

Trustee

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QUARTERLY



A Changing Landscape

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Helping One is Helping Many

I AM EXCITED TO LET YOU KNOW THAT attendance at this October’s ACCT Leadership Congress is shaping up to be one of the most highly attended in years. Our return to the Big Apple brings with it a return to pre-pandemic participation. The 2022 conference will be a great opportunity to address a lot of significant concerns affecting community colleges today, from enrollment declines to accreditation concerns. But I’d like to direct your attention to one particular aspect: the conference theme — *Community Colleges: Improving the Lives of Entire Families*.

As a judge who works with families, I know how community colleges make families’ lives better. Many of the parents who end up in my courtroom don’t have the educations that afford them living wages. They have limited options and limited opportunities not because of anything they’ve done, but because limited options and opportunities are the only kinds they’ve ever been able to access. And as inflation continues to escalate costs and the wealth gap grows, these people — these parents — have the most to lose, because if they lose, so do their children. They will not be able to succeed against economic forces without opportunities, and those opportunities come through accessible, affordable educations.

As you read through this issue, I’d like to you think about not only the students who benefit directly from our institutions’ services, but also how those benefits can radiate throughout family connections.

How, for example, students in rural communities who are the first in their families

to attend college will be able to access greater employment opportunities for themselves and potentially help to bring greater opportunities back to those communities.

How Talah Alamar, a refugee from another nation’s civil war, enrolled at Oakland Community College within a month of arriving in the United States and has advanced as a Phi Theta Kappa honors student to the University of Michigan intent on earning a Ph.D. in international relations and human rights with dreams of working for the United Nations. The ripple effects of the opportunities our institutions offer extend far beyond the student who attends. They reach out and transform the lives of immediate and extended families, communities, and sometimes even farther.

I want you to keep this in mind as you read through this issue, as you navigate the hundred-plus educational sessions at the ACCT Leadership Congress, and as you meet with your boards to keep your colleges running at top performance. The role we play as governing board members matters to our students and our communities. It also reinforces the values of families and democracy. The onramp to the American Dream has become steeper over the years, but community colleges are a primary means of getting there. Be proud of the work you do and take it seriously. I look forward to seeing you in New York this fall, and please do not hesitate to introduce yourself if our paths cross.

James Cooksey

Moberly Area Community College, MO

Trustee

QUARTERLY



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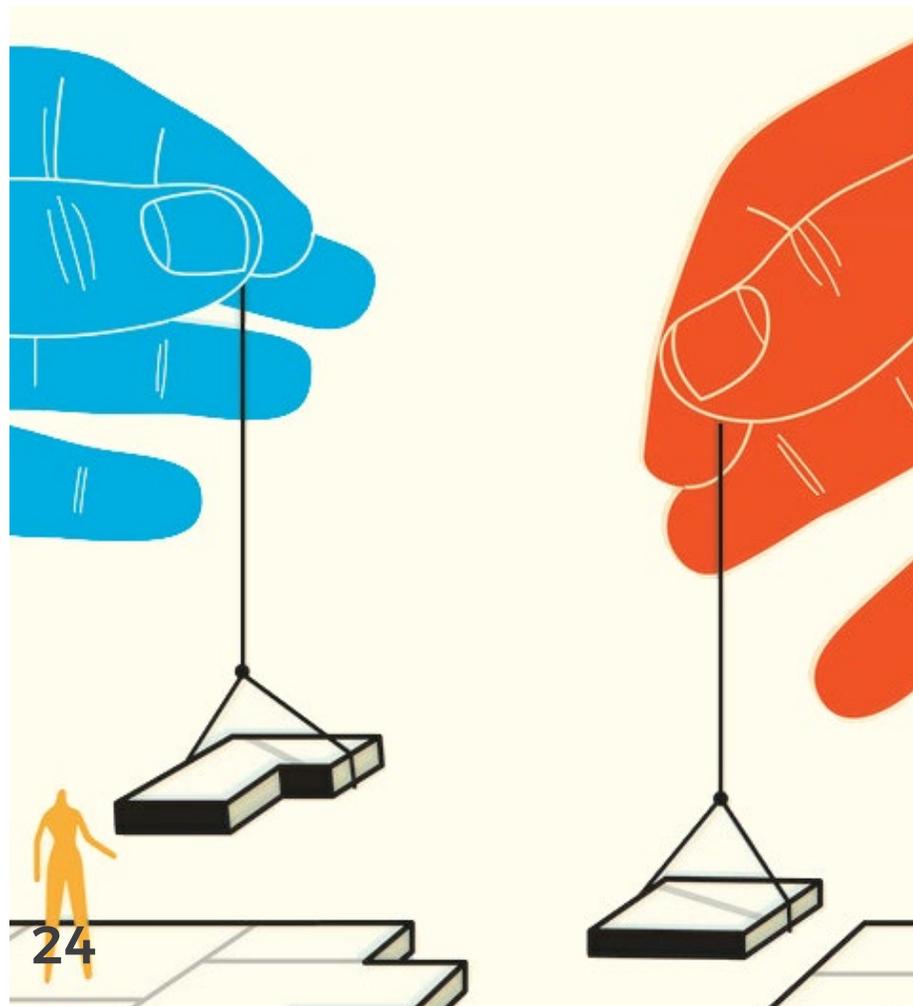
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Partners in Progress

DEAR ACCT MEMBERS,

I AM HONORED THAT NOVEMBER WILL mark my first year as president and CEO. In that time, I've traveled to over 30 campuses and state associations to meet face-to-face with our members. In addition, we've hosted multiple virtual town halls and other online meetings to hear what's most important to you. The year has been an illuminating one, even though I've been with ACCT for over 16 years and already knew many of you well.

We've been through a lot together over the past few years in this slow-moving whirlwind of change. But make no mistake: our progress is steady, and all the shifting priorities and makeshift adaptations are part of the new foundation we are laying down together.

This issue of *Trustee Quarterly* is a manifestation of that transformation. Regular readers will notice some changes to the design of the magazine — a refresh to reflect our collective evolution.

This issue presents a lot of diverse content, including insights about what is top of mind for our members — namely, enrollments and students' basic needs, new ways to expand access and success through community partnerships, new realities facing community colleges, and the perspectives of regional accreditors who keep community colleges accountable. The throughline that connects them all is partnerships.

ACCT is privileged to serve as a nexus at which your communities intersect, and this magazine, our events, and our forthcoming online learning management system for trustees serve as a means by which to connect you to one

another to form a great web of interconnected knowledge, experience, and wisdom.

I want to thank our partners who contributed to this issue of *Trustee Quarterly*, including two members of our Corporate Council, TimelyMD and Edamerica, which share insights about helping students with mental health problems and helping colleges with enrollment challenges. Contributors also include Dr. Evon Walters, northwest region president of the Community College of Allegheny County, who describes a program through which both access and success have been improved through community partnerships. Included, too, is an insightful original article by Dr. Arthur Levine, author of *The Great Upheaval: Higher Education's Past, Present, and Uncertain Future*, who I personally asked to serve as a keynote speaker at this year's ACCT Leadership Congress. And they include other keynote speakers — six regional accreditors, a community college leader, and an outstanding community college alumnus — who will grace our stage at this fall's ACCT Leadership Congress.

Speaking of which, I am thrilled to report that this year's Congress is set to be attended by well over 1,600 members — a return to pre-pandemic participation.

New as it may be, we're getting back to a version of normal, evolved and better connected than ever. Stay tuned for further developments, and be sure to say hello this October in New York. I hope to see many of you on your campuses in the coming year.

JEE HANG LEE
ACCT President and CEO

We've been through a lot together over the past few years in this slow-moving whirlwind of change. But make no mistake: our progress is steady, and all the shifting priorities and makeshift adaptations are part of the new foundation we are laying down together.

NEWS & NOTES

ACCT Launches Center for Policy & Practice

New Center dedicated to implementing community college policy solutions.

THIS JUNE, ACCT ANNOUNCED THE formalization of the new Center for Policy and Practice at ACCT. The Center, a part of ACCT's public policy division, is dedicated to finding effective ways to inform policymakers and implement programs related to the advocacy goals of the association and its membership.

"We are thrilled to announce the launch of the Center for Policy and Practice," said ACCT President and CEO Jee Hang Lee. "ACCT is a longtime leading advocate for policies that positively affect the studies and lives of community college students and the sustainable well-being of institutions. The launch of the Center represents a commitment to our policy focus, and a commitment to converting policies into meaningful actions."

"The goal of our new center," said ACCT Vice President for Public Policy Carrie Warick-Smith, "is to build on this important advocacy work by helping colleges to find practical solutions, to develop better-informed policies, and to provide technical assistance to member institutions as they work to implement new policies."

"In short," she said, "policy informs practice, and practice informs policy. The work of the Center is to ensure that this cycle productively advances the work being done by community colleges."

The Center for Policy and Practice will use insights from the field to advise policymakers how federal programs can best serve the colleges in their districts, to facilitate the implementation of programs and laws, and then to use the lessons learned to inform lawmakers.

The Center was born out of the vision for the next evolution of ACCT by Lee, who began his tenure as the association's new president and CEO in November 2021. The Center is situated between the membership and policy makers, providing

both thought leadership and technical assistance to achieve its goals through a combination of case studies, research briefs, convenings, and supporting best-practice development through pilot efforts at ACCT member institutions.

Current initiatives being implemented by the Center for Policy and Practice at ACCT include the Non-Credit and Credit Alignment Lab, SNAP Employment & Training National Partnership, and Strengthening Rural Community Colleges.

"The Center for Policy and Practice at ACCT welcomes support from strategic partners interested in advancing the work being done by community colleges and improving students' lives," said Center Director Steve Jurch. "We are excited to work with our partners and members to make meaningful connections between policy and practice and to facilitate the evolution of community colleges as they work to make students' lives better."

Some of the issues on the horizon for the Center revolve around serving students of color and parenting students, short-term Pell funding, mental health, skills-based hiring, and strategic enrollment management.

As ACCT embarks on its next chapter, the Center for Policy and Practice, along with the Government Relations team, will continue to listen to the needs of the membership and advocate for policies that move community colleges and higher education forward.

Visit the Center for Policy and Practice at www.acct.org to learn more.



Visit the Center for Policy and Practice at www.acct.org

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 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.

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

WELCOME TO ROBIN MATROS HELMS

ACCT is excited to introduce Robin Matross Helms, Ph.D., our new vice president for membership and educational services.



In this role, Helms leads and guides the association's membership benefits and services as well as trustee-education services, publications, and events.

"I'm thrilled to begin working with Robin," said ACCT President and CEO Jee Hang Lee. "From my first conversation with her, it was clear that she was an ideal candidate for the position with a strong and clear vision and a track record of getting things done – exactly the kind of person we need to take ACCT's membership and educational services to the next level."

Prior to joining ACCT, Helms led programs and global initiatives at the American Council on Education, where her portfolio focused on institutional transformation, student success, higher education leadership development, global engagement, and equity and inclusion.

Helms began her career in international education and academic affairs; she has worked for the University of Minnesota, the Institute of International Education, EF Education, and CET Academic Programs. She has also served as a consultant to a number of organizations in the international and higher education fields, including the World Bank, the Institute for Higher Education Policy, and Harvard University's Collaborative on Academic Careers in Higher Education. Helms holds a bachelor's degree in East Asian Studies from Princeton University, and an MBA and PhD in higher education administration from Boston College.

20 ACCT Members Receive Complimentary Board Retreats and Workshops

Association to give away 75 board services over next three years.

THIS SUMMER, ACCT MEMBERS WERE invited to submit an application for a complimentary one-day board training or retreat. On September 13, ACC President and CEO Jee Hang Lee hosted a live online drawing to announce the first 20 lucky winners.

"I have wanted to find a meaningful way to give back to our loyal membership throughout my 16-year tenure at ACCT," said Lee. "With the generous support of the ACCT Board of Directors, we will be able to provide planning and governance troubleshooting guidance to 25 of our member institutions during fiscal years 2023, 24, and 25."

ACCT is the only national organization that provides retreats and workshops tailored exclusively to the needs of community college boards. For decades, the association's customized services have helped trustees effectively carry out their responsibilities in an increasingly complex higher education landscape.

"Board development is considered a standard of good practice, and facilitated board trainings and retreats can strengthen communication and understanding among board members," said ACCT Director of Retreats and Evaluation Services Colleen Allen. "This can lead to a stronger, more effective working group. Boards that engage in training and professional development also set a model for the rest of the institution."

The first 20 ACCT member colleges selected by a random drawing on September 13 are:

- Atlantic Cape Community College, N.J.
- Bellingham Technical College, Wash.
- Central Arizona College
- Chesapeake College, Md.
- College of Southern Maryland
- Dawson Community College, Mont.
- Delta College, Mich.
- El Camino College, Calif.
- Elgin Community College, Ill.
- Flathead Valley Community College, Mont.
- Gogebic Community College, Mich.
- H. Lavity Stoutt Community College, British Virgin Islands
- Iowa Central Community College
- Jackson College, Mich.
- Kirtland Community College, Mich.
- Laredo College, Texas
- Lee College, Texas
- North Central Michigan College
- Western Piedmont Community College, N.C.
- Yosemite Community College District, Calif.

To learn more about ACCT Board Services, go to www.acct.org/services.



Learn more about ACCT Board Services at www.acct.org/services

2022 ACCT Regional Awards Recipients Announced

Regional awardees to compete for national-level recognition in October.



THE ASSOCIATION OF COMMUNITY College Trustees (ACCT) is pleased to announce the recipients of its annual Regional Awards for community college trustees, equity programs, chief executive officers, faculty members, and professional board staff members. The 2022 ACCT Awards program is sponsored by Edamerica.

ACCT's Regional Awards recognize the tremendous contributions made by community colleges and their leaders to meet the needs of their communities.

"Community colleges are unique institutions dedicated to making high-quality higher education accessible for all Americans," said ACCT President and CEO Jee Hang Lee. "This year's regional ACCT awardees represent the most outstanding people and programs from throughout the country, and we are excited to be able to bring attention to them."

The full list of awardees follows.

2022 ACCT Regional Awardees

2022 Trustee Leadership Award

CENTRAL REGION

Robert Proctor
Lansing Community College, MI

NORTHEAST REGION

Allen Williams
Monroe Community College, NY

PACIFIC REGION

Deborah Ikeda
State Center Community College, CA

Ray Sigafoos

Yavapai College, AZ

SOUTHERN REGION

Andre Lassiter
Roanoke-Chowan Community College, NC

WESTERN REGION

Diane Keller
Central Community College, NE

2022 Equity Award

CENTRAL REGION

Lansing Community College, MI

NORTHEAST REGION

Community College of Baltimore County, MD

PACIFIC REGION

California Community Colleges Board of Governors

SOUTHERN REGION

Northern Virginia Community College

WESTERN REGION

El Paso Community College, TX

2022 Chief Executive Officer Award

CENTRAL REGION

Dr. Dorey Diab
North Central State College, OH

NORTHEAST REGION

Dr. Christopher Reber
Hudson County Community College, NJ

PACIFIC REGION

Dr. Christine Johnson
Community Colleges of Spokane, WA

SOUTHERN REGION

Dr. Kyle Wagner
Northeastern Technical College, SC

WESTERN REGION

Dr. Paul Illich
Southeast Community College, NE

2022 Faculty Member Award

CENTRAL REGION

Dr. Lisa Bergin
Minneapolis Community & Technical College

NORTHEAST REGION

Patricia Maloney-Titland
Rockland Community College, NY

PACIFIC REGION

Dr. James Chen
South Puget Sound Community College, WA

Dr. Karen Palmer

Yavapai College, AZ

SOUTHERN REGION

Benji McCollum
Midlands Technical College, SC

WESTERN REGION

Brian Anderson
Northeast Community College, NE

2022 Professional Board Staff Member Award

CENTRAL REGION

Heidi Soodsma
Lakeshore Technical College, WI

NORTHEAST REGION

Monica Rausa Williams
Anne Arundel Community College, MD

PACIFIC REGION

Mary Lou Hernandez
Central Arizona College, AZ

Yvonne Sandoval

Yavapai College, AZ

SOUTHERN REGION

Michael Zanfardino
Midlands Technical College, SC

WESTERN REGION

Sharon Wright
Houston Community College, TX

Regional ACCT Awards were announced from August 1-12 via ACCT's Twitter account. Follow us @CCTrustees to be among the first get the latest news and updates.

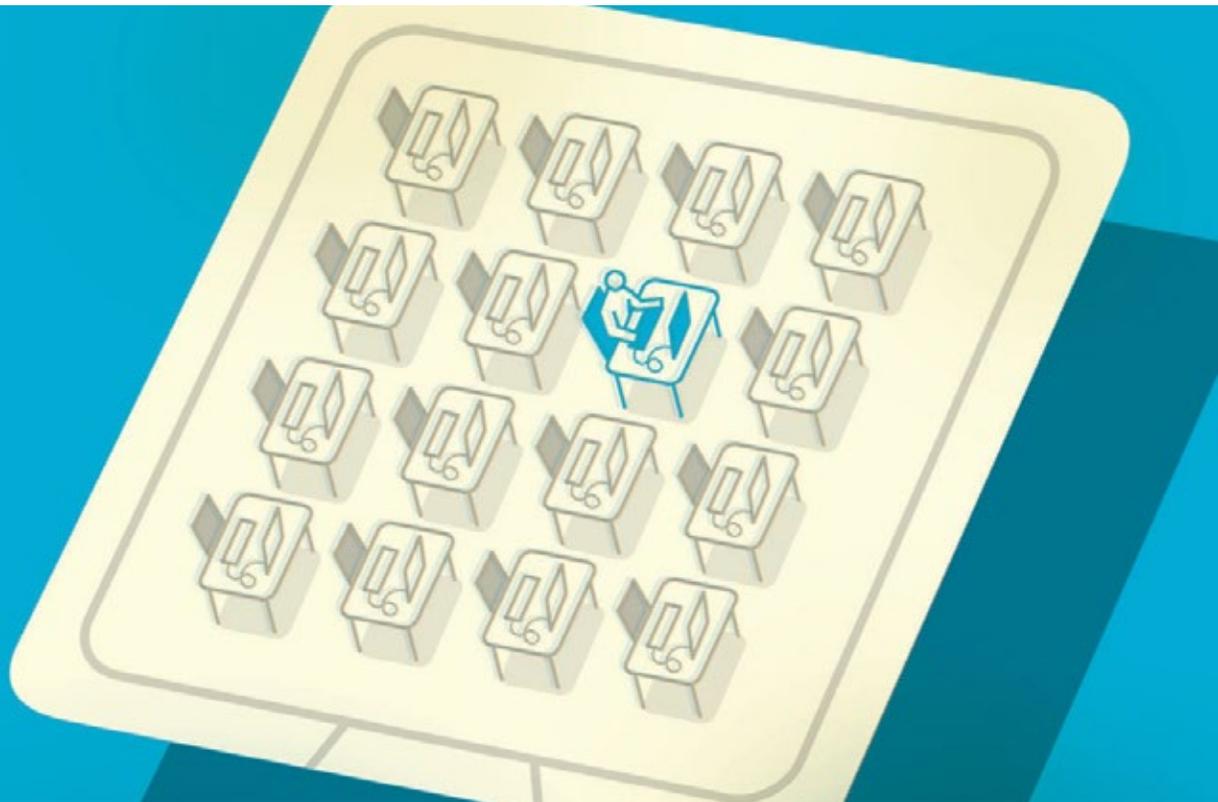
Individuals and colleges recognized at the regional level will contend for the national-level recognition of the following ACCT Association Awards:

- 2022 M. Dale Ensign Trustee Leadership Award;
- 2022 Charles Kennedy Equity Award;
- 2022 Marie Y. Martin Chief Executive Award;
- 2022 William H. Meardy Faculty Member Award; and
- 2022 ACCT Professional Board Staff Member Award.

One outstanding award recipient in each category will be announced during the Annual ACCT Awards Gala on Friday, October 28 at Marriott Marquis in New York, New York, in conjunction with the 2022 Annual ACCT Leadership Congress.



STAY UPDATED ON EVENTS
www.acct.org/events



ACCT NOW

The CHIPS & Science Act

What's in the bill for community colleges, and what items were left out.

BY JOSÉ MIRANDA

AFTER MORE THAN A YEAR OF BICAMERAL INTEREST IN BOOSTING U.S. global competitiveness in manufacturing, science, and trade — and with competing proposals championed by each chamber — Congress has approved a bipartisan bill to boost the domestic manufacturing of computer chips and incentivize greater investments in research and development of science-related careers. The CHIPS and Science Act passed the Senate with a 64-33 vote on July 27 and was followed by a 243-187 vote in the House of Representatives on July 28. The bill officially became law on August 9, 2022, when President Biden held a signing ceremony on the White House lawn.

The legislation is a result of a conference committee process that instructed lawmakers to reconcile differences between the Senate's U.S. Innovation and

The scope of the bill is limited to semiconductor manufacturing and science, but it acknowledges the critical need to develop the workforce in this industry and the role community colleges can play in these efforts, be it in skill-specific training, STEM-related education, or serving as hubs where federal agencies and private employers can reach students who have been historically underrepresented in STEM-related careers.

Competition Act (USICA) and the House's America Creating Opportunities for Manufacturing, Pre-Eminence in Technology, and Economic Strength (COMPETES) Act of 2022.

The final product, though, was a much-narrower-in-scope legislation that left out many community college priorities originally included in one or both of the original bills. Among the many items left out was a "Job Training Federal Pell Grants" provision in the America COMPETES proposal that would have extended Pell Grant eligibility to workforce programs as short as 150 clock hours or eight weeks in length. Short-term Pell continues to be a top policy priority for community colleges.

The COMPETES Act also included the College Transparency Act, which requires colleges to collect student data while maintaining privacy protections for individual students and submit it to the U.S. Department of Education. Additionally, it included two new grants directed at "construction and manufacturing-oriented colleges" for student outreach and advising. Finally, the reauthorizations for the National Apprenticeship Act reauthorization and Trade Adjustment Assistance Community College and Career Training (TAACCCT) Grants were also part of COMPETES. All of these provisions were also left out of the final compromise bill. Another proposal that was included in both USICA and COMPETES but was left out of the CHIPS and Science Act was a telecommunications workforce training grant program.

Most of these items were left out due to a combination of policy disagreements, the political nature of negotiations, and timing,

with the window to reach consensus closing as midterm elections neared. However, the CHIPS and Science Act of 2022 is not all bad news for community colleges. The scope of the bill is limited to semiconductor manufacturing and science, but it acknowledges the critical need to develop the workforce in this industry and the role community colleges can play in these efforts, be it in skill-specific training, STEM-related education, or serving as hubs where federal agencies and private employers can reach students who have been historically underrepresented in STEM-related careers.

Notably, the CHIPS and Science Act included \$11 billion for semiconductor manufacturing workforce development, \$200 million for a CHIPS for America Workforce and Education Fund housed under the National Science Foundation (NSF) to promote growth of the semiconductor workforce, and \$81 million for the National Science Foundation (NSF) to support critical infrastructure workforce research and training.

Another major provision included in the law was an update to the Advanced Technological Education (ATE) program under the National Science Foundation (NSF) to establish a network of centers for science and technical education and support research and development to improve STEM education at community colleges. These updates included new grant awards to advance research on effective STEM education practices at community colleges, provide students with hands-on training and research experiences, and support career and technical education in STEM fields. The law also establishes a pilot program to develop and scale up successful models for

providing students with hands-on course-based research experiences.

Outside of ATE, the CHIPS and Science Act also establishes several workforce-related research and grant programs aimed at leveraging community colleges to address manufacturing workforce needs, increase the number of people prepared for STEM-related careers, and meet the manufacturing and production goals envisioned by the law.

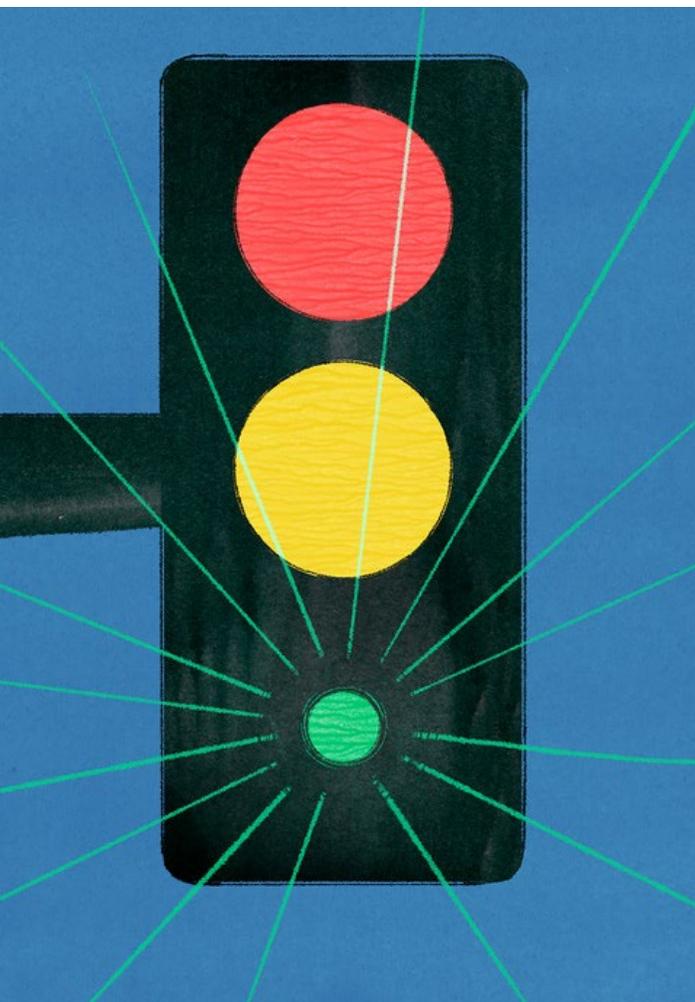
Finally, one aspect that is recurring throughout the various sections of the bill is the need to broaden the participation of underrepresented communities in technical, microelectronic, and other STEM-related careers. The law includes community colleges as key institutions to engage in outreach efforts.

If you're interested in learning more about the law and the various sections that could benefit community colleges and their students, we have prepared a section by section summary of relevant provisions, which can be found in our Fact Sheets and Summaries page at www.acct.org/page/fact-sheets-and-summaries.

ACCT NOW is the go-to resource for issues affecting community colleges. In addition to reporting and research, you'll have access to of-the-moment legislative updates. We've also included articles, reports, and research from outside sources that benefit the ACCT community. Visit NOW.ACCT.org.



José Miranda is the Director of Government Relations at ACCT.



The Stop-and-Go Nature of Congress

Many key higher education issues face long paths to passage – and then implementation.

BY CARRIE WARICK-SMITH

A top priority of community colleges that saw much action in the 117th Congress is “Short Term Pell.” This proposal continues to move further along in the legislative process but has not yet made it into law.

BY THE NATURE OF ITS DESIGN, THE WORK OF CONGRESS is frequently stop and go. Some proposals move through quickly, spurred by strong bipartisan support or catching a ride on the coattails of a must-pass piece of legislation. Others trod through slowly, moving from one legislative package to the other, taking months or longer to become law, and in many cases, not moving forward at all. Those that do make it can also have a long road to implementation. The most talked-about higher education issues from the past year and a half are a clear demonstration of this stop-and-go nature of our federal government, with most of them experiencing long waits.

Second Chance Pell

One proposal’s long wait is finally paying off. The ability for incarcerated individuals to qualify for Pell Grant funding for higher education was revoked in the 1990s but has experienced a resurgence of support over the past several years. In particular, the success of the Department of Education’s Second-Chance Pell experimental site program, which allows select institutions to award financial aid outside the normal regulations, helped build momentum for it.

In December 2020, Congress passed the Coronavirus Response and Relief Supplemental Appropriations Act of 2021 (CRRSAA), which again permitted higher education programs for incarcerated students to participate in the Pell Grant program. In fall 2021, the Department of Education convened a negotiated rulemaking committee to determine the regulations for these programs. The Department of Education released the rule for a public comment period that ended in July. It will release the final rules by November 1, 2022, for programs to use starting July 1, 2023.

These changes are a long time coming. For colleges that have continued to offer these programs without Pell Grant support, this is

In December 2020, Congress passed the Coronavirus Response and Relief Supplemental Appropriations Act of 2021 (CRRSAA), which again permitted higher education programs for incarcerated students to participate in the Pell Grant program.

a welcome chance to expand access for incarcerated populations. For colleges that were not able to offer programs, returning the access to Pell Grants for incarcerated students opens the possibility of bringing higher education opportunities to the prisons in their area.

Short-Term Pell

A top priority of community colleges that saw much action in the 117th Congress is “Short-Term Pell.” This proposed expansion of the Pell Grant program would allow students participating in programs as short as 150 clock hours or 8 weeks to apply for Pell Grants. This proposal continues to move farther along in the legislative process but has not yet made it into law.

Introduced as the Jumpstart Our Businesses by Supporting Students (JOBS) Act, considered for an amendment to the Senate United State Innovation and Competition Act (USICA), and then ultimately successfully added as an amendment to the America COMPETES (Creating Opportunities for Manufacturing, Pre-Eminence in Technology, and Economic Strength) Act, the provision was dropped when the two competition bills were passed in August 2022 as the CHIPS and Science Act, a scaled down package focused on semiconductor chip manufacturing and federally funded scientific research. Short-Term Pell now continues its waiting game.

Tuition-Free Community College

In 2021, President Biden announced his domestic policy agenda through three proposed legislative packages: the American Rescue Plan, the American Jobs Plan, and the American Families Plan. The first passed into law in 2021 under a budgetary procedure called reconciliation. It provided institutions of higher education \$39.5 billion through the Higher Education Emergency Relief Fund (HEERF III). The second proposal passed Congress in a bipartisan manner and became the Infrastructure Investment and Jobs Act, colloquially known as the bipartisan infrastructure law. This bill provided \$65 billion for broadband deployment infrastructure and included a few small-scale workforce training programs. The last item of the President’s agenda became known as Build Back Better and included tuition-free community college. As Congress made continued revisions, downsizing the scope and cost of the proposals, tuition-free community college was dropped and funding for

workforce training at community colleges was added. Ultimately, intra-party negotiations among Democrats seemed to stall completely.

Then, over the summer, the reconciliation package reemerged as The Inflation Reduction Act of 2022 with a narrower scope targeting healthcare costs and climate change. While the bill was signed into law in August 2022, the community college priorities previously in Build Back Better unfortunately must wait for another opportunity.

Gainful Employment

Finally, regulations at the Department of Education can end up caught in the waiting game as well. Like Second Chance Pell, which required two years to move through the regulatory process, the new gainful-employment regulations are taking a similarly long route. The Higher Education Act requires that any non-degree program at a public institution must lead to “gainful employment” to be eligible for federal financial aid. However, the law does not define what constitutes gainful employment. The Obama Administration created a definition for gainful employment, which was later removed by the Trump Administration. The Biden Administration decided to create its own definition, convening a negotiated rulemaking panel in winter of 2022. However, the Department announced that the draft rule governing gainful employment would not be released until April 2023, meaning it would not be enacted until July 1, 2024.

The policy process in Washington can take a long time, but news can also happen at any moment. To stay up to date on the issues mentioned in this column, and on the latest action related to community colleges, sign up for the Latest Action in Washington electronic alerts by emailing publicpolicy@acct.org or visiting now.acct.org.



Carrie Warick-Smith is vice president for public policy at ACCT. She can be reached at cwsmith@acct.org.

As Midterms Approach, It's Time to Prepare for the NATIONAL LEGISLATIVE SUMMIT

**A month-by-month calendar
to get ready to advocate
in Washington, D.C.**

By Carrie Warick-Smith

EACH YEAR, COMMUNITY COLLEGE LEADERS AND STUDENTS gather in Washington, D.C., to learn the latest in federal higher education policy, to share the goals and challenges of their campuses and, yes, to meet with elected officials.

The Community College National Legislative Summit — or NLS — aligns with the start of the 118th Congress, marking a key opportunity to connect with newly elected senators and representatives or renew relationships with those who move into leadership positions. With the election just around the corner, now is the time to prepare for your college's trip to Washington.



Visiting Washington at the beginning of a new Congress allows you to form relationships with newly elected officials. With possible changes in party control in each chamber, as well as retirements triggering many changes in committee leadership, it's also crucial to continue or renew relationships with elected officials who move into leadership roles. Bringing your institution's leadership — trustees, the college CEO, and students — to visit Washington is the best way to inform your elected officials about the benefits and needs of your campus, to discuss the federal role in community colleges, and to encourage support for the sector and the learners it supports.

The benefit of the National Legislative Summit for your college increases greatly if your team works together in advance to prepare. Below is a guide to help you get ready.

October: Pick Your Team

Decide who will represent your college in Washington. This group should include a combination of trustees, the president, senior government relations staff, and students (such as your student trustee, student government leader, or students who participate in federally funded programs such as Pell Grants). Advocacy of this nature is most effectively performed by a team such as this — and bringing one or more students who have compelling stories can be a 'secret weapon' in making your voice heard by elected officials and their staffs.

November: Check the Election Results

With the midterm elections taking place on November 8, it's important to determine which, if any, members of your Congressional delegation have changed. Community college leaders should plan to meet with both of their state's senators and all the representatives whose districts overlap with the college's service district. These meetings will ensure that your institution and its students remain top of mind when the Congressional session begins.

December: Learn About Your College and Your Community

Meeting with your elected officials is an opportunity to share about your college and to ask how the federal government can support it. Learn about your institution's mission, key programs offered, and facts about the student population. Information to share also includes the communities served and their demographics, the number and size of your campuses and student populations, businesses served by your institution, and economic impact.

December is also an important time to reach out to your community and ask questions such as:

- What are the needs of the community?
- How is your community changing?
- How is the college responding to these changes?

The answers yielded by these questions will give you compelling information to present during your meeting and as you follow up.

Early January: Schedule Your Meetings

To schedule meetings, use the letter template from the ACCT toolkit at nls.acct.org and customize it for each of your requests. Review your final delegation, including which committee assignments they have and if they are the chair or ranking member. Those colleges in states with active associations should also reach out to the associations for meeting coordination.

Mid-January: Meeting Preparation

It's important to decide not only what information to share about your college, as gathered in December, but also which issue areas or requests your college would like to focus on. ACCT will provide in-depth backgrounders on key issues as well as the "Green Sheet" that summarizes priority concerns.

Your college team should also consider what your "asks" of your elected official will be. These can include introducing legislation on a key priority, support of or opposition to a specific bill, advocacy for federally funded programs that support your school and students, a campus speaking engagement or visit/tour, or funding through Congressionally Directed Spending (Senate) or Community Project Funding (House), formerly known as earmarks.

Late January: Know Your Legislators and Federal Funds

It's important to decide which materials to take to each of your meetings. ACCT provides a helpful template called the Federal Funds Worksheet through which you can share all dollars received, such as Pell Grant dollars and federal grant funding. Sharing the impact of these programs on your colleges demonstrates to members and their staffs the importance of the federal investment in education and training programs.

Additionally, you should get to know your legislators. Do some research into their backgrounds; doing so helps you make a connection and communicate in a way that gets your point across most effectively.

Early February: Plan Your Meeting Agenda

Before the meeting, choose one person to be the spokesperson. Use the meeting worksheet to determine who will speak about each topic and who will take notes.

Mid-February: Follow Up

The follow-up email is an important opportunity to continue building your relationship after visits during the NLS. It allows you not only to say thank you for their time, but also to share materials electronically, put any specific questions in writing, and provide any information asked for in the meeting that you didn't have immediately on hand. Also be sure to follow up with ACCT by emailing publicpolicy@acct.org with a summary of your meeting and expected outcomes or next steps.

Contact us at if you need any further guidance on planning your visit. A little planning will go a long way in forging new relationships, nurturing established ones, and yielding the most effective possible outcomes. We look forward to seeing you in February.



Carrie Warick-Smith is vice president for public policy at ACCT. She can be reached at cwsmith@acct.org.

STUDENT WELL-BEING IS



BY BECKY LAMAN

WHILE MENTAL HEALTH ISSUES AND INFLATION CHALLENGE STUDENTS, COMMUNITY COLLEGES TURN TO VIRTUAL CARE SOLUTIONS TO IMPROVE STUDENT WELL-BEING, WORKFORCE DEVELOPMENT, AND RETENTION.

JOELENE JONES WAS STILL GRIEVING THE LOSS OF HER mother when COVID-19 hit and she lost her job of 17 years. She felt so distraught when she suddenly had no income, no medical insurance, and no family to help that she considered stopping out.

“The stress, the death of my mother, financial [worries] — those were my barriers,” she said.

As if her grief and anxiety weren’t enough, Jones was also attempting to navigate a complex and costly healthcare system in a rural part of California’s Central Valley, where wait times for counseling appointments were typically longer than a month, she said.

Fortunately, Jones had enrolled at Porterville College, one of 28 California community colleges that provides 24/7 medical and mental health support through a partnership with TimelyMD, the leading health and well-being provider in higher education. Without hassle or additional costs, she got the help she needed using TalkNow, which provides emotional support when students need it in the TimelyCare platform.

“I don’t know how many kids end up dropping out of college because

they’re having issues,” she said. “Because I was a student, I was able to access mental health services.”

Inflation adds increased costs — and pressure — for students

Unfortunately, skyrocketing inflation costs are further stressing a population of students already disproportionately impacted by the ongoing pandemic. With inflation at a 40-year high, grocery prices up 15%, and gas prices averaging more than \$5 a gallon, the stress that accompanies financial strain is a double whammy.

Community college leaders have long been at the forefront of embracing the “Maslow before Bloom” philosophy — the idea that students’ basic physiological needs must be met before they can learn — and with good reason. According to the Hope Center for College, Community, and Justice at Temple University, 61% of community college students experienced basic needs insecurity during the fall 2020 semester. A 2021 TimelyMD survey found that 7 out of 10 community college students experienced stress and/or anxiety due to a lack of essential needs.

It has never been more important to support learners' health, well-being and essential needs, given recent enrollment declines across the sector. Add to that the fact that nearly two-thirds of associate degree students who considered stopping out in the past six months say emotional stress was the primary reason, according to a recent Gallup-Lumina Foundation report.

"We are all in this business because we want students to succeed," said Dr. Jill Zimmerman, dean of student life and services at Antelope Valley College in Lancaster, Calif. "Years ago, when a student would fall asleep in class, the perception was that the student is not interested or didn't care, and now it's understood that the student might be homeless. Faculty are now asking, 'What support can we provide?' We can help that student."

For students, free and equitable access to campus resources such as medical care, mental health support, and food assistance programs can make a huge difference on a spectrum from surviving to thriving. For community college leaders, trustees, and governing boards, supporting the whole student is imperative for student engagement, degree persistence, and workforce development — all of which impact the long-term success and economic stability of our institutions, communities, states, and nation.

For these reasons, TimelyMD's virtual health and well-being solution is a critical component to extending the reach of campus resources to empower students to be well and thrive in all aspects of their lives. Recognizing how social determinants greatly affect student health and their ability to be successful, TimelyMD has expanded its support for community college students with a basic needs service that provides critical wraparound support for students when they need it most. Care navigators connect learners with free or reduced-cost programs that provide support for services such as in-person health care, food and housing assistance, transit, bill paying, childcare, and legal services. After a referral, care navigators follow up with students within 48 hours to ensure their needs are being met.

Students appreciate and benefit from a personalized approach to care navigation. At Antelope Valley College, 84% of students would recommend TimelyCare, and 75% say they would not have done anything if TimelyCare wasn't available to them.

"Having that high percentage makes me smile that our students are using all of the resources and tools that create a healthy community," Zimmerman said. "Our relevance is important. If we're not taking care of them, they will go somewhere else."

A happy ending and a new beginning

As for Joeline Jones, she is now a proud community college success story who credits her TimelyCare visits with helping her stay focused and stay on track. She is now working as a counselor to inmates in a local prison, with a goal of someday joining the administrative team. She recently completed her associate in science for transfer (AS-T) in business administration — her second degree at Porterville College — and is pursuing her bachelor's degree.

"That was a goal I set, and I completed it," she says.

ACCT Corporate Council Member TimelyMD Fills the Gap

TimelyMD is trusted to care for over 1 million students — including one in every 10 community college students — at more than 200 colleges and universities nationwide. As community college leaders seek solutions that improve student well-being, engagement, and retention, they turn to TimelyMD more than anyone else for its award-winning TimelyCare platform with licensed providers available 24/7 in all 50 states.

Partnering with multiple colleges at once allows TimelyMD to extend care to a broader population of students. Available federal and state funding assistance, recent system agreements in Virginia, California, and Connecticut, and the addition of several schools in Texas, North Carolina, and Arkansas have fueled adoption of TimelyCare as the only complete clinical care solution in the two-year sector. In addition to mental health, medical care, and basic needs support, many students also have access to psychiatric care, health coaching, digital self-care content, and more.

Historically, many community colleges have followed a model of referring students in need of mental health services to local resources. However, community mental health resources are strained, and many regions do not have enough providers to serve all of the individuals who need support. A recent policy change made it possible for schools within Virginia's Community Colleges to contract out for services, which led to a partnership between 18 of the system's 23 schools and TimelyMD which has greatly reduced wait times and increased the diversity of providers available to students.

"Community college students need specialized services and support to be successful. Our students face too many challenges and must overcome too many obstacles on their path to a degree and social mobility," said Karen Campbell, vice president for student affairs at Tidewater Community College. "By eliminating the barriers of access, cost, and inequity that exist in the traditional healthcare system, TimelyMD empowers our students to take care of themselves."



Becky Laman is senior vice president of growth strategy and partnerships at TimelyMD, the leading health and well-being solution and an ACCT corporate council member.

Enrollment

Solutions

MULTIPLE STRATEGIES ARE CRITICAL TO SOLVING THE ENROLLMENT CRISIS.

By Kate O'Hara and Judith Witherspoon with Jim Anderson

We must now shift our focus back to the creation of new strategies to offset this enrollment cliff. However, this doesn't mean we should ignore the lessons we have learned throughout the pandemic.

New recruitment strategies are critical.

Prior to 2020, institutions were preparing for the impending enrollment cliff, based on the declining high school student population. Community college reliance on dual enrollment initially served to mitigate some enrollment loss, but the onset of the pandemic drastically changed the landscape. During that time and since, community colleges have faced multiple challenges to enrollment, including a move to online learning, safety concerns, and vaccine requirements. We must now shift our focus back to the creation of new strategies to offset this enrollment cliff. However, this doesn't mean we should ignore the lessons we have learned throughout the pandemic.

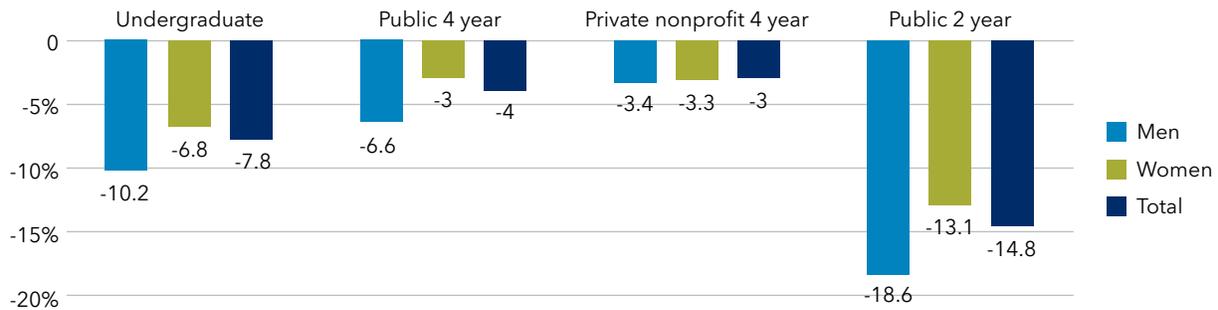
While improvements to college operations may have been inevitable, the pandemic forced institutions to adapt quickly to support students. For instance, technology has vastly changed the way staff and faculty interact with students across the institution. At Bristol Community College in Massachusetts, the implementation of Slate, a customer relationship management (CRM) program, significantly reduced the amount of time it takes for a student to be admitted.

Students can securely upload enrollment documents, eliminating the need to make the trip to campus. Virtual advising and financial aid appointments offer a convenient way for students to meet with staff based on their schedules. Online learning has also allowed enrollment managers to reach a new market of students who need flexible options to complete their programs of study.

Enrollment is a shared responsibility.

Every employee across the institution has a role to play in the recruitment and retention of students. While admissions and advising are central to enrollment efforts, the role of academic affairs leadership is a critical piece of a strong enrollment strategy. Academic deans have become fluent in labor market data and are using this information to revise curriculum and create programs of study that meet industry needs and help students find gainful employment after graduation. Certificate programs have become much more appealing to students who are looking for a quicker path to a credential. To meet this demand, academic affairs leaders are creating stackable credentials that allow students to easily continue on to a degree program after completing a certificate. In addition, faculty and deans are leveraging their partnerships with industry and workforce to create new recruitment channels that can then be shared with admissions teams for enrollment support and onboarding. Strong partnerships between admissions teams, faculty, and industry are needed to increase enrollment and degree completion for non-traditional students.

Percentage change from Fall 2019 to Fall 2021



Source: National Student Clearinghouse Research Center

Stop-outs are a reality, and institutions must proactively engage with students to help them re-enroll.

Many students must balance work and family commitments with their academic careers. Others face housing, transportation, and food insecurity that can interfere with their ability to focus on classes. Given these multiple demands and barriers, it is inevitable that students may need to take time off from school. When students stop out, it may be difficult for them to return. Institutions should create multiple on-ramps and off-ramps for students to provide the flexibility and access needed to successfully complete their programs of study. Increasing completion rates also reduces the risk of student loan default for borrowers who stop out. On a national scale and based upon Edamerica’s research, approximately 70% of students who default did not complete their program of study.

While some community colleges and systems were conducting re-enrollment campaigns prior to the pandemic, many more are focused on this population now. The chart above, drawing from National Student Clearinghouse data, illustrates how many students stopped attending during the pandemic and the outsized impact the pandemic had on community college enrollment.

As noted in the recent report by the National Student Clearinghouse, approximately 39 million students nationally have some college but no credential. Investments in re-enrollment programs and outreach initiatives have proven to be very successful, as evidenced by the ReConnect program in Tennessee and the State University of New York (SUNY) Re-enroll to Complete project.

In August 2021, Bristol Community College launched its Student Success Center to help the nearly 3,000 students who left the college during the pandemic. The college hired six success coaches who have personally reached out to each student to provide support and encouragement and to let them know the coaches were here to help when they were ready to return. As a result of these efforts, close to 100 of these students enrolled in classes in spring 2022, with many more engaging to return in the summer or fall. While the impact on enrollment is evident, the most important lesson learned through this work was that students appreciated how much Bristol truly cared about them.

Institutions may opt to create and deploy re-enrollment programs with internal resources or choose a partner to provide that service. Edamerica has developed a college-branded solution which deploys

high-touch, results-driven outreach campaigns to stop-outs. This service allows institutions to gather active student responses, create a data-informed ecosystem, and streamline onboarding and readmission.

Partnerships between community colleges and universities maximize opportunities for students.

Cooperation between two-year community colleges and four-year institutions has become more critical over time, and the need has accelerated throughout the pandemic. In 2010, the National Center for Education Statistics surveyed 1,650 public and private Title IV eligible institutions and found that 83% reported courses within the program were taught at the college campus, 64% reported courses were taught at the high school campus, and 48% reported courses were taught through distance education.

In Southeastern Massachusetts, CONNECT is the consortium of six public colleges and universities in Southeastern Massachusetts: Bridgewater State University, Bristol Community College, Cape Cod Community College, Massachusetts Maritime Academy, Massasoit Community College, and the University of Massachusetts Dartmouth. In this unique collaboration, the institutions work together on shared initiatives to advance student achievement and improve outcomes across the entire region. Most recently, the schools have embarked on a joint media campaign to promote transfer. They also signed a Memorandum of Understanding (MOU) honoring Massachusetts higher education institutions’ long-term commitment to sharing resources and collaborating on the development of a regional offshore wind energy sector.



Kate O'Hara is vice president of student services and enrollment management at Bristol Community College. Judith Witherspoon is senior vice president of Edamerica. Jim Anderson is vice chancellor of enrollment management at the University of Massachusetts Dartmouth.

Expanding Access *and* Success Through Community Partnerships

CBOS AND COMMUNITY COLLEGES ARE POSITIONED TO PLAY A SIGNIFICANT ROLE IN CLOSING ACHIEVEMENT GAPS AND BOLSTERING WORKFORCE READINESS.

By Evon W. Walters



Community-based organizations possess a deep understanding of the issues, barriers, and needs of their surrounding communities. Given their established credibility in serving marginalized and historically underrepresented populations, they serve as an ideal and strategic partner for community colleges.

LABOR ECONOMISTS HAVE OVER THE PAST TWO DECADES WARNED OF THE necessity of expanding the country's talent pipeline in building a well-trained and job-ready workforce for the 21st century. This national imperative has been accentuated by the impact of the skills gap, technology, and the more recent COVID pandemic, which has fast tracked what had been many long-term visionary goals into present day realities.

Now more than ever, the United States is in the midst of a renaissance of changing population demographics. Much of this change is reflected in the growth of our country's historically underrepresented and economically disadvantaged population groups, which, as history and socioeconomic reality inform us, have contributed to existing disparities in postsecondary access and the labor market gaps. This demographic shift is a reality that will challenge the country and its policymakers to realize foresight and entrepreneurial spirit through intentional and sustainable cross-sector collaboration.

By virtue of its mission, the community college sector has been and remains a central player in meeting the immediate and long-term workforce training needs of the nation through an assortment of credit, non-credit, short-term, employer-sponsored, and grant program offerings. In recent years, partnership initiatives have evolved into the development of career pathways aimed at expanding awareness, access, and success. As such, one strategic partner that aligns well with this mission are community-based organizations (CBOs).

CBOs possess a deep understanding of the issues, barriers, and needs of their surrounding communities. Given their established credibility in serving marginalized and historically underrepresented populations, they serve as an ideal and strategic partner for community colleges. From an institutional lens, CBOs are a viable alternative source in expanding and diversifying the enrollment funnel of an institution.

The Community College of Allegheny County (CCAC), a multi-campus institution located in Pittsburgh, Pennsylvania, has embraced this opportunity with an aggressive approach to engaging and partnering with community-based organizations. These partnerships have yielded a wide range of life-transforming outcomes in the form of career-awareness programs, short-term certification, and career pathways that lead to postsecondary education and training opportunities. Central to the success of these partnerships has been the college's consistent level of engagement and visibility as a credible thought partner and ally in advancing many of the region's workforce needs.

High School U: A High-Impact Partnership

One such example of a high-impact partnership at CCAC is the High School U initiative with the Neighborhood Learning Alliance (NLA). NLA is a local non-profit in Pittsburgh that aspires to enhance educational opportunities for lower-income families from kindergarten through college. This five-year dual-enrollment collaborative targets the city's historically underrepresented and economically disadvantaged high school students. NLA, which actively recruits and sponsors the students, also provides ongoing support services, including access to career exploration, paid internships, and support for the college application process. It's a partnership that Sharmyn Straughters, who is the director of one of the college's centers and one of the key architects in launching this partnership, describes as "providing equal access, with the potential to positively impact today's youth and generations to come."

"It is about transformative learning and education, where it primes, positions, and supports the launch of disadvantaged and underrepresented populations into life-changing careers that would otherwise be inaccessible," Straughters says.



As part of the planning process, CCAC's faculty members, administrators, and NLA partners engaged in deep conversations exploring active learning approaches, deliberating on developing intrusive student support systems around the unique characteristics of the students.

Keys to Success

From the program's inception, success has been reflective of a collaborative and entrepreneurial spirit in its planning process and execution of the partnership objectives. This has been anchored by the strong belief that all students can learn, provided that they receive a learning environment that supports, inspires, and challenges them.

As part of the planning process, the college's faculty members, administrators, and NLA partners engaged in deep conversations exploring active learning approaches, deliberating on developing intrusive student support systems around the unique characteristics of the students. The development of the support programs and the system involved candid conversations in not only challenging traditional approaches in student support and teaching/learning, but also in embracing a best practices mindset in determining what teaching and learning strategies would best advance student success. As a result, over a five-year period from 2017 to 2021, the success of the program has been evident. The 442 student participants had a 90 percent success rate in completing and passing their courses, earning a total of 1,259 college credits.

Core elements to program's success include:

A strong planning process. In response to the initial outreach of NLA, planning involved the upfront and ongoing engagement of faculty and enrollment services administrators. Collectively with NLA, they conceptualized the pathways, identified the gateway courses, and developed the student support system.

A customized student support system. Central to the student's success was the development of an intrusive student support system based on the premise of building relationships and having a strong coaching and support system in place. Much of this was informed and shaped by NLA, and specific supports included:

- Embedded student success coaches/tutors who worked with students within and outside of the classroom.



- Mandatory tutoring.
- Material needs support such as transportation.
- A "Learn and Earn" summer component sponsored by a local workforce entity.

Assessment. This was and remains an integral component in the planning and strengthening of the program.

An Imperative for Access and Equity

Access to higher education is not only a moral and economic imperative, but also an issue of equity. As institutions look to diversify and expand their own enrollment pipelines, partnerships such as these represent a mission-centric, low-cost, and high-return investment in building an institution's capacity to attract, to enroll, and — most importantly — to retain students.

With their mutual interests and common vision of increasing awareness and access to careers, CBOs and community colleges are positioned to play a significant role in closing the decade's achievement gaps by providing a more streamlined pathway from education to career, while contributing to workforce readiness.



Dr. Evon W. Walters is Northwest Region president of the Community College of Allegheny County in Pennsylvania.



RETREATS AND WORKSHOPS

Thank you to the following colleges and associations which have used ACCT to facilitate a board retreat, board self-assessment or CEO evaluation, or other board education service in recent months. We appreciate your trusting ACCT to assist you with your board development needs.

Aims Community College, Colorado
American Indian Higher Education Consortium (AIHEC),
Washington, D.C.
Atlantic Cape Community College, New Jersey
Butler Community College, Kansas
Community College System of New Hampshire
Diné College, Arizona
Hartnell College, California
Hinds Community College, Mississippi
Mercer County Community College, New Jersey
Monroe Community College, New York
Montgomery College, Maryland
Montgomery County Community College, Pennsylvania
Pratt Community College, Kansas
Quinsigamond Community College, Massachusetts
Roanoke-Chowan Community College, North Carolina
South Arkansas Community College, Arkansas
South Puget Sound Community College, Washington
Western Dakota Technical College, South Dakota
Wisconsin Technical College District Board Association



Find out more about board retreats and workshops
at www.acct.org/page/board-retreats-workshops
boardservices@acct.org

CORPORATE COUNCIL INSIGHTS

Survey shows that enrollment and mental health top college and student concerns.

THIS SUMMER, THE ACCT Corporate Council surveyed ACCT Leadership Congress participants about their interests and most pressing needs. Enrollment management and institutional workforce gaps represented the two greatest challenges faced by colleges, according to survey participants, while mental health and food, housing, and transportation insecurity topped student challenges (see charts).

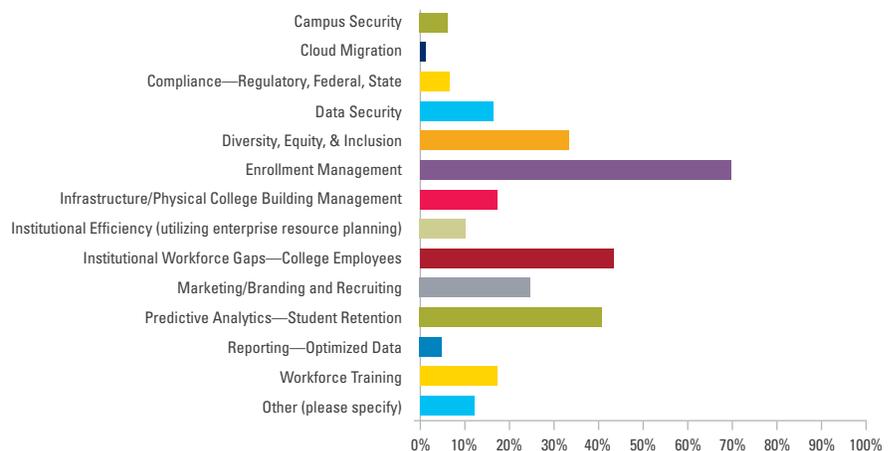
On October 27 and 28, members of the Council who are experts in their respective fields will share solutions to the highest-priority challenges during two special sessions at the ACCT Leadership Congress.

Learn more about how our dedicated members make a difference at www.acct.org/page/corporate-council.

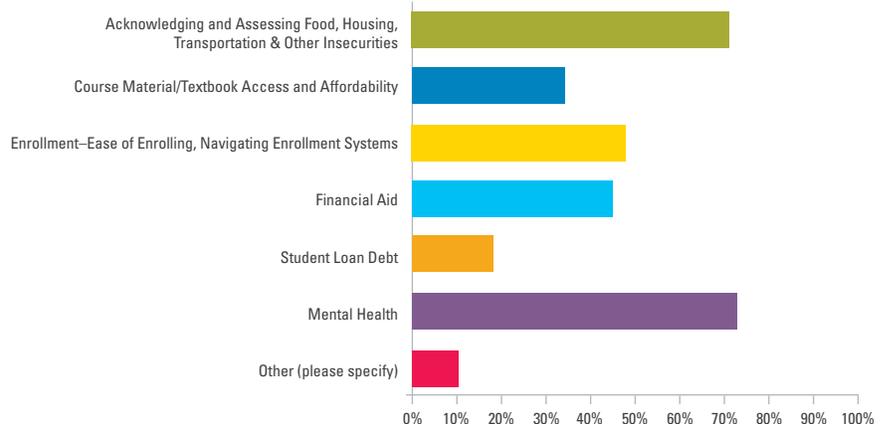


Learn more at www.acct.org/page/corporate-council

Of the following options, what are the **THREE** biggest challenges faced by your college right now?



What challenges are being faced by your college's **STUDENTS** right now?



ACCT CORPORATE COUNCIL

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Among them are companies that provide a broad array of services, including marketing and enrollment management to improve engagement, student services to keep students thriving once they get through our doors, financial and institutional management software, affordable digital educational materials that save students' and colleges' resources, facilities management, and vitally important connections to community services, including mental health services scaled to every college's size and needs.

Corporate Council members are partners in your college's mission to provide open access to high-quality higher education.



FOUR NEW REALITIES FACING COMMUNITY COLLEGES

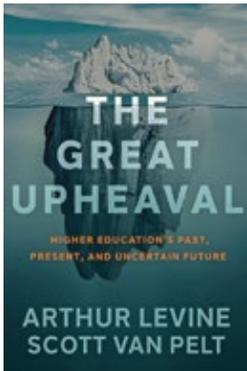
Higher ed leaders must respond to evolving preferences, competitors, models, and certifications.

By Arthur Levine



AMERICAN HIGHER EDUCATION will change profoundly in the years ahead to meet the needs of a country shifting from a national analog industrial economy to a global digital knowledge economy. The same thing happened during the Industrial Revolution, when classical colleges were transformed into research universities, land grant colleges, technical institutions, community colleges, and colleges for black students and women.

Now as then, every college will be affected. However, the impact will likely be greatest among community colleges and regional universities.



Four new realities will characterize the coming transformation.

1) **With near-universal access to digital devices and the Internet students will seek from higher education the same things they are getting from the music, movie, and newspaper industries.**

Given the choice, consumers of newspapers, films, and music chose round-the-clock over fixed-time access and anywhere mobile access over fixed locations. They selected consumer-rather than producer-determined content, personalized over uniform content, and low prices over high ones except for luxury goods.

The same can be expected in higher education. Increasingly, students, particularly older, part-time, and working students — the students most likely to attend community colleges — come to college principally to attend classes. In this new environment, students are placing a premium on convenience — anytime, anyplace accessibility, personalized education that fits their circumstances, and unbundling, only purchasing what they need or want to buy at affordable prices. For instance, during the pandemic, while college enrollments were declining (with community college attendees dropping 14 percent), enrollment in institutions with these attributes, such as the Coursera online learning platform, saw the number of students they serve jump. Coursera enrollments jumped from 53 to 78 million. Coursera's 25 million student increase during the pandemic is more than the entire enrollment in U.S. higher education.

2) **New content producers and distributors will enter the higher education marketplace, driving up institutional competition and consumer choice and driving prices down.** We are seeing a proliferation of new postsecondary institutions, organizations, and programs. Libraries, museums, media companies, and software makers are increasingly entering the marketplace, offering content, instruction, and certification. For example, Google offers 80 certificate programs, and Microsoft has 77.

While it is unclear what students will choose, community colleges face mounting competition from these new content providers. Students already have dramatically more choices — often at lower cost — in how, when, and where they learn.

3) **The industrial-era model of higher education focusing on time, process, and teaching will be eclipsed by a knowledge economy successor rooted in outcomes and learning.** The shift will occur for educational and practical reasons. First, the current model assumes all students learn the same things within the same period of time. In reality, if the time and process of education are held constant, student outcomes will vary widely. This is because different individuals learn the same subjects at different rates. Therefore, it makes more sense to focus on the outcomes we want students to achieve — what we want them to learn, not how long we want them to be taught.

The second reason is that the current model requires all education experiences be translatable into units of time — courses, credit hours, and

seat time. But the explosion of new content being produced by a host of for-profits and non-profits will render the historic time and process-based academic currency and accounting system unusable. Their curricular practices are so heterogeneous that they cannot be translated into uniform time or process measures. The one common denominator they all share is that they produce outcomes.

4) **The dominance of degrees and “just-in-case” education will diminish; non-degree certifications and “just-in-time” education will increase in status and value.** American higher education has historically focused on degree-granting programs intended to prepare students for careers and life beyond college with the skills and knowledge institutions believe will be necessary for the future. This can be described as “just-in-case education.”

In contrast, “just-in-time education” is present-oriented and more immediate, teaching students the skills and knowledge they need now. “Just-in-time education” comes in all shapes and sizes, largely diverging from traditional academic time standards, uniform course lengths, and common credit measures. It is driven by the outcomes a student wants to achieve. Only a small portion award degrees; most grant micro-credentials.

The increasing need for upskilling and reskilling caused by automation, the knowledge explosion, and COVID promises to generate a population seeking “just-in-time education” exceeding that currently enrolled in degree programs. Moreover, degree programs are generally discrete, one-time events, while just-in-time education is likely to occur repeatedly throughout one's lifetime and be aligned with the labor market.

These are four profound changes. They will come whether colleges and universities want them or not. Community colleges are at particular risk because of their demographics and the changing postsecondary marketplace. The greatest mistake any institution can make is ignoring or failing to respond to the extraordinary changes ahead. This is the time for every institution to recognize the world that is emerging and to determine the course they wish to follow.



Arthur Levine, author of The Great Upheaval: Higher Education's Past, Present and Uncertain Future, is Distinguished Scholar of Higher Education at New York University. He is also President Emeritus of Teachers College, Columbia University and president Emeritus of the Woodrow Wilson National Fellowship Foundation (now Institute on Citizens and Scholars). Levine has been a faculty member and chair of the Institute for Educational Management at the Harvard Graduate School of Education, president of Bradford College and senior Fellow at the Carnegie Foundation. He was also the founder and first president of the Woodrow Wilson (now High Meadows) Graduate School of Teaching and Learning.

O & A

A CHANGING LANDSCAPE

2022 ACCT Leadership Congress speakers discuss challenges and opportunities for community colleges, their leaders, and their students.

THIS OCTOBER, MORE THAN 1,700 COMMUNITY COLLEGE leaders will gather in New York City for the 2022 ACCT Leadership Congress. The number of attendees marks a return to pre-pandemic participation, as college board members, CEOs, and others are eager to share ideas and discover new ways to address new challenges.

Before the event, we asked our keynote speakers to apply their expertise to some pressing questions.

Higher Education Accreditors



JO ALICE BLONDIN, Ph.D.

What should board members be prepared to know and do during an accreditation process?

First and foremost, boards need to assure they are kept informed by their CEOs of key accreditation timelines and issues that impact the college. It is absolutely critical that board members can articulate the importance of accreditation to all stakeholders: students, community members,

legislators, and faculty and staff at the institution. A commitment to the quality assurance process should start at the top of the organization, and the board plays an important role in carrying out the mission of the institution, developing and approving policies, and discussing and strategizing around the institution's student success measures and data.

What do you believe are the most pressing accreditation-related concerns faced by community colleges in your region?

HLC has convened a number of thought leaders around two areas of institutional transparency that are key to community colleges: A "Student's Right to Know" guide that assists students and families in asking questions about the institutions' programs, financial aid, cost, transfer, discipline-specific accreditations, and other factors that should prepare a student for a successful postsecondary experience; and secondly, exploring the accreditor's role in the diverse landscape of credentials: certificates, badges, degrees, as well as the growth of non-degree credentials and the importance of a systematic approach to pathways, data, and integrated assessment.

What do you believe community college boards should be focusing their efforts on right now to ensure the well-being of their institutions in the coming years?

It goes without saying that the financial health of the institution is paramount, but the board should work collectively to ensure that the institution is making strategic investments in student success. Another important focus for boards and presidents revolves around "student intent," or trying to capture and respond to a student's intended goal in attending community college. For example, not every student attends

full-time, nor is every student actually seeking a degree — and many of our students take non-credit programs. Many are reskilling or upskilling, and we have seen an increasing number of students who attend community colleges who have already attained a bachelor's or a master's degree. Board members should be asking the question, "Did the students meet their intended goals?" rather than measuring ourselves based solely on first-time, full-time data, which is a small percentage of our students.

Jo Alice Blondin, Ph.D., has served as president of Clark State Community College since 2013. Prior to Clark State, Blondin served as Chancellor of Arkansas Tech University – Ozark Campus and Professor of English for seven years, as well as Chief Academic Officer, Chief Student Officer, Department Chair of English, Communication, and Social Sciences, and Instructor of English. Blondin is board chair of the Higher Learning Commission, and serves on the boards of the National Council for Workforce Education, the American Health Association COVID Vaccine Task Force, and Association of Community College Trustees Advisory Committee. She holds a Ph.D. in English from Arizona State University; Master of Arts in English from Arizona State University; and Bachelor of Arts from Purdue University, majoring in English with a minor in Spanish.



HEATHER F. PERFETTI, J.D., Ed.D.

What should board members be prepared to know and do during an accreditation process?

Board members should understand the accreditation review cycle for institutions, which spans across eight years for the Middle States Commission on Higher Education (MSCHE). This is a time for institutions to leverage honest self-

reflection and assess how well the institution is achieving its mission and goals. Board members should understand the expectations across all *Standards for Accreditation and Requirements of Affiliation* held by the Commission, but often we refer specifically to MSCHE's Standard VII on Governance, Leadership, and Administration as well as our requirements of affiliation that speak to board governance, which includes expectations for ensuring fiscal responsibility, disclosures, conflict of interest policy, quality and integrity of the institution, and mission achievement. Given the vital role of boards in exercising their oversight and fiduciary responsibilities, boards need to hold an understanding of the institutional data that inform and support board governance and decision-making, and how the work of the board lends to the accreditation process. Boards should look to their chief executive officer as having the authority and autonomy to direct the institution; however, boards remain responsible for balancing their oversight and fiduciary responsibilities with ensuring that neither the governing

The COVID-19 pandemic accelerated the challenges facing not just community colleges but the entire higher education community. Shifting student demographics, the movement towards more distance education and flexibility for student learners, changing expectations to meet more diverse student needs, and the overall financial health of institutions are among the pressing concerns impacting institutions.

—Heather F. Perfetti

body nor its individual members interfere in the day-to-day operations of the institution. Board members are expected to be engaged in the accreditation activities of the institution, as they have opportunities to contribute to the process as well as meet with peer evaluators at the time of the self-study visit.

What do you believe are the most pressing accreditation-related concerns faced by community colleges in your region?

The COVID-19 pandemic accelerated the challenges facing not just community colleges but the entire higher education community. Shifting student demographics, the movement towards more distance education and flexibility for student learners, changing expectations to meet more diverse student needs, and the overall financial health of institutions are among the pressing concerns impacting institutions. From an accreditation perspective, the changing regulatory environment reaches our institutions through MSCHE. Our staff works directly with our community colleges to ensure that institutional representatives understand those changes and how best to manage them, in particular with regulatory changes in areas of substantive change and pending shifts to prison education programs which are heavily supported by community colleges.

What do you believe community college boards should be focusing their efforts on right now to ensure the well-being of their institutions in the coming years?

MSCHE believes community college boards should be focusing efforts on the institution's mission and students, and leveraging accreditation practices to ensure constituents are being served well. This requires the intentional examination of data that speaks to institutional performance and the evaluation of mission-critical activities; ensuring quality in the student learning experience and evaluating the impact of services on students; adopting and assessing institutional policies and procedures; creating or enhancing opportunities to partner with other institutions for the benefit of students; ensuring appropriate financial modeling through realistic enrollment projections; and succession planning, as needed, for stability of the institution. Boards should be driven by the institutional mission in its decision-making and facing the realities of what may impact

the institution in the short- and long-term is critical for boards to position institutions for success.

Heather F. Perfetti, Ed.D., J.D., became President of the Middle States Commission on Higher Education on July 1, 2020. She joined the Commission as a Vice President liaison to institutions in January 2015, served as Vice President for Legal Affairs and Chief of Staff in July 2017, and was then elevated to Senior Vice President in July 2018. Dr. Perfetti earned her Doctor of Education degree with specialization in Higher Education Leadership from Northcentral University (CA), the Juris Doctor degree from the University of Mississippi School of Law, the Master of Science degree in Criminal Justice from Troy University (AL), and a Bachelor of Arts degree in English from Frostburg State University (MD).



SONNY RAMASWAMY, Ph.D.

What should board members be prepared to know and do during an accreditation process?

From my perspective, board members — elected, selected, or appointed — need to be deeply knowledgeable and conversant about higher education and accreditation. In addition, board members need to be fully engaged with the accreditation status and academic particulars of their institution.

The Northwest Commission on Colleges and Universities' (NWCCU) Standards for Accreditation and Eligibility Requirements clearly identify the critical role governing boards play in ensuring the quality and integrity of the institution. Therefore, we have an expectation that our member institutions not only keep their board members informed, but also engage them in the accreditation process, including during the development of the institutional self-study, active engagement during the peer evaluation visit, participating in the exit report, appearances at the NWCCU Commission Meetings, being recipients of letters of action, and the post-visit actions on campus. Our peer evaluation teams meet with and ask probing questions of board members to determine their awareness of the institution's

mission, student success and closing equity gaps, governance, oversight of institutional leadership, budgets, expenditures, fundraising, and other relevant information. Similarly, during appearances, the NWCCU Board of Commissioners may engage board members in questions and discussions.

What do you believe are the most pressing accreditation-related concerns faced by community colleges in your region?

Community colleges have a critical role to play in meeting America's need for an educated and skilled workforce and an informed populace that is engaged in and supports the civic well-being of the communities in which they live and work.

The most pressing, existential threat impacting community colleges includes declining enrollment and the concomitant impact on budgets — it's a slippery slope: the declining enrollments result in declining resources, which then contribute to further declines in staff and services that contribute to declining enrollments and budgets, ad infinitum. Additional threats include competition from private/for-profit/predatory institutions that may or may not be accredited.

Potentially exacerbating the existential threat noted above are public and political skepticism, which are making higher education as a public good a hard sell.

From my perspective, the above situation with skepticism, declining enrollments, competition, and the concomitant fallout is the result of our institutions often failing to provide a compelling value proposition — i.e., of student success and closing equity gaps — by promoting ways to enhance graduation rates while reducing the cost of education.

Community colleges need to establish and achieve clearly defined, appropriate, and locally relevant educational objectives. This can come about by the development and application of effective, formative educational approaches, such as small class sizes and high impact practices, that contribute to tangible improvements in student performance and graduation or completion rates.

What do you believe community college boards should be focusing their efforts on right now to ensure the well-being of their institutions in the coming years?

As noted above, board members must take the time to know and understand higher education and accreditation, become fully engaged in the accreditation process, and set high expectations of their institutions for ensuring quality and integrity in achieving the mission, which is to promote the success of all students. Additionally, board members, being part of the community, can educate the public about the value of being an accredited institution.

Sonny Ramaswamy currently serves as president of the Northwest Commission on Colleges and Universities in Redmond, WA, which accredits institutions in Alaska, Idaho, Montana, Nevada, Oregon, Utah, Washington, and British Columbia. NWCCU focuses on supporting institutions to improve their student outcomes, while offering free space for innovations and experimentation on educational approaches. He served as dean of the College of Agricultural Sciences at Oregon State University, director of Purdue's Agricultural Research Programs, university distinguished professor and

head of entomology at Kansas State University, and professor of entomology at Mississippi State University. Ramaswamy's BSc (Agriculture) and MSc (Entomology) are from University of Agricultural Sciences, Bangalore, India; his PhD (Entomology) is from Rutgers University.



LAWRENCE SCHALL, J.D., Ed.D.

What should board members be prepared to know and do during an accreditation process?

First, they should be briefed on the purposes of accreditation, that it represents a commitment to continuous improvement by the entire institution. They should understand and ensure that accreditation ought to be seen as an opportunity for the institution

to reflect on what it does well and as importantly, where there are opportunities to get better.

What do you believe are the most pressing accreditation-related concerns faced by community colleges in your region?

I would not say there are specific accreditation-related concerns that are substantially different from the challenges these colleges are facing, and those are many. There are severe demographic concerns, serious financial challenges to the funding model, concerns about equity, about retention and grad rates, and about the viability of sustaining a large number of standalone institutions (the consolidation movement is present in almost every one of our states).

What do you believe community college boards should be focusing their efforts on right now to ensure the well-being of their institutions in the coming years?

I'd focus on two areas: financial sustainability and student success. Those are certainly two areas that any accreditor will want to examine very deeply.

Lawrence Schall, J.D., Ed.D., has served as president of the New England Commission of Higher Education since 2020. Previously, he served as President of Oglethorpe University in Atlanta, Georgia for 15 years. During his tenure, Schall led the transformation of Oglethorpe from an at-risk institution to a university boasting a doubled class size and rigorous spending safeguards, raised over one hundred million dollars, and secured a solid financial outlook for the institution. Schall currently serves on the Board of Spelman College, the highly ranked historically Black women's college also in Atlanta. Schall received his undergraduate degree from Swarthmore College and his J.D. and Ed.D from the University of Pennsylvania. After practicing law as a civil rights attorney in Philadelphia for a decade, he served as vice president of administration at Swarthmore for 15 years before assuming the presidency of Oglethorpe.



BELLE S. WHEELAN, Ph.D.

What should board members be prepared to know and do during an accreditation process?

They should be familiar with the institution’s budget and strategic plan, know the difference between governance and administration, and be able to discuss the relationship between the board and the CEO.

What do you believe are the most pressing accreditation-related concerns faced by community colleges in your region?

The finances of an institution, qualifications of personnel — especially faculty — and identification and assessment of student learning outcomes.

What do you believe community college boards should be focusing their efforts on right now to ensure the well-being of their institutions in the coming years?

Completion rates of students, financing of the institution, and hiring the right CEO.

Belle Wheelan, Ph.D., currently serves as president of the Southern Association of Colleges and Schools Commission on Colleges and is the first African American and the first woman to serve in this capacity. Her career spans over 40 years and includes the roles of faculty member, chief student services officer, campus provost, college president and Secretary of Education. In several of those roles she was the first African American and/or woman to serve in those capacities. Dr. Wheelan received her bachelor’s degree from Trinity University in Texas (1972) with a double major in psychology and sociology; her master’s from Louisiana State University (1974) in developmental educational psychology; and her doctorate from the University of Texas at Austin (1984) in educational administration with a special concentration in community college leadership.



DAISY GONZALES, Ph.D.

What should board members be prepared to know and do during an accreditation process?

Board members have a primary role in the accreditation process. The governing board of an institution/district reviews the final report of the evaluation team and is ultimately responsible for ensuring that the college responds to the issues raised in the self-study, the recommendations of the

evaluation team, and the decisions of the accrediting body. How the board is engaged varies among institutions with different missions and needs,

but board members must have information and engage in dialogue about three key elements: 1) the history, purpose, and structure of accreditation, 2) board clarity on the connection between the institution’s mission, values, and resource allocations, and 3) the standards related to governing boards and the evidence to meet those standards. At the core of this dialogue is the board’s understanding of how student outcomes are a key measure of educational quality and at the center of the peer review process.

What do you believe are the most pressing accreditation-related concerns faced by community colleges in your region?

Currently, 115 out of 116 California Community Colleges are accredited by the Accrediting Commission for Community and Junior Colleges (ACCJC). ACCJC accredits institutions in the United States, its territories, and affiliates, with a primary mission of granting associate degrees. Two pressing accreditation-related concerns that ACCJC has been responsive to in our region are: 1) navigating the impacts of the pandemic and 2) the expansion of community colleges offering baccalaureate degrees. As higher education institutions navigate increased access to online education and re-opening, ACCJC has been a partner to ensure that regular and substantive contact with students is met and is a part of the institutions’ cycle of continuous improvement. Similarly, new legislation adopted in 2021 in California opened opportunities for all California Community Colleges to offer baccalaureate programs. ACCJC responded to this change by amending its institutional policies, engaging members, and ensuring that the addition of bachelor’s degrees are within the institution’s mission and authorized by their governmental authorities. These urgent partnerships between accreditors and institutions support higher education through a period of rapid transformation and strengthen the ability of institutions to advance educational quality and student learning and achievement.

What do you believe community college boards should be focusing their efforts on right now to ensure the well-being of their institutions in the coming years?

The impacts of this pandemic on higher education prove that we can respond rapidly and redesign in compressed timelines to ensure access to higher education. But to ensure that we remain relevant to local and state economies and the students we serve, we must continue to transform. Boards need to understand that the future of higher education requires structural transformations, not reforms. Our students want to experience a culture of belonging — where they feel safe, supported, and have the resources to succeed. In partnership with accrediting institutions, local communities and a diverse set of stakeholders, boards must engage in the future of higher education, which calls community colleges to advance institutional excellence and continuous improvement through innovation. Community college strategies like baccalaureate pathways, credit for prior learning, competency-based education, early college, and work-based learning are just the beginning. Alongside must be inquiry into historic structures that prevent community college students from achieving their dreams. Structures like remedial education sequences, the credit hour, academic years, fiscal formulas, and state/federal financial aid programs

should be a part of the institutional excellence and continuous improvement discussed by boards.

Daisy Gonzales, Ph.D., serves as the interim chancellor of the California Community Colleges, the largest system of public higher education in the United States, and she serves as commissioner for the Accrediting Commission for Community and Junior Colleges. She leads the 116-community college system, which serves over 1.8 million students with a student-centered mindset and a goal of creating equitable and supportive ecosystems where students thrive. She is an experienced and unapologetic advocate for student success. Born into an immigrant family in Southern California and raised as a former foster youth, Gonzales was among the first in her family to attend college. She earned her bachelor's degree in public policy from Mills College and her master's and Ph.D. degrees in sociology from the University of California, Santa Barbara.

Community College Leader



DANIEL J. PHELAN, Ph.D.

What do you believe are the most pressing accreditation-related concerns faced by community colleges nationally?

The top three for me include: 1) remaining focused upon providing quality assurances of higher education institutions through the use of a well-trained, knowledgeable, effective, non-parochially-minded peer-review corps, as well as incorporating

relevant standards for accreditation; 2) facilitating the changing nature of accreditation resulting from notices of proposed rulemaking (NPRMs), board guidance, and experiences of the field; and finally, 3) adopting an innovative and future-focused approach to accreditation practice based upon an evolving higher education ecosystem.

Your book, *The Community College Board 2.0: Covenant Governance*, was published last year. What is covenant governance, and how does version 2.0 of the community college board differ from the first model?

Covenant Governance is not a new governance typology, but rather it is the means by which a board and their CEO make a deep and abiding commitment to each other, expressed, in part, through a selfless dedication to the service of others, a unified and dedicated board, and a long-serving CEO. The achievement of this optimized governance leadership practice is further realized through eight core research-based principles: 1) by looking to the future while committing as a board to the relentless discipline of process; 2) regular professional development as students of governance; 3) investment in the CEO and board relationship for the long-term; 4) relentlessly building and nurturing a high performance board culture; 5) demonstrating the discipline to remain in the governing role and not in an operational role; 6) clearly defining the board's true constituency; 7)

establishing a two-way, equally binding contract between the board and the CEO; and finally, 8) creating a new structure and process for the selection of the CEO.

The book is described as “a fresh and comprehensive approach to both considering and implementing an effective governance practice that emphasizes a lasting, consequential, and sustaining relationship between the board and president.” If you had to distill the magic of an ideal college board and CEO relationship down to one or two practical ingredients, what would they be?

Enduring trust in, and among, the board members, and with the CEO; and engaging fully in the selfless and honorable work that needs to be done, given to the love, care, and service of others.

*Daniel J. Phelan, Ph.D. has been president/CEO of Jackson College in Michigan since early 2001. He is the past chairman of the board of directors for the American Association of Community Colleges (AACC). Phelan is the author of *The Community College Board 2.0: Covenant Governance* (Rowman & Littlefield, 2021). He holds a Ph.D. in higher education administration from Iowa State University, an M.B.A. from St. Ambrose University, and both a B.A. in business administration and an A.A. degree in liberal arts from Mount St. Clare College.*

Community College Alumnus



TALA ALAHMAR

Congratulations on your recent graduation from Oakland Community College! What were the greatest challenges you faced when you were a student at Oakland? Was it worth all the hard work?

I started attending Oakland Community College a month after arriving in the United States. It was difficult for me to adjust to a different higher education system. My first semester was hard, as I isolated myself from everyone, and the semester went by without making a single friend. It was hard building up my social circle from scratch, but student life made my experience so much better, giving me the best three years I could have asked for.

You were born and raised in Syria and moved to the United States during the civil war. How did you feel coming here, and what were your expectations when you decided to pursue higher education in the U.S.? How did reality meet up with those expectations?

I was very nervous about the move. After all, I was going to leave behind my family and friends and the place I grew up in and called home. I remember feeling overwhelmed, as I had to pick my classes each semester, unlike in Syria, where the classes are already picked for college students. I imagined walking into a big lecture hall and not being able to have conversations

Getting involved with student organizations was a life-changing experience. I was able to make new friends, get to know my administrators, and step outside my comfort zone.

—Tala Alahmar

with my professors. Luckily, my community college allowed me to develop strong relationships with them. When I started attending my community college, I had a stigma against them, thinking that I would be wasting my time. But if it weren't for that experience, I know I wouldn't have been able to grow and accomplish all the things that I have in the past few years.

Many people have different impressions and experiences of student life at community colleges. What was your experience? Did you have many peers who were committed to academics and leadership the way you are, or how would you describe the campus environment?

Getting involved with student organizations was a life-changing experience. I was able to make new friends, get to know my administrators, and step outside my comfort zone. There were days when I'd be on campus for 12 hours, and I wouldn't want to leave because I was having such a good time. I was involved with Student Government, the International Student Club, UptoUs, and Phi Theta Kappa Honor Society (PTK). Through PTK, I met many like-minded people who valued academics and fellowship. Being in such an environment made me even more determined to succeed in my classes and give my best effort. Before getting involved, I saw campus as very quiet and intimidating. However, immersing myself in student life made this place feel like a second home.

You're still in the midst of your academic career, but you've accomplished a great deal already, including your service as the past international president of the Phi Theta Kappa Honor Society. What brought you to PTK in the first place, and how did you get involved in its leadership?

I received my invitation to join PTK and ignored it, thinking it was a scam. I remember when I finally asked someone about it. I was at the Michigan Capitol building participating in Lobby Day with other community college students. During our lunch break, I received a final reminder to accept my invitation, and I remember asking my group if they were familiar with this organization. One of my friends' faces lit up as she raved about her experience and convinced me to join. She mentioned the benefit of making new friends, and that's when I knew I wanted to become a member. I went back home and paid my membership fees, then texted her asking about the next chapter meeting dates. I attended the next meeting and never missed one after. My first meeting, my chapter president asked if I wanted to run for an officer position, and I picked treasurer as I wasn't familiar with PTK's programs. I watched the work my chapter president did and shadowed her, knowing that I wanted to serve my chapter with the same passion she did. Then the following year,

I found myself running for both chapter and Michigan regional president and helping my friend campaign for international office. Watching her experience, I knew I wanted to try to campaign myself the following year, and I'm so glad I did. Serving an organization I love so dearly was such a rewarding experience that I wouldn't trade for anything.

Another congratulations is in order — you've earned a Jack Kent Cooke Scholarship worth up to \$40,000 a year to complete your bachelor's degree at the University of Michigan! What are you studying, and do you have any idea what you might want to do once you complete your bachelor's degree?

I'm an international studies major in my senior year. I want to work for the United Nations and get involved with nonprofit and humanitarian agencies to advocate for childhood education in countries experiencing war and conflict. Currently, I'm in the process of applying to graduate school, aiming to get both my master's and PhD in international relations and human rights.

Higher education has been highly valued by most American people for well over a century — but recently, more and more people are questioning the value of going to college. If someone you knew expressed an interest in going to college but had doubts about affordability and the return on their investment, what would you say to them?

Community college is a great way to start because it is more affordable than four-year universities, but it also offers the opportunity to apply to many different scholarships. What I like about community colleges is that they allow students the chance to explore their interests without getting indebted. I believe it's a great choice for everyone, even those interested in learning a skill or a trade.

Tala Alahmar is an alumna of Oakland Community College in Michigan. She graduated in May of 2021 with her associate degree after having completed service to the Phi Theta Kappa Honor Society as the 2021-22 International President. During her time at OCC, Alahmar was involved with different student organizations such as UptoUs, the International Student Club, and student government. In 2021, Alahmar was awarded the Jack Kent Cooke Scholarship worth up to \$40,000 a year as she completes her bachelor's degree at the University of Michigan. Born and raised in Syria, Alahmar would have never imagined that in 2018, she would be pursuing her higher education in the USA. However, the Syrian civil war changed her reality and inspired her to pursue a degree in international studies, hoping to become an ambassador for the United Nations to advocate for childhood education in countries experiencing war and conflict.

MENTAL HEALTH PRACTICES AT RURAL COMMUNITY COLLEGES

Strengthening Rural Community Colleges Initiative participants share strategies and lessons learned.

By Sean Robins

IN RURAL COMMUNITIES, MENTAL HEALTH SERVICES ARE often limited. Throughout the COVID-19 pandemic, we saw many institutions create innovative solutions to longstanding issues, including access to telehealth. For rural communities, this is a big step in the right direction, as access to mental health services has not always been readily available, although the broadband access which determines the ability to connect to telehealth sessions remains a concern.

Following up on ACCT's webinar *Protecting the Mental Health of Rural Community College Students: Creative Innovations in Challenging Times*, participants in a recent peer learning collaborative discussed their institutions' mental health services, capacities, development, and implementation.

Differing Approaches to Services

At rural community colleges, many staff members wear multiple hats. Some institutions that have dedicated staff primarily supporting student mental health indicated that they are just beginning their journey of providing these services to students. One rural community college leader stated, "we know that we have to do this work if we believe in helping students be successful."

However, not all rural community colleges have the capacity to have a dedicated staff member who primarily supports student mental health. At some, staff that work within student affairs are tasked with providing additional support to students seeking mental health services. Others have a threat assessment team which follows up directly with students when a staff or faculty member has concerns about a student.

Regardless of internal staff capacity, participants pointed to partnerships with local community organizations which provide mental health services. Others have begun leveraging telehealth services for their students. Still other institutions provide therapy animals, alcohol and substance abuse counselors/programs, and online programs/resources that students can access at all hours of the day or night to seek support. Participants suggested that institutions should establish memorandums of understanding (MOUs) with these providers and document how faculty and staff can refer students to them.

Getting Started

Each institution is at a different place in its journey to providing mental health services. Some indicated that they were just getting started, while

others have already established wellness centers and are looking to add additional programs and supports. Many institutions stated that faculty and/or staff have been the primary drivers in developing these services. Communication and training are key to allowing faculty and staff to support students seeking mental health services. Faculty have more opportunities to interact with students, and therefore students feel more comfortable with them. Training faculty and making them aware of what mental health resources are available and how to direct students to them is paramount.

Rural community colleges also should bring students into the conversations early, as understanding their needs helps ensure that services are implemented intentionally. Once services are available, institutions should not only have just a dedicated team, but should also train other staff and faculty on how they can direct students to mental health services. Identifying the general resources, supports, and services available on campus and sharing them can go a long way to ensuring students are supported in their higher education journey.

Learn more at www.acct.org/page/strengthening-rural-community-colleges.



Sean Robins is ACCT policy associate leading the Strengthening Rural Community Colleges Initiative to convene rural community college leaders while providing technical support, assistance, and resources on federal policy and advocacy. This initiative builds on ACCT's prior work through the Strengthening Rural Community Colleges report that engaged rural community college presidents and trustees to gather information about the challenges faced by these institutions.



Read more at NOW.ACCT.org

AROUND THE REGIONS



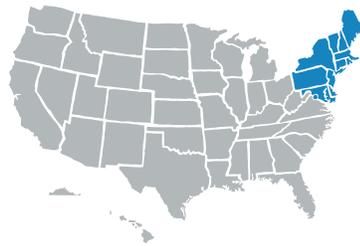
CENTRAL REGION

Michigan Gov. Gretchen Whitmer visited Mott Community College to sign a budget bill that provides record funding for K-12 schools, community colleges, and universities. An increase of 15.6 percent from the current fiscal year, the bill allocates \$550.3 million for community colleges and includes “one-time” money arising from federal coronavirus relief payments and a state budget surplus.

Ivy Tech Community College in **Indiana** received a \$4 million grant for its Expanding Registered Apprenticeship Programs (ERAP) project.

Madison Area Technical College in **Wisconsin** will lead the Center for Renewable Energy Advanced Technology Education (CREATE), which through a \$7.5 million National Science Foundation (NSF) grant will provide a community of practice for more than 900 national STEM educators. Other participating institutions include Florida’s Indian River State College (IRSC), Central Carolina Community College (North Carolina), College of the Canyons (California) and Delaware Technical Community College.

A new certificate program at Owens Community College in **Ohio** trains students to become media influencers, expected to be a \$15 billion industry in 2022. The new certificate program aims to teach students visual storytelling techniques, including photography, videography, and graphic design, in addition to website building and advertising skills.



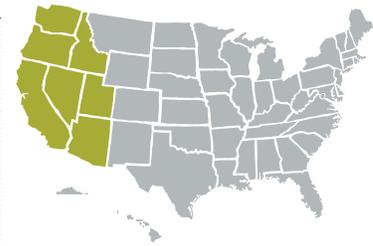
NORTHEAST REGION

Massachusetts Gov. Charlie Baker announced \$15 million in funding for workforce training programs for all 15 of the Commonwealth’s community colleges. A collaboration between Bunker Hill Community College (BHCC) and the Massachusetts Association of Community Colleges (MACC) will be responsible for administering the grant program in conjunction with the Executive Office of Education, Labor and Workforce Development, and regional Workforce Investment Boards.

New York will grant a consortium of the six Hudson Valley community colleges \$1 million to create pathways to employment in the emerging cannabis industry. Orange County Community College will lead the regional effort, which includes Dutchess Community College, Rockland Community College, Sullivan County Community College, Ulster County Community College, and Westchester Community College.

Maine Community Colleges (MCC) saw new applications rise 13.4% since last year, higher than pre-pandemic application numbers in 2019. Nearly 80% of the new accepted applicants qualify for two years of free community college under a new \$20 million program in Maine’s supplemental budget.

The city of Philadelphia, **Pennsylvania** will allocate \$10.8 million this year to the Octavius Catto Scholarship program, which covers tuition and other expenses for Community College of Philadelphia students.



PACIFIC REGION

Beginning this month, **Arizona** students attending Maricopa Community Colleges whose jobs or income were affected by the pandemic can receive free tuition, monthly stipends, and employment help in a range of workforce programs from manufacturing to health care at the county’s 10 community colleges. Phoenix is using \$7 million of its federal pandemic relief dollars to fund the Route to Relief program, which will run through December 2024.

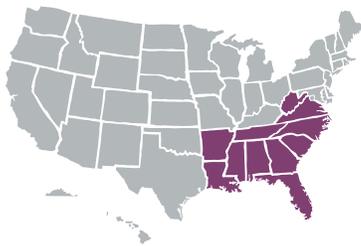
The U.S. Department of Commerce has awarded Tohono O’odham Community College in Arizona nearly \$2 million as part of the Connecting Minority Communities Pilot Program (CMC). The college will use the grant to address a lack of high-speed internet access, connectivity, and increase technological equity both at the college and in the surrounding communities on Tohono O’odham Nation. The CMC program is part of President Biden’s Internet-for-All initiative.

California lawmakers are providing \$1.4 billion in grants to 26 public campuses this year to build or expand student housing. A new policy also requires every campus to hire a coordinator to begin establishing a physical basic needs center. Resources offered differ from campus to campus, but most help students experiencing housing and food insecurity. Some also offer supports including paying for auto insurance, finding low-cost medical care, paying for internet, and applying for public benefits.

The Los Angeles Community College District will go to voters in November with a \$5.3 billion bond proposal to revamp aging buildings, upgrade athletic fields, and outfit classrooms with new technology across the district's nine campuses.

The University of **Hawai'i** Community Colleges have been awarded a \$16.4 million grant from the U.S. Department of Commerce to establish a sustainable regional workforce training system. The "Resilient Hawai'i: Good Jobs Challenge" initiative will invest in four industry sectors: clean energy, creative industries, healthcare, and technology. The system also continues to offer free short-term training leading to industry credentials in healthcare, technology, and the skilled trades through the Hana Career Pathways program.

With teacher shortages across the country, West Valley School District (WVSD) in **Washington** has worked directly with the Teacher Education Program at Yakima Valley College, which offers a Bachelor of Applied Science in Teacher Education and a residency program requiring hands-on working experience within classrooms. The program has helped address staffing issues and provides candidates familiar with the district and its curriculum, officials say.



SOUTHERN REGION

In response to the need for more maintenance technicians in the state's multi-billion-dollar forestry, poultry, and egg industries, the **Alabama** Community College System (ACCS) is collaborating

with the Alabama Forestry Association (AFA) and Alabama Poultry & Egg Association (APEA) on a new credential that provides training to high school agriculture educators and their students.

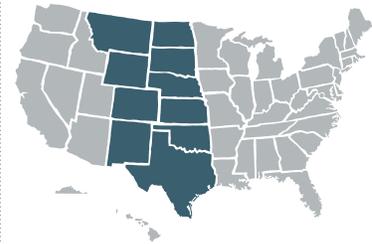
Nearly 800 Alabamians have signed up for a new rapid workforce training platform launched earlier this year by ACCS. The Skills for Success program is training people to get their commercial driver licenses, drive school buses, and work in the restaurant and hospitality industries. More industry specific certifications are being added, and nearly 300 people have completed the certificate programs to date.

Virginia's Community Colleges (VCCS) introduced the Virginia Infrastructure Academy (VIA) to "coordinate, scale up, and replicate" infrastructure-related community college training programs statewide, with a goal of producing a total of 35,000 qualified workers over the next five years. Virginia companies are struggling to fill more than 100,000 infrastructure jobs, according to labor market analytics firm EMSI.

The NC Reconnect initiative, a coalition of **North Carolina** higher education organizations and community colleges, said that the first year of a statewide initiative focused on reconnecting former students resulted in re-enrolling 753 stopped-out students, 68% of whom either completed their degree or credential or persisted on to the next term. The program will expand to serve a cohort of five additional community and technical colleges: Caldwell Community College, Central Carolina Community College, Forsyth Technical Community College, Lenoir Community College, and Wilkes Community College.

Louisiana Delta Community College

(LDCC), Bossier Parish Community College (BPCC) and Northwest Louisiana Technical Community College (NLTC). formed the Workforce Training Alliance (WTA), which will business and industry training needs along the I-20 corridor from Texas to Mississippi. The WTA will be a one-stop shop to facilitate training in the region.



WESTERN REGION

Colorado is spending \$8.6 million on a new initiative that will let its seven rural community colleges share programs and services to give students access to a wider set of educational opportunities. The initiative started as part of the state's Rural College Consortium, which was formed just before the pandemic.

The Northeast **Texas** Community College (NTCC) Work4College Program puts students to work on the college farm to earn both paychecks and scholarship money. Work4College has seen marked growth annually with 85 students in 2021. The program has now expanded beyond on-campus positions, and several local high schools have partnered with NTCC to host workers during the summer.

Clovis Community College in **New Mexico** is expanding its allied healthcare programs to help provide students with more opportunities. The \$4 million expansion project will be funded by a state grant and matching support.

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 acctinfo@acct.org.



Legal Issues Impacting Community Colleges

Recent rulings and guidance involve Title IX regulations, COVID testing, and denial of health coverage.

BY IRA MICHAEL SHEPARD, ACCT GENERAL COUNSEL

The Biden Administration's Department of Education issued its long-anticipated proposed Title IX regulations on June 23, 2022. The proposed regulations consist of a 700-page document published in the Federal Register and are open for public comment for 60 days.

THE FOLLOWING RECENT LEGAL DEVELOPMENTS ARE IMPORTANT TO the day-to-day administration of community colleges and the continuing education of community college governing boards.

Long-awaited Title IX proposed regulations issued. The Biden Administration's Department of Education issued its long-anticipated proposed Title IX regulations on June 23, 2022. The proposed regulations consist of a 700-page document published in the Federal Register and are open for public comment for 60 days. Significant highlights include expanding the definition of sex harassment to include prospective claimants who allege discrimination or harassment based on sexual orientation, gender identity, pregnancy, and any situation that creates a "hostile environment."

The proposed regulations throw out the Trump Administration's definition, which required the alleged sex harassment be "so severe and pervasive to be objectively offensive" and returned to the pre-Trump "severe and pervasive" standard, which is considered by most commentators to be a lower bar for future alleged sex harassment victims.

The proposed regulations also expand jurisdiction over alleged sex harassment to include off campus and out-of-country matters, which would include study abroad situations. Finally, the



"The police want to ask you a few questions about where you get such good health insurance at such an affordable rate."

The EEOC also recently issued guidance on July 12, 2022, that before requiring employees to submit to COVID testing, employers should consider whether current pandemic circumstances and individual workplace circumstances justify viral screening of employees.

proposed regulations also eliminate the requirement that investigations include cross examination of victims and in-person hearings. We will follow developments as these regulations ultimately wind their way to finalization.

Transgender sheriff's deputy wins Title VII lawsuit over denial of coverage of sex change surgery but loses ADA claim based on gender dysphoria. A federal district judge in Georgia ruled in favor of a sheriff's deputy who alleged she was improperly denied coverage for a sex change and related genital surgery under the county's health plan. The judge concluded that pursuant to the Supreme Court's 2020 decision in the *Bostock* case, gender identity discrimination is prohibited by Title VII of the Civil Rights Act of 1964. The judge ruled that the exclusion for "sex change surgery" contained in the county's insurance policy is facially discriminatory to transgender plan participants (*Lang v. Houston County*, 2022 BL 191359 M.D. Ga. No. 5:19-cv-00392, 6/2/22).

The judge observed that it is undisputed that mastectomies are covered when they are medically necessary for a cancer treatment but not when they are medically necessary for a sex change procedure. Similarly, hormone replacement therapy is covered when medically necessary to treat menopause but not when medically necessary for a sex change. The judge concluded that this exclusion applies only to transgender participants and therefore violates Title VII.

However, the judge dismissed the plaintiff's claims under the Americans with Disabilities Act (ADA), ruling that the ADA exclusion of "gender identity disorders" from coverage under the statute applies to plaintiff's medical condition of "gender dysphoria."

College subject to gender-based discrimination claim by professor/applicant for position that was never filled. The Court of Appeals for the Sixth Circuit recently overturned a trial court's dismissal of a Title IX gender discrimination lawsuit filed by the top-ranked applicant for a position that was not filled. The plaintiff, a male, alleged gender discrimination against him by way of a plot to leave the position he was ranked first for unfilled, and then create two new, separate positions that were filled by female applicants.

While the trial court dismissed the case as "unripe" as the original position was never filled, the appeals court reversed the dismissal, holding that an employer can commit hiring bias a number of ways, including cancelling a job opening in favor of creating a new position in which to hire an employee of a different gender. (*Charlton-Perkins v. University of Cincinnati*, 2022 BL 292328, 6th Cir. No. 21- 13840, 6/3/22). The appeals court concluded that the alleged failure to hire the male plaintiff professor, despite the fact he was the top-ranked applicant, is enough by itself to describe an adverse employment action and state an actionable discrimination claim for relief.

EEOC reaches settlement banning employer collection of family COVID testing results. In a case with potential application to higher education employees, the U.S. Equal Employment Opportunity Commission (EEOC) reached a settlement of a charge it brought against a medical employer. The case alleged that the employer violated the Genetic Information Act of 2008 (GINA) when it collected family COVID testing results from its employees. Title II of GINA bans employers from collecting an employee's genetic testing results and a worker's family medical history. However, the EEOC also issued guidance stating that an employer can still ask its employees if they had contact with anyone who has been diagnosed with COVID or who has had COVID symptoms.

The EEOC also recently issued guidance on July 12, 2022, stating that before requiring employees to submit to COVID testing, employers should consider whether current pandemic circumstances and individual workplace circumstances justify viral screening of employees. Essentially the EEOC's position is that before going forward with workplace COVID screening, the employer must demonstrate a "business necessity" based on general pandemic circumstances and individual workplace circumstances.

Federal court holds that discharge proximity to an employee's filing for extended FMLA leave warrants a jury trial over retaliatory discharge claims. A federal district judge recently ruled that a plaintiff's claim that she was retaliatorily discharged shortly after seeking an extension in leave to deal with mental health problems warrants a jury trial over Family and Medical Leave Act (FMLA) retaliatory discharge allegations.

The plaintiff was a human resources manager who allegedly suffered from depression and anxiety. The plaintiff had requested and received a three month leave of absence based on the recommendation of her physician for mental health reasons. When the three-month leave concluded, the employee requested an additional month, followed by a part time work schedule that progressively added more days to the job.

Her employer argued that it was entitled to summary judgement because the plaintiff was discharged before the employer made a decision on the FMLA extension. However, the court ruled that the employer's explanation of the reasons for discharge warrants a jury fact finding as to the timing and reason for discharge, and dismissed the employer's motion for summary judgement (*Moryn v. G4S Solutions USA, Inc.*, 2022 BL 222775 Dist Minn. No. 0:21-cv-00123, 6/28/22).



Ira Michael Shepard is Of Counsel with the law firm of Saul Ewing, LLP, in Washington, D.C., and ACCT's General Counsel.

EXECUTIVE SEARCH

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



PENINSULA COLLEGE, WASHINGTON

DR. SUZANNE AMES

President

“Dr. Ames has worked her entire career preparing for this opportunity, and we could not be more pleased she will be the next president of Peninsula College. Her open, collaborative leadership style and commitment to teaching and learning will be a great asset to the college community.”

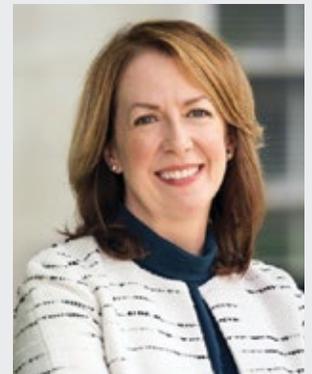
— MIKE GLENN

CHAIR, PENINSULA COLLEGE BOARD OF TRUSTEES

SUNY ULSTER, NEW YORK

DR. ALISON BUCKLEY

President



“Dr. Buckley’s expertise comes at a critically important time in the landscape of community colleges, which are rapidly evolving due to the unprecedented challenges as a result of COVID-19 and abound with many opportunities to offer new and traditional programs that provide career, transfer, and economic development opportunities to the region.”

— ALAN LOMITA

CHAIR, SUNY ULSTER BOARD OF TRUSTEES



HOWARD COMMUNITY COLLEGE, MARYLAND

DR. MELISSA CURTIS

Vice President

“We look forward to Dr. Melissa Curtis reinvigorating student success initiatives at Howard Community College to strengthen the student experience from application to completion. She has a long history of championing inclusion, and her work will ensure HCC is welcoming to all students who desire a college education.”

— DR. DARIA J. WILLIS

PRESIDENT, HOWARD COMMUNITY COLLEGE

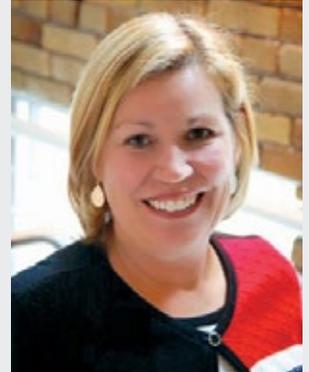
EXECUTIVE SEARCH

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

KENTUCKY COMMUNITY AND TECHNICAL COLLEGE SYSTEM

LIN HILLIS

Vice President, Talent, Inclusion, and Workplace Culture



“We knew our job description for this position was very broad, but we found the right fit with Lin Hillis. She has the background and experience we need for this important new role within KCTCS. We’re very excited to have her on the team.”

— DR. PAUL CZARAPATA

PRESIDENT, KENTUCKY COMMUNITY AND TECHNICAL COLLEGE SYSTEM



MAYSVILLE COMMUNITY AND TECHNICAL COLLEGE, KENTUCKY COMMUNITY AND TECHNICAL COLLEGE SYSTEM

DR. LAURA MCCULLOUGH

President/CEO

“Dr. McCullough’s extensive experience in workforce education has prepared her well to lead MCTC. She has a good understanding of our students and their needs. I welcome her to the KCTCS family of colleges.”

— DR. PAUL CZARAPATA

PRESIDENT, KENTUCKY COMMUNITY AND TECHNICAL COLLEGE SYSTEM

RIVERSIDE COMMUNITY COLLEGE DISTRICT, CALIFORNIA

DR. SUSAN MILLS

Vice Chancellor, Educational Services and Strategic Planning



“RCCD is fortunate to have a person with such an impressive track record and with a long-established attachment and commitment to the district and student success.”

— DR. WOLDE-AB ISAAC

CHANCELLOR, RIVERSIDE COMMUNITY COLLEGE DISTRICT

EXECUTIVE SEARCH

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



HOWARD COMMUNITY COLLEGE, MARYLAND

DR. CARL MOORE

Vice President of Teaching and Learning

“Dr. Carl Moore will be an outstanding addition to Howard Community College with his strong commitment to innovative best practices in teaching and learning, data-driven decision making, social justice, and multicultural education. I look forward to his collaborative work in helping move HCC forward.”

— DR. DARIA J. WILLIS
President, Howard Community College

LAREDO COLLEGE, TEXAS

DR. MINITA RAMIREZ

President



“We look forward to working with Dr. Ramirez for our students and our community as we continue to uphold the standards of academic excellence, workforce development, and innovation characteristic of our beloved college.”

— LUPITA ZEPEDA
PRESIDENT, LAREDO COLLEGE BOARD OF TRUSTEES



EASTERN IOWA COMMUNITY COLLEGES, IOWA

DR. SONYA WILLIAMS

Chancellor

“Dr. Williams’s two decades of academic leadership include experience and expertise in areas that directly address the challenges and opportunities identified in the position profile, including enrollment management and student success, online and concurrent enrollment, and shared governance. We are confident that she can move the college forward in these key areas.”

— ROBERT GALLAGHER
CHAIR, EASTERN IOWA COMMUNITY COLLEGES BOARD OF TRUSTEES



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**PROFESSIONAL BOARD STAFF NETWORK
2022 EXECUTIVE COMMITTEE**

OFFICERS

Benita Duncan, President
Executive Assistant & Liaison to the Board
Lansing Community College, MI
bduncan@lcc.edu

Bridget Abraham, Vice President
Board Operations and Services Specialist
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Bridget.Abraham@montgomerycollege.edu

Debra Nascimento, Secretary
Executive Assistant/Coordinator of Board Operations
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Jeannie Moton, Immediate Past President
Executive Coordinator
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Mandi Reiland, Communications Coordinator
Manager, Executive Operations for the Chancellor
and Board of Trustees
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Wendy McCambridge, Central Region Member-at-Large
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Larisa Pfeiffer, Northeast Region Member-at-Large
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Kristen Grimes, Pacific Region Member-at-Large
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Lisa Barkley, Southern Region Member-at-Large
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Monique Morgan, Western Region Member-at-Large
Board Liaison
Houston Community College District, TX
monique.morgan@hccs.edu

FIND US ON FACEBOOK

ACCT Professional Board Staff Network

PBSN WEBSITE

www.acct.org/page/professional-board-staff-network



A New York State of Mind

BY BENITA DUNCAN
LANSING COMMUNITY COLLEGE

FOUR YEARS AGO, DURING THE ACCT LEADERSHIP CONGRESS IN New York City, I was elected as the Professional Board Staff Network (PBSN) Secretary. This year, I find it befitting to serve as PBSN President back in the city where my journey began!

The PBSN has been a lifeline. In 2016, I attended the PBSN workshops and learned how to make an electronic board packet. I brought that knowledge back to my college, and we have been paperless ever since. This invaluable information helped to save my college \$35,000 in printing costs. This was just one of the many useful pieces of information I received while attending the PBSN Workshops. If you are not an active member of the Professional Board Staff Network, I encourage you to get involved and take advantage of the wealth of information and networking available through PBSN. According to BixJournals.com, actively pursuing professional development ensures that our knowledge and skills stay relevant and up to date. In addition, professional development helps us to stay up to date with changing trends, learn new skills, and develop and enhance the individual unique qualities that make us an invaluable asset.

This year, the PBSN Executive Committee has planned great sessions and activities for the PBSN membership. On Wednesday, October 26, right after the ACCT Leadership Congress opening general session, we kick things off with a Meet and Greet, hosted by Lansing Community College, from 7 – 8:30 p.m. right in the heart of Times Square. We have tentatively reserved Carmine’s Italian Restaurant, which is within walking distance of our hotel. The Meet and Greet will allow us to kick the conference off with fellowship, food, and fun.

continued on page 42



Learn more at www.acct.org/page/professional-board-staff-network.



continued from page 41

Next, our annual PBSN Workshop will take place Thursday, October 27, from 2:00 – 5:00 p.m. Based on our survey results, we will cover **strategies for effective planning**, which will address the many meetings and events we plan throughout the year. We will also cover ways to **create effective meetings** with agenda planning, timeframes, and tools for tracking action and following up on items. In addition, we will also explore creative ways to develop fun and interactive **board retreats** with board members and presidents. We have a lot of great things in store, but the highlight of this year's workshops is our feature speaker, **TV wellness expert Heather Hans**. She is excited to be with us this year and will speak with us about **burnout for professional staff serving CEOs, presidents, and governing boards**.

Finally, on Friday, October 28, starting at 8:30 a.m., we will have our annual business meeting to conduct business and hold elections for the PBSN Executive Committee. Please consider becoming involved by running for an executive committee position. For more information,

visit our website at www.acct.org/page/professional-board-staff-network, or contact me at duncanb@star.lcc.edu or by phone at (517) 483-5252.

On the behalf of the PBSN membership, I'd like to give special thanks to this year's sponsors, Lansing Community College and Dallas College. Sponsorship helps to make our sessions successful, so we greatly appreciate them both. I'd also like to thank this year's PBSN Executive Committee for their dedication, hard work, and support. Last, thanks for giving me the honor to serve as your PBSN President. It has been rewarding to serve the PBSN membership and to help plan this year's annual professional development sessions and activities. I hope you are in *A New York State of Mind* and plan to attend the wonderful things we have in store for the PBSN membership. By plane, train, and automobile, all roads are leading to New York City, and this year's events you won't want to miss. We look forward to seeing you soon!



The 2022 Professional Board Staff Network Executive Committee



Meet & Greet



WED. OCT 26 Carmine's Italian Restaurant
200 W. 44th Street
Times Square
7:15 - 9:00 pm

Business Meeting

FRI. OCT 28
8:30 - 11:00 am



PBSN Executive Committee

MARRIOTT MARQUIS
1535 Broadway
New York, NY 10036

PBSN Featured Speaker

HEATHER HANS
TV Wellness Expert
October 27

"Burnout" for Professional Staff Serving CEOs, Presidents, and Governing Boards

Workshops

THURS. OCT 27
2:00 - 5:00 pm

- Strategies for Effective Planning
 - Planning Board Retreats
- Creating Effective Meetings

For more information: www.congress.acct.org
Contact Benita Duncan - duncanb@star.lcc.edu

Election of Board and Diversity Committee Members

Elections for ACCT Regional Directors and Diversity Committee Members will be held at the Regional Caucuses and Meetings on Thursday, October 27, from 2-3:30 p.m. during the ACCT Leadership Congress in New York. Elections for Directors-at-large will be held on Friday, October 28, from 8:30 a.m. – 10:30 a.m., during the ACCT Senate Meeting.

2023 Candidates For The ACCT Board Of Directors

REGIONAL DIRECTOR

- 1) Three-Year Term in Each Region
- (1) One-Year Partial Term in the Pacific Region
- (1) Two-Year Partial Term in the Northeast Region

Following is the slate of nominees as of July 1, 2022.

Central Region – **Jay Nardini***
Hawkeye Community College, IA

Northeast Region – **Sheila Ireland***
Community College of Philadelphia, PA

Northeast Region Two-Year Partial Term –
No Nominees

Pacific Region – **Diane Noriega***
Mt. Hood Community College, OR

Pacific Region One-Year Partial Term –
Oscar Valladares*
Rio Hondo College, CA

Southern Region – **Yvonne Barnes***
Trident Technical College, SC

Western Region – **Steven Anderson***
Northeast Community College, NE

2023 Candidates for the ACCT Diversity, Equity, and Inclusion Committee

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

CENTRAL REGION

Zaida Hernandez-Irisson*
Gateway Technical College, WI

NORTHEAST REGION

Pamela Gardner*
Hudson County Community College, NJ

PACIFIC REGION

Sharmila Swenson*
Highline College, WA

DIRECTOR-AT-LARGE

- (3) Three-Year Terms
- Following is the slate of nominees as of July 1, 2022.*

Blake Eisenhart
Bucks County Community College, PA

Nan Gomez-Heitzeberg
Kern Community College District, CA

Jermaine Reed*
Metropolitan Community College, MO

Arturo Reyes*
Mott Community College, MI

Kenneth Sadler*
Forsyth Technical Community College, NC

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

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

Elections of Regional Nominating Committee Members

Regional nominating committee elections will take place during the 2022 ACCT Leadership Congress Regional Caucuses and Meetings on Thursday, October 27, from 2-3:30 p.m. Based on the ACCT Regional Nominating Committee structure, each committee consists of five members elected for two-year staggered term. No more than one member shall be from the same state. The following seats need to be filled for the 2023 – 2024 term:

CENTRAL REGION

Two (2) seats are available to members from the following states: *Indiana, Kentucky, Minnesota, Missouri, Ohio, Wisconsin*

John Christ (MI), Moudy Nabulsi (IA), and Greg Wolfe (IL) will continue to serve in 2023.

NORTHEAST REGION

Two (2) seats are available to members from the following states/territories: *District of Columbia, Maryland, New Hampshire, and New Jersey*

Ann Fleming Brown (NY), Jynai McDonald (MA), and Rosalyn McPherson (PA) will continue to serve through 2023.

PACIFIC REGION

Three (3) seats will be available to members from the following states/territories: *Alaska, Arizona, Hawaii, Idaho, Oregon, Utah, Washington, the Commonwealth of the Northern Mariana Islands, Guam, and Republic of Palau*

Jose Alcala (CA) and Amy Carvalho (NV) will continue to serve in 2023.

SOUTHERN REGION

Three (3) seats will be available to members from the following states/territories: *Alabama, Florida, Georgia, Mississippi, North Carolina, South Carolina, Virginia, West Virginia, Bermuda, and British Virgin Islands.*

Willie Mount (LA) and Mark Roberts (AR) will continue to serve in 2023.

WESTERN REGION

Four (4) seats will be available to members from the following states: *Colorado, Kansas, Montana, Nebraska, New Mexico, North Dakota, Oklahoma, South Dakota, and Texas.*

Regina Clark (WY) will continue to serve in 2023.

A Lifetime of Appreciation

ACCT LIFETIME MEMBERSHIP

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

A lifetime membership is a perfect way to...

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



7 REASONS TO BESTOW A LIFETIME MEMBERSHIP

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

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





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Community College National Legislative Summit

● DATE

FEBRUARY
5-8 2023

● LOCATION

Marriott Marquis
 WASHINGTON, DC

● SPONSORED BY



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REGISTRATION OPENS IN NOVEMBER

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