As the 2016 elections approach, community college leaders converged on Washington to ensure continued progress.
WHAT'S TRENDING?

Take a deeper dive into the issues that affect community college student persistence and completion with original research from ACCT.

MENTAL HEALTH

Too Distressed to Learn? assesses mental health among community college students. Authors Daniel Eisenberg, Sara Goldrick-Rab, Sarah Ketchen Lipson, and Katharine Broton conducted a survey of more than 4,000 students at 10 community colleges in California, Louisiana, Pennsylvania, New Jersey, New York, Wisconsin, and Wyoming that underscores the need for greater mental health services for students. According to the report, almost 50 percent of students surveyed had a current or recent mental health condition.

ALIGNING K-12 AND COMMUNITY COLLEGES

Seizing the Moment calls on community college presidents and trustees to embrace the higher standards many K-12 school systems have adopted and implement strategies to increase college readiness and success. The report profiles proven programs that effectively advance student success throughout the country, including a broad array of models that range from providing remedial education and enabling students to earn college degrees while still in high school to aligning academic expectations from high school to college, using early assessments to increase readiness and success, customizing developmental education to meet students’ needs, and more.

DIVERSITY

The Progress of Latinos in Higher Education profiles Latino community college students, including associate degree attainment rates, which are unsettling: only 23 percent of adult Latino students (25 and older) attain associate degrees, compared to 33 percent of black students, 46 of white students, and 59 percent of Asian students. The paper discusses promising programs that have proven to advance student success, and which can be scaled nationally.

FOOD & HOUSING INSECURITY

Hungry to Learn shines a glaring spotlight on the real rates of food and housing insecurity among community college students and describes improvements that community colleges and federal and state policymakers can implement so that students can persist in their studies through to the successful completion of a college degree.

All reports are available to download free at www.acct.org/reports-white-papers.

To request print copies, or to let us know what issues matter most to your college, contact us at publicpolicy@acct.org.
OVER THE PAST YEAR, WE EXAMINED THE CAUSES and ramifications of student loan defaults, assessed the pressing issues of homelessness, hunger, and mental health among community college students, and addressed testing standards, the persistence of Latino students, and the unique challenges for male students of color. The results of this work led to the establishment of important new partnerships with organizations such as the American Indian Higher Education Consortium, the College Promise Campaign, Healthy Minds Network, Higher Ed for Higher Standards, M2C3, the National Association of Latino Elected and Appointed Officials Educational Fund, and Wisconsin HOPE Lab, among others.

I am proud that this association is driven by un puro corazón—a pure heart. ACCT does not stray from its core mission and the values of boardmanship, advocacy, student success, innovation, diversity, and public service. Everything the association does is driven by the needs of our college governing boards and the students they serve.

But we aren’t operating in a vacuum. In order to be our most effective, we need to hear from you about how we might best support your efforts to promote the success of our students. Recently, you may have received one or more surveys from ACCT asking how we are doing, and what more we can do to meet your needs. We take your responses to heart, and welcome any and all feedback. You should always feel free to contact ACCT to let us know what more we can do for your college.

This fall, more than 2,000 community college trustees, presidents, and other higher education leaders will converge in New Orleans to participate in over 100 educational sessions and newly redesigned roundtables. ACCT staff, nationally recognized experts, federal policymakers, and influencers will deliver updates on exciting new developments, and your peer community college leaders will present best practices and innovative new models that can be interpreted to suit the needs of your institution. The concentration of activities, information and networking that occurs during the Congress drives us forward into the next year with a fresh perspective on what has changed, what should change, and what must never change: our purity of intention, our dedication and our concerted efforts to always promote the success of our students above all else.

I hope to see you this October in New Orleans, and to speak with you about whatever is on your mind. ACCT is your association, and as with you and every other trustee in the country who dedicates his or her time and talents to serving community colleges, all of our best work comes from our collective puro corazones, with genuine care for our students and our communities.

ROBERTO ZÁRATE
ALAMO COLLEGES, TX
From the President & CEO

From the Beltway to the Bayou

This issue of Trustee Quarterly highlights ACCT’s work “inside the Beltway” to cultivate and maintain support for community colleges and our students. On page 10, we revisit the Congressional Community College Forum at which Senators Patty Murray and Tammy Baldwin, and Representatives Raul Grijalva, Nancy Pelosi, Steve Scalise, and Bobby Scott spoke to hundreds of community college leaders about legislation that will affect our colleges. On page 12, we take a look at the 2016 Community College National Legislative Summit (NLS), where Second Lady Jill Biden made a surprise appearance, and then-Acting Secretary of Education John B. King, Jr. gave a remarkable keynote address. (Secretary King’s permanent appointment was confirmed the afternoon after he spoke at NLS.)

The reauthorization of the Higher Education Act and the College Promise movement were hot topics at the NLS, and this issue of Trustee Quarterly takes a look at a variety of innovative College Promise models (p. 18). We take a close look at the growing number of statewide programs such as those in Tennessee and Oregon, as well as institution-specific programs, including the Kalamazoo Promise program in Michigan, the first-ever program of its kind. Following the overview is a Q&A with former Under Secretary of Education Martha J. Kanter, who now directs the nonpartisan College Promise Campaign. And on page 8 is an important call to action from ACCT Vice President of Public Policy and External Relations Jee Hang Lee, who discusses the possibility of tapping the Pell Grant funding surplus to reinstate year-round Pell Grant availability for our students.

Of course, advocacy begins at home, and this issue also highlights ACCT’s new resources for trustees, including two toolkits (p. 4), a campus security summit (p. 5), and a precedent-setting new report that found that half of community college students surveyed reported mental health conditions that adversely impacted their educational efforts (p. 24).

We’ve been busy in Washington, and we know you’ve been busy around the country. The next issue will contain an abundance of exceptionally innovative new models and best practices shared by member colleges and affiliates. Trustee Quarterly is your magazine, and we want to know what you’d like to get out of it. Please contact Managing Editor David Conner at dconner@acct.org with your story ideas, thoughts, and feedback.

J. NOAH BROWN
ACCT President and CEO
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ACCT to Convene Special Summit on Campus Security

Campus security is a top priority for all colleges, and college boards and presidents are charged with the great responsibility of safeguarding the entire campus community. Today’s colleges have to be ready to react at a moment’s notice to any suspected or active security risk, and this can only be done by putting proper policies and action plans into place and regularly reviewing and rehearsing necessary steps so that they will become second nature.

During the 2016 Community College National Legislative Summit, ACCT convened a presentation on campus security in conjunction with the Oregon Community Colleges in response to the tragic shooting at Umpqua Community College last fall. Following the session, we heard great demand for a larger and more intensive event to inform college leaders about disaster preparedness, campus security, and maintaining stability in the aftermath of an unforeseen catastrophic event.

This June 13-14, ACCT hosted a day-and-a-half long Summit on Safeguarding College Campuses: Becoming a Disaster-Resilient College in Portland, Oregon. The Summit, convened in partnership with the Oregon Community College Association with support from The Bill & Melinda Gates Foundation, walked community college trustees, presidents, and other relevant leaders through preparedness training, what to do in the midst of an unexpected on-campus emergency, and how to regain and maintain operational stability following a tragic event.

Summit leaders:
• Provided guidance and institutional readiness plans for natural and manmade disasters;
• Explained the value of state and regional coordination;
• Discussed the distinct roles of the board and college leadership teams, state college associations, neighboring colleges and universities, and local emergency responders;
• Facilitated roundtable discussions for these groups on becoming flexible and adaptable in the midst of a crisis; and
• Simulated disaster scenarios and rehearsed appropriate responses.

In addition, representatives from FEMA, Green River Community College, and Umpqua Community College engaged in discussion about what college leaders need to know about trauma, followed by breakout sessions that included:
• Investing in and assessing your community relationships;
• Threat assessment of your college; and
• Crisis media communication.

Participants came away from the event with a greater understanding of threats facing community colleges today and what to do about them, as well as comprehensive crisis preparedness resources and an opportunity for review of their college’s institutional readiness plan. For resources on campus security, contact Christina Simons at csimons@acct.org.

2016 ACCT Leadership Congress

This October 5-8, more than 1,400 trustees, college presidents, philanthropic leaders, and federal officials will gather in New Orleans for the 47th Annual ACCT Leadership Congress, focused on leading with intent.

In addition to provocative keynote addresses from Cokie Roberts and Barbara Gellman-Danley, the 2016 Congress will feature over 100 educational sessions organized around seven tracks: expanding the community college mission; entrepreneurial and strategic alliances with business and industry; new pathways to student success; the new financial model; combating poverty; strengthening governance; and security and disaster preparedness.

Be sure to register before the August 1 early registration deadline to ensure that you lock in the best rate available. Hotel reservations must be made by September 15. For more information and to register, please visit www.acct.org.
NEW ADVOCACY TOOLKITS FOR TRUSTEES

ACCT recently released two new toolkits to help community college trustees, presidents, and other leading advocates convey to policymakers the important work being done by our institutions.

We encourage colleges to add these toolkits to your board and executive meeting agendas and to disseminate them among your college’s leading advocates. To download the toolkits, go to http://bit.ly/22IuxzS.

Congressional Visit Toolkit

If you haven’t hosted your United States Senators or Representatives at your college campus recently, you may be missing a great opportunity to build or strengthen your college’s federal relations rapport, and to demonstrate the importance of your college to your congressperson’s state or congressional district. Through a tour or visit, you can highlight programs or activities occurring on campus and talk to your member of Congress about the college’s federal priorities. This type of engagement will help make you an informational resource on higher education policy and create stronger ties with your elected officials.

The toolkit includes:
• How to craft congressional invitations;
• How to prepare for and planning your meeting or campus tour;
• What to do after the meeting is over;
• Sample invitations;
• A federal funds worksheet; and
• A final checklist to make sure you’re getting the most out of your college visit.

College Promise Toolkit

The College Promise Campaign (CPC) was created to build widespread support for universal community college programs throughout the nation, and to ensure that our students have the tools and services they need to succeed. Actively supporting the Campaign and promoting the notion of universal community college allows you to engage in the national dialogue about the importance of community colleges to the future of the country.

The toolkit includes:
• Talking points for public comment;
• Talking points for advocacy efforts;
• Sample resolution in support of America’s College Promise;
• Sample press release;
• Sample op-ed;
• Social media information;
• Frequently asked questions (FAQ); and
• Contact information.
Model Standards of Good Practice for Trustee Boards

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

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

*A term “board” refers to a community college board of trustees or appropriate governing authority.

Adopted by the ACCT Board of Directors, October 2000.

ACCT Chair-Elect Lee and President Brown Give Commencement Addresses

It’s graduation season, and this year two of ACCT’s leaders were invited to give commencement addresses at two ACCT member colleges.

On May 7, President and CEO J. Noah Brown spoke to graduates of Rhodes State College in Lima, Ohio, at the college’s 46th annual commencement exercise at Lima’s Veterans Memorial Civic & Convention Center.

Brown spoke to graduates about the unparalleled return on investment that higher education yields. “Today more than ever, a college credential represents the gateway to economic security and increased prosperity — for you, your family, and all who yearn for the American Dream,” Brown said to the 270 graduates in attendance.

“Congratulations,” Brown said, “on your wise decision to place your faith in the community college, and for honoring the Rhodes State administration and faculty through your accomplishments.”

On May 19, Chair-Elect Bakari G. Lee, Esq., delivered the commencement address to the 47th graduating class of Bergen Community College in Paramus, N.J. “Bakari Lee is an accomplished and inspiring leader,” said Brown. “He is an aspirational figure for Bergen’s graduating class and continuing students, exhibiting a true commitment to the mission of community colleges and to his home state of New Jersey.”

“I’m truly honored to give the keynote address at Bergen Community College,” Lee told the college. “I have deep roots in Bergen County, my mother being from Hackensack specifically, so I spent much of my childhood there. We are truly in the midst of a transformative stage for community colleges, and I am glad to be involved.”

“Bakari Lee represents one of the strongest advocates for community colleges in the United States,” Bergen President B. Kaye Walter said in a statement. “He will undoubtedly inspire our graduates, their families, and friends.”

For inquiries about booking speaking engagements, contact David Conner at dconner@acct.org.

UK Association of Colleges News

The Association of Colleges (AoC), an “across the pond” United Kingdom counterpart to ACCT that represents 317 colleges of further education, announced the appointment of David Hughes to serve as the association’s new chief executive effective September 2016. Hughes will be taking over for Martin Doel, who has served as AoC’s chief executive since 2008.

In June, AoC Board member Mark White was awarded the high distinction of OBE in the Queen’s Birthday Honours list for his services to education. The OBE is an honorific recognizing outstanding service from British individuals as Order of the Most Excellent, a grade in the Order of the British Empire. White, who serves as chair designate of Stockton Riverside College, told the college “I felt quite overwhelmed and even a little weepy when I opened the letter.” Stockton Riverside College is a college of further education located in Northeast England. It is roughly the equivalent of an American community college.

Doel and White both have attended the ACCT Leadership Congress to become better acquainted with American community college models and to represent AoC. In 2010, Doel co-signed a renewed Memorandum of Understanding between AoC and ACCT, and White has participated in many Congresses, including the most recent San Diego meeting.

Visit www.aoc.co.uk for more information about AoC and UK colleges of further information.
Reps. Rubén Hinojosa and John Kline Honored with 2016 National Education Service Awards

On Wednesday, February 10, ACCT and the American Association of Community Colleges presented U.S. Representative Rubén Hinojosa (D-Texas) and U.S. Representative John Kline (R-Minn.) with the 2016 National Education Service Awards for their outstanding commitments to advancing community colleges.

Hinojosa was elected to the United States Congress in 1996, representing the 15th Congressional District of Texas. He currently serves on the Committee on Education and Workforce, and is the ranking member of the Subcommittee on Higher Education and Workforce Training. Hinojosa previously served as chairman of the Subcommittee on Higher Education, Lifelong Learning, and Competitiveness. As chairman, he helped guide into law the College Cost Reduction and Access Act of 2007, as well as the 2008 reauthorization of the Higher Education Act. Hinojosa has worked to elevate Hispanic-Serving Institutions to a position of prominence in higher education. In the 1998 amendments to the Higher Education Act, he succeeded in establishing a separate Title V dedicated to the development of HSIs. Since that time, funding for HSIs has grown from $12 million to $107 million in FY 2016. As a senior member of the House Education and Workforce Committee, Hinojosa was a leader in developing the Health Care and Education Reconciliation Act of 2010. This legislation represents the single greatest increase in student financial aid since the G.I. Bill. He also served as a senior member of the House Committee on Education and Workforce Committee, Hinojosa was leader in developing the Health Care and Education Reconciliation Act of 2010. This legislation represents the single greatest increase in student financial aid since the G.I. Bill. He also served as the chair of the Congressional Hispanic Caucus's Education Task Force for many years. Prior to serving in Congress, Hinojosa was instrumental in leading the effort to create South Texas Community College. He also served as founding chairman of the board of trustees for South Texas Community College, a position held from 1993 through 1996. Hinojosa has announced that he will retire from the House of Representatives after 2016.

Kline has represented Minnesota’s second district since being elected to Congress in 2002. Prior to that time, he was a 25-year veteran of the Marine Corps, serving as a personal military aide to Presidents Jimmy Carter and Ronald Reagan. Kline has served as chairman of the House Education and the Workforce Committee for the last six years, and he has shown interest and support for a wide range of higher education issues impacting community colleges. Chairman Kline was a prime architect of the successful reauthorization of the Workforce Innovation and Opportunity Act, a top community college priority. He has been a steadfast supporter of the Pell Grant program and helped secure additional funding in the 2011 Budget Control Act. He also provided helpful oversight of the full implementation of the Direct Lending program in the transition from Federal Family Education Loans. In preparation for the reauthorization of the Higher Education Act, Kline has ensured that the education committee has received thorough, wide-ranging testimony, including that from a number of community college witnesses. As a result of his leadership, a number of higher education bills passed Congress last year on a bipartisan basis. Kline has announced his retirement from Congress at the end of 2016.

CALL FOR ARTICLES

ACCT is seeking articles about community college governance and policy, advocacy, and student success initiatives. See page 23 for more information.
During the last reauthorization of the Higher Education Act, Congress and President George W. Bush signed into law a provision that brought the Pell Grant program into the 21st century. By allowing students to receive a Pell Grant for more than two semesters in a year, the provision allowed many students to receive aid for the summer semester. In total, 1.2 million students — or 15 percent of all Pell Grant recipients — received year-round Pell Grant (YRP) awards in fiscal 2011.

However, the additional year-round Pell awards, along with the significant increase in the number of Pell Grant students and the increase in the Pell Grant maximum, drastically ballooned the overall cost of the program, which created significant funding shortfalls. Congressional leaders and the administration acted quickly to deal with the Pell Grant shortfall by eliminating year-round Pell, eliminating eligibility for ability to benefit (ATB) students, and reducing the maximum number of full-time semesters from 18 to 12. Congress passed these changes to Pell without even holding hearings to address the cost and the impact of the cuts.

While ACCT has been successful in restoring some eligibility for ability-to-benefit students in career pathway programs, higher education organizations continue to push for

It’s Time to Act
Community college trustees can help ensure that year-round Pell is restored for all students.

By Jee Hang Lee
WHILE ACCT HAS BEEN SUCCESSFUL IN RESTORING SOME ELIGIBILITY FOR ABILITY-TO-BENEFIT STUDENTS IN CAREER PATHWAY PROGRAMS, HIGHER EDUCATION ORGANIZATIONS CONTINUE TO PUSH FOR RESTORATION OF YEAR-ROUND PELL. ONE OF THE CHIEF BARRIERS HAS BEEN THE COST, BUT FOR THE PAST SEVERAL YEARS THE PELL GRANT PROGRAM HAS RUN A SURPLUS, STAVING OFF SHORTFALLS THAT WOULD HAVE FURTHER REDUCED STUDENT ELIGIBILITY OR AWARDS.

restoration of year-round Pell. One of the chief barriers has been the cost, but for the past several years the Pell Grant program has run a surplus, staving off shortfalls that would have further reduced student eligibility or awards.

Pell program costs have shifted largely due to enrollment decreases across higher education and the corresponding impact on the total number of Pell Grant students. During its highest total participation in award year 2011-12, 9.4 million Pell Grant students received awards, of which 3.4 million were students at public two-year institutions. For award year 2014-15, there were 8.3 million students, of which 2.9 million were students at public two-year institutions.

Due to the reduction in the number of Pell Grant students, Congressional leaders are now looking at a projected $7.8 billion Pell Grant surplus for FY2017. ACCT historically has supported efforts to maintain the surpluses in the Pell program in anticipation of future funding shortfalls. However, Congressional appropriators are now looking for additional resources to shore up funding gaps in other programs, and funding for the National Institutes of Health (NIH) remains a top priority for many lawmakers. There is growing concern that if the surplus funds are not spent for Pell Grant purposes,

some of the surplus will be reallocated to NIH programs.

Given the funding situation, ACCT and other stakeholders are calling upon Congress and the administration to use the Pell Grant surplus to restore year-round Pell. ACCT recently sent out an action alert to its membership to call and write their members of Congress in support of year-round Pell.

Go to action.acct.org to urge your elected officials to maintain funding for the Pell Grant program.

ACCT also encourages community college trustees and leaders to download and use a recent toolkit developed by ACCT public policy staff. The toolkit provides valuable information on how to invite and maximize a Congressional member’s visit to your college. These Congressional visits can serve as a valuable advocacy tool and provide an opportunity for members of Congress to meet students receiving federal financial aid. See p. 5 for additional details, or visit http://bit.ly/22IuxzS to download the toolkit.

ACCT will continue to advocate for this important issue with Congress and the administration as it finalizes the appropriations process. We encourage you to use ACCT’s online resources to communicate with your members of Congress and follow federal legislative updates through the Latest Action in Washington (LAW) email alerts and the Capitol Connection e-newsletter. To join, email publicpolicy@acct.org.

ACCT Vice President for Public Policy and External Relations Jee Hang Lee can be reached by email at jhlee@acct.org, or by phone at 202-775-4667.
ACCT’s Community College Congressional Forum drew a bipartisan group of lawmakers on Wednesday, including the primary House and Senate sponsors of legislation based on President Obama’s call to make community college free for all students.

Sen. Tammy Baldwin (D-Wis.), the lead Senate sponsor of the America’s College Promise Act of 2015, compared the proposal to the movement that made high school universal and free a century ago. “It’s an immensely critical need for our country and economy,” she told Forum attendees, urging community college trustees and presidents to advocate for the law.

“I need all of your help here,” Baldwin said. “We have an incredible amount of work to do together… Don’t let the cynics tell you it can’t be done.”

Rep. Bobby Scott (D-Va.), the House sponsor of the legislation, questioned critics of the proposal’s cost, which, with additional provisions for students at minority-serving institutions, has been estimated at $90 billion.

“If you say we can’t afford it, you haven’t looked at the bills we pass,” Scott said. “If we make it a priority, we can go back to the days when people could go to college without incurring mortgage-sized debts. It’s a matter of priorities.”
Another House co-sponsor, Arizona Rep. Raul Grijalva (D-Ariz.), called the proposal “the most affordable and accessible way for our people to deal with the realities of the economy.”

America’s College Promise, Grijalva said, is “about putting the investment where the investment is most appropriate…. It acknowledges that the reality of our changing times, demands on our workforce, and the diversity of this nation requires a learning space that is accessible and community-based, and that's community colleges.”

The legislation also includes provisions that community colleges “must take measures that students who enter complete,” Grijalva said. States participating in the law’s 75-25 funding split are also required to improve transfer to four-year institutions. And, Grijalva added, “if you’re going to provide that transition bridge to a four-year institution, the flexibility of the Pell Grant is essential.”

Former House Speaker Rep. Nancy Pelosi (D-Calif.), the Democratic House leader, said America’s College Promise, if enacted, will “unleash the true transformational potential of community college for millions more Americans.”

“Now is really the time for bold ideas,” Pelosi said. “You are one of the greatest assets we have in the fight against inequality. Understand how important you are.”

Sen. Patty Murray (D-Wash.) said the proposal “strengthens our economy from the middle out, not the top down.” While community colleges have historically offered students low tuition, living expenses put higher education out of reach for many, she added, noting recent studies showing significant numbers of students who have experienced homelessness and hunger.

The proposal was one of a broad range of higher education issues lawmakers discussed during the Forum. Louisiana Republican Steve Scalise (R-La.) stressed the importance of ensuring that community colleges have the flexibility to create effective workforce programs.

“We've got to make sure you have the flexibility you need to complete your mission,” said Scalise, the House Majority Whip. “[Employers] are looking for specific skills. They're not looking for skills from four-year colleges, but community colleges.”

Several lawmakers spoke to the need to expand the Pell Grant program, including the reinstatement of year-round Pell and continue to restore grants to larger number of ability to benefit (ATB) students. “So-called nontraditional students have become the new norm,” Murray said. Grijalva urged community college leaders to “make the case for reality-based Pell Grants.”

Murray pointed to successful efforts to reauthorize the Workforce Innovation and Opportunity Act in 2014 and the Elementary and Secondary Education Act last year. She told Forum attendees that Senate Democrats are focusing this year on reauthorization of the Carl D. Perkins Vocational and Technical Education Act, which together would provide a unified pathway “making sure students from all walks of life have a clear pathway to and through college,” she said.

Speakers also urged community college leaders to continue advocating for their institutions. “We have debates in Congress about budgets, but we have to put these debates in context with a few facts,” said Pelosi. “Nothing returns more money to the treasury of the United States than investing in education… To close the opportunity gap, we must close the gap in education. Community colleges are a crucial link in that bridge to education and opportunity.”
MAINTAINING THE MOMENTUM

AS THE 2016 ELECTIONS APPROACH, COMMUNITY COLLEGE LEADERS CONVERGED ON WASHINGTON TO ENSURE CONTINUED PROGRESS.

BY MARK TONER
SECOND LADY JILL BIDEN STUNNED ATTENDEES OF THE 2016 Community College National Legislative Summit when she appeared unannounced at a session during the first day of the annual gathering to show support for the College Promise Campaign. But the ongoing support for community colleges by lawmakers of all political persuasions is far from a surprise.

"It’s a remarkable time for the community college movement," ACCT President & CEO J. Noah Brown told the nearly 1,000 trustees, presidents, and other community college leaders who attended the NLS. "We have many challenges, but we have great opportunities."

This year's NLS served as a bookend to the unprecedented focus on community colleges throughout the Obama Administration. Seven years ago, community college leaders converged on Washington in the midst of deliberations over the then-new president's $787 billion economic stimulus package, which represented the beginning of billions of dollars of support for the community college sector as the president made increasing the number of Americans with postsecondary credentials a national priority. This year, Biden crashed the NLS session on America’s College Promise to stress the importance of making community college free for all — a priority that is already evolving and expanding beyond the specific legislation proposed by the president.

"Right now it’s a dream, but it’s got to become a reality," Biden told attendees.

Looking ahead, community college leaders face the challenge of ensuring that the unprecedented focus of the past eight years continues, particularly as the Higher Education Act and other key legislation edge closer to reauthorization.

"Over the past year, we made a lot of progress," said ACCT Chair Roberto Zárate, a trustee at Alamo Colleges in Texas. "Key policy decisions are being made as we gather… all of us must use our voices to keep our elected officials focused on the issues that affect our institutions and our students."

Beyond the Promise
A year after President Obama first announced the America’s College Promise initiative, momentum is growing at the local, state, and national levels, speakers told community college leaders attending the NLS.

Ranging from statewide initiatives to local and regional partnerships, more than 140 college promise programs are now in place across the country — a number expected to surpass 200 by year’s end, Martha J. Kanter, former U.S. Under Secretary of Education and director of the bipartisan College Promise Campaign, told attendees.

At least three states have passed promise laws, which are also under consideration in 10 other states. A national Heads Up America campaign has garnered more than 110,000 signatures in its efforts to build public awareness for the idea. The Obama Administration’s budget proposal for the upcoming fiscal year, released during the first day of the NLS, also makes funding the program at the national level a priority, supported by bills introduced in the House and the Senate.

"If people had said last year after the State of the Union address that we would have made this much progress, no one would believe it," said Kyle Lierman, White House associate director of public engagement. Lierman urged community college leaders to take the lead in creating local programs that "show
Jill Biden (Center) makes a surprise appearance

ACCT and American Association of Community Colleges public policy officials discuss 2016 federal legislative priorities

the benefit of making college free to a much broader range of students.

“You need to be the ones digging in and pushing this in your communities,” Leirman said. “That progress and momentum will provide the framework for state programs to be passed across the country, and eventually national programs.”

That’s exactly what’s happening in California, where a half dozen community college presidents have formed a leadership team focused on making college tuition-free, which was the case in the state by the 1980s. Doing so will require a combination of philanthropic efforts, changes to state grants, and local promise efforts such as the ones taking root across the state, said Helen Benjamin, chancellor of the Contra Costa Community College District.

ACCT’s Brown urged community college leaders to “depoliticize” the proposal.

“This is the biggest opportunity we have had since the Truman Commission report in 1947, which paved the way for the development of the modern community college movement,” Brown said. “It is our job to… make people understand that we will not get to the 21st century in this country unless we go beyond the free high school movement that began the 20th century.”

While America’s College Promise carries a price tag between $60 and $90 billion, the original GI Bill cost roughly $190 billion in today’s dollars, according to Brown. “Don’t let anyone tell you we can’t afford it,” he said.

The bills supporting America’s College Promise introduced in the House and the Senate, while unlikely to become law in the near-term, serve as a “specific vehicle to talk about tuition-free community college on Capitol Hill,” said Jim Hermes, associate vice president of government relations for AACC.

“It’s a long-range effort by everyone’s estimates,” Hermes added. “It’s also a dual-track effort. While we’re focused here on the federal legislative aspect, there’s a lot of effort and initiative at the state and local levels.”

The Priorities

NLS attendees were briefed by ACCT and AACC staffers on other key legislative priorities for the year. “Having you here in Washington, D.C., advocating on behalf of your institution and your students is crucial,” Jee Hang Lee, ACCT vice president for public policy and external relations, told attendees.

Last October’s funding crisis resulted in an unanticipated increase in spending caps — and significant funding increases for a number of community college programs, including workforce development, Hispanic-serving institutions, adult basic education (ABE), and TRIO. With only small overall increases in nondiscretionary funding projected for FY17, the challenge for community college advocates is to call on lawmakers to preserve and build on that foundation, particularly in programs such as ABE and CTE which are still rebounding from earlier cuts.

The Pell Grant program, which serves 3 million community college students, topped the list of legislative priorities. A priority has been ensuring that excess funds from current surpluses are not diverted to other programs — something staved off in the FY16 budget, according to Jennifer Stiddard, ACCT’s director of government relations. Progress has been made in restoring Pell for ability to benefit (ATB) students, although work remains to be done to restore year-round Pell grants. “We need to reinforce that
community college students need flexibility — they have a lot of responsibilities in their lives,” Stiddard said. “They need to be able to go year-round, and this will help them do so.” To keep students from running out of funding after they transfer to four-year institutions, it’s also important to extend the maximum number of full-time semesters to from 12 to 14, she added.

With the K-12 focused Elementary and Secondary Education Act (ESEA) reauthorized in 2015 after lengthy delays, the legislative attention now shifts to the Higher Education Act (HEA), although it’s unlikely that reauthorization will be completed this year. “It’s important to go to offices and talk about our priorities in this area because the work they’re doing now will inform the next Congress when they are likely to get the reauthorization done,” said David Baime, AACC senior vice president for government relations and policy.

Democrats and Republicans remain far apart in their approach to the law, with Republicans focused on streamlining and simplifying programs and Democrats emphasizing affordability, addressing student debt, and encouraging increased state support, according to Baime.

Priorities for community colleges include ensuring that proposed rules involving student loans, including “risk-sharing” penalties for colleges with high default rates, take into account the unique populations community colleges serve. “The prospect of risk-sharing is very real,” Hermes cautioned, urging NLS attendees to communicate to lawmakers that the concept is in reality a “default tax” that disadvantages community colleges.

Other legislative priorities for community colleges include reauthorization of the CTE-supporting Perkins Act and tax provisions such as the American Opportunity Tax Credit (AOTC) and community college partnership tax credit. Other NLS speakers urged community college leaders to continue stressing the value of their institutions in their communities.

“You want to talk about value, and the best return on the dollar is a community college education,” said MSNBC political analyst Steve Schmidt, who led a roundtable with Washington Post columnist Eugene Robinson. “Emphasize vocational development and economic development.”

The Challenge
The recent momentum behind community colleges goes against the grain of the ongoing shift of higher education from public good to private responsibility. Washington Post columnist Catherine Rampell cited the demonstrated spillover effects of college attainment — it increases wages for all workers, it promotes economic mobility, and it reduces the need for other government services. In fact, the post-World War II GI Bill returned $6.90 for every dollar invested, she said. Since then, however, each economic downturn has led to ongoing declines in public support for higher ed.

“In every recession, state legislatures hack away funding for public institutions — temporally, they say,” Rampell said. “But when the economy improves, they’re often loath to improve funding.” The result has been a “stepladder pattern,” in which state support rebounds to lower levels than the pre-recession peak each time. “All the while, enrollment is increasing,” Rampell said. “Public colleges have gone from state-funded to state-supported to just state-located.”

Even with tuition hikes, the numbers are daunting. According to the College Board, state appropriations per student fell by
$1,500, on average, following the Great Recession while tuition increased by $700 — an average $800 net loss per student. The results include larger classes, greater use of adjuncts, and deferred maintenance and construction projects, Rampell said.

“Students are paying more and getting a bit less for their money at a time when getting a degree is more important to a middle-class job than ever before,” Rampell said. The cash crunch also makes it more difficult for colleges to provide the kinds of support students need to persist and complete, she added.

The challenges are clear, but so are the needs. At a reception held on Capitol Hill, Zárate recognized the student trustees that were part of the delegations visiting lawmakers. “This is the reason you are advocating,” he said, pointing to the student trustees. “They have cemented why we are here.”

The ‘Capstone Year’

Bringing the NLS to a close, U.S. Secretary of Education John B. King Jr. outlined the Obama Administration’s priorities for its final year.

“As we move into…this capstone year of our work in education, we are as committed as ever that education can be the driver of opportunity in this country,” King told NLS attendees.

King, who was awaiting confirmation at the time of NLS, was accompanied by Under Secretary Ted Mitchell and Deputy Assistant Secretary for Community Colleges Mark Matsu. He said the department would focus on equity and excellence, “lifting up educators” at all levels, and a continued focus on access, affordability, and completion.

“We all understand that access and affordability alone aren’t enough,” King told attendees. “It’s not about getting to college, but through college and to a meaningful degree that creates opportunity in the 21st century.”

King spoke of the department’s emphasis on innovation over the past seven years, highlighting efforts to encourage short-term training, competency-based education, dual enrollment for high school students, and experimental work with “second-chance Pell,” which gives inmates the opportunity to receive financial aid for education in preparation for their return to society. King called second-chance Pell “an important statement not only about higher education, but also about our values as a community.”

King also pointed to President Obama’s budget proposal — released as the NLS began — which includes funding for the America’s College Promise initiative, the reinstatement of year-round Pell Grants, “on-track” bonuses for students enrolled in 15 credits or more, the reintroduction of the $100 million First in the World innovation grant as well as a similar program for minority-serving institutions, a $3.5 billion grant program for workforce development, and $2 billion for programs focused on disconnected youth.

The proposals, King said, all have “the same focus on the same north star goal that the president set out at the start of the administration, which is to ensure we are the first in the world in college graduation… To get back to first will require an all-hands-on-deck strategy, and it will require strong partnerships btw K-12, the community college system, four-year colleges and employers.”

It will also require ongoing advocacy to ensure the emphasis doesn’t shift as this “capstone year” comes to a close. “The spotlight on our sector must remain in place and must remain shining brightly now and in the future,” Brown said.
COMMUNITY COLLEGE TRUSTEES VISITING THEIR representatives during the 2016 National Legislative Summit were reminded of the essential roles their institutions play when communities are challenged.

Michigan's two senators, Debbie Stabenow (D) and Gary Peters (D), rushed out of negotiations involving the federal response to the water crisis in Flint to meet with the state's community college delegation. Community college leaders told the senators they want to be part of the long-term solution for the beleaguered city.

“Community colleges are very adept at dealing with crisis issues,” said Michael Freeman, a trustee at Mott Community College.

Given the potential for similar problems with tainted water in other cities, the senators suggested the creation of a “center for excellence” for those impacted by lead that could bring together community colleges, K-12, hospitals, and universities to address the multigenerational impact of the crisis and develop solutions for other localities.

Greeting his state's community college leaders in a standing-room-only conference room, Sen. Rob Portman (R-Ohio) framed the state's heroin crisis as a critical workforce challenge. Portman urged community colleges to create support groups for students in rehab — something that's been done at Columbus State Community College and elsewhere.

During a meeting with Rep. Dave Reichert (R-Wash.), trustees mentioned the high numbers of homeless students in some of the state's community colleges and the need to improve career options for low-income students. Reichert, whose own personal struggles early in life are part of the story he tells constituents, agreed. “We can’t continue to let this cycle repeat itself,” he said.

A delegation of Texas community college leaders stressed to Rep. Henry Cuellar (D-Texas) the role community colleges will play in 60x30TX, the state's higher education plan with the goal of ensuring that the majority of the workforce have a degree or credential by 2030. “The Pell Grant allows us to do that,” one trustee told Cuellar.

Conversations also focused on critical community college needs. Michigan community college leaders stressed the importance of year-round Pell as a completion strategy. “Every time you create a leak in the pipeline, it’s another way for [students] to step out,” said Mike Hansen, president of the Michigan Community College Association.

Lawmakers also credited institutions for their efforts. Peters touted the benefits of early college and dual enrollment programs, which have expanded to all 28 of the state's community college in recent years. “For first-generation students... we know they’re more likely to go to college and more likely to be successful,” he said. Stabenow also stressed the value of making community college free and reducing interest rates on student loans.

Portman credited Ohio community colleges for their efforts in career and technical education. “We’ve got a lot of great things going on in Ohio” — including community colleges granting credits for high school CTE courses, he said.

Rep. Joe Wilson (R-S.C.) accepted a lapel pin from a South Carolina delegation and quickly put it on before segueing into a discussion about the state's emerging nuclear industry. “I’m so proud of your success,” Wilson said.
EVERYONE’S MAKING PROMISES

At the federal, state, and local levels, college promise programs are proliferating.

BY DAVID CONNER
FROM INDIVIDUAL INSTITUTIONS TO GOVERNORS TO THE U.S. Congress and even the White House, everyone’s been making promises lately. This time it isn’t politics as usual, though: we’re talking about college promises — programs that allow students to attend at least two years of community college without having to pay tuition or administrative fees.

College promise programs are being launched throughout the country, and almost every program has its own design, funding sources, requirements, and implementation processes. The first known college promise program was launched in 2005 when a group of wealthy anonymous donors in Kalamazoo, Michigan, funded a scholarship program that enables every graduate of the city’s public schools to attend college at little or no personal expense. In 2014, Tennessee Governor Bill Haslam introduced the first statewide “Tennessee Promise” scholarship, funded by lottery income and an endowment created by the state’s general assembly. A year later, President Obama announced a national proposal called America’s College Promise “to make two years of community college free for responsible students, letting students earn the first half of a bachelor’s degree and earn skills needed in the workforce at no cost.” This led to the introduction of bicameral federal legislation, The America’s College Promise Act of 2015, as well as the establishment of new statewide programs in Oregon and Minnesota and local efforts at colleges in at least 13 states.

According to the College Promise Campaign, run by an independent, non-governmental, nonprofit organization called Civic Nation, there are at least 227 different college promise programs active throughout the United States at the time of this publication. Important nuances differentiate several different promise program models, but there’s no denying that the promise movement is catching on.

Existing Programs

**Tennessee Promise**

*For all Tennessee high school graduates.*

The first state-wide college promise program, the Tennessee Promise provides five consecutive semesters of community or technical college education to residents of the state. The last-dollar program is designed not only to offer scholarships to students, but also to serve as a mentoring program. It also requires eight hours of community service. Funds may not be used for books or “cost of attendance fees” such as travel expenses. Students are required to enroll in and complete 12 credit hours per semester, maintain a minimum 2.0 GPA, complete community service requirements, and submit the FAFSA each year by February 15. To date, enrollment has exceeded expectations by 75 percent, according to Inside Higher Ed. For more information, go to [TennesseePromise.gov](http://TennesseePromise.gov).

**Salt Lake Community College Promise**

*For low-income students, supported by institutional budget.*

In March, Salt Lake Community College (SLCC) in Utah announced SLCC Promise, “a commitment to help pay tuition and fees for full-time students who receive partial Pell Grant funding.” The program is made possible by a reallocation of internal college resources, according to Salt Lake City’s Deseret News; a significant portion will come from moving merit-based scholarship funding to the needs-based SLCC Promise program. Unlike some programs, the SLCC Promise is available only to low-income students who qualify for Pell Grant funding. Students must also be residents of Utah, take 12-18 credit hours per semester, be enrolled in a degree program with under 90 attempted credit hours, maintain a 2.0 minimum cumulative GPA and complete at least 80 percent of attempted courses. The SLCC Promise program begins in fall 2016. More information is available at [www.slcc.edu/promise](http://www.slcc.edu/promise).
Kalamazoo Promise & Baldwin Promise

Independently supported by community donors.

The Kalamazoo Promise, launched in 2005, awards all resident graduates of Michigan's Kalamazoo Public Schools the majority of tuition and mandatory fees for four years at any public community college or university in the state. The Kalamazoo Promise is funded by a small group of anonymous donors. The award is based on the number of years students attended Kalamazoo Public Schools: students who attended the system their entire lives receive 100 percent funding; those who attended grades 9-12 receive 65 percent. (Students who joined the school system after the ninth grade do not receive Kalamazoo Promise scholarships.) In addition to residence and attendance requirements, students must make regular progress toward a degree or certificate, maintain a minimum 2.0 college GPA, and complete a minimum of 12 credit hours. A long-term study conducted by the Upjohn Institute found that the Kalamazoo Promise increased graduation, college application and admission, enrollment and retention, and high school graduation rates, as well as improved student outcomes and behavior. The Upjohn Institute also observed a possible secondary effect of attracting new residents to the Kalamazoo Public Schools district, increasing housing values, adding new resources to the area, and helping to develop the urban core. For more information, go to www.kalamazoopromise.com.

Inspired by the Kalamazoo Promise, the Baldwin Community Schools district launched the Baldwin Promise in 2009. The school district is located in a rural, relatively less wealthy part of Michigan that isn’t home to wealthy philanthropists — so instead, residents of the community came together to raise funds for a four-year, $20,000 college scholarship for every Baldwin high school graduate. Go to www.baldwinpromise.org for more information.

Oregon Promise
For all high school graduates and GED recipients.

The Oregon Promise, passed by the state legislature in 2015, allocates $10 million in state funding to cover tuition for Oregon community college students. The bill grants a minimum of $1,000 to every community college student. Recipients of the scholarship must have lived in Oregon for at least 12 months prior to enrolling, received a high school diploma or GED, earned a minimum 2.5 high school GPA, enroll in a degree-, certificate-, or transfer-seeking program within six months of high school graduation, and maintain a 2.5 GPA.

Forthcoming Program
America’s Promise Grants
$100 Million U.S Department of Labor-funded grant competition.

In April, the White House announced that the Department of Labor will launch a new $100 million America’s Promise Grants program early this summer. According to the White House, the program will “create and expand innovative regional and sector partnerships between community colleges and other training providers, employers, and the public workforce system to create more dynamic, tuition-free education and training programs for in-demand middle- and high-skilled jobs across the country.” The goals are to increase opportunities for all Americans, expand employer engagement, and strengthen education and training performance through expanded access to community college education.

Proposed Program
America’s College Promise Act of 2015
National proposal to create federal-state partnership to waive community college tuition and fees.

Senator Tammy Baldwin (D-Wis.) and Congressman Bobby Scott (D-Va.) introduced the America’s College Promise Act into the U.S. Senate and House of Representatives last July. Through the America’s College Promise Act, the federal government would contribute approximately 75 percent of the national average cost of attending community college (about $3,800). Participating states would be required to contribute the remaining 25 percent, as well as develop and report on plans to better align and reform education within their respective states.

The proposed legislation would be a “first-dollar” promise program that, unlike the active state- and local-level programs discussed above, would allow students to receive needs-based federal Pell Grants funding in addition to the full cost of tuition and fees to attend community colleges. This designation could greatly benefit many community college students whose financial barriers to higher education often include such expenses as travel, daycare, and other living expenses. And unlike most college promise programs, half-time students who cannot afford to attend college full time could receive benefits. Finally, the bill establishes a new grant program to provide pathways to success at Minority-Serving Institutions (MSIs) and Historically Black Colleges and Universities (HBCUs) by helping them cover a significant portion of tuition and fees for the first two years of low-income students’ attendance.
The College Promise Campaign was launched last fall to build widespread support for college promise programs, which enable students to attend community colleges without paying tuition and administrative fees.

At the time of publication, over 111,000 people have joined the national grassroots movement, and at least 227 distinct community colleges and career and technical institutions participate in promise programs throughout the nation. Trustee Quarterly spoke with College Promise Campaign Executive Director Martha J. Kanter and Campaign Senior Strategy Advisor Andra Armstrong about the rapidly spreading movement and its impact on students, community colleges, and the nation as a whole.

How has the campaign grown since its launch last fall?
Since we launched our campaign at Macomb Community College on September 9, 2015, we’ve seen tremendous growth in college promise programs. We’ve already identified 133 programs that have evolved across our nation, which is amazing given that we’ve seen many programs announced over the past eight months.

Another exciting development is the growth in statewide interest, legislation, and actual program implementation. There are now four statewide programs up and running in Tennessee, Oregon, Minnesota, and Rhode Island. And we’re seeing growth in rural areas as well as in major cities and counties. Individual community colleges and districts are also redesigning scholarship funds and leveraging philanthropic and business investments to initiate college promise initiatives for their students.

What’s the difference between the College Promise Campaign and the America’s College Promise Act of 2015 that was introduced by the Senate and House last year?
The America’s College Promise Act (ACPA) is federal legislation. The College Promise Campaign is a grassroots effort focused on supporting the development of college promise programs in local institutions, communities, and states.

Specifically, the ACPA is a legislative proposal to create federal-state partnership grants that provide free tuition for qualified community college students, enrolled at least half-time who maintain a 2.5 GPA as they progress toward their degrees and/or certificates. In the federal proposal, the U.S. government would provide 75 percent of the funds, and states would have to allocate the remaining 25 percent. States would guarantee the alignment of transferable credits between participating public community colleges and four-year colleges and universities. The grant could also be used for occupational training programs with high graduation rates that lead to in-demand degrees and certificates. And the community colleges taking part in this program would have to adopt promising evidence-based institutional reforms to improve student outcomes.

The College Promise Campaign is a national nonpartisan movement to build widespread support for making the first two years of college accessible and affordable for all qualifying students. While it’s a national movement, all the action is grassroots, taking place at the local and state levels. We emphasize how important it is for students to actually be prepared for and complete those two first years of college, whether that’s earning an associate degree, obtaining a certificate to enter or move up in the job market, and/or transferring to a four-year college or university. We respect the fact that local communities and states can bring leaders together from across sectors of education, business, government, philanthropy, nonprofits, labor, and students to design and implement the best ways for their communities to build college promise programs that are sustainable for the long-term.

We are monitoring the programs now underway to share the models and practices that exemplify robust and sustainable college promise programs. And we are sharing what we are learning, so that states and localities can figure out what models work best for their community.

The movement to make community colleges as universally available as primary and secondary education seems to have bipartisan support, with both Republican- and Democrat-majority states instituting promise programs. It seems like college promise funding
models are variable and versatile enough to appeal to a lot of social philosophies and funding mechanisms. I think our college promise movement has gained such momentum because politicians and families know that all communities benefit from having a well-educated citizenry and a workforce that is prepared for the jobs of the 21st century. These are universal needs, ones that know no political boundaries.

Of course, the ways college promise programs are funded do vary from place to place. How much communities are willing or able to leverage public and/or private funds can vary based on the local or state political climate. In some communities, college promise models were built on private funding. Others have combined combinations of public and private dollars. State and/or federal support is often a feature of these programs, as most take advantage of federal and state student aid.

That’s the beauty of the college promise program. We encourage communities to create programs that work for them. If we can learn from what works in these programs, we can certainly use the evidence base to better leverage state and federal investments in the future. That’s why state and federal legislative proposals are getting so much attention.

It’s all about getting our nation back to having the highest number of college graduates in the world, a position the U.S. held only a generation ago. Community colleges have a prominent responsibility in achieving this goal, as they educate more than 40 percent of the nation’s undergraduates.

What is the campaign ultimately hoping to accomplish?
Our ultimate goal is to make a community college education as universal, accessible, and affordable as high school.

Jobs of the 21st century require an education beyond high school, whether that’s an associate degree, an occupational certificate, or credits that transfer to a four-year college. We know that we can attain this goal because America has risen to the challenge of education and workforce training again and again throughout history. It’s part of who we are as Americans, to provide opportunity for all. And the best way to do that, we know, is through education.

Just think of how our country was transformed when the free high school movement made secondary education available to all Americans in the 20th century. Where would we be as a nation today if that had not happened? And what about the GI Bill of 1944, which sent our returning veterans to college? That economic investment enabled us to educate and train a generation of Americans, making us the most competitive workforce in the world. So we know that our nation can rise to the workforce and education challenge of this century. We’ve done it before and we’ll do it again. It’s critical that we rise to this challenge by providing universal access to a community college education.

How long do you think it will take to reach that goal?
We need to reach that goal as soon as we can. President Obama asked the nation to reach the goal by 2020. Some philanthropies like Lumina have proposed 2025. While we can’t speculate on how long this will take, we must do all we can to encourage every institution of higher education and every community and state to make progress toward this goal — the sooner the better!

It’s encouraging that college promise programs are expanding so quickly. That pace is exciting. And we anticipate the pace to pick up as our movement grows.

How do promise programs affect the way community colleges are governed and administered? Will the roles of boards and presidents change significantly?
College promise programs have certainly attracted the attention of community college governing boards and presidents, causing many of our elected and appointed leaders to think about innovative, evidence-based ways to increase college access, quality and completion — the purpose of the College Promise. The specific roles they play in governance and administration are local and state led. The Campaign’s efforts are devoted to encouraging best practices and building support and momentum for the college promise movement — again, helping students reach the highest levels of success for themselves, their families, their communities, their states, and our nation.

Many supporters say it’s hard to imagine the United States as it exists today without the movement to make first primary school and then high school free in the 19th and 20th centuries. Few would say today that public school is “too expensive for taxpayers” — although many argued that case when the idea was introduced. What would happen to our society, economy, and the state of higher education over the next 10 to 20 years if every American were able to get attain an associate degree or technical certificate without any tuition or fees?
If every American were able to attain an associate degree or technical certificate without tuition or fees, our workforce would be significantly better prepared with the knowledge and skills required for 21st century jobs and society in general. Americans could begin or advance in their careers without the burden of unmanageable debt.

As a nation, we can and must increase our competitive edge in the global economy by investing in education at all levels. We must bring our entire workforce and citizenry to higher levels of attainment, productivity, and satisfaction. And the need is urgent. In the next 10 years, more than 60 percent of jobs will require an education beyond high school. Today, only 40 percent of our workforce is adequately prepared to meet the demands of today and tomorrow.
Where will we be if the premium college status quo is maintained? Do you think costs for students will continue to rise, or will they eventually level off?

Maintaining the status quo is not an option, though doing nothing is the easy way out. We call it “get-along, go-along.” Other countries could outstrip our competitive advantage. Ultimately, doing nothing will result in a less-educated society overall. And we know that a less-educated society costs more.

History tells us that college costs will rise over time, but if we act now, we can offer students a quality higher education that is affordable. Funding the first one or two years of college as these communities and states are already doing will better enable students to significantly reduce college costs, advance in their careers, seek further education, and use the savings to build successful lives in their communities.

The College Promise is not a panacea, but it’s a big step in the right direction if we want an America in which we can all take pride.

TRUSTEE PROMISE SURVEY: WE NEED YOUR FEEDBACK

ACCT is surveying trustees to gauge awareness of the college promise movement and the usefulness of the College Promise Toolkit that we issued last fall. Following are preliminary highlights from the first 50 respondents — all community college board chairs. To take the survey, go to www.surveymonkey.com/r/ACCTpromise.

- 68 percent of board chairs are aware of the national College Promise Campaign
- 27 percent of respondents’ colleges have a college promise program that covers the cost of tuition and fees for students
- 68 percent of board chairs feel that a college promise program would have a positive or very positive effect on their communities
- To date, 75 percent of respondents’ boards have not discussed or taken actions regarding the College Promise Campaign, but may do so in the future. Ten percent have issued resolutions, and 10 percent have issued press releases.

CALL FOR ARTICLES

Trustee Quarterly is looking for articles from our members and stakeholders in the following areas:

- Board governance best practices
- Collaboration with K-12 school systems
- Innovative student success initiatives
- New funding models
- Replicable models and resources
- Representation for underrepresented groups on campus
- Then and Now: how my college has evolved
- Trustee & president perspectives
- Visions for tomorrow’s community colleges
- Workforce development

Send your story pitch and a brief outline to dconner@acct.org. All articles should be written in a conversational magazine style (as opposed to an academic journal article) and should average 1,000 words.
Supporting the Distressed Student

BY COLLEEN CAMPBELL

WITH HALF OF COMMUNITY COLLEGE STUDENTS FACING MENTAL HEALTH CONDITIONS, INSTITUTIONS SHOULD TAKE PROACTIVE, INTEGRATED STEPS TO ADDRESS THEM.
Colleges also must develop comprehensive plans to address mental health on their campuses, including developing protocols to help students who may be a danger to themselves or others and training faculty and staff to recognize distressed students.

Higher education research is infrequently concerned with community college students, which leaves significant gaps in our knowledge about our students’ experiences. This is particularly true for students from vulnerable populations, such as single parents, first-generation college attendees, and those from low-income families or underrepresented racial or ethnic groups. These risk factors can present significant obstacles to completion. In order to increase attainment rates, community college leaders must better understand and address these barriers to progression and attainment.

With this in mind, ACCT has worked with the Wisconsin HOPE Lab, the Healthy Minds Study at the University of Michigan, and Single Stop on two groundbreaking reports that shed light on some of the challenges our students face. *Too Hungry to Learn?*, the first report in the series, highlighted the extent to which homelessness and food insecurity affect community college students. The most recent report, *Too Distressed to Learn?*, authored by Daniel Eisenberg, Sara Goldrick-Rab, Sarah Ketchen Lipson, and Katharine Broton, uses survey results from more than 4,000 students to describe the prevalence of students experiencing a current or recent mental health condition. The survey, which was administered to students at 10 community colleges across the country, assesses students' mental health conditions using the Patient Health Questionnaire-9, which is based on the DSM-IV criteria for a major depressive episode.

The survey results are sobering. Almost half of the respondents reported at least one mental health condition, a rate that is 10 percentage points higher than students at four-year colleges. Depression (36 percent) and anxiety (29 percent) were the most common conditions. Students aged 25 and younger were more likely to report a mental health condition (56 percent, compared to 42 percent of those over 25). Across all age and gender groups, a majority of students experiencing a mental health condition reported that their condition had affected their academics within the past four weeks.

Of those students reporting a mental health condition, only 41 percent reported receiving treatment services. The vast majority of community colleges (88 percent) do not have a psychiatrist or other licensed prescriber on staff or contracted to provide services, and more than half (57 percent) do not offer suicide prevention resources or programming. The ratio of counselors to students at community colleges is 1 to 3,000, compared to 1 to 1,600 at four-year institutions.

The report, which can be found on ACCT’s website, offers recommendations for campus leaders interested in supporting students with mental health conditions. Its authors recommend on-campus counseling and health services centers for students struggling with mental health conditions. Campuses without the capacity to offer such services can partner with organizations such as Single Stop, which help students access a wide array of public benefits such as Medicaid and subsidized health insurance in the individual health insurance exchange markets created by the Affordable Care Act. Colleges can also work to break down the stigmas around mental health issues. These efforts can be developed by the college or with external partners. For example, Active Minds, a national organization of student mental health advocacy groups, has chapters at many community colleges that harness the power of student voices to educate and advocate in campus communities.

Colleges also must develop comprehensive plans to address mental health on their campuses, including developing protocols to help students who may be a danger to themselves or others and training faculty and staff to recognize distressed students. Collaborative efforts are also possible; the Jed Foundation’s Campus Program partners with community colleges to help them conduct an internal assessment of their programs, services, and opportunities for improvement.

A proactive, integrated approach works best when confronting the challenges faced by many community college students. This report highlights the role mental health conditions play in students’ lives and how their academic outcomes are affected by these conditions. When campus leaders address mental health on their campuses, they not only improve the well-being of their students. They also smooth the pathway to college completion that can ensure future success.

Colleen Campbell is ACCT’s senior policy analyst. She can be reached at ccampbell@acct.org. Download the report at http://bit.ly/22dCk8H.
Kentucky lawmakers proposed the Work Ready Kentucky bill, which would pay any additional tuition costs beyond existing state and federal financial aid for many full-time, first-time Kentucky Community & Technical College System students. Eligible students would have to enroll in a KCTCS institution immediately after high school, take at least 12 credit hours per semester, and maintain a 2.0 GPA. Lawmakers said the proposed legislation, estimated to cost $13 million in its first year and $20 million in its second year, is modeled on the Tennessee Promise program.

Minnesota has rolled out a student loan refinancing program, the result of a 2014 legislative session that allowed the state’s higher education agency to use bond sales to refinance both federal and private loans held by state residents.

St. Louis Community College in Missouri has expanded its African American Male Initiative to include services to prospective students before they enroll, including a mentorship program.

Grand Rapids Community College in Michigan has partnered with McDonald’s to provide the company’s managerial employees enrolled at the college up to six college credits for prior learning or job-related experience. The credits can be used towards degree programs in business administration or management and supervision.

In Massachusetts, Boston Mayor Martin J. Walsh announced that the city will provide qualifying public high school students free tuition at Bunker Hill Community College and Roxbury Community College. The program will be funded by the Neighborhood Jobs Trust, which is supported by large commercial developments. “The single most effective way to break down the social and financial barriers facing many Boston families is to make post-secondary education free and accessible,” Walsh said.

Pennsylvania unveiled a reserve transfer initiative allowing students who transfer to one of the state’s 14 public universities from a community college to automatically earn an associate’s degree once they have earned 60 credits.

Connecticut lawmakers approved a bill that will allow the state’s community colleges to create armed police forces on their campuses. The state’s larger universities had already been permitted to arm campus law enforcement officers.

Schenectady County Community College in New York has partnered with a local high school to enroll international exchange students for more than one year by allowing them to take college-level credit courses. The college’s president also donated $25,000 to help launch a minority student mentoring program.

Quinsigamond Community College in Massachusetts received $100,000 in tools for its new machining technology program from Emuge Corp., a local manufacturer. QCC has expanded its manufacturing technology center, which will also complement courses in its upcoming STEM center.

Following a recent $1.6 million
donation, the Foundation for Maine’s Community Colleges has raised more than $30 million for the state’s seven two-year colleges since 2009.

Portland Community College in Oregon received $7.5 million in additional funding from the state for its new research center for advanced manufacturing in Columbia County. PCC’s center will focus on industry apprenticeships and partnerships with the aerospace company, metals manufacturers, labor unions, and universities.

As part of a statewide initiative to strengthen STEM education, the University of Hawaii system will receive a $4.6 million grant from the USA Funds nonprofit to support workforce development activities and create a STEM Center of Excellence.

The $39 million Oakland Promise, which offers a free semester of community college to new high school graduates, is among the largest of more than a dozen similar programs offered across California. State lawmakers have also introduced the California College Promise, a proposed legislative package that would make state financial aid available to more community college students to pay for non-tuition expenses, including housing, transportation, and books.

California’s San Bernardino Community College District was awarded a $280,000 state grant to provide training and stackable certificates in logistics and global trade for individuals on parole or probation.

The San Diego Community College District in California launched a new district-wide training program to address the possibility of active shooters on campus. Called ALICE (Alert, Lockdown, Inform, Counter, Evacuate), the program represents the first time campus police has trained with all district employees.

Washington state received a $7 million grant from College Spark, a nonprofit which will fund pathways work at 10 of the state’s 34 community and technical colleges. The eight-year grant program builds on existing pathways and collaborations between the state’s two- and four-year colleges.

Umpqua Community College in Oregon received a $530,000 grant from the U.S. Department Education to assist with ongoing recovery efforts following an October 2015 campus shooting. The Project School Emergency Response to Violence (SERV) grant will help Umpqua hire a full-time student support director, a recovery advising specialist, and a mental health therapist.

Hillsborough Community College in Florida received a $1 million grant from JPMorgan Chase & Co. to complete its advanced transportation technology center. The grant, which represents the largest corporate contribution in the school’s history, will allow the college to add four new training programs.

United Tribes Technical College in North Dakota is waiving tuition for students who are members of federally recognized tribes. More than half of the nation’s 37 tribal colleges and universities offer some form of tuition waiver, according to the American Indian Higher Education Consortium.

Students at Aims Community College in Colorado helped complete more than 1,100 tax returns for low- and moderate-income families as part of the Tax Help Colorado program.

Around the Regions provides an opportunity to share what’s happening in the states and around the regions. This section focuses on state legislative and budgetary issues, economic development, and finance. Please e-mail items from press releases or newsletters to ACCT at dconner@acct.org. Fax submissions to 202-223-1297.
Legal Issues Impacting Community Colleges
New options for arbitration and mediation, increased workplace harassment enforcement among recent developments.

By Ira Michael Shepard, ACCT General Counsel

The following recent legal issues and developments are important to community college trustees and their institutions.

College Arbitration and Mediation Association (CARMA) formed to assist community colleges, colleges, and universities with arbitrator and mediator selection. The rise of Alternative Dispute Resolution (ADR) as an effective mechanism to avoid much of the cost and the distraction of prolonged litigation over higher education employment, student issues, and other disputes was aided recently by the formation of the College Arbitration and Mediation Association (CARMA). Much as the American Arbitration Association facilitates arbitrator and mediator selection for private industry, the new national organization will assist colleges and community colleges through the selection process.

Arbitration and mediation, the main staples of ADR, are much less costly and time-consuming ways to resolve employment, labor, student, and commercial disputes. Mediation has become much more sophisticated and normally can be completed in a day or two before a qualified mediator. While a resolution is not guaranteed, mediation is a way to sit down privately before an impartial party and flesh out issues without either side being held to precedent-setting positions. Handled correctly, mediation has an excellent track record of dispute resolution. The parties to higher ed disputes, more often than not, have to continue to live with each other after the dispute is resolved, and mediation represents a much less confrontational way to seek a middle ground. It is also the only dispute resolution procedure in which both sides get to craft the resolution, which is not consummated unless both sides agree.

Arbitration is also a useful tool. While arbitrations can be costly, they generally are less expensive than prolonged litigation and are much more efficient ways of adjudicating a dispute. Arbitration proceedings are private and can be scheduled without having to wait through lengthy court delays. Unlike mediation, arbitration has the advantage of providing a final solution and resolution of the dispute under most agreements. Instead of a judge or jury, the arbitrator makes the decision after hearing testimony and reviewing legal briefs. Unlike mediation, the decision made by the arbitrator is binding.

CARMA is the first national, one-stop, flat fee resource for colleges and community colleges seeking highly qualified mediators or arbitrators, located in the college’s local community, to handle either the mediation or arbitration of higher ed disputes, enabling the institution to avoid prolonged federal or state litigation. This is a development all community college administrators interested in diverting litigation to ADR should be aware of. Consult CARMA’s website directly for further details at www.carmaresolutions.org.

State gun law protecting the right to store guns and ammunition out of sight in a locked vehicle does not protect a worker from discharge if loaded gun is visible through the window of a locked car in employee parking lot. In a case applicable to college employee and student parking lots, an Indiana state appellate court reversed an adverse jury verdict granting a discharged employee $75,000 in damages after he was fired for leaving a loaded weapon in his car in the employee parking lot. The weapon was wedged between the center console and the driver’s seat in plain view though the driver’s side window. The applicable Indiana state statute gives employees the

“It’s from Mr. McGregor. He’s now willing to submit to binding arbitration.”
right to store fire arms and ammunition “out of plain sight in an employee’s locked vehicle” (Caterpillar Inc. v. Sudlow, 2016 BL 64122, Ind St. Ct App., No. 79A02-1507-CT-801, 3/3/16).

The court of appeals rejected the plaintiff’s public policy argument that the state law was supposed to protect an individual’s right to gun ownership, which the plaintiff had previously argued successfully to the trial court and the jury. In rejecting the argument, the court held that the plaintiff was not protected by the state law, which plainly required the weapon to be stored out of sight, and the employer was within its rights to discharge the employee.

Another federal court rules that transgender discrimination is covered by Title VII’s sex discrimination prohibition. While most previous cases found that Title VII did not protect transgender plaintiffs from discrimination on various grounds, more recently federal courts are allowing such discrimination cases to proceed as a violation of Title VII’s prohibition of discrimination on the basis of sex. The Supreme Court has yet to rule on the issue.

Covering federal courts in California, Oregon, and Washington, the Ninth Circuit has ruled in favor of such coverage. A federal district court in Connecticut also recently ruled in favor of a transsexual surgeon who sued her hospital alleging that she was denied employment on the basis of going forward with a transgender procedure (Fabian v. Hospital of Central Connecticut, 2016 BL 83361, D. Conn., No. 3:12-cv-01154, 3/18/16).

The Connecticut court agreed with a growing number of courts which have ruled that “sex” in Title VII refers to more than just “male” and “female.” The court held that “sex” refers to bias based on factors sufficiently related to or having to do with sex. The hospital claimed that the plaintiff was not hired for reasons unrelated to sex, such as her alleged lack of enthusiasm for late night calls. The plaintiff contended that she was all but hired, and alleged that when she raised the fact that she was she was transgender and was transitioning from man to woman, the hospital decided not to hire her. The court ruled that she had a right to go forward to a jury trial under federal and state antidiscrimination laws.

Coworkers’ observations of suicidal tendencies and failure to concentrate are sufficient for a university medical center to require a psychological examination without violating the Americans with Disabilities Act (ADA). A U.S. circuit court of appeals recently sided with a university medical center in finding no ADA violation when the medical center required a certified registered nurse anesthesiologist to undergo a psychological examination in response to observations by coworkers that she exhibited suicidal tendencies and had difficulty concentrating on the job (Barnum v. Ohio University Medical Center, 2016 BL 47553, 6th Cir. No. 15-3450, unpublished, 2/19/16).

The plaintiff sued, alleging an ADA violation by claiming that the medical center’s psychological exam requirement was not job related or consistent with business necessity. The plaintiff alleged that the hospital “regarded her as disabled and discriminated against her because of this prejudice in requiring a medical exam.”

The plaintiff was going through a divorce and “other personal stress,” according to coworkers, who raised concerns over the plaintiff’s ability to concentrate and comments which “suggested suicidal thoughts.” Coworkers reported that the plaintiff called herself “worthless” and on one occasion said, “Maybe I should just put a gun to my head, maybe I should just not be here.”

The court concluded that such evidence would cause a reasonable person to inquire about the employee’s continued ability to perform her job. Therefore, the court concluded that the required examinations were job related and consistent with business necessity.

EEOC reports that workplace discrimination charges increased in FY 2015, with administrative enforcement remedies up 20 percent as harassment is targeted for systemic enforcement. The U.S. Equal Employment Opportunity Commission (EEOC) reported an overall increase in workplace discrimination charges filed with the agency in fiscal 2015 to 89,385 discrimination charges. Retaliation remained the top charge, accounting for 45 percent of all claims filed with the EEOC.

Race-related charges came in second, followed by disability claims. Sex and age-related charges also increased, while workplace harassment claims filed on the basis of sex, sexual orientation, gender, identity, race, age, disability, and national origin also accounted for nearly one-third (31 percent) of all charges containing an element of workplace harassment, according to the EEOC.

The EEOC collected more than $356 million in administrative enforcement remedies in fiscal 2015, a 20 percent increase from the previous fiscal year. The commission reported that it also formed a Select Task Force on the Study of Harassment in the Workplace in 2015 to analyze various forms of workplace harassment. The commission has called preventing workplace harassment through systematic enforcement and targeted outreach a major priority for the agency.

Irwin Michael Shepard is a partner with the law firm of Saul Ewing, LLP, in Washington, D.C., and ACCT’s general counsel.
SUMMER 2016 TRUSTEE QUARTERLY

30

2016 NEW TRUSTEE ACADEMY HELD IN WASHINGTON, D.C.

FEBRUARY 8, 2016

New Trustee, Presidents, and Board Staff

Gather in Washington, D.C., for the 2016 New Trustees Academy

EACH FEBRUARY, ACCT HOSTS A NEW TRUSTEES ACADEMY IN CONJUNCTION WITH THE COMMUNITY COLLEGE National Legislative Summit. This year, 45 trustees, presidents, and board staff came to Washington, D.C., to participate in the 2016 New Trustees Academy. Twenty states and one U.S. territory were represented at the all-day academy, including Alabama, Arizona, California, Florida, Kansas, Maryland, Massachusetts, Michigan, Missouri, Nebraska, New York, North Carolina, Ohio, Oregon, Pennsylvania, South Carolina, Texas, Washington, West Virginia, Wyoming, and the Northern Marianas.

Participants enjoyed an intensive “trusteeship 101” experience, with overviews and interactive discussions on the basic principles of effective board governance such as boardsmanship, accreditation, parliamentary procedures and Roberts Rules of Order, and cultivating and maintaining an effective board-CEO relationship. Guest speaker Inside Higher Ed Senior Editor Scott Jaschik also discussed collaborating with the media and “the new normal” — issues that may change the status quo for community colleges, including the upcoming presidential election, the college promise movement, state budget cuts, cultivating diversity, and the changing nature of media relationships.

On behalf of ACCT, we would like to thank Scott Jaschik and Council for Higher Education Accreditation President Judith Eaton.

“Very informative, and the guest speakers were exciting.”

Inside Higher Ed Senior Editor Scott Jaschik
Council for Higher Education Accreditation President Judith Eaton
Participants exchange T-shirts from their colleges.

APRIL 28-30, 2016

2016 Governance Leadership Institute

FROM APRIL 28-30, MORE THAN 30 TRUSTEES, PRESIDENTS, AND PROFESSIONAL BOARD STAFF CAME TO MIAMI FOR AN intensive and interactive Governance Leadership Institute hosted by Miami Dade College — Wolfson Campus.

Topics covered throughout the two-and-a-half day institute included:
• Key indicators of an effective board;
• Safeguarding the institution and becoming a disaster-resilient college;
• What trustees need to know about outcomes, quality, and success;
• The complexity of diversity;
• How trustees can apply a college value framework to decision making;
• Addressing the economic needs of the community;
• What trustees need to know: from running effective meetings to fostering collaboration across the college; and
• Presidential evaluation as a leadership tool.

ACCT thanks Miami Dade College — Wolfson Campus for hosting the event and USA Funds for sponsoring the 2016 Governance Leadership Institute series. We also thank our guest speakers, Broward College President J. David Armstrong, Broward College Dean of Institutional Planning and Effectiveness Deborah Posner, and USA Funds Senior Program Director — National Engagement and Philanthropy Lorenzo Esters, for their dynamic presentations.

“I really enjoyed the videos and the guest speakers.”
“Very rich content! I have a lot more to learn as a new trustee.”

Community college leaders come together in Miami for a unique experience to accelerate the learning process and orient new trustees with the basics of boardsmanship.
The Board Leadership Services staff and consultants of the Association of Community College Trustees are pleased to have assisted in the search for the following community college chief executive officers.

**Presidential Searches**

**Clatsop Community College, Oregon**
Mr. Christopher Breitmeyer
President
Former Vice President for Academic and Student Affairs
St. Charles Community College, Missouri

“We are extremely pleased to announce that Chris Breitmeyer has accepted the offer. We look forward to him starting and feel he will bring new energy to the college.”

— Rosemary Baker-Monaghan, Chair, Board of Directors

**Cumberland County College, New Jersey**
Dr. Yves Salomon-Fernandez
President
Former Interim President
Massachusetts Bay Community College, Massachusetts

“Cumberland County College is thrilled to have selected Yves Salomon-Fernandez as our new president. She struck a positive chord with everyone she met, and it was clear that our community felt as much a connection with her as she did with us. Her enthusiasm and excitement were evident to all of us, and we know we’ve made the best match.”

— Pamela Sjogren, Chair, Board of Trustees

**Coast Community College District, California**
Dr. John Weispfenning
Chancellor
Former President
Santiago Canyon College, California

“Dr. John Weispfenning is a perfect fit for us. He brings a strong understanding of the importance and value of community colleges; he is bright, articulate, and a strong leader who believes in collaborative thinking and action, accompanied with a wonderful sense of humor. The Board of Trustees has endorsed his return to the Coast District unanimously and enthusiastically.”

— David Grant, Board President

**Lamar Institute of Technology, Texas State University System**
Dr. Lonnie Howard
President
Former President
Clover Park Technical College, Washington

“Dr. Howard brings more than 20 years of experience in higher education to LIT, but he also brings a wealth of life experience — as a first-generation college student and the beneficiary of a technical college education — that make him an outstanding fit for the institution.”

— Dr. Brian McCall, Chancellor, Texas State University System
Presidental Searches

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

MIAMI DADE COLLEGE, FLORIDA

“ACCT’s Presidential Search Services provided great support to Miami Dade College during our search for campus presidents. They asked the right questions to ensure not only the right candidates with the appropriate credentials, but also those who believe and support MDC’s culture and commitment to our students’ success.”

— Eduardo J. Padrón, Ph.D., President, Miami Dade College

Dr. Mark A. Everett
Campus President
Medical Campus

Dr. Rick A. Soria
Campus President
Wolfson Campus

Dr. Roger A. Ramsammy
Campus President
West Campus
President Leadership Services

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

**Presidential Searches**

New Mexico Junior College

**Dr. Kelvin Sharp**

*President*

*Former President*

South Plains College, Texas

“We are extremely proud to announce Dr. Sharp as New Mexico Junior College’s next president. The search committee and the board spent a great deal of time determining the qualifications and type of leadership they felt the college president needs. Dr. Sharp fills those requirements and possesses the skills, vision, and integrity that has made New Mexico Junior College one of the finest higher learning institutions in the Southwest.”

— Pat Chappelle, Board Chair

Massachusetts Bay Community College, Massachusetts

**Dr. David Podell**

*President*

*Former Vice President for Academic Affairs and Dean of the Faculty*

Marymount Manhattan College, New York

“Mass Bay Community College is delighted to welcome David Podell as its next president. Dr. Podell is a distinguished academic and administrator who has devoted his life to higher education. He was the board of trustees’ clear first choice, and he has the energy and vision to lead the college into a new phase of service to its students and the community. He takes over on July 1. The college is also grateful to ACCT for having provided consultant services in the course of the search process.”

— Thomas E. Peisch, Chair, Board of Trustees

Seattle Colleges, Washington

**Dr. Shouan Pan**

*Chancellor*

*Former President*

Mesa Community College,
Maricopa County Community College District (MCCCD), Arizona

“Seattle Colleges is fortunate that Dr. Shouan Pan will be our new chancellor. He brings an outstanding track record of focus on student success and transformational leadership to our district. ACCT provided excellent support in developing the profile, supporting the search committee, and supporting us in attracting candidates.”

— Steven Hill, Chair, Board of Trustees
BOARD RETREATS

ACCT would like to thank the following colleges which have recently held a Board Retreat.

- Aims Community College, Colorado
- Atlantic Cape Community College, New Jersey
- Coconino Community College, Arizona
- Community College of Philadelphia, Pennsylvania
- Diné College, Arizona
- Lake Tahoe Community College, California
- Mendocino College, California
- San Bernardino Community College District, California
- San Jose Evergreen Community College District, California
- Treasure Valley Community College, Oregon
- Warren County Community College, New Jersey

BOARD SELF-ASSESSMENTS AND PRESIDENTIAL EVALUATIONS

ACCT would like to thank the following colleges which have used our Board and/or Presidential/Chancellor Evaluation Services.

- Aims Community College, Colorado
- Atlantic Cape Community College, New Jersey
- Coconino Community College, Arizona
- Community College of Philadelphia, Pennsylvania
- Diné College, Arizona
- Lake Tahoe Community College, California
- Mendocino College, California
- Pasadena City College, California
- Pima Community College, Arizona
- San Bernardino Community College District, California
- San Jose Evergreen Community College District, California
- Treasure Valley Community College, Oregon
- Treasure Valley Community College, Oregon
- Tacoma Community College, Washington
- Warren County Community College, New Jersey

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

OUR SUCCESS

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

OUR STRENGTHS

- We understand the needs of community colleges.
- We find and cultivate high-caliber talent.
- We build a unique pool of candidates for each search to “fit” the college.
- We have extensive contacts with women and minorities poised to advance.
- We have the advantage of the ACCT membership as a source of contacts.
ACCT Board Leadership Services will hold your hand during every step of the selection process.

For more information on ACCT’s expanded services to assist with the placement of vice presidents, provosts, and vice chancellors, please contact Narcisa Polonio at narcisa_plonio@acct.org or 202-276-1983.
ACCT WOULD LIKE TO THANK THE GENEROUS SUPPORT OF OUR MEMBERS, SPONSORS, AND DONORS IN 2016:

574 Member Boards

Student Success Partners

Bill & Melinda Gates Foundation
Higher Ed for Higher Standards
Lumina Foundation
MOHELA
NAFEO
Phi Theta Kappa Honor Society
USA Funds
Wisconsin HOPE Lab

Corporate Council Members

EdFinancial Services
Kresge Foundation
Single Stop USA

ConnectEDU
EdFinancial Services
CampusWorks
Civitas Learning
Ellucian
EMSI
Morgan Stanley
Pearson
VIRIDIS
The 2016 Professional Board Staff Network Workshop

By Christina M. Heskett, Hillsborough Community College, Florida

ACCT will host its annual Congress in New Orleans in October. Nicknamed “The Big Easy,” the city is home to the New Orleans Saints, the French Quarter, Mardi Gras, Lafayette Cemetery, Chef Emeril Lagasse, bestselling authors Anne Rice and Tennessee Williams, and of course, the blues.

And what better place than B.B. King’s Blues Club to hold our annual reception? Located at 1104 Decatur St., the club’s location provides the perfect venue for the Professional Board Staff Network’s (PBSN) annual Meet & Greet. Hosted this year by Hillsborough Community College, the reception will take place immediately following the opening general session on October 5, and all professional board staff are invited to attend. Make plans to stop by, enjoy the cuisine, and meet the guest speakers for the PBSN workshop. As the date gets closer, I will post an invitation on our Facebook page and send out a Microsoft Outlook invite. Mark your calendars and bring your appetite, as B.B. King’s Blues Club also boasts some of the best barbeque in the city!

The PBSN will get down to business on October 6 at 2 p.m. with the annual workshop. This year’s agenda, which is available on the PBSN Facebook page, offers a departure from past workshops. With a wide range of panels, discussions, and guest speakers, it is sure to offer something for everyone.

Panel – Freedom of Information Act (FOIA): With seemingly endless ways of sharing information, it is important to know what to keep and what to discard. What type of information falls under FOIA? Are text messages between board members a violation of sunshine laws? How long do we have to keep emails? ACCT General Counsel Ira Shepard and Dipa Shah, attorney and Hillsborough Community College trustee, will answer these and other questions and shed light on the origins, mysteries, and myths surrounding FOIA.

Panel – Engaging the Trustee: Prince George’s Community College Trustee Oretha Bridgwater-Simms, Hillsborough Community College Trustee Dipa Shah, and Seminole State College President Jim Utterback will discuss best practices and protocols when communicating with board members from varying backgrounds and with different personalities.

Heart Healthy – Presented by Humana: It has been said, “The food you eat can be either the safest and most powerful form of medicine or the slowest form of poison.” It is more important than ever to take steps, literally and figuratively, to stay active at work. Humana representative Brittany Abadie will discuss low-impact exercises that we can do around the office to help fight the battle of the bulge.

Active Shooter Response and Survival Guide: In 2015 alone, there were at least ten shootings on higher education campuses across the country. Jeff Copeland, director of...
risk/emergency management for Hillsborough Community College, discusses active shooter protocols, safety tips, and how to survive the unthinkable. With increasing violence on college campuses, regardless of whether these events are triggered by political tensions, social unrest, or mental health reasons, now is the time to have this discussion. Learn how to prepare for the unimaginable, respond in the immediate aftermath, and prepare for the journey to recovery.

You and Your New President... Building a Great Team: As board staff, one of the most daunting tasks we face is transitioning from one president to the next. The best way to ensure a smooth transition and symbiotic relationship is to assist with their acclimation. This open discussion will cover the best methods for meeting their needs and yours. Alonia Sharps, chief of staff at Prince George's Community College, will lead this discussion as we share ideas and methods to help facilitate a smooth transition.

Minute Mayhem — Techniques for Writing Clear and Concise Minutes: Rear Admiral Grace Hopper once said, "The most dangerous phrase in the language is 'we've always done it this way,'" but what is the best method for taking and transcribing minutes? My predecessor used shorthand; I transcribe from a digital audio file; some may even use transcription software for both speed and accuracy. I will lead this discussion, which will cover a variety of ways to best format and detail minutes for documents that anyone can easily read.

It is the PBSN Executive Committee's hope that, after reviewing this agenda, you will consider attending this year's workshop. We understand funding is tight and travel budgets are lean, but this is the one time of the year that board staff members can come together, collaborate with peers, and share ideas that will enhance their knowledge and skillset.

Moreover, while traveling at the behest of our respective colleges, it is also important that we take a few moments to appreciate our surroundings. New Orleans is a city steeped in history and culture, and it has many a lesson to teach us if we will only listen. Take a ride on a streetcar, stroll along the banks of the Mississippi, or just listen to a street musician playing a soulful tune. For as sure as attending this conference will enrich your mind, this city of mystery will most certainly enrich your soul.

Supporting Board Advocacy

By Alonia C. Sharps, Prince George's Community College, Md.

INDIVIDUALS EMBRACE THE ROLE OF TRUSTEE ON community college boards understanding that advocacy is one of their many responsibilities. The trustees are representatives of our communities and our students, and as such, it is imperative that they understand the needs of both, because this understanding is critical in the role of "advocate."

Institutions have an expectation that board members will advocate for them with legislators and the community at large. Board members are passionate, credible, and knowledgeable experts in their communities. To legislators, board members also are constituents, campaign donors, volunteers, and community leaders. Their opinions matter, and their voices are influential. While our college presidents are most knowledgeable about our campuses, the voices of our trustees often have just as much, if not more, impact on results. Legislators like to hear from community advocates.

These attributes are invaluable to community colleges. However, colleges must recognize that our board members are volunteers, and for this reason, their time and energies should not be taken lightly. We must value their time. Moreover, as support staff, we can lighten the load of our board members in their roles as advocates.

First, let’s take a look at legislative advocacy. Board members may be engaged with legislators and elected officials at three different levels: county or district, state, and federal. In most instances, board members advocate for funding for our institutions. Members of the Professional Board Staff Network (PBSN) can be a critical link to legislative advocacy. We may be asked to make appointments for board members to meet with legislators, but how can we prepare our board members for those meetings? Board members should always have a packet of information to share and to
leave with a legislator after an appointed meeting. Some of the items to include are:

- A fact sheet about the college
- A copy of the most recent annual report
- Evidence of institutional successes
- Lists of institutional challenges and opportunities
- A written statement about the purpose of the visit

If some of these items do not already exist, it is our responsibility as board liaisons and support staff to gather the information and transform it into a document that can be helpful to our board members.

Second, what is the expectation of board advocacy in the community? We have said it before — our board members are the community. They live, and in many cases work, in the community. They are community leaders. Additionally, most board members attend community events such as those sponsored by chambers of commerce, civic associations, fraternal organizations, business groups, and the like. They sometimes are asked to speak at meetings of service organizations. The board liaison and support staff are critical to this work. We keep our board members informed about opportunities. When needed, we purchase sponsorships or tickets for events. At times, we even draft talking points. Board members should always have a fact sheet about the college when attending community events. The fact sheet should be something that can be folded, or be the size of a business card for ease of use when attending an event.

To reiterate, board members embrace their role as advocates for community colleges. Likewise, PBSN members must make every effort to ensure that the role is not burdensome, but rather one that is readily accepted and enjoyed throughout each board member’s service to our colleges.
2016-2017 Candidates for the ACCT Board of Directors

REGIONAL DIRECTOR

(1) Three-Year Term in Each Region
The following is the slate of nominees:

Central Region
Connie Hornbeck*
Iowa Western Community College, IA

Northeast Region
David Mathis*
Mohawk Valley Community College, NY

Pacific Region
Stephan Castellanos*
San Joaquin Delta College, CA

Southern Region
Tamela Cullens*
South Florida State College, FL

Western Region
Kent Miller*
Mid-Plains Community College, NE

DORATOR-AT-LARGE

(3) Three-Year Terms
(1) One-Year Partial Term
The following is the slate of nominees:

Gregory Knott*
Parkland College, IL

Nominations must be received by July 1, 2016, in order to appear in the fall 2016 issue of Advisor.

*Candidates with an asterisk received the support of their respective Regional Nominating Committees.

Note: Nominations will be accepted from the floor on all elections.

2016-2017 Candidates for the ACCT Diversity Committee

(1) Two-Year Term in Each Region
The following is the slate of nominees:

Central Region
Doris Graham
St. Louis Community College, MO

Northeast Region
Mary Zimmerman
Union County College, NJ

Pacific Region
Edwin Hiel*
Grossmont-Cuyamaca Community College District, CA

Southern Region
No Nominees

Western Region
Rose Benavidez*
South Texas College, TX

*Candidates with an asterisk received the support of their respective Regional Nominating Committees.

NOTE: Nominations will be accepted from the floor on all elections.

NOMINATIONS FOR DIRECTOR-AT-LARGE

Deadline for Receipt is July 1, 2016
You are encouraged to submit your nomination via e-mail to nominations@acct.org.

Director-at-Large Nomination Process
Nominations for Director-at-Large positions will be accepted at the ACCT office until July 1, 2016.

Each member of the Board of Directors at the time of election must be a member of a Voting Member. Voting Members are defined as governing and advisory boards of accredited not-for-profit community-based postsecondary educational institutions that primarily offer programs other than baccalaureate, graduate, and professional degrees, including boards of state systems that include such institutions. According to the ACCT Bylaws, no more than one (1) member from any member board may serve as an elected member on the ACCT Board of Directors at the same time.

If you wish to run for a Director-at-Large seat in New Orleans during the 2016 Annual ACCT Leadership Congress and appear in the Advisor, you are required to notify the ACCT President at the Washington, D.C., office in writing of your intent to run. Your notification must be received by a postmark date of July 1, 2016, or by electronic mail (preferred method) by close of business on July 1, 2016. The President will send candidate information received within the prescribed postmarked deadline to the ACCT membership in September.

Official notification from candidates shall consist of:
• A letter of declaration to run for office;
• A letter of support from the individual’s board;
• A one-page résumé that should focus on community college-related service and other civic activities and may include brief information on education and occupation;
• A narrative statement, not to exceed 150 words, on qualifications (electronically preferred), for inclusion in voting materials to be printed;
• A 5” x 7” head-and-shoulders photo, preferably color (photos will not be returned), or a color electronic version (preferred) — 300 dpi or higher; and
• An optional single letter of support from an ACCT member board. This letter of support must be limited to one page.

You are encouraged to submit your nomination online. Please e-mail your nomination to nominations@acct.org. ACCT will respond to your submission via e-mail within three working days. Please contact ACCT Vice President for Public Policy and External Relations Jee Hang Lee at jhlee@acct.org if you do NOT receive a response within three working days. Nominations will also be accepted via standard mail (return receipt requested). Mail nominations to: ACCT President, 1101 17th Street, NW, Suite 300, Washington, DC 20036.
To order any ACCT publication, please fill out the form below and give it to any ACCT staff member or (preferred) fax, e-mail, or mail your order to ACCT Publications (contact information below). Please include both a billing and shipping address and a purchase order, if necessary.

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