Take official actions only in public sessions—
5. Maintain confidentiality of privileged information—
6. Recognize that the strength and effectiveness of the Board is as a Board, not as a group of individuals—
7. Delegate authority to the Chancellor as the Board executive and confine Board action to policy determination, planning, overall approval and evaluation, and maintaining the fiscal stability of the District.
8. Employ competent, trained personnel—
9. Insure an atmosphere in which controversial issues can be presented fairly and in which the dignity of each individual is maintained—
10. Respect the Office and in no way misuse the power inherent in the Office.

Worksheets & Sample Statements

Community College Governing Boards Code of Ethics Worksheets Sample Statements

The following pages contain sample statements of ethics and standards for good practice. Trustees may wish to use the samples as bases for discussion when developing their own board codes of ethics. Boards could select specific statements for revision and change and/or could develop entirely new statements to add to the samples. The samples are not intended to be all-inclusive or exclusive and are not in priority order.

The samples have been taken from codes of ethics and standards of practice used by boards of trustees.

Samples are provided for the following areas:

- Policy and Administration
- District Board/Special Interests
- Student Focus
- Education Focus
- Act as a Unit
- Board Relations
- Decision-Making
- Support Final Action
- Open Meetings
- Conflicts/Personal Gain
- Community Bridge and Buffer
- Trustee Development
- CEO/Staff Relations
- Shared Governance
- Miscellaneous

POLICY & ADMINISTRATION (delegate)

Has as its basic function the establishment of the policies by which the college is to be administered. The board should hold the superintendent/president and staff accountable for the administration of the educational program and the conduct of college business.

Bear in mind under all circumstances that the board is legally responsible for the effective operation of the district. Its primary function is to establish the policies by which the community college district is to be administered. The board shall hold the superintendent/president and his/her staff accountable for the administration of the educational program and the conduct of college business.

Delegate authority to the president as the board executive officer and confine board action to policy determination, planning, performance evaluation, and maintaining the fiscal stability of the district.

Delegate authority to the college president and staff to initiate policy recommendations, administer education programs, conduct college business, and implement board actions.

Maintaining consistent and vigilant monitoring of the role of the board as a policy setting entity with emphasis on instructional quality, operational efficiency and fiscal stability.

DISTRICT BOARD/SPECIAL INTERESTS

Recognize that the primary responsibility of the board is to govern the college in the best interests of the education needs of the entire college district.

Be aware that I am responsible to all citizens of the district, and not solely to those who elected me. The authority delegated to me by the voters must be exercised with as much care and concern for the least influential as for the most influential member of the community.

Recognize that the primary duty of the board is to represent the entire college district with awareness at all times of special needs of each of the branches and campuses.

Acknowledge that the board represents the entire community and maintain his/her independent judgment accordingly, refusing to surrender that independent judgment to individuals, special interest or partisan political groups or in any other way.

As an agent of the public - entrusted with public funds - protect, advance, and promote the interest of all citizens maintaining independent judgment unbiased by private interests or special interest groups.

Serving as stewards of the district resources and facilities and, as agents of the public, protecting, advancing and promoting the interests of all citizens and maintaining independent judgment unbiased by private interests, partisan political groups, or in any other way.

STUDENT FOCUS

Hold the educational welfare of the students attending the community college as his/her primary concern.

Protect the interests of students in every decision, and assure the opportunity for high-quality education for every student.

Communicating the board's interest in and respect for the accomplishment of educational goals by students by striving to attend student recognition ceremonies, such as commencements.

In all decisions hold the educational welfare and equality of opportunity of the students of the district as his/her primary concern; board members should demonstrate interest in and respect for student accomplishments by attending student ceremonies and events.

EDUCATION FOCUS

Maintain consistent and vigilant oversight of the college as a policy setting board with emphasis on instructional quality, operational efficiency, and fiscal stability.

Recognize that it is as important for the board to understand and evaluate the educational program of the college as it is to plan for the business of college operation.

Should generally spend more time on educational programs and policies than on business details.

ACT AS A UNIT

Recognize and actively communicate that authority rests only with the whole board assembled in a legally-constituted meeting and make no personal promises nor take any private action inconsistent with that reality.

Has authority only when the board is in official meetings; an individual member cannot bind the board outside of such meetings.

Remember at all times that as an individual I have no legal authority outside the meetings of the board, and conduct my relationships with college staff, students, and local citizenry, and the media on that basis.

Recognize that a board member is a member of an educational team, and that the strength and effectiveness of the board is as a board, not as a group of individuals.

Recognize that a trustee is a member of a legal entity; that the strength and effectiveness of the board is as a unit, not as a group of individuals; and that majority decisions of the board shall be abided by.

Recognize that the board acts as a whole and that the authority rests only with the board in a legally constituted meeting, not with individual members.

BOARD RELATIONS

Develop and maintain good relations with fellow board members by recognizing the importance of keeping an open mind and promoting the opportunity to think through other facts and points of view which may be presented; respecting the opinions of others and abiding by the principle of majority rule, and respectfully working with other board members in a spirit of harmony and cooperation, giving members courteous consideration of their opinions.

Is made up of individuals with differing values and beliefs; debate is expected and natural. Although there are individual expressions, there are no individual decisions. Board members must work with fellow board members in a spirit of harmony and cooperation in spite of differences.

Work with my fellow board members in a spirit of harmony and cooperation in spite of differences of opinion that may arise during vigorous debates of points at issue.

Maintain an atmosphere in which controversial issues can be debated openly and fairly, protecting the dignity of individuals.

Making only courteous remarks in or out of meetings about other members of the board and recognizing that each member is entitled to a courteous consideration of his/her opinion.

Working together to achieve common goals, looking beyond self-interest and encouraging compromise and positive change when necessary.

DECISION-MAKING

Should make decisions only after all facts have been presented and discussed. Statements or promises as to how one will vote prior to regular meetings is inappropriate.

Recognizing that to promise in advance of a meeting how he or she will vote on an agenda item is to preclude the opportunity to think through other facts and points of view which may be presented at the legally constituted session of the board.

Recognizing the importance of full and open discussions on all facets of any recommendation presented by the chancellor before board action is taken.

Attend all scheduled board meetings insofar as possible, and become informed concerning the issues to be considered at those meetings.

Attend and participate in all meetings insofar as possible, having prepared for discussion and decision by studying all agenda materials.

SUPPORT FINAL ACTION

Should support fully all board decisions once they have been made, even though the vote may have been divided.

Respecting the opinions of others and abiding by the principle of majority rule.

Base my personal decisions upon all available facts in each situation, vote my honest conviction in every case unswayed by partisan bias, and abide by and uphold the final majority decision of the board.

OPEN MEETINGS

Conduct all college business in open public meetings unless, in the judgment of the board and only for those purposes permitted by law, it is more appropriate to hold a closed meeting.

Respect the letter and intent of the Ralph M. Brown Act, taking official actions in public sessions.

Act honestly and openly at all times, following the letter and intent of the Brown Act, and keeping the confidentiality of privileged and closed session information.

Recognize that deliberations of the board in closed session are not mine to release or discuss in public without the prior approval of the board by majority vote.

Hold confidential all discussions occurring in executive sessions of the board.

Should recognize that deliberations of the board in closed session are confidential and not for release or discussion in public without the prior approval of the board by majority vote.

Maintain the confidentiality of privileged and executive session information.

Maintain confidentiality of all board discussions held in closed session and recognize that deliberations of the board in closed session are not to be released or discussed in public without the prior approval of the board by majority vote.

CONFLICTS/PERSONAL GAIN

Should refuse to use their positions for personal gain or for personal prestige.

Resist every temptation and outside pressure to use my position as a community college board member to benefit either myself or any other individual or agency apart from the total welfare of the community college district.

Avoid situations which have or appear to have potential for personal gain, and to act honestly and openly at all times.

Avoid all conflicts of interest and the appearance of conflicts of interest.

Avoid any situation that may constitute a conflict of interest and disqualify him/herself from participating in decisions in which he/she has a financial interest. Conflicts of interest may relate not only to the individual trustee but also to his or her family and business associates, or transactions between the district and trustees, including hiring relatives, friends, and business associates as college employees.

Avoiding situations that may constitute a conflict of interest and informing the entire board or the board president when a matter under consideration might involve or appear to involve such a conflict, as stated in the state provisions pertaining to the conflict of interest codes to be followed by publicly elected officials. Board members shall refer to Government Codes 1090 and 1097.

COMMUNITY BRIDGE AND BUFFER

Communicate and promote the needs of the community to the college and the needs of the college to the community.

Should interpret the aims, methods and attitudes of the college to the community.

Use the powers of the office honestly and constructively, communicating and promoting the needs of the community to the college, and the needs of the college to the community.

Help the community understand the importance of proper support for the community college, whether it be in providing adequate finance, optimum facilities, staffing and resources of better educational programs for the students.

Be an advocate of the district in the community by encouraging support for and interest in the community college district.

TRUSTEE DEVELOPMENT

Devote time to activities which will enhance the ability to function effectively as an education governing board member.

Devote time, thought, and study to my duties as a college board member so that I may render effective and creditable service.

Should devote time, thought, and study for effective and creditable service.

Attend all scheduled board meetings insofar as possible, and become informed concerning the issues to be considered at those meetings.

Join with the other members of the board, staff, community and students in becoming fully informed about the nature, value and direction of contemporary education in our society.

Avail myself of opportunities to enhance my potential as a board member through participation in educational conferences, workshops, and training sessions offered by local, state and national organizations.

Should enhance their potential as a board member through participation in educational conferences, workshops, and training sessions offered by local, state, and national organizations. Board members should participate in state and national community college trustees' associations.

Be informed about the actions and positions of state and national community college trustees' associations.

Enhance his/her ability to function effectively as a trustee through devotion of time to study contemporary educational issues, as well as attendance at professional workshops and conferences on the duties and responsibilities of trustees.

CEO/STAFF RELATIONS

Appointing the best qualified professional leader available when a chancellor is to be appointed and appointing the best-trained professional and support staff available upon recommendation of the appropriate administrative officer.

Promote a healthy working relationship with the college president through supportive, open, and honest communication and regular evaluation.

Employ a competent, productive administration and staff, giving them confidence and support; when that is not possible, accept the responsibility for changing personnel, and restoring confidence.

Supporting college personnel in the appropriate performance of their duties and ensuring that they have the requisite responsibility and necessary authority to perform effectively.

Should assure the orderly operation of the college by insisting that employees make use of established channels before bringing their concerns to the board.

Referring complaints to the chancellor or advising that complaints be presented in writing to the board as a whole through the chancellor.

Assuring the orderly operation of the college(s) by encouraging employees to make use of established organizational channels before bringing their concerns to the board.

SHARED GOVERNANCE

Encourage and safeguard open access to the board while maintaining appropriate and well defined college communication and decision-making channels.

Welcome and encourage the active involvement of students, employees, and citizens of the district with respect to establishing policy on current college operation and proposed future developments, and consider their views in deliberations and decisions as a board.

Promote and encourage open, mutually supportive and accountable participation and initiative of students, faculty, and staff in the governance process.

Assure the special needs and concerns of constituent campus and community interests are identified and considered prior to decision making.

MISCELLANEOUS

Recognizing that contacts with the media are best handled by the CEO, and recognizing that such contacts should be referred to the CEO.

Expecting the CEO to present recommendations for board action with complete information and in a timely manner that would allow members an adequate period of study and deliberation.

Expecting the CEO to keep the board well informed through both oral and written reports.

Ensure that the district, in compliance with all applicable federal and state laws, does not discriminate on the basis of race, color, national origin, ancestry, marital status, age, religion, disability, sex, or sexual orientation in any of its policies, procedures or practices.

Encouraging and supporting innovation and creativity in a variety of forms.

Expanding opportunities for our diverse student population and staff.

Has the authority and responsibility to be original and creative. The college will maintain its distinction only if the board demonstrates and requires distinctive service.

Strategic Planning Update

Riverside Community College District
Board of Trustees Planning Meeting
April 26, 2005

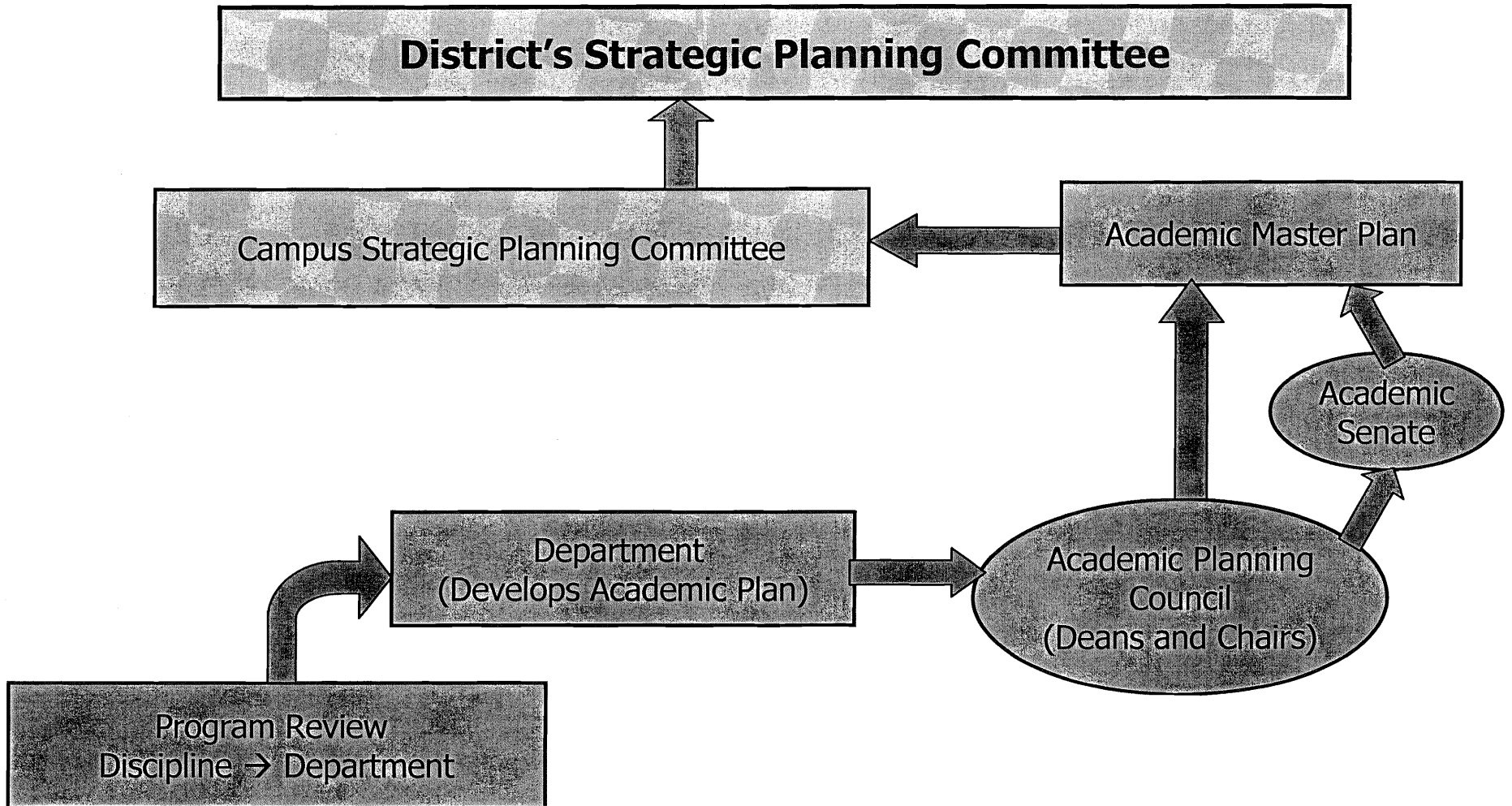
Riverside Community College District

Strategic Planning Phase II Goals

Adopted by the Strategic Planning Executive Committee, September 3, 2004

- Develop academic master plan
- Develop tactical plans
- Transition to a three-college District
- Prepare and complete the self-study/ accreditation process
- Continue to review and refine the planning process

Academic Plan Workflow



Strategic Planning Activities

- Completed integration of Process for the Proposal and Approval of New and Substantially Changed Educational Programs with strategic planning process
 - Approved by SPEC, Oct. 29, 2004
 - Adopted by Academic Senate, Nov. 15, 2004
 - Discussed at Academic Planning Council, March 25, 2005

- Continuing work on Academic Master Plan

- Initiating development of campus/college strategic plans

- Updating RCCD Strategic Plan 2003-04
 - Status of strategies and goals will be focus of June Report

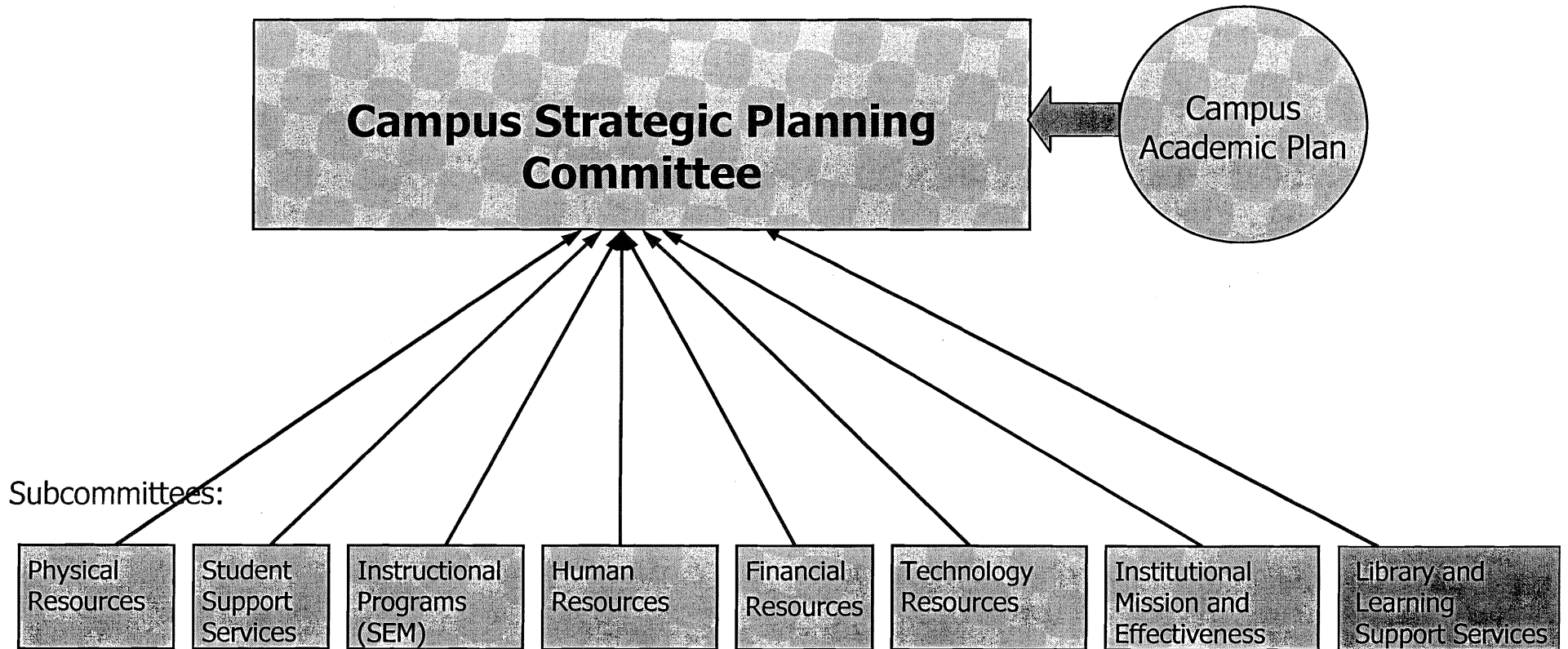
Example: Strategy Three: Colleges and Campuses of Our Communities

- Goal 1: Increase the college-going rate in the area by reaching out to underrepresented and underserved populations and designing programs, services, and approaches relevant to the diverse segments of the community
 - College-going rate increased
 - RCCD met access goal for underrepresented students (Student Equity Plan)
 - Passport to College, Title V, Gear Up, Gates Foundation Project, etc.

Campus Strategic Planning Committees

- Former campus site committees revitalized and augmented with additional responsibilities
- Broad campus membership
- 8 subcommittees aligned with accreditation standards
 - Institutional Mission and Effectiveness - I
 - Instructional Programs (SEM) - II
 - Student Support Services - II
 - Library and Learning Support Service - II
 - Human Resources - III
 - Physical Resources - III
 - Technology Resources - III
 - Financial Resources - III

Campus Strategic Planning Committee



Moreno Valley Campus Mission (DRAFT)

- The Moreno Valley Campus provides for the educational, economic, and social needs of its community. It offers quality programs in remedial education, baccalaureate transfer, health sciences, human and public services (including applied language and culture), and business technologies for its diverse student body.

Moreno Valley – Academic Master Plan

- Four programs currently within Phase A level of Process for Proposal and Approval of New and Substantially Changed Educational Programs
 - Speech Pathology Assistant
 - Dental Assisting
 - Insurance Billing/Coding
 - CIS Simulation Gaming
- Proposed Early College High School (Nuvview Charter High School)

Moreno Valley – Tactical Plans

- Developing tactical plans in support of Academic Master Plan
- Example – Physical Resources Planning
 - Phase III Building plans
 - Conceptual approval of proposed spatial merging: allied health and lab sciences
 - Conceptual approval of physical education facility
 - 16" telescope
- Example – Technology Resources Planning
 - District/Campus website discussions
 - Title V integration

Moreno Valley - Accreditation

- Steering Committee established
 - Lisa Conyers & Sheila Pisa, Co-Chairs
 - Communication methodology proposed
- Strategic Planning Subcommittees aligned with Standards and Chairs nominated
- Break-out sessions at April 21 Campus Retreat

Norco Campus Mission (DRAFT)

- Norco Campus, as part of the Riverside Community College District, is an accessible and comprehensive educational center committed to providing an affordable post-secondary education, including student services, to a diverse student body. The Campus offers courses that meet the transfer programs requirements paralleling the first two years of university offerings and pre-professional, career preparation, occupational and technical programs leading to the associate of arts and the associate of science degrees and a variety of certificates. Our curriculum and programs create a learning environment, which develops the learner's knowledge, critical thinking skills, independent thought, cultural awareness, self-reliance and personal growth. In support of this mission, we provide services required to maintain learning programs as well as the basic skills that equip students to complete transfer and/or occupational objectives. In response to changing needs, Norco Campus focuses on the theme of technology in the 21st Century, reflecting our partnership with other educational institutions, business, industry and community groups to enhance the quality of life, economic growth and global competitiveness in the community it serves. Norco Campus serves primarily the cities of Norco, Corona and the unincorporated areas of Home Gardens and Mira Loma.

Norco – Academic Master Plan

- Human Resources Certificate currently within Phase A level of Process for Proposal and Approval of New and Substantially Changed Educational Programs

Norco – Tactical Plans

- Developing tactical plans in support of Academic Master Plan
- Example – Physical Resources Planning
 - Phase IV Building plans
 - Shared utilization of JFK Middle College High School
- Developed internal Measure C Subcommittee

Norco - Accreditation

- Steering Committee established
 - Sharon Crasnow & Sheryl Tschetter, Co-Chairs
- Strategic Planning Subcommittees aligned with Standards
- Discussions at April 21 Campus Retreat

Riverside City Campus – Academic Master Plan

- In support of the Academic Master Plan, recommended to the District Strategic Planning Executive Committee that the Science/Nursing facility be the next building project for the Riverside City Campus

Riverside City Campus Mission

- Strategic Planning Subcommittee formed
- Process developed and discussed with Campus Strategic Planning Committee, Academic Senate, and at Riverside Faculty/ Administration Retreat

Riverside – Tactical Plans

- Developing tactical plans in support of Academic Master Plan
- Example – Physical Resources Planning
 - Martin Luther King, Jr. Teaching/Learning Center
 - Quad Remodel
 - Wheelock Stadium
 - Parking Structure
 - Science/Nursing
- Example – Technology Resources Planning
 - District/Campus website discussions

Riverside - Accreditation

- Steering Committee established
 - Glenn Hunt & Virginia McKee-Leone, Co-Chairs
- Strategic Planning Subcommittees aligned with Standards
- Discussions at April 21 Campus Retreat

Faculty/ Administration Retreat

April 21-22, 2005

- Campus-based sessions on:
 - Strategic Planning
 - Campus Update
 - District Perspective
 - Accreditation
 - Philosophy & Purpose of self-study
 - District Perspective & Timeline
 - Standard Breakout Sessions

District Assessment Committee Activities

- Facilitated Student Learning Outcomes Assessment & Accreditation Training - Feb. 11, 2005
- Facilitating additional student learning outcomes assessment projects
- Supporting interpretation and dissemination of CCSEQ
- Providing guidance on SLOs and assessment plans for program review disciplines
- Focusing on general education SLOs for academic and vocational degree programs
- Working with Curriculum Committee on SLOs

Gen Ed Outcomes: Discussion Forums

- Began draft at AAHE/WASC Assuring Improvement in Student Learning Workshop, Sept. 10-12, 2004
- Presented at Fall Faculty/ Administration Retreat
- Presented at Academic Senate, December 6, 2004
- Discussed at Academic Planning Council, March 25, 2005

Gen Ed Outcomes for Academic & Occupational Degree Programs

- Critical Thinking
- Social Awareness
- Information Skills
- Communication
- Quantitative Reasoning
- Breadth of Knowledge
- Application of Knowledge

Program Review Committee Activities

- Provided 2-day program review training for 2005 Program Review Cohort
- Developed Instructional Program Review Guidebook
- Presented on program review at Public Affairs and Institutional Advancement Retreat
- Facilitating discipline program reviews
- Developing yearly update process for discipline program review
- Continuing to explore integration of program review with eplanedu.com

Program Reviews – In Progress

- History
- Sociology
- Photography
- Life Sciences
- Office Administration
- Dance
- Certified Nursing Assistant
- Physician Assistant
- Physical Education
- World Languages
- Political Science
- Geography
- Humanities
- Cosmetology
- Counseling
- Music
- Anthropology
- Automotive
- Telecommunications

Accreditation

- Facilitated February 11 Workshops
- Aligned strategic planning committees with accreditation committees
- Campus Steering Committees formed and meeting
 - Forming standard/section committees
 - Developing timelines
- Developing Additional Training Sessions

Questions / Discussion

Web Site for Strategic Planning Documents

Objective:

To develop a repository for sharing documents like the Minutes of Meeting, Mission Statement, Accreditation Timeline/Documentation and sharing of information at the System's Cabinet.

Purpose:

- Documents Archived over a period of time.
- Serve as evidence for sharing information within the community.

Current Major Groups/Activities:

- Strategic Planning Committee: District and Campus
- System's Cabinet
- District Academic Council
- Accreditation
- Academic Master Plan (Under Development)

Web Site Details and access:

- Please point your browser to
<http://iereports.rcc.edu/sv/home>
- User Id: SPEC (Upper Case)
- Password: SPEC (Upper Case)
- Navigation may be done by Campus or District.
- This Website will be linked to Strategic Planning Web Site of Michael G.Dolence and Associates (Eplannedu.com)

PROPOSED TIME LINE FOR ACCREDITATION ACTIVITIES

November 2004	District Coordinating Committee meets Approve timeline and committee structures
Spring 2005	Form the three campus/college steering committees and the recommended 9 standard/section committees for each campus. Also begin index of evidence documentation Begin self-study training
Summer 2005	Training for campus steering committees
Fall 2005	Continue training for all standard/section chairs Faculty/Administration Retreat – focus on training Campus standard/section committees meet to compile information, hold standard/section discussions, identify campus/District issues, and prepare annotated outlines of standards/sections
Spring 2006	Continue committee meetings on standards Faculty/Administration Retreat – focus on clarification of questions, input on standards, and campus/District issues to be addressed
Summer 2006	Write drafts of each standard/section Gather evidence documentation Prepare facility to archive evidence
Sept. – Dec. 2006	Committee meetings on standards and input from Faculty/Administration Retreat – Complete Draft needs to be ready for discussion
December 2006 – January 2007	Correlation of Materials for Self-Study Check on evidence documentation
February – April 2007	Editing Discussions by campus steering committees
April 30, 2007	Final Draft of Self-Study Prepared Presentation and discussion at Admin/Fac Retreat
June 19, 2007	Board of Trustee Approval of Self-Study
July 2007	Final Editing
August 2007	Self-Study Reproduction
September 1, 2007	Submit Self-Study to Accreditation Commission
Fall 2007	Accreditation Visitation

ACCREDITATION
SUGGESTED COMMITTEE STRUCTURE AND MEMBERSHIP

District Coordinating Committee

Susan Mills, Chair
Tish Chavez
Michelle Davila
Brenda Davis
Arend Flick
Tom Johnson
Kristina Kauffman
Linda Lacy
Ray Maghroori
Virginia McKee-Leone
Sylvia Thomas
Richard Tworek

Moreno Valley Steering Committee

Administration	Lisa Conyers Daria Burnett
Faculty	Patricia Bufalino, Sheila Pisa
CSEA	Gail Byrne, Jonell Guzman
Confidential	Angie Arballo
Student	TBD
Editor	Dan Clark

Norco Steering Committee

Administration	Dawn Lindsay Beatriz Vasquez
Faculty	Sheryl Tschetter, Sharon Crasnow
CSEA	Tamara Caponetto
Confidential	Josephine Carson
Student	TBD
Editor	TBD

Riverside Steering Committee

Administration	Glenn Hunt Monica Delgadillo-Flores
Faculty	Sharon Gillins, Virginia McKee-Leone, Jan Schall
CSEA	Michelle Davila, Julie Pehkonen
Confidential	Tish Chavez
Student	TBD
Editor	TBD

Recommended: The above committees form 9 sub-committees distributed under the four standards. Remember that broad involvement is needed.

SUGGESTED ORGANIZATION FOR SELF-STUDIES

Each college should create a steering committee composed of seven members –

- 3 faculty (one of whom is involved in strategic planning)
- 2 administrators (one of whom is involved in strategic planning)
- 1 CSEA staff member
- 1 student

The individual steering committee will then create nine standard/section committees with faculty and administrator co-chairs. These committees should have broad representation from administration, faculty, classified staff and student groups. Specific representation from management, Academic Senate, Associated Students, CSEA is a must.

Each college should designate an acting accreditation liaison officer. The District's Vice Chancellor for Academic Affairs is the recognized liaison officer at present and it is questionable if the campuses can, in fact, have liaison officers prior to becoming colleges. Therefore, the acting liaison officer for a proposed college must work through the VCAA in any contact with the commission.

The college steering committee should designate a person to serve as editor for the draft of the self-study. This probably involves reassigned times.

Two representatives from the three college steering committees will serve on the District Executive Committee. These six, along with three others appointed by the District (again, one of whom is involved with planning), will be responsible for coordination of the self study activities and the supply of pertinent documentation.

All members of the steering committees and the executive committee should be provided training as soon as possible.

While we are creating a "culture of planning," we need also to create a "culture of accreditation" across the entire college community.

PROPOSED REASSIGNED TIME FOR FACULTY

Spring 2006	.2
Fall 2006	.4
Winter 2007	.4
Spring 2007	.4

The distribution of reassigned time will be left to the individual campus/college . During 2006/07 additional reassigned time will be allocated for editors from each campus/college. Editors will work with Tom Johnson who will be coordinating editing for the District.