Student advocates play a vital role at the 2018 National Legislative Summit — and beyond it.
Originally signed into law in 1965, the Higher Education Act (HEA) is the law that covers a broad swath of issues that community colleges and their leaders deal with — from federal financial aid to regulations and accreditation. The HEA has been revised or ‘reauthorized’ eight times and is currently due for another reauthorization.

In 2017 and 2018, Congress made several strides forward in the effort to reauthorize the HEA. The House Committee on Education and the Workforce and the Senate Committee on Health, Education, Labor, and Pensions have held several hearings on the HEA.

On December 1, 2017, H.R. 4508, the Promoting Real Opportunity, Success, and Prosperity through Education Reform (PROSPER) Act was introduced in the U.S. House of Representatives by the chair of the House Committee on Education and the Workforce, Virginia Foxx (R-N.C.). The bill subsequently passed out of committee on a party line vote and could be considered by the full House in 2018. The PROSPER Act contains numerous policy changes that would impact community colleges and students. It is important that community college leaders are aware of these proposals and remain active in advocating on behalf of their institutions.

The following resources, available at www.acct.org/article/higher-education-act-resources, provide additional information about the PROSPER Act, as well as community college priorities for the reauthorization of the HEA.

- ACCT / AACC PROSPER Act Webinar Slides
- Handout Materials on Risk Sharing and the PROSPER Act
- Handout Materials on the PROSPER Act and Cuts to Student Aid
- PROSPER Act Bill Summary
- Community College Priorities for HEA Reauthorization
- Community College Comments on the PROSPER Act
- Seven Questions About the PROSPER Act Answered
- Community College Response to Senate HEA Accountability White Paper
- Sample advocacy letter to Congress on the PROSPER Act.
- Additional advocacy tools, including a congressional visit toolkit, and a template to demonstrate the impact of risk sharing at your college.

Also be sure to download ACCT’s Higher Education Act/PROSPER podcast and visit www.acct.org/article/higher-education-act-resources for the latest updates on HEA.

**CONTACT US**

Jee Hang Lee, Vice President of Public Policy and External Relations | jhlee@acct.org
Jennifer Stiddard, Director of Government Relations | jstiddard@acct.org
From the Chair

In Service to Students

LISTEN.

“When you talk, you are only repeating what you already know. But if you listen, you may learn something new.” — Dalai Lama XIV

This year, the ACCT Board of Directors deemed to create a new Student Trustee Advisory Committee to lend insights into our student success initiatives and to keep the association abreast on the issues that are most meaningful to students’ lives.

The committee convened for the first time during the Community College National Legislative Summit, at which students had an opportunity to participate in federal-level advocacy firsthand. Many, including Alicia Moreno from Alamo Colleges, who wrote about her experience in this issue of Trustee Quarterly, learned that their voices are vital to making a case for supporting community colleges to a congressional office.

Among issues identified by students as affecting them most were college and textbook affordability, access to open educational resources (OER), ways institutions can help protect students affected by Deferred Action for Childhood Arrivals (DACA), lack of college preparedness, hunger and homelessness, healthcare and mental health, campus safety, and how student trustees can make a meaningful difference during their terms.

After listening in on this first committee meeting, the ACCT Board and staff can be confident that the association is well attuned to students’ needs, and that our work on issues our student trustees discussed is on the right track to improve community colleges with students in mind. We also learned about other areas of concern that we’ll be exploring through our educational programs and services in coming years. And we’ll keep learning as we hear from more students.

The power of listening to students can’t be overstated. Some boards have a permanent seat held by a student trustee through which a representative of the student body always has a voice; others invite students to some or all of their meetings throughout the year. If your board hasn’t heard from your college’s student body in a while, it’s time to listen for their voices.

As Chair of ACCT’s Board of Directors, I’m also eager to listen to our members and our partners — to you. If you have questions, concerns, or any thoughts about what we are doing, how we’re doing it, or how we can be of greater service to you, get in touch.

I look forward to seeing you at the 2018 ACCT Leadership Congress this October 24 – 27 in New York City.

EMILY YIM
CHAIR
Your Summer Homework

PUBLIC SERVANTS IN EDUCATION CAN’T AFFORD to take the summer off this year. We’ve got some work to do.

This issue of Trustee Quarterly is full of advocacy-related information, from Mark Toner’s recap of the 2018 Community College National Legislative Summit to student trustee Alicia Moreno’s moving account of how she found her voice in Washington, advocating on behalf of community colleges and their students throughout her state and the country.

These reflections set an important context for higher education and how changes in the landscape are both driving and being driven by educational policy.

In the latest installment of his column, ACCT Vice President for Public Policy and External Relations Jee Hang Lee explains some of the problems with PROSPER, the proposed reauthorized Higher Education Act, which would change laws governing a great number of issues that affect community college students. Some of the changes would work out well for our colleges — but others, such as proposed risk-sharing measures and the elimination of Strengthening Institutions Grants, could be devastating to our colleges and our students. Please read Lee’s article and access the resources highlighted inside the front cover of this issue to do the important work that needs to be done this summer.

Also in this issue, trustees LeRoy W. Mitchell and Bernie Rhinerson have contributed practical articles that will help you carry out advocacy throughout the year and next February at the 2019 Community College National Legislative Summit.

And finally, two of our regular departments, Legal and Trustee Talk, have been expanded to address an urgent and important issue raised by members seeking guidance: the #MeToo movement and related sex- and gender-based equity concerns. In this issue, Governance Institute for Student Success and Special Projects Director Norma E. Goldstein gives a detailed response to the question, “What should boards know and do about preventing sexual misconduct on their college campuses?” Our regular contributor ACCT General Counsel Ira Shepard invited his law partner Catherine E. Walters to co-author an expanded article about gender-based pay bias, #MeToo, and higher education from a legal perspective. For even further nuance on this issue, I strongly encourage you to download the #MeToo-themed “In the Know with ACCT” podcast interview with Shepard and Walters for further consideration.

As ACCT Chair Emily Yim says in her letter, your association is here to offer guidance, and we are also guided by listening to you — to community college trustees and presidents, to students, and also to policymakers, influencers, and other thought leaders who are forging the future of our colleges. You belong to at least one of these groups, and I encourage you to reach out and let us know how we’re doing and how we can help serve you better.
DEPARTMENTS

8 Advocacy
The Problem with PROSPER
Jee Hang Lee

26 Legal
Gender Bias, #MeToo, and Higher Ed
Ira Michael Shepard and Catherine E. Walters

30 Trustee Talk with ACCT
What Boards Should Know and Do About Preventing Sexual Misconduct
Norma W. Goldstein, Ph.D.

IN EVERY ISSUE

1 From the Chair
2 From the President & CEO
4 News
24 Around the Regions
36 Searches
41 Interface
44 Advisor

FEATURES

10 Consensus on Capitol Hill — By Mark Toner
At ACCT’s Congressional Forum, a bipartisan group of leaders stressed consensus on the Higher Education Act and Dreamers.

12 At the Table — By Mark Toner
The 2018 National Legislative Summit came at a time of intense focus on community colleges and their students.

16 A Checklist for Successful Advocacy Visits — By Bernie Rhinerson
Preparation for meetings with lawmakers should begin months before coming to Washington.

18 Don't Bring Your Student's Message to Capitol Hill — Bring Your Students — By Alicia Moreno
A Texas student trustee makes the case for bringing student advocates to Washington.

20 Equity Action Agenda for Community College Governance — Endorsed By the ACCT Diversity, Equity, and Inclusion Committee

22 An Intentional Approach to Advocacy — By Leroy W. Mitchell
Coordination among all stakeholders is a key to successful outreach.
ACCT’s New Podcast

Whether you’re a community college trustee, a president, a policymaker or someone with a passion for the community college movement, ACCT’s podcast is designed to get you in the know. Listen to provocative, informal conversations with visionaries and sector leaders in a portable format that’s more radio show than classroom.

Season one will feature in-depth conversations with higher education leaders, including:

• Judith Eaton, president, Council for Higher Education Accreditation
• Debra Humphries, vice president of strategic engagement, Lumina Foundation
• Martha J. Kanter, former under secretary of education and founder and executive director of the College Promise Campaign
• Ira M. Shepard and Catherine E. Walters of the law firm Saul Ewing Arnstein & Lehr on the #MeToo movement
• Josh Wyner, vice president, The Aspen Institute; executive director, Aspen College Excellence Program
• And more, including panel discussions with ACCT member trustees, presidents, and expert staff about topics ranging from campus security and accreditation to the Higher Education Act.

To listen, visit www.acct.org or search the iTunes or Google Play stores for In the Know with ACCT.

New Report on Executive Leadership Transitioning at Community Colleges

Joint ACCT/AACC publication focuses on board responsibilities.

ACCT and the American Association of Community Colleges (AACC) have jointly published a new monograph designed to help community college boards smooth transitions from outgoing to incoming presidents. Executive Leadership Transitioning at Community Colleges gives an overview of board responsibilities, the presidential search process, onboarding, and how to prevent or resolve any problems that may arise during transitions.

The report was issued during the AACC Annual Convention in in Dallas, Texas, on May 1, via a panel session that featured ACCT Chair Emily Yim, a trustee at Edmonds Community College in Washington state; ACCT President and CEO J. Noah Brown; AACC Board Chair and Mississippi Gulf Coast Community College President Mary Graham, and AACC President and CEO Walter Bumphus.

“Honesty and transparency have to be at the heart of” any presidential transition process, Brown said. “While boards don’t like surprises, neither do CEOs.”

Yim added that the incoming president should “honor the work the previous president did,” emphasizing “the next phase of the college” over any perception or discussion of negativity. The report also emphasizes the great importance of cultivating and maintaining a healthy relationship between the board and the college president.

The monograph aims to prevent surprises and support healthy, functional relationships by advising that “boards should treat the presidential transition as a strategic imperative which supports and protects the college’s well-being, assets, reputation, value proposition, and integrity, all while advancing the institution toward students’ success.”

To download the report, go to bit.ly/CCtransitioning.
New Report, Webinar Explain Role of Trustees in Accreditation

Experts recommend trustees serve a central role in the process and stay informed about institutional and programmatic accreditation to ensure quality and student success.

ACCT, with support from Lumina Foundation, has issued a new report and webinar that detail the process of accreditation and community college trustees’ roles in the practice. “Governing boards hold institutions in trust and define the mission and values of their institutions,” said ACCT President and CEO J. Noah Brown, who hosted the webinar. “Understanding what accreditation is, how the process functions, and what it means for their college is necessary for a board to govern its institution effectively.” Council for Higher Education Accreditation (CHEA) President Judith S. Eaton authored the report. The webinar also features insights from Debra Humphreys, vice president of strategic engagement for Lumina Foundation; Belle Wheelan, president of the Southern Association of Colleges and Schools Commission on Colleges; and Richard Winn, president of the Accrediting Commission for Community and Junior Colleges.

Accreditation and Community College Trustees is an essential toolkit to help new and experienced trustees alike assure and improve academic quality in higher education. Major takeaways from the report and webinar include:

• Accredited status is essential for colleges to establish legitimacy with the public. Accredited status is a signal of an institution’s basic soundness; is a gatekeeping function to be eligible for public funds including federal Title IV assistance; necessary for student mobility; and sustains public confidence in a college.
• Trustees have an important role in each stage of the accreditation process — for both institutional and programmatic accreditation. Trustees play an important part in informing and reviewing essential documents for the self-study, engaging the peer review team, meeting with the accrediting commission, and working with the president to assure accreditation recommendations are addressed by the college.
• Accreditation can strengthen institutional accountability and innovation. In today’s policy landscape, governing boards are called upon to be accountable for student success and implement new practices to meet the needs of today’s students who face many demands outside of the classroom and rely on attaining their degree for career mobility. Trustees play an important role in this conversation to ensure that demands are realistic considering a college’s resources while also striving for student success.

ACCT expects this report and webinar to serve as a foundation upon which to continue the discussion about trustees’ roles in accreditation and how the process can be most applicable and effective in today’s higher education landscape — and ultimately to ensure students receive a quality education and are prepared to pursue a career of their choice and lifelong learning opportunities.

The report and webinar also include resources to learn more about the six regional higher education accrediting bodies and their specific processes and standards.

To watch the webinar and download the report, go to bit.ly/ACCTaccreditation.
In Memoriam

Col. Peter E. Sercer, Sr.

It is with a feeling of great sadness that we share the news of Col. Peter E. Sercer, Sr.’s passing. Sercer, who served as Chair of ACCT in 2010 - 2011, passed away on June 3, 2018 in Columbia, South Carolina.

Sercer was a dedicated public servant, having served as a commissioner of Midlands Technical College for over 26 years, later to be named commissioner emeritus. His contributions to Midlands Tech and to ACCT were many, and he was a transformational leader and a primary driver of the student success and completion movement.

Prior to his military service, Sercer earned a bachelor of arts in business from the University of South Carolina, and after his service he earned a master of business administration and a doctorate of education.

Norwood (Woody) Ogé, Jr.

N.J. (Woody) Ogé, Jr. passed away peacefully at his home on April 4, 2018. Ogé served on the ACCT Board of Directors, in addition to serving on the board of supervisors for the Louisiana Community and Technical College System from 2008 until his passing, having served as chair of the system from 2014-16.

Ogé was the retired director of business affairs for Ingalls Shipbuilding-Avondale Operations, where he was responsible for all functions at the shipyard in support of ship construction and all community, local, state and federal relations. He also served on the board of directors for the Delgado Community College Foundation, the West Jefferson Hospital Foundation, and other boards, in addition to serving as an adviser to two national committees with OVAE and NNSF, concentrating on adult education. He received the LCTCS President’s Award in 2013 and the Alliance for Good Government Award in 2011.

NEWS

ACCT’s Student Success and College Completion Initiative Brings Together 4 States in Birmingham, Alabama

In the first-ever Governance Institute for Student Success (GISS) designed specifically for states with a single statewide governing board, community college trustees, presidents, and other executive staff members from Alabama, Kentucky, Louisiana, and Mississippi closely examined the board’s role in student success, completion, equity, and workforce development in April. While Mississippi does not have a statewide governing board, members of its coordinating board participated in the event.

ACCT President and CEO J. Noah Brown, who spoke at the event, said, “We’re excited to bring you together to improve student experiences and outcomes throughout the region. In addition to data-informed governance and effective board functioning, this institute will give participants the opportunity to look closely at workforce training and regional job opportunities with an emphasis on how automation and technology will continue to change job opportunities.”

Alabama Governor Kay Ivey joined Brown, Lawson State Community College President Perry W. Ward, Alabama Community College System Chancellor Jimmy H. Baker, and Vice Chancellor for System Development and Strategic Advancement Susan Price in opening the event on April 9. In addition to governing the state of Alabama, Ivey serves as the president of the Alabama Community College System Board.

The institute’s goals included:

• Strengthening the governance of community and technical colleges to improve student success, equity, workforce preparation, and completion.
• Elevating knowledge of how effective governance contributes to a culture of transparency and accountability focused on improving student success, equity, and completion.
• Improving outcomes system-wide and fostering commitment to strengthening institutional capacity to accelerate and improve student success, equity, workforce preparation, and completion.
• Promoting advocacy for completion as a key measure of college outcomes and student success.
• Advancing student success by engaging all stakeholders.

“This event is part of ACCT’s new model of holding regional ‘courageous conversations’ and dialogue intended to help colleges to improve student progress and completion,” Brown said. Students from four Alabama colleges catalyzed courageous conversations about a variety of special community college interest areas, including DACA, veterans’ interests, NASA technologies, and concurrent or dual high school and community college enrollment.

“The Governance Institute for Student Success is an excellent opportunity to focus on high-impact policies that state system governing boards have to move the needle for all students,” said ACCT Governance Institute for Student Success and Special Projects Director Norma W. Goldstein. “We are thrilled that Alabama took the lead to host this very special regional board development event for their states.”

Goldstein added, “We are grateful to Strada Education Network for supporting our efforts to bring this Southern Regional GISS to four state system governing boards.”

To date, over 700 trustees who represent over 200 community colleges in 12 states have participated in the Governance Institute for Student Success.

If you’re interested in hosting a Governance Institute for Student Success in your state or would like to learn more about the GISS model, visit governance-institute.org or contact Norma Goldstein at ngoldstein@acct.org.
Member Highlights from Community College Month

This April, we asked ACCT members to share what they appreciate about community colleges. We were overwhelmed (in a good way!) by the responses, which you can view online at bit.ly/CCmonthACCT. We’d love you to stay in touch and keep letting us know what’s going on at your college, and especially the great things your college is doing for students and for your community.

Although Community College Month is behind us for this year, now is always the best time to let the world know about the value of community colleges. We’ve posted some ideas about what you can do to bring attention to your college and the work it does, and we’ll keep this resource available year-round as a reference.

Don’t be shy about letting ACCT know what you’re doing to advance student success — and be sure to let us know what more we can do to help. Visit bit.ly/CCmonthACCT for more information.

The Aspen Institute Names 10 Finalists for 2019 Aspen Prize for Community College Excellence

$1 million prize recognizes excellence in community college student success outcomes; winner to be announced in April 2019.

Awarded every two years since 2011, the Aspen Prize recognizes institutions that achieve high and improving student outcomes, selected from over 1,000 community colleges nationwide.

Focused solely on student access and success, the Aspen Prize recognizes community colleges with exceptional achievements in four areas:

• Student learning;
• Certificate and degree completion while in community college and after transferring to a four-year institution;
• Employment and earnings rates after graduation; and
• Access for and success of students of color and low-income students.

In April 2019, the $1 million Prize purse will be awarded at an event in Washington, D.C., to the winner, two or three finalists-with-distinction, and a “Rising Star” that has achieved exceptional levels of improvement. Between now and then, Aspen will work with a team of national experts to collect extensive, additional data and conduct multi-day site visits to the 10 finalist colleges.

“These top 10 Prize Finalists serve as models for what community colleges can achieve,” said Joshua Wyner, executive director of the Aspen Institute College Excellence Program and author of What Excellent Community Colleges Do: Preparing All Students for Success. “Their leaders, faculty, and staffs have developed cultures that drive toward scaled improvements in completion and classroom learning as well as students’ post-graduation success — at universities where they transfer and in the job market. And they work hard to achieve strong results for all students, understanding the critical role of community colleges.”

According to The Aspen Institute, “the 10 Aspen Prize Finalists have achieved strong and improving student success rates in very different contexts — they are from rural and urban areas, serve demographically different student bodies, and offer a varied mix of technical workforce and academic transfer programs. These 10 institutions offer proof that every community college can achieve higher levels of success for students while in college and after they graduate.”

The 2019 Aspen Prize Finalists (listed in alphabetical order):

• Alamo Colleges District, Palo Alto College, San Antonio, Texas
• Broward College, Fort Lauderdale, Fla.
• CUNY Kingsborough Community College, Brooklyn, N.Y.
• Indian River State College, Fort Pierce, Fla.
• Miami Dade College, Miami, Fla.
• Mitchell Technical Institute, Mitchell, S.D.
• Odessa College, Odessa, Texas
• Pasadena City College, Pasadena, Calif.
• Pierce College at Fort Steilacoom, Lakewood, Wash.
• San Jacinto College, Pasadena, Texas

For more information, visit http://highered.aspeninstitute.org.
The Problem with PROSPER

The House’s proposed reauthorization of the Higher Education Act has some pros for community colleges, but the cons greatly outweigh them.

By Jee Hang Lee

SINCE THE PROMOTING REAL Opportunity, Success, and Prosperity through Education Reform (PROSPER) Act passed out of the House Education and Workforce Committee, House leadership has worked to garner the necessary support to pass the bill, the most recent effort to reauthorize the Higher Education Act (HEA). The time estimates on when the bill would be considered, however, have been pushed back. At the time of publication, it is unclear when — or if — the House will bring the bill to the floor for consideration. The upcoming Congressional midterm elections will curtail Congressional floor time and limit the number of days Congress will be in session.

PROSPER Pluses
The PROSPER Act contains a number of provisions that community colleges support, including:

• Allowing Pell Grant eligibility for short-term programs
• Allowing institutional discretion on borrowing limits on student loans
• Restoration of the six-credit-hour qualification under Ability to Benefit
• A new 300 percent graduation timeframe
• Elimination of loan origination fees
• A new apprenticeship grant program
• A new effort to promote early financial aid awareness, and
• Simplification of the loan repayment system.

Risk Sharing, Administrative Burdens
Even with these potentially beneficial provisions, the PROSPER Act’s inclusion of a risk-sharing scheme based upon Return of Title IV (R2T4) provisions would increase institutions’ financial liability. Based upon analysis of data provided by colleges, the proposed changes to R2T4 — which would shift the repayment burden to the institution and allow full retention of Title IV aid only when students complete 100 percent of the enrollment period — could result in a doubling or tripling of the R2T4 funds which colleges would be required to return to the federal government each semester.

Given the mission of community colleges as open-access institutions, risk sharing in the form of R2T4 would financially harm under-resourced community colleges. The proposed new programmatic loan-repayment rates also are of concern. Additional analysis is needed to completely understand the full impact of shifting...
While the PROSPER Act does include some elements that would benefit community colleges and our students, ACCT opposes the proposed legislation because its risk-sharing proposal would place great financial burdens on institutions.

That a bipartisan Senate bill will not be forthcoming.

Take Action to Protect Students

While the PROSPER Act does include some elements that would benefit community colleges and our students, ACCT opposes the proposed legislation because its risk-sharing proposal would place great financial burdens on institutions. Other aspects of the bill are contrary to the open-access mission of community colleges and could inhibit students’ academic access, persistence, and completion. We ask all college representatives to communicate your concerns about the bill with your Congressional delegations. The July and August recesses provide an important time period to educate lawmakers about these critical elements in the bill. As you prepare for meetings and develop written correspondence with your federal representatives, visit www.acct.org/page/other-advocacy-resources to get up-to-date fact sheets, letters, and legislative priorities.

Beyond the PROSPER Act, it is important that trustees and college leaders continue to advocate community college legislative priorities throughout the year. The 2018 priorities, issued during February’s Community College National Legislative Summit (NLS), include:
• Supporting Pell Grants
• Opposing risk-sharing proposals
• Linking loan limits to enrollment intensity and degree program type
• Creating a national student unit record data system to track college completion
• Investing in education and workforce development
• Supporting Dreamers, and
• Reauthorizing the Perkins Career and Technical Education Act.

For background information on these issues, go to www.acct.org/page/legislative-priorities.

Make your voice heard by visiting your member of Congress and talking about these key issues. To stay up to date on key legislative items, sign up for the Latest Action in Washington alerts at publicpolicy@acct.org.

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

AT ACCT’S CONGRESSIONAL FORUM, A BIPARTISAN GROUP OF LEADERS STRESSED CONSENSUS ON THE HIGHER ED ACT AND DREAMERS.

BY MARK TONER

THE LAST TIME SEN. LAMAR ALEXANDER (R-TENN.) SPOKE WITH COMMUNITY COLLEGE LEADERS about efforts to reauthorize the Higher Education Act (HEA), he brought a thick stack of paperwork to illustrate the law’s complexity. This year, he brought his iPhone — which was invented the year before the signature legislature was most recently revised.

“This was invented in 2007,” Alexander told attendees of the Community College Congressional Forum, which was held on Capitol Hill in conjunction with February’s National Legislative Summit (see p. 12). “A lot has changed, although higher ed is the slowest changing part of society. [But] community colleges are the fastest changing parts of higher ed.”
During the Forum, a bipartisan group of lawmakers outlined their priorities for HEA reauthorization and expressed support for the students who continue to be impacted by the Deferred Action for Childhood Arrivals (DACA) program. “As we’re talking about workforce needs... we’re not going to solve those needs by moving people out and not taking advantage of the skills they have,” Sen. Tim Kaine (D-Va.) said of the 13,000 so-called “Dreamers” in Virginia alone. “There’s nothing but an upside for us by finding a path for people to first stay here and [ultimately] become citizens.”

Even amid the controversy around Dreamers, there was bipartisan agreement among the participants of the Forum. “We need to do it,” Alexander said flatly. “You don’t attribute the sins of the parents to the children,” agreed Sen. Chuck Grassley (R-Iowa).

Consensus and Challenges
Both the Republican and Democratic senators who spoke at the Forum expressed optimism that the long-delayed reauthorization process for HEA would move forward this year, noting progress in the Senate and the movement of the House version of the bill out of committee in the months leading to February’s forum.

Pointing to the previous bipartisan effort to revamp the law’s K-12 equivalent, now called the Every Student Succeeds Act (ESSA), Alexander said that a similar approach is being taken in the Senate to address HEA reauthorization. “We are working to do this in the same bipartisan way,” Alexander said.

Among Alexander’s goals for reauthorization: simplifying the financial aid application and student loan repayment processes, and providing greater flexibility for institutions, particularly in workforce development. “Every governor I know is concerned about the workforce and training,” he said. “Most of it can’t be done from Washington… the secret weapon is our two-year institutions, and especially our community colleges.”

To that end, Alexander urged continued efforts to develop competency-based education. “We have CBE experiments going on, but we’re not learning much from them,” he said. “We need some broad-based demonstration projects.”

From the other side of the aisle, Kaine also emphasized the importance of short-term workforce training programs, pointing to the example of a century-old Virginia shipbuilding apprentice program that accepts 5 percent of all applicants — making it more difficult to get into than most colleges.

“It’s more exclusive than Harvard, but you’re not counted as having a higher ed degree,” Kaine said. “At the federal level, we need to think about higher education differently to include more broadly the postsecondary education you might get at a career and technical education program.”

Kaine touted the Jumpstart Our Businesses by Supporting Students (JOBS) Act, a bill he co-sponsored with Sen. Rob Portman (R-Ohio) that would expand Pell Grant eligibility to cover “high-quality and rigorous” short-term job training programs.

Grassley stressed the importance of addressing the student debt crisis. “We have a federal law that encourages people to get into more debt than they have to — colleges tell you the maximum amount you can borrow, and you borrow it,” he said. “We need to change the financial incentives.”

Acknowledging excessive borrowing is a larger issue for four-year institutions, Grassley pointed to the example of the University of Iowa, where the average student debt was about $29,000 — some $13,000 more than is required for books, room, board and tuition, he said.

Education and advising are keys to helping students minimize the amount they borrow, according to Grassley, who was a co-sponsor of the Know Before You Owe Federal Student Loan Act. The proposed bill would expand current counseling requirements and require institutions to provide additional financial information, including an explanation of the importance of graduating on time to avoid additional borrowing and a statement that students should borrow the minimum amount necessary to cover expenses and not accept the full amount of loans offered. Grassley told Forum attendees he hopes the bill becomes part of HEA reauthorization.

A Vital Role
All three Forum speakers touted the importance of community colleges. “I never go to a community college meeting without saying this: the most important of the two words is ‘community,’” Grassley said. “The organization of a community college [means it] can do almost anything the [community] wants it to do.”

Kaine went so far as to suggest that the sector should be addressed in its own specific section of the Higher Education Act. “You are the hub of a great wheel that is thinking every day about preparing the workforce of tomorrow,” he said. “I go to community colleges all the time because they’re the best centers in my state to have a real dialogue about what’s going on in the community.”

Alexander stressed the diversity of the institutions in his call for greater flexibility. “The federal government’s role is to give money and help students make decisions,” he said. “It’s up to you to make it work.”
The 2018 National Legislative Summit came at a time of intense focus on community colleges and their students.

FOR COMMUNITY COLLEGE LEADERS MAKING THEIR ANNUAL visit to Capitol Hill, the stakes have always been high. But for one student who attended the 2018 Community College National Legislative Summit as one of at least 600 self-identified “Dreamers” attending Northern Virginia Community College, the stakes could not have been higher.

“I have always wanted to be in politics,” the student, who came to the United States when she was three, said during a meeting in her senator’s office. “But I can’t to the fullest extent without a path to citizenship.”

As has been the case in many years, this year’s NLS fell during a pivotal moment in the legislative calendar. As more than 1,000 community college leaders arrived in Washington in February, the Trump Administration released its proposed budget for the upcoming fiscal year, and debate began in Congress on legislation to address the impasse in the Deferred Action on Childhood Arrivals (DACA) program for vulnerable students.

As in past years, advocacy remains a critical tool to ensure community colleges are able to address the needs their students and the workforce face, NLS speakers said.

“You need to rise to the challenge and rise to the moment,” J. Noah Brown, ACCT President and CEO, told attendees.

“We know how important the work we do on the Hill is,” said ACCT Chair Emily Yim, a trustee at Edmonds Community College in Washington. “It has a reverberating effect for students across the country. We really need you.”

Bridging the Divides

In 2017, the newly elected Trump Administration sent Secretary of Education Betsy DeVos to signal the importance of community colleges to its workforce development goals. This year, U.S. Secretary of Labor R. Alexander Acosta told NLS attendees their institutions would “continue to play a critical role in realizing” the Administration’s goal of bridging the divide between traditional education and workforce development.
Acosta stressed the value of short-term, “on-demand” education and apprenticeship programs, saying that a focus on “lifelong earning and learning” represents the best way to address the persistent skills gap that has left nearly 6 million jobs unfilled.

“I would argue the skills gap is really a symptom of a larger problem the Trump Administration is working on — the gap between traditional education and workforce education,” Acosta said. “These terms have culturally come to foster a view that one is different from the other, when in fact what we should be focusing on is that all education is a mix of theory and skill… In our increasingly entrepreneurial workforce, young men and young women will increasingly choose their own path… Lifelong learning and lifelong earning should not be mutually exclusive.”

To that end, the Trump Administration is working to establish industry-recognized apprenticeship programs that would stand alongside existing programs. The Department of Labor hopes to take itself “out of the curricular loop,” Acosta said, instead empowering third-party certification providers to provide oversight.

“That's transformative, because apprenticeship works,” Acosta said. “The median welder in Michigan makes just about as much as the median lawyer, without the debt, without all the extra years. Shouldn't students be presented with all the options, all equal, all a personal choice without societal judgement whether you choose path a, b, or c? In our increasingly entrepreneurial workforce, young men and women will increasingly choose their own path.”

Caroll Doherty, director of political research at the Pew Research Center, touched on a different divide with equally significant implications. Public opinion about higher ed, which generally has been positive across all sectors of society, has sharply divided along political lines in recent years, with a majority of Republicans now saying that colleges and universities have a “negative impact” on the United States, reflecting similar declines in trust in other institutions.

“This seems to be the new normal,” Doherty told NLS attendees, a sentiment echoed by other political observers who spoke during the summit.

“Here we are in a year with a country even more polarized than it was when we went into the election of 2016,” observed Amy Walter, national editor of the Cook Political Report, calling the era one characterized by “four Ds — disruption, depression, division, and distrust.”

“We distrust the institutions we want to guide us through these disruptive times,” Walter said.

Community colleges, however, “are better positioned… in the sense that job training still seems to be widely supported” across party lines, noted Pew's Doherty. But negative public sentiment and lack of participation by younger adults in education has resulted in “a lack of salience in many areas, and education is one of them,” he said. Doherty urged community college leaders to make the case that their institutions represent a sound investment for students and policymakers alike.

“It's all about making the value proposition and getting past the stereotypes and misperceptions,” Doherty said.

Priorities and Potential

The 2018 NLS came on the heels of a major legislative victory — the attainment of year-round Pell in the 2017 appropriations process. The top legislative priority for community colleges this year remains the reauthorization of the Higher Education Act. “We have a huge priority in the reauthorization of the HEA,” Jee Hang Lee, ACCT vice president for public policy and external relations, told attendees.

Initially scheduled for reauthorization in 2014, Congress now appears to be moving forward on the centerpiece of federal higher ed legislation. Last November, the House Education and Workforce Committee, led by former community college president Virginia Foxx (R-N.C.) approved on a party-line vote its version of a comprehensive reauthorization bill, which is expected to move to the floor this year. Work continues in the Senate's committee on bipartisan legislation, led by Sen. Lamar Alexander (R-Tenn.) and Sen. Patty Murray (D-Wash.), but what remains unclear is the extent to which both chambers will work together to advance a final version of the law. “There are different signals on the willingness of both parties to work together,” said David Baim, AACC senior vice president for government relations and policy analysis. “That's no secret here in Washington.”

The House committee version of HEA reauthorization, known as the PROSPER Act, would extend Pell eligibility to short-term workforce development programs. “That's a big win for community colleges that we want to maintain,” Baim told attendees. “It's not a universally supported change in other sectors.
of higher education. They're not much in the business of offering those kinds of programs.”

Beyond the specifics, Pell continues to be an essential program, serving almost 3 million community college students — almost 40 percent of the sector's total student population. “We need to keep Pell growing to help community colleges continue to serve their population,” Baime said. Extending eligibility to ability-to-benefit (ATB) students and incarcerated students also remain priorities.

The ongoing debate over risk-sharing has intensified with proposals in the PROSPER Act that extend existing provisions that require institutions to return funds to the government when students don’t complete their full term. According to Baime, colleges would pay one to two times more than what they’re currently returning to the government under the existing R2T4 regulations — “a major financial hit,” he said.

“We find this very punitive to our institutions because we admit the students who are most academically at risk,” Baime said. “The people sponsoring this think it’s good public policy to give institutions a financial incentive to ensure that students succeed… All you’re doing is taking resources away from colleges that could help serve their hardest to serve students.”

Because the proposal is buried within the 800-page PROSPER Act, community college advocates “will be needing to educate from the ground up on this,” Baime said.

Other provisions in the PROSPER Act represent a mix of good and bad news for community colleges. The legislation would allow institutions to reduce loan amounts for students who are part-time or need remediation, a longstanding goal of advocates. On the other hand, it would eliminate several existing programs, including Title III grants, to pay for apprenticeships.

With ongoing appropriation challenges, maintaining sufficient funding for education programs will be critical in coming years, said Jennifer Stiddard, ACCT director of government relations. The Pell Grant program's short-term surplus, now exceeding $8.5 billion, remains a tempting target for other federal priorities. Maintaining funding will be critical to sustain year-round Pell and expand eligibility to other students, Stiddard said. Reallocating the surplus would “impact the future stability of the program, especially if more students enroll in the event of a downturn,” she said.

At the time of the NLS, lawmakers were debating a legislative solution to the ongoing DACA issue, which remains unresolved at the time this article went to press. Both ACCT and AACC have supported legislation to protect Dreamers since 2001. “Our bottom line is that we want to provide these folks with permanent legal status and a path to citizenship,” said Jim Hermes, AACC associate vice president for government relations.

Meeting Workforce Needs

Throughout the NLS and during visits on Capitol Hill, the conversation returned often to the role community colleges play in meeting the nation’s workforce needs. “Workforce development’s time has come,” said Elizabeth Lower-Basch, director of income and work supports at the Center for Law and Social Policy.

Apprenticeships are drawing attention from policymakers, said James Redstone, a staff member with the House Committee on Education and the Workforce, because they represent a shift from the “train and pray” model — one in which students hope they have a job at the end. With apprenticeships, "the job is part of the training strategy," Redstone added.

The U.S. Department of Labor and AACC have signed a memorandum of understanding about strengthening the role of community colleges in the apprenticeship model. Proposed funding in the Trump Administration budget “speaks to the political saliency of apprenticeship,” Redstone said.

Many small and medium-sized employers are interested in the idea of apprenticeship but lack the resources to establish programs of their own, said Kermit Kaleba, federal policy director of the National Skills Coalition, which is working to connect employers in regions and different skill sets to develop shared approaches. “In many cases, it’s not just about the instruction component, but getting everyone around the table to discuss how to build a pipeline meeting the need of employers,” Kaleba. “What's really important is that any policy changes are more broadly inclusive than registered apprenticeship and include a range of work-based learning experiences. In some cases, apprenticeship may not be a good fit, but on the job training or internships may be.”
THE CENTERPIECE OF THE NLS REMAINS COMMUNITY
college visits to their representatives, and trustees
and presidents made the case for the sector’s
legislative priorities.

Visiting Sen. Jeff Merkley (D-Ore.), trustees made the case
for opposing the R2T4 regulations. “When students do not
complete, it’s because someone lost their job or their home,”
one trustee said, suggesting instead that the government
provide incentives to help students persist, including the
possibility of a Pell Grant bonus.

(R-Wash.) received a sympathetic response. “Your job is to
save anyone who walks in the door,” said Herrera Beutler,
herself a community college graduate.

Lawmakers noted the challenging environment in
Washington, particularly with tax cuts leading to calls for
reduced federal spending. “We’re going to have you leaning
in on folks from Florida to support education funding,” Sen.
Bill Nelson (D-Fla.) told a delegation of trustees.

Trustees also made the case for students impacted by
DACA. NVCC trustees, for example, noted that including a
path to citizenship in any legislative solution for Dreamers
is vital because of the nation’s needs in areas such as
cybersecurity, jobs which require a security clearance and
citizenship in the federal sector. And Dreamers themselves
urged lawmakers to provide amnesty for their families.

“We’ve had a lot of conversation about Dreamers,” a
student said during a visit to her senator’s office. “What
I haven’t heard is about the families around them. You
can’t support Dreamers like myself if you’re not supporting
the families behind them. I could not go to college without
their support.”

At the Table
As the NLS ended and community college leaders returned
to their campuses, speakers reminded trustees that the
current emphasis on apprenticeship, infrastructure, and other
workforce priorities in Washington represents a powerful
opportunity for continued advocacy.

“We have an opportunity to be at the table,” said Walter G.
Bumphus, AACC president and CEO. “When we were talking
about year-round Pell, it passed thanks to you.”

“There is one thing that’s absolutely true,” ACCT’s Brown
added, “and that is the passion and dedication and power of
everyone sitting in this room.”
A CHECKLIST FOR SUCCESSFUL ADVOCACY VISITS

PREPARATION FOR MEETINGS WITH LAWMAKERS SHOULD BEGIN MONTHS BEFORE COMING TO WASHINGTON.

BY BERNIE RHINERSON
THIS YEAR AT ACCT’S COMMUNITY COLLEGE NATIONAL Legislative Summit (NLS), more than 1,000 trustees, presidents, and other community college leaders visited the hallways of Congress to advocate for their institutions and their students. These visits with our elected representatives are critical to our shared mission to provide our students access to affordable education that leads to successful jobs and careers.

Advance planning is essential for trustees to be effective advocates during their Congressional office visits at the NLS. Each year, the San Diego Community College District sends several trustees and staff to Washington to learn about effective board governance and federal legislative issues from ACCT presentations. We plan well in advance to meet our elected representatives and with staff at the U.S. Department of Education headquarters.

Here is our checklist that may help new trustees and other colleges and districts plan for next year’s NLS.

2-3 months before NLS
- Plan for meetings with all your representatives. It’s important that even those with opposing viewpoints hear from us.
- Contact Congressional office schedulers and arrange meeting times.
- Develop talking points, collateral materials, and other information, including reports and data about your college(s).
- Prepare stories about your students that demonstrate the work done by community colleges.

1 month before NLS
- Arrange a pre-trip meeting with your NLS participants to brief them on meetings, messages, and roles.
- Finalize schedule and materials. Be sure that office schedulers have a point of contact, including a mobile number while you’re in Washington for last-minute changes.

At NLS and In Meetings
- Participate in the ACCT legislative briefing at NLS and go to your state briefings.
- Remember that many representatives do not understand the community college mission, so it’s helpful to explain how we differ from four-year institutions.
- Arrive at meetings early and allow extra time in case of delays.
- Don’t be so focused on your own talking points that you miss what’s important to your representative. Ask what legislation they are working on and how you can help.
- Designate someone to take notes.
- Don’t be disappointed if your meeting ends up with a staff member. They are more familiar with the issues and can be more effective in helping advance our agenda.
- Enjoy sharing those compelling student stories.
- Find value in every meeting, even the difficult ones. Try to understand what your representative needs to understand our mission.
- Don’t forget to invite your representative to come tour your campus.
- Leave behind a memorable reminder of your college! Congressional offices are the perfect place for your college pennant.

Follow-up
- Report meeting results back to ACCT.
- Follow up on any action items from your briefings and send thank you notes.
- Update contact information to reflect any changes in congressional staff.
- Share photos and stories about your successful visits via social media and other channels.

Positive Results from NLS 2018
Thanks to this advance preparation, our 2018 Congressional meetings were very productive. We successfully educated our representatives about the impacts that proposed legislation like the PROSPER Act, the House proposal for reauthorization of the Higher Ed Act (HEA), would have on our students and colleges. More importantly, we strengthened our relationships and communication channels with our representatives and key staff so that we can stay informed about the issues moving forward.

Bernie Rhinerson is a member of the ACCT Board of Directors and a trustee at San Diego Community College District.
I looked out of the Congressman’s office window to a perfectly centered three-quarter view of the pristine dome of the United States Capital Building against an almost cloudless blue sky and thought, “how did I get here?” Besides the obvious answers of through the side door, past security that made me take off my shoes and down a labyrinthian tunnel system filled with art labeled by state contributors, I came to be in that office because of the vision of the Alamo Colleges District Board of Trustees.

I am in the unique position of being the lone student trustee on the board of trustees of a Texas community college district. That’s right — even though there are 50 community colleges in Texas, only my district has chosen to create a position for student representation on its Board of Trustees. I was selected through a process where each of Alamo Colleges’ five individually accredited colleges elects a candidate and then sends that candidate to a panel interview during a special board meeting, where an immediate appointment is made for a one-year term. Even though I do not have a peer in my state with whom I can discuss common statewide educational issues or challenge legislative moves that fail to support the needs of community college students, I am fortunate that my district includes me in regional and national events and conventions, including the ACCT Governance Leadership Institute (GLI), Annual Congress, and National Legislative Summit (NLS), where I have met many other student trustees from around the country and with whom I serve on the first ACCT Student Trustee Advisory Committee. The conversations that I have had with these elected or appointed student trustees have become an important part of the information that shaped my discourse with my own student body, student governments, and Board of Trustees.
I am completing my second year of studies and will soon be transferring to a local four-year university, but at one time I wasn’t even sure that I was “college material.” I am not the traditional community college student. I am nearing 50 years old. I am a retired veteran of the United States Army. I am a first-time college student and a first-generation college-goer. My husband and I have four children of our own in college (and three in high and middle schools). Would I fit in? Would I find an outlet for the drive to serve others that drove me to select a career in public service? Could I even do the college thing? I mean, I hadn’t had a math class in almost 30 years! Yes, I was often mistaken for a faculty or staff member on campus. And then I had an epiphany… I am the new traditional community college student. I redefined “the traditional community college student.” And then I burned that label as unimportant and restrictive to all.

Back to the journey that brought me to the ACCT National Legislative Summit. I had been preparing for the possibility that I would be meeting senators and congressmen and pitching my story and the needs of the students in my district. I read and researched state and national educational issues and other things that contributed to students’ educational pitfalls, such as lack of transportation and childcare, campus security, and veterans support. I practiced my elevator speech but secretly feared that I would be a fixture, a mascot, a figurehead, a person to be trotted out to show the involvement or even the diversity of the student population of our colleges. Then, after several days of attending ACCT’s preparatory summit, where I was presented with concise information and messaging, I walked into the first office of the first Congressman that I had ever met.

We formed the obligatory reception line just like the entry into a wedding (or funeral), and I watched as he greeted each of the trustees with a handshake/arm squeeze combo (and peck on the cheek for the ladies) and exchanged words with the people that he had known and worked for and with for so many years. In front of me was our brand-new vice chancellor of public relations and governmental affairs, so he took a little extra time learning her professional history and exchanging lists of people that they both knew. Then he wearily reached the last person in line: me. As I introduced myself as the student trustee on the board and a student at Palo Alto College, he perked up and the handshake turned into a hand on my elbow leading me to be seated while he continued to ask probing questions about the topic at hand. I was able to give him concrete examples of student issues, from food insecurity keeping students from participating in classes to the cost of textbooks forcing students to choose part-time over full-time status, which negatively impacts completion and graduation rates.

In the end, and in the rest of our meetings that day, my fellow trustees remarked more than once that they had never seen our representatives so interested in our messages and so willing to listen and get involved. At the time of this writing, the Congressman that so graciously welcomed me asked to attend our Student District Council meeting, a bimonthly meeting of all of the student government officers who discuss district-wide issues to bring forward to administration or the board of trustees. So I urge you, instead of taking just the student message to the Hill, take a student. Your representatives know you and know what you want. Besides, who wants to hear a list of priorities “through a lens” when they can hear it from the source?

Alicia Moreno is a student at Palo Alto College and the student trustee on the board of the Alamo Colleges District in Texas.
Overview
ACCT’s Equity Action Agenda for Community College Governance is a guide based on the responsibilities of community college trustees and the college’s leadership to promote policies that support access, affordability, equity and completion for all community college students. College diversity, equity, and inclusivity policies facilitate academic progress and economic and social mobility for all.

Equity in higher education refers to creating opportunities for equal access and success among historically underrepresented student populations to ensure:

1. Proportional participation occurs at all levels of an institution;
2. Adequate resources are directed at closing equity gaps (resource equity); and
3. Institutional leadership and willingness to address diversity, equity, and inclusivity issues are prioritized.

Educational equity depends on fairness and inclusion in the educational system and includes equity in various categories: socio-economic, racial, gender, and ability, among others. Institutions of higher education have an imperative to avoid discrimination based on these qualities and to support disadvantaged students whether the issues are income and class, race, gender, ability, or other factors. Inclusive, equitable, and diverse environments are essential for all students to succeed.

Purpose
This guide is intended to assist community and technical college boards and CEOs to:

- Engage in meaningful and productive discussions around equity and the role of the college in ensuring access and opportunity for all campus and community members;
- Embrace and reinforce a culture that values and promotes equity, diversity, and inclusion;
- Understand the board’s role in shaping and supporting goals, policies, practices, and procedures that promote equitable experiences and outcomes;
- Identify and examine appropriate metrics and indicators of equity success (e.g., access, use of specialized student support services such as writing and speaking labs, tutors, specialized academic advisors, etc., course completion, English as a Second Language enrollment, degree and certificate completion, transfer, etc.), as well as diversity of staff, faculty, and students;
- Provide leadership, support, and assistance (where appropriate) in developing next steps for designing and implementing equitable institutional policies, practices, and processes;
- Establish appropriate reporting and accountability measures to monitor progress toward achieving equity goals and outcomes.

The Trustee Role
As leaders, policy makers, and advocates, trustees play a vital role in ensuring that equity, diversity, inclusion, access, and economic opportunity are priorities for their institutions and the communities they serve.

Trustee Leadership
- The president/CEO search process should be inclusive; outreach should be targeted to broad and diverse publications and outlets. The job description should reflect the college’s commitment to equity.
- The college mission statement should reflect the institution’s commitment to equity.
- Resources should be devoted to programs and services with demonstrated effectiveness in meeting student, community, and/or workforce needs and promoting equitable opportunities. For example, adequate resources should be allocated toward initiatives aimed at improving opportunities and outcomes for underserved or disadvantaged populations such as those from lower income brackets, men of color, or students with disabilities.
- The board should be visibly unified in its commitment to promoting access, success, and equity and to assuring the best hiring practices for addressing diversity, equity, and inclusion throughout the college or district.
Key Questions for Trustees

- Do the governing board and college leadership reflect the diversity of the community?
- Does the board have a fair and consistent policy for CEO selection and evaluation? Does it include clear and specific goals related to equity?
- Does the board have a policy that assures best hiring practices districtwide that promote diversity, equity, and inclusion?
- How does the board’s policy provide for the regular review of the mission statement to ensure relevance to the college’s equity goals?
- To what extent do fiscal policies and allocation of resources align with the institution’s equity goals?
- Do board practices promote an environment for open, frank, and confidential dialogue where all voices are welcomed?

Policy Development

- Integrate an equity agenda into institutional plans and clearly outline roles, responsibilities, and implementation timelines for initiatives designed to promote accountability, including the college’s strategic plan, and departmental plans (HR, academic and student affairs/services, facilities/procurement, diverse contractors/suppliers).
- Ensure that plans are distributed broadly and often among all staff and administrators.
- Conduct an independent assessment of institutional practices in relation to equity across all departments and divisions.
- Identify effective programs/practices such as remediation, guided pathways, and alternative schedules that improve educational outcomes for all students. Monitor effectiveness and adjust as needed.
- Assess the diversity and equity of college leadership (including the governing board).
- Develop a plan that addresses CEO and board leadership transitions.

Key Questions for Trustees

- What college policies and procedures are needed to keep tuition affordable while ensuring the institution’s financial health?
- Are existing policies examined regularly to identify those that may be barriers to equity, access, and success?
- Are adequate financial resources being allocated to achieve equity, diversity, and inclusion goals?
- Are human-resource policies fair, equitable, and inclusive? Do position descriptions include equity criteria?

Accountability and Continuous Improvement

- Monitor the progress being made on the institution’s strategic priorities, including diversity, equity and inclusion.
- Regularly review disaggregated data (e.g., gender, ethnicity, income) on enrollment, retention, persistence, completion, and other indicators of student success, equity, and institutional effectiveness.
- Develop accountability measures and monitor and assess progress toward strategic priorities and goals of the college.

Key Questions for Trustees

- Is there a policy for regular review and assessment of student services?
- Is there a policy for regular review and assessment of recruitment and hiring practices?
- Are policy decisions informed by student success data and considerations of equity?

Community Engagement

- Conduct regular periodic reviews of labor-market data and other economic indicators to identify workforce needs such as growing/shrinking industries in the area, skill gaps, and opportunities.
- Assess current and projected demographic characteristics of the community (e.g., compare the college’s demographics to the K-12 student population as well as the local and regional community). Determine if they are aligned and what gaps exist, if any.
- Engage with federal, state, and local labor departments and other agencies to advocate support for the college’s equity goals.
- Partner with local funders and business and industry leaders to tap sources of support that can support the college’s equity goals.
- Incorporate diverse student, faculty, and community voices in public statements, media, and advertisements.

Key Questions for Trustees

- What policies are in place to facilitate effective and efficient sharing of data with other systems, such as K-12 sector and four-year institutions?
- Does the college have an equity plan or equity policies in place?

Next Steps

- Boards and all college staff should undertake professional development specifically related to equity training.
- Develop data systems to support equity and collect data on equity indicators to make positive change toward eliminating disparities.
- Develop accountability goals and measures of progress around equity, diversity, and inclusion.
- Continually assess equity gaps and goals.
- The college should target resources, develop private-public partnerships, and proactively reach out to the community.
- Equity goals, plans, and activities should be advertised and celebrated throughout the college and the community to ensure a welcoming campus climate.
An Intentional Approach to Advocacy

COORDINATION AMONG ALL STAKEHOLDERS IS A KEY TO SUCCESSFUL OUTREACH.

BY LEROY W. MITCHELL

IF YOU HAVE ONLY ONE OR TWO POLICY PRIORITIES AND A handful of elected officials that should hear your message, a few glossy newsletters and an annual trip to Washington, D.C., for the ACCT National Legislative Summit (NLS) should have you covered. You and your president can get the face time you need to advocate for your community. If you’re like most of us, however, you’re working with a complex policy agenda across multiple levels of government in coordination with your state system and multiple local constituents that each has a slightly different take on your priorities. This calls for an intentional strategy.
The key is strong coordination — and not necessarily full control — of your message so that elected officials and their staffs get a clear picture of the issues that are important. Without it, individual appeals are lost while elected officials are inundated with requests for support from hundreds or thousands of constituents. Here are tips for an effective strategy.

**Identify the issues that are most important to your college.**

Each year, ACCT and the American Association of Community Colleges (AACC) announce federal legislative priorities that can help your board identify its top priorities. For example, Pell Grants, loans, risk sharing, transparency, mental health, and food and housing insecurity are top issues. Identify what is most important to your college and community. Develop a statement that includes specific information on how the issues affect you in terms like number of students served, impact on the local economy, preparing a workforce for high-demand occupations, and college affordability. When we all share similar stories, we shouldn’t underestimate our collective influence on policy in D.C.

Similarly, your state system may set legislative priorities. Start with these and their impact on your college. The most effective strategy will present a united statewide message. It can be a balancing act when an issue has varying impact across multiple institutions. Some boards may be tempted to publicize one message but convey a different one behind closed doors. It’s a risk that can ultimately undermine the whole effort. Work with your president to develop a strategy on how to approach these issues.

**Get input from those who are most affected by policy.**

Listening to others is a strong way to develop ideas for advocacy, and engaging with others also helps those with whom you are speaking to advocate for themselves. At Westchester Community College, a cooperative effort among the college board and student government association has led to collaboration with our county government on improvements in transportation, changing bus routes to better serve students around their class schedules.

**Deliver a clear ask.**

Identifying an issue is not enough. Lawmakers are busy and may not have enough staff resources to analyze the issue and develop a solution. It is important to include specifics: what action is needed and what it will cost.

**Know who needs to hear your message and how you will convey it.**

Keep an updated list of who represents your area and the committees or commissions on which they serve. Include their staffs because they are the ones who are writing policy briefs or legislative language — or even deciding which issues make it to the elected official. Know how you will send your message, paying attention to timing around budget cycles and when legislative bodies are in session. Occasional legislative breakfast or lunch meetings can show off your campus and foster dialogue on important issues. Internally, engage more than government or community relations staff — include those in finance, operations, facilities, human resources, information technology, and others to work with their counterparts or decision makers in their functional areas. At Westchester Community College, finance staff has frequent interaction with county budget officials, which keeps lines of communication open and eliminates surprises.

**Openly share your strategy and engage your community.**

Most campuses will have faculty, staff, and student constituency organizations that engage in advocacy on their own behalf. It will be most helpful if they have access to your agenda and messages. Be sure to distinguish among your federal, state, and local priorities. Even if your campus constituents don’t stick to your script exactly, there is a good chance they will share some of the same information, which will strengthen your college’s advocacy overall.

**Remember that all politics is local.**

This comes naturally when relating to city or county government and local voters. It’s becoming more important when working on statewide and federal issues. We hear more and more that a visit to a state or federal official’s home district office is highly effective. Nothing can be more persuasive than a student eye-to-eye with an elected official sharing her life-changing experience and asking for support.

**Is someone new entering office? Throw out your plan and start over.**

Whenever there is a transition of power at any level, you should reassess your agenda and messages and realign your strategy according to the priorities and expectations of your new government leaders. You shouldn’t assume newly elected officials are familiar with the open access mission of community colleges, your institution in particular, the programs and services you provide, or your impact in the community. Also, you shouldn’t assume that their educational or economic development priorities are the same as the prior administration’s regardless of political affiliation. Start by listening more and explaining less, and after a firm understanding of the leader’s priorities emerges, develop your new approach.

Like every other aspect of our work, policy advocacy is increasingly complex and ever changing, but can be effective and rewarding with the right plan in place.

---

Dr. LeRoy W. Mitchell is a trustee at Westchester Community College and a former chair of the ACCT Board of Directors. He is also a professor emeritus of accounting at Iona College.
Iowa Gov. Kim Reynolds launched the Work-based Opportunity Regional Referral Consortium with presidents of community colleges and the Iowa Association of Business and Industry. The partnership is designed to expand and improve work-based learning. Lakeland Community College in Ohio received $136,000 in grant money from the Ohio Department of Higher Education to stock a new makerspace. These funds are a portion of a larger grant to develop skills in the state.

Lorain County Community College, Sinclair Community College, and Cincinnati State Technical and Community College are among the first community colleges in Ohio to offer bachelor’s degrees in disciplines ranging from microelectronic manufacturing to culinary and food science.

Gateway Technical College in Wisconsin announced a partnership to establish its first healthcare pathway. The online-only college, which CCC officials argue is intended to serve “stranded” adult workers unlikely or unable to attend any physical campus, will offer a certificate in medical healthcare coding to help fill a projected 11,000 job openings statewide through 2024. If it receives final approval from the state legislature this summer, the online college could open by 2019, officials say.

Maryland lawmakers approved a scholarship program for the state’s community college students. The legislation would more than double the funding currently available to students.

New Jersey Governor Philip D. Murphy proposed $50 million in the 2019 fiscal year budget to create New Jersey Community College Tuition Aid Grants. The grant program would be a first step towards creating free community college in the state.

Five Pennsylvania community colleges received a combined $2 million in grants for renovations and system upgrades from the state department of education.

The New Hampshire Charitable Foundation will award $500,000 in community college scholarships this year, up from $150,000 a few years ago. This increased statewide support comes as part of the foundation’s 10-year, $100 million New Hampshire Tomorrow initiative.

Cynthia Nixon, an actress who has declared her candidacy for New York governor, has proposed a revision to current Governor Andrew Cuomo’s college promise program — the Excelsior Scholarship — which requires students to complete 30 credits per year and to earn an associate degree within two years or a bachelor’s degree within four years, among other requirements. “Nixon calls for a requirement that students earn 24 credits per academic year, not 30,” according to Inside Higher Ed. Her first-dollar plan would apply remedial courses toward the credit requirement and eliminate residency requirements, expanding availability to 170,000 new students at a cost of $600 million per year.

Mesa Community College in Arizona announced that it will offer a Blockchain Technology Certificate of Completion for the Fall 2018 semester. The community college is one of the first in the country to offer a certificate in this emerging technology.

Idaho launched a new “adult completer” scholarship for full- and part-time students with GPAs above 2.7. The program is designed to prevent “stop outs,” or students who leave college after earning 24 or more credit hours.

Seattle, Washington, Mayor Jenny Durkan announced a free community college program for city high school graduates. The Seattle Promise program will begin enrollment this fall and will cover two years of community college.
More than 10,000 people in Tennessee have applied to Tennessee Reconnect, a new program promoted by Gov. Bill Haslam that allows adults to attend community or technical college tuition-free.

In Virginia, Northern Virginia Community College received $135,000 from the Capital One Foundation to support regional K-12 institutions with career awareness and readiness initiatives. This is the third year in a row that NOVA has received this grant.

The Alabama Community College System approved a $10 credit hour increase in tuition for the fall. Half of the additional $14 million in revenue projected from the increase fees will go to the state’s 25 community and technical colleges, while the other half will be earmarked to enhance services provided to the colleges at the state level.

A $260 million bond package recently signed into law by Mississippi Gov. Phil Bryant includes $25 million in bonds to support construction and renovation at the state’s community colleges. Half of the community college bonds funding will be distributed equally among the 15 community colleges, while half of the funds will be parceled out based on enrollment.

All but one of West Virginia’s community and technical colleges will increase tuition and fees this fall by an average 2.6 percent. A bill to make the state’s two-year colleges tuition-free passed the state senate during the recent legislative session but failed in the House of Delegates.

Metropolitan Community College in Nebraska announced a $10.5 million project to expand its facility for welding training, among other skills. The building will be stocked with new equipment and renamed the Center for Advanced Manufacturing.

Texas A&M University received a $4.4 million grant from the National Science Foundation to support Houston Community College students pursuing careers in cybersecurity. Students in the program at HCC receive stipends, and in return agree to work for a government agency for a time equal to the length of the scholarship.

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 jbray@acct.org.
SEXUAL HARASSMENT AND SEXUAL violence on or related to campuses is not a new issue for higher education. Indeed, the #MeToo movement, which has morphed into an internet and cultural phenomenon since October 2017, was helped along in large part by students and others related to higher education. While empowering victims to speak out, the #MeToo movement has also forced us, as a society, to look directly into the abyss of sexual harassment, violence, and abuse that is so much a part of our culture. This includes a new, laser-like focus on sexual harassment and gender equity issues in the workplace, including the higher education workplace.

Higher education institutions serve both as workplaces and as learning, recreational, and often living spaces for students and others. Broad discussion supported by the #MeToo movement has helped to expose the extent to which sexual harassment and violence occurs on campuses. If embraced, the #MeToo movement will aid in the resolution of sex-based harassment and other complaints by shining light into previously dark places. At the same time, this spotlight on unacceptable cultural norms may result in a more gender-neutral atmosphere, both on campus and in the workplace. Of course, this will also bring some new challenges to administrators as they work through related issues. Recognizing these challenges, as discussed below, is the first step toward positive resolution of the underlying issues.

*The problem? The problem is that, for every rock I earn doing the same work as you, you earn two rocks.*
#MeToo also has brought attention to issues of equality and fairness beyond sexual harassment and assault. In the context of advancing gender equality, now is a prime time to look at gender pay bias, which affects higher education as much as it affects all employers, public and private. Pay bias issues are being examined by state and local legislatures with new zeal, and first-ever requirements, including bans on applicant salary histories are popping up in numerous states, counties, and cities. State and local legislatures are also experimenting with ways to make it easier to pursue class and/or collective gender pay bias legal actions so that the problem can be addressed by the courts. Advance, voluntary, and critical self-analysis by your institution, as discussed in this article, may be a way to correct the problem and head off legal challenges.

Both of these highly publicized and difficult issues — harassment and violence, and gender-based pay bias — are ones which community colleges and their governing boards cannot ignore. Our goal in writing this article is to provide knowledge of the latest developments so that board members can ask intelligent questions and raise these current issues with their administrations. This is the best way to improve proper handling, diminution, and, hopefully, eradication of both these problems.

Role of Title IX Mandate

The Obama Administration’s edict that it is the college’s or university’s absolute obligation under Title IX to “resolve” all complaints of sexual harassment and violence on or related to campus brought this issue into the light. While the Title IX mandate was highly controversial, it resulted in most institutions making improvements in professionalizing their abilities to investigate and address this prevalent problem. While sexual harassment and violence continues (whether among students, between faculty and students, among staff, between students and staff, or any other permutation), observers uniformly conclude that mechanisms now are in place at virtually all institutions that can be used in an attempt to investigate and address these problems.

Although it has reconsidered past guidance on these issues, the Trump Administration has not actually altered the consensus best practice of most higher education institutions to continue their efforts to strengthen policies, educate constituencies, and investigate and resolve sexual harassment and violence complaints with a goal of corralling and reducing the prevalence and recurrence of these issues.

Role of #MeToo

Enter the Me Too movement (or #MeToo, with local alternatives in multiple languages), which became a viral phenomenon in October 2017. #MeToo is a social media hashtag (#) campaign that highlights the prevalence of sexual harassment and assault, violence, and abuse in our society, especially in the workplace. Catalyzed by allegations from several high-profile women that film producer Harvey Weinstein had assaulted or harassed them over the course of many years while numerous entertainment industry executives, aware of Weinstein’s criminal abuses, either enabled and covered them up or looked the other way, women and men alike began to share their own experiences of sexual harassment, assault, and abuse in the workplace via social media, tagging these stories with #MeToo. New stories were unveiled and discussed in the media for months, revealing the broad scope of sexually abusive behaviors in an equally broad range of workplaces in all sectors.

Journalist Ronan Farrow and The New Yorker, which published his bombshell report about Weinstein, carefully vetted information, including surveillance footage of Weinstein that supported alleged victims’ accusations before reporting the story. (Farrow and The New Yorker were awarded the Pulitzer Prize for public service in April 2018.) Even so, a great number of other cases have no such supporting evidence, leaving both victims and perpetrators vulnerable to injustice.

Victims of Circumstantial Evidence

One of the many Achilles heels impacting higher education sexual harassment and violence investigations is the absence-of-witness problem. The events being investigated usually occur when the accuser and the accused are alone, out of view of any third-party witnesses. The lack of witnesses, as well as the desire of potential witnesses not to be involved in such matters, often stymies investigators. As a result, outcomes are often inconclusive, resulting in the perception that the investigation was not fair, that the alleged victim has been victimized all over again, or that the institution is attempting to sweep the matter under the rug. In essence, the attempt to accord due process to both the accuser and the accused often results in
outcomes perceived by the accuser to be biased in favor of the accused.

The #MeToo movement has served to normalize the reporting of sexual harassment and sexual violence, reducing the stigma often experienced by victims in the past. It is anticipated that this shift in public consciousness will increase reporting of these events when they transpire, rather than, as in many of the most public cases, years and even decades later. In this regard, the movement should be embraced by investigators as a source of potential leads and witnesses. Handled properly, with professionalism, investigators may be able to take advantage of expanded assertions and supporting affirmations to develop leads and identify witnesses who may not have been available to them before #MeToo.

Of course, #MeToo is not without serious challenges for higher education. For example, a social media barrage against a specific professor or student alleging rumors of harassment or violence with no corresponding actual complaints can be both damaging and damning. A full blown “name and shame” approach can destroy reputations, careers, and relationships, regardless of whether a complaint is filed or an investigation is undertaken. Which begs the question: when — if at all — in such circumstances is the institution “deemed” to be on notice of a problem it is required to investigate, even if no formal or informal complaint has been lodged in accordance with its procedures? This challenge, among others, should be discussed by administrators and addressed, possibly even in the complaint procedures. No one-size-fits-all approach is available for this and other difficult issues. However, this should not stop trustees from asking presidents whether appropriate policies, unique to their own campus, are being developed to deal with these situations.

Commentators uniformly say that shining a light on a problem is the first step toward developing a solution. The #MeToo movement shines a blazing light on the prevalence of sexual harassment, violence, and abuse in a culture that has allowed such behaviors to go unchecked, with a goal of changing that culture, whether in a workplace or an educational institution. While there are challenges, trustees should nevertheless ask whether their presidents are exploring ways to address and potentially embrace the movement so that complaints can be quickly identified, addressed, and resolved. The legal maxim “Justice delayed is justice denied” highlights that the failure to identify, address, and resolve issues as they arise hurts the alleged victim, the alleged perpetrator, and more broadly, an institution’s culture and reputation.

Gender Bias Pay Issues and Higher Education

Unequal pay for “similar” work on the basis of sex is the centerpiece of increasing activity in state and local legislatures, even in the absence of federal activity in the sex discrimination area. Pay inequality is widespread throughout the United States, in both the public and private sectors. Although the pay gap appears to have narrowed in the last four decades, it persists and has remained stable. According to the Pew Research Center, women earned 82 percent of what men earned in 2017, based on an analysis of median hourly earnings of both full- and part-time workers in the United States. While commentators conclude that the pay gap is less glaring in higher education than in private industry, pay inequality is still a highly publicized area of concern that is subject to increasing regulation by state and local governments. Higher education will not be spared from the increase in collective and class-action litigation that alleges gender bias in pay for similar jobs.

The applicable federal law, the Equal Pay Act, mandates that the same salary be paid to all employees for doing the same job, regardless of gender. In other words, jobs of similar skills, education, duties, and responsibilities require equal pay, with some exceptions, irrespective of whether job titles are the same. Most states also have state equal pay laws; however, some states and localities are expanding the analysis to focus on the arguably broader issue of “pay equity,” which requires equal pay for jobs that are substantially similar, that is jobs where employees are engaged in substantially similar work based on a composite of skill, effort, and responsibility, performed under the same or similar working conditions, regardless of location. Expansive pay equity laws have recently been passed by California, Massachusetts, Maryland, and New York.

Another type of law aimed at achieving equal pay for women (and minorities) includes the salary history ban. Since 2017, at least six states, including California, Delaware, Massachusetts, New Jersey, New York, and Oregon, along with the Commonwealth of Puerto Rico, have passed statewide bans on the gathering of applicant salary history, which, they
Understand that trustees do not create administrative procedures or actual policies but rather set direction in the best fiduciary interests of the institution is crucial. In this regard, the board should proactively ask its institution’s president whether the administration is addressing these issues and help the institution to follow through by providing ample investigatory, human, and monetary resources to facilitate the ideas suggested here.

Understanding that trustees do not create administrative procedures or actual policies but rather set direction in the best fiduciary interests of the institution is crucial. In this regard, the board should proactively ask its institution’s president whether the administration is addressing these issues and help the institution to follow through by providing ample investigatory, human, and monetary resources to facilitate the ideas suggested here.

conclude, perpetuates past gender- and race-based salary discrimination. Numerous municipalities, including some in states without a statewide ban, have added themselves to the list by, for example, banning the collection of salary history on employment applications. Additional states and municipalities have legislation under consideration, and it is anticipated that the list of states and municipalities adopting salary history bans will increase drastically throughout 2018 unless new federal legislation covering a broad array of jurisdictions is put in place. It should be noted that while some of these bans apply to all employers within a jurisdiction, others may be limited to specific sizes and types of employers, such as private employers with more than 20 employees within a municipality, city employers, or state government contractors, etc. Regardless, higher education employers are advised to stay abreast of legislation in the states and municipalities in which they engage in recruiting and hiring activities.

This recent burst of legislative activity is designed to give everyone in the workplace the opportunity to receive market-level wages rather than perpetuating historically unequal wages based on an applicant’s sex or race. The goal is to ensure that by removing historic barriers to pay equality, employees who perform the same or substantially similar work will receive comparable wages at market rates. And of course, legislators are quick to point out that these mandates should be law because they are consistent with human resources industry best practices.

This leads us to a potential HR best practice that could prove to be an antidote to these problems: if your college’s human resources staff is concerned that pay inequality may be an issue at your institution, then the best course of action is to conduct an assessment. Performing a voluntary human resources self-analysis or audit of your salary structure by job category and gender may be a good way to identify and resolve potential issues. At a minimum, doing so reflects good faith, and the audit can be used to defend against a class- or collective-action lawsuit that alleges such discrimination. Assuming that any pay disparities identified via the audit process are immediately corrected, such an audit would also serve as a strong defense against claims that potential gender pay inequities were willful. If the results reflect evidence of a problem, then a voluntary correction, including payment of back wages, should be considered.

The Board’s Role

Understanding that trustees do not create administrative procedures or actual policies but rather set direction in the best fiduciary interests of the institution is crucial. In this regard, the board should proactively ask its institution’s president whether the administration is addressing these issues and help the institution to follow through by providing ample investigatory, human, and monetary resources to facilitate the ideas suggested above. (For a detailed discussion on what boards need to know about the movement, see Trustee Talk on p. 30.) All told, trustee involvement should provide a helpful start in addressing and eradicating concerns with regard to sexual harassment, sexual violence and gender-based pay discrimination at your institution.

Note: This article is provided for informational purposes and is not intended to serve as legal advice. For formal legal advice about these and related matters, consult your college’s legal counsel.

Ira Michael Shepard is Of Counsel to the law firm of Saul Ewing Arnstein & Lehr LLP, in Washington, D.C., and ACCT’s general counsel. Catherine E. Walters is a partner in Saul Ewing Arnstein & Lehr LLP, resident in the firm’s Harrisburg, Pennsylvania, office.
ANSWERING YOUR QUESTIONS ABOUT ISSUES AFFECTING BOARDS TODAY

TRUSTEE TALK WITH ACCT

BY NORMA W. GOLDFSTEIN, Ph.D.

Question: What should boards know and do about preventing sexual misconduct on their college campuses?

Answer: In fulfilling their fiduciary responsibilities for the safety and well-being of the college community, boards can become strong leaders in stemming the sexual violence crisis on college campuses by assuring that board policies and college practices on sexual harassment and misconduct are comprehensive and fully enforced. That includes mandatory training for the constituents of the college community.

In the wake of the #MeToo movement, trustees around the country have asked ACCT to discuss the issue of sexual misconduct and the board’s responsibilities. (A legal perspective on the issue is covered by ACCT’s general counsel and a colleague on p. 26.) This edition of Trustee Talk provides guidance and resources for community college boards and presidents, and aims to clarify trustee responsibilities involving sexual misconduct reported on their college campuses. However, it should not be considered to constitute legal advice.

The #MeToo movement is not just a current public rallying cry against sexual harassment and misconduct in the workplace and in our colleges; it is also arguably the result of years of societal neglect and avoidance. Estimates of the extent of sexual violence within the baccalaureate environment run as high as one-third of female students by the time they are seniors (Finley & Corty, 1993), although most of these assaults are not officially reported. With 28 percent of public community colleges offering on-campus housing (2018 Fast Facts, AACC) and this population likely to grow, the risk of sexual assault within the collegiate environment increases. Through clear, bold, and precise college policies, college boards of trustees now must confront their fiduciary responsibilities to protect the men and women in their college communities from sexual harassment and assault.

According to the U.S. Department of Justice (DOJ) Office on Violence Against Women, violence against women offenses on and off campus increased 9.5 percent in 2017, up from a reported increase in 2016 of 8.5 percent (Public Insight, April 27, 2018). Higher education leaders have the responsibility to review and report cases of sexual assault and harassment on their campuses (Serio, April 2018). For some institutions, culture change is needed, and boards can lead the way. Using the authority and scope of Title IX (see box, below) must be a priority in order for boards to provide the courage for the campus community — faculty, staff, and students alike — to report inappropriate behaviors.

A top-tier policy issue

In this decade, sexual assault has become a top-tier policy issue for all colleges and universities. After President Obama commissioned a White House Task Force to Protect Students from Sexual Assault in April 2014, 28 states introduced legislation concerning campus sexual violence in the following year alone. (Education Commission of the States, December 2015).

WHAT IS TITLE IX?

Title IX, as a U.S. federal civil rights law, was passed as part of the Education Amendments of 1972. Under Title IX, discrimination on the basis of sex can include sexual harassment, rape, and sexual assault. A college or university that receives federal funds may be held legally responsible when it knows about and ignores sexual harassment or assault in its programs or activities.
No official rate of sexual assaults solely for community and technical colleges is currently widely available. However, as the reporting of rapes and assaults increases, their leaders and trustees can no longer afford to look the other way, to allow offenders to return to campus to reoffend, or to support victims minimally, as has been documented in the past. Not providing substantial support to victims and not enforcing due process can cost colleges their reputations, leadership — and often, unwelcome federal oversight. Boards must be informed and proactive about what is happening on their campuses.

**Comprehensive board policies on sexual misconduct**

Foremost, with the assistance of counsel, the board should develop clear and comprehensive policies that promote zero tolerance of sexual misconduct by either students or staff. Survivors of such violence should easily find where to go to report and where to get immediate assistance. The existence of explicit sexual harassment and assault or misconduct policies communicates that a college will not tolerate acts of sexual violence and does not want its students exposed to the detrimental health effects that such violence causes (Vladitiu, Martin, & Macy, 2011).

With assistance of counsel, policies must make it simple for survivors to connect to on- or off-campus counseling. Studies have shown that counseling can make a significant impact on the well-being of survivors of sexual violence (Westmarland & Alderson, 2013). Moreover, students need to be able to receive essential physical and mental health services that can help aid recovery to a healthy mental status after an assault. Specific language and definitions to use for prohibited conduct, for reporting and confidentially disclosing sexual violence, for interim and supportive measures to protect students following an allegation, and for the Title IX coordinator’s role are available on the DOJ’s NotAlone.gov website.

**Checklist available for reviewing college policies**

A Checklist for Campus Sexual Misconduct Policies is available on the resources section of NotAlone.gov for colleges to reference as they review their sexual assault and misconduct policies. It delineates elements particularly important for institutions to consider when drafting these policies (see box, above right). According to the 2014 White House Task Force, sexual harassment policies tend to focus on the “threat of violence” and differ from a sexual assault or sexual misconduct policy. Some colleges keep the two policies separate.

A review of sexual assault and reporting policies on 10 university campuses in the U.S. (Streng and Kamimura, 2015) also warns colleges about having a generalized sexual misconduct policy for an entire multi-campus or multi-college system rather than an individual policy for each institution. Some large districts should make sure that each campus location has clear and specific procedures and go-to personnel identified. Examples of specific community college policies will be discussed in this article, and others are included in the list of resources at the end of this article.

**Discuss sexual misconduct policy openly**

Many see sexual misconduct as a public health issue and suggest that it is helpful for colleges to share best practices and expand the sexual misconduct conversation. With counsel present, board policy discussions can make a difference on campus. As a corporate body that acts as a unit to represent the common good, boards should debate and discuss issues such as sexual assault in public. Boards set the tone for the entire system or institution. They define policy directions for college operations, which can open debate about all perspectives, so they should ensure that nuances regarding sexual behaviors on their campuses are made clear. Their sexual assault policies should ensure fair treatment of employees and students. Through these actions, the board could stand as a role model that leads as a thoughtful, educated, and principled team.

**Publicize the policy and mandate training**

While some board policies may not need widespread attention, this one does. It should be widely known by the entire college community and public what zero tolerance means for both students and staff. In his YouTube video speaking out against campus sexual assault, Dr. Quintin Bullock, president of the Community College of Allegheny County (CCAC) in Pittsburgh,
Pennsylvania, affirms zero tolerance for domestic violence and sexual assault and encourages victims to come forward. “CCAC has put in place policies to ensure that the entire campus is aware, engaged, and supportive so that we are offering a safe environment for students,” Bullock says in the video. Regular scheduled trainings are part of CCAC's engagement.

Look at your website

Public statements like Bullock’s can reassure college and community members. As part of a prevention program, the board could work with the administration and student leaders and counsel to develop a public education campaign around sexual misconduct. Researchers found that most college websites include only necessary information about sexual assault and that “the content is difficult to locate and lacking in information on additional resources that could assist victims… or help in prevention efforts,” according to a 2015 study published in the Psychology of Women Quarterly. Twelve percent of colleges did not include information about sexual assault anywhere on their websites, according to this study. Boards may wish to review their own college’s websites to assess the accessibility of information for victims, as well as the legal ramifications and penalties for potential perpetrators.

How do boards prepare?

An annual conversation about sexual assault and harassment with the college's attorney may be a wise review for boards. Every board member should have a copy of Know Your Rights: Title IX Requires Your School to Address Sexual Violence, a publication of the United States Department of Education (available at ED.gov by searching the document’s title). Boards also should make sure that such a document is clearly available, if not given out, to each and every student and staff member. The Office of Civil Rights (OCR) also provides a Q&A on Campus Sexual Misconduct that offers guidance on schools’ responsibility to address sexual misconduct and decision making involving disciplinary action.

At the very least, board members must be well informed about Title IX, sexual harassment, and sexual assault issues, particularly of any incidents at their institutions. Dan Phelan, president of Jackson College in Michigan, makes his board aware of any serious allegation that occurs on campus at the time it happens, as well as any possible litigation, complaints, etc. "One of our trustees is a former chief of police, so his knowledge and expertise has been incredibly helpful,” Phelan says. “We all know that the safety and security of all of our employees and students is our responsibility.”

Sexual Harassment and Misconduct Training

Annual and comprehensive training for faculty, staff, and students should be on the trustee checklist at every community college. “Some states actually require such training. It is an important aspect in designing a cure, and it is something all boards should insist on and monitor,” says Ira M. Shepard, ACCT’s general counsel. “Trustees should even be in a position to occasionally suggest improvements or that administrators make sure they are using the latest in [sexual] harassment and violence training techniques and programs.”

Like students and staff, boards require training, and a multitude of resources is available to them. Foremost, the Department of Justice websites mentioned above provide resources, including Addressing Gender-Based Violence on College Campuses: Guide to a Comprehensive Model, a brief outline of which is in the resources section at the end of this article. The Office on Violence Against Women (OVW) also offers grants for institutions planning to develop campus orientation programs.

Another resource repeatedly cited by other publications is The Hunting Ground, a documentary film about college rape survivors that is sometimes used in campus training. The film provides a realistic view of the serious health threats victims face and a historical view of the past ways that some educational institutions have mistreated victims in contrast to the “cultural entitlement” treatment for offenders. (See p. 34.)

Underreported assaults

Title IX of the Education Amendments of 1972 was designed to prohibit discrimination on the basis of sex and requires colleges not only to have policies in place to prevent and protect students against sexual violence, but also to respond promptly to such violence. Despite such legal protections, most instances of sexual assault and rapes go underreported, with only one in five instances being officially reported. (Cantor et al, 2015) Often, campus climate surveys have been used to understand the scope of the situation.

Reasons for the underreporting of sexual violence vary: being unclear on where to report an assault to campus officials, issues of confidentiality, fear of not being believed or being re-victimized, and whether victims know their perpetrator. There’s also a huge backlog of rape kits — some decades old — that have never been tested (and therefore support allegations of sexual assaults never being tried).

With the updating of Title IX by the Obama Administration to require that colleges investigate sexual assault claims, colleges are now under scrutiny for handling sexual assault complaints (Culture of Consent, 2016). While students or staff members should feel safe in reporting harassment or assault, appropriate legal safeguards for evidence and truth must be affirmed. False accusations or reporting must be handled with extreme care; those cases that are not often end in legal entanglements and result in bad press for the college.

Mandatory and extensive professional development

In preparation for this issue, ACCT queried a handful of community college presidents and trustees from around the country.
Wyoming Community College District (NWCCD), reported that in addition to the Student Code of Conduct, his district also has a sexual misconduct procedure which applies to faculty, staff, and students and provides reporting guidance.

At NWCCD, sexual misconduct training is required for all students and incorporated in student orientation programs. “We have an online course that students take before they begin classes,” Wragge says. “The course is part of a larger suite of educational resources that we use for faculty, staff, and students to reduce risk as it relates to sexual misconduct and harassment, as well as alcohol and other drugs.” These resources are available at https://home.campusclarity.com/.

NWCCD also provides annual in-person training for students in leadership roles or supervisory student positions, as well as for all student athletes and their coaches. Faculty and staff are provided information on reporting sexual harassment and misconduct in a variety of ways:

- annual portal posts to remind staff of access to resources and their responsibilities to report;
- sexual harassment/misconduct online training courses every other year and annually for those in supervisory roles;
- overview for faculty and adjuncts at the annual fall in-service; and
- more in-depth training for several staff and faculty groups – those serving as sponsors for study experiences outside the United States, coaches, and staff working with students in campus housing.

Wragge adds that more than 25 NWCCD staff members have participated in Title IX investigation or adjudication training in the past three years. These trainings are provided by risk management/law firms that specialize in Title IX and sexual misconduct training and consulting. “As required by the U.S. Department of Education, we keep a record of training participation in our Title IX Coordinator’s Office,” he says.

Training and Compliance

According to Phelan, Jackson College offers a combination of trainings. “We provide an in-person and online training for campus security a couple of times a year,” he says. “All administrators receive annual training. We provide forums, speakers, and movies to train and provoke conversation amongst our students, but particularly our housing students. Our resident assistants, desk assistants, and security at the front desk of housing are all trained as well on how to respond. We also send our HR professionals to conferences for additional training and expertise on how to investigate and keep our organization compliant.”

Guidelines for boards to consider:

In addition to clear, well-publicized policies, boards can encourage the administration to create partnerships with health and enforcement agencies, rape crisis centers, counseling professionals, etc. Sexual assault is primarily a health issue for students (predominantly females) and a fiduciary responsibility for boards. Colleges and boards must ensure their safety and health and ensure proper learning environments for all students. Guidelines for boards to consider include:

1) First and foremost, make sure the president and college administration stay well informed about enactment of laws and new guidelines by your state legislature and federal government. Don’t be caught off guard. Work with your board’s counsel.

2) Review your sexual misconduct policies with counsel. Publicize the policies well, and encourage annual mandatory training for staff and students, particularly at orientation time.

3) Be informed about what is happening on your campus. Encourage the administration to conduct appropriate campus climate surveys. DOJ provides guidelines and model questions for such surveys.

4) Ask your administration to promote campus dialogue from all constituents — students, staff, faculty, and administrators and the community. Build partnerships within the community.

Consent must be informed, voluntary, and mutual, and can be withdrawn at any time. There is no consent when there is force, expressed or implied, or when coercion, intimidation, threats, or duress is used. Whether a person has taken advantage of a position of influence over another person may be a factor in determining consent.

Silence or absence of resistance does not imply consent. Past consent to sexual activity with another person does not imply ongoing future consent with that person or consent to that same sexual activity with another person.

If a person is mentally or physically incapacitated or impaired so that such person cannot understand the fact, nature, or extent of the sexual situation, there is no consent; this includes impairment or incapacitation due to alcohol or drug consumption that meets this standard or being asleep or unconscious. (DOJ)
5) The administration should assure the board that sexual misconduct resources are well-advertised on campus and on the college website.
6) Discuss implications, assess risks, and manage threats. There are different viewpoints about the costs of implementing appropriate sexual assault services. Make sure the administration is well informed and that you work closely with counsel.

Governing boards and administrations have a responsibility to safeguard their institutions. It is important for boards to ensure that the administration reviews and assesses college sexual misconduct policies for consistency and compliance with federal and state laws.

RESOURCES

NOT ALONE: PROTECTING STUDENTS FROM SEXUAL ASSAULT
U.S. DEPARTMENT OF JUSTICE

- Checklist for Campus Sexual Misconduct Polices
- Sample Language and Definitions of Prohibited Conduct for a School’s Sexual Misconduct Policy
- Sample Language for Title IX Coordinator’s Role in Sexual Misconduct Policy
  See www.justice.gov/ovw/protecting-students-sexual-assault.

Sample community college policies: These are good examples, but each institution should develop its own policies carefully and with the assistance of counsel.

- Prince George’s Community College, Maryland

- Jackson College, Michigan

- North Central State College, Ohio
  http://www.ncstatecollege.edu/cms/media/PDF/policies/15-03.pdf
  http://www.ncstatecollege.edu/cms/media/PDF/policies/15-031.pdf
  http://www.ncstatecollege.edu/cms/media/PDF/policies/04-20.pdf
  http://www.ncstatecollege.edu/cms/media/PDF/policies/15-01.pdf
  (see paragraphs, (E) (14-19)

- Northern Wyoming Community College District

HIGHLIGHTS OF THE HUNTING GROUND
(documentary, 2015, available on Netflix)
- 16% of women on college campuses are assaulted.
- 88% do not report
- 2-8% false reports
- Less than 8% of men in college commit 90% of assaults.
- Repeat offenders commit 6 or more assaults.
- 26% of assaults are reported to police; of these only 20% are prosecuted after a long period of time
- Offender penalties: warnings, $75, assigned papers or community service; expulsions are extremely rare.
- Most offenders are allowed to return to campus.
- Student athletes commit 19% of sexual assaults.
- Signs: SAE = sexual assault expected
- Colleges/Universities: “Effort to silence the problem”
- Colleges/Universities: “Complicit in abuse of victims”
- 100 colleges & universities are under investigation (2015)
- Predict 100,000 more rapes will occur next year.

SeeActStop.org

Disclaimer: This newsletter is offered for general informational purposes only. It is not offered as and does not constitute legal advice. The views and opinions expressed in this article are those of the author and they do not necessarily reflect the official policy or position of the association.

Do YOU have a question for us?

To share your story or reaction to the latest issue of Trustee Talk, email: Dr. Norma Goldstein, Director of GISS & Special Projects, at ngoldstein@acct.org.

Norma W. Goldstein, Ph.D., is director of the ACCT Governance Institute for Student Success and special projects.

Engage Your Board. Advance Your College.

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

Services Include

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

Call to learn more about ways to engage your board and make use of each trustee’s skills and expertise.

Contact:

Colleen Allen
Director of Educational Services
callen@acct.org

202-775-6490 | www.acct.org/services
Executive Searches

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.

ACCT Searches – Recent Appointments
Maricopa Community Colleges, Ariz.

Dr. Greg Peterson
President, Chandler-Gilbert Community College

Dr. Teresa Leyba-Ruiz
President, Glendale Community College

Dr. Richard Haney
President, Mesa Community College

Dr. Larry Johnson, Jr.
President, Phoenix College

“After completing a nationwide search, we are proud to announce the selection of four new college presidents — they are all outstanding leaders who are committed to innovation, excellence, and the communities we serve. When we began this process, MCCCD identified several criteria for these positions, including finding individuals who were recognized innovators in higher education, dedicated to economic and workforce development in Arizona, and committed to building a thriving community through student success. We are thrilled that each of these incoming presidents not only met, but also exceeded, the high bar we set for these critical positions.”

—Dr. Maria Harper-Marinick, Chancellor, Maricopa County Community College District
Executive Searches

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.

Hagerstown Community College, Md.
Dr. Jim Klauber
President

“Dr. Klauber demonstrated a strong commitment to the success of our students and our institution in meeting the needs of the region that we serve. We are delighted to welcome Dr. Klauber and his family to HCC and the community. The board was very pleased with the support provided by ACCT in our search.”

—Austin S. Abraham, Board Chair, Hagerstown Community College

Mt. Hood Community College, Ore.
Dr. Lisa Skari
President

“The board is proud of the search process that brought us five highly qualified candidates. Dr. Skari stood out as a bold and innovative leader, qualities that will bode well for the future of the college.”

—Tamie Arnold, Board Chair, Mt. Hood Community College

Northern Wyoming Community College District
Dr. Estella Castillo-Garrison
Vice President of Academic Affairs

“Dr. Castillo-Garrison, a first-generation college student, brings extensive experience and strong leadership skills to the position. I’m very pleased with the process and the outcome of this search.”

—Dr. Paul Young, President, Northern Wyoming Community College District

Bellevue College, Wash.
Dr. Kristen Jones
Provost for Academic and Student Affairs

“Dr. Jones brings substantive expertise to the role. She has held executive leadership positions for both large and small community colleges, and her collaborative approach has resulted in significant initiatives in both instruction and student affairs.”

—Dr. Jerry Weber, President, Bellevue College

Otero Junior College, Colorado Community College System
Dr. Timothy Alvarez
President

“After completing a nationwide search, we are proud to announce the selection of Dr. Alvarez — he is an outstanding leader who is committed to innovation, excellence, and the communities we serve. When we began this process, CCCS identified several criteria for the position, including finding candidates who were recognized leaders in higher education, dedicated to economic and workforce development, and committed to building a thriving community through student success. We are thrilled that Dr. Alvarez has not only met, but exceeded the high bar we set for this critical position.”

—Dr. Nancy McCallin, President, Colorado Community College System
BOARD RETREATS, BOARD SELF-ASSESSMENTS, AND CEO EVALUATIONS

Thank you to the following colleges which recently held a board retreat or conducted a board self-assessment and/or CEO evaluation. ACCT is the only national organization whose board service consultants are dedicated exclusively to our shared mission of advancing student success at open-access institutions. If you would like to learn more about these or other ACCT board services, please contact Colleen Allen at callen@acct.org or 202.775.6490.

Aims Community College, Colo.
Crowder College, Mo.
Diné College, Ariz.
North Orange County Community College District, Calif.
Pima Community College District, Ariz.
Riverside Community College District, Calif.
Roanoke-Chowan Community College, N.C.
San Bernardino Community College District, Calif.
Do You Remember …your last board retreat?

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

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

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

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

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

Our service derives its strength and uniqueness from the following:

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

**Classic Topics**

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

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

For more information or to schedule a retreat, contact Colleen Allen at callen@acct.org / 202.775.6490.
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.
Advocacy and Action

By Margaret Lamb
San Diego Community College District, California

I DON’T KNOW ABOUT YOU, BUT IT SEEMS THAT TIME KEEPS going by faster and faster each year. 2018 started fast and furious at a frenzied pace. Now that we have settled into the year, at my college and I am sure at many of yours, attention has turned to promoting advocacy with our lawmakers. Advocacy is a priority at our college, and sharing our legislative priorities with elected officials is always important. Each of us plays an important role in this effort.

During the 2017 ACCT Leadership Congress held in Las Vegas, PBSN hosted a panel on legislative advocacy with key stakeholders from across the country. The panel featured Dr. Mark Mitsui, president of Portland Community College and former Deputy Assistant Secretary for Community Colleges in the U.S. Department of Education’s Office of Career, Technical, and Adult Education; Dr. William Serrata, president of El Paso Community College and member of the Texas Association of Community Colleges Legislative Committee; Tom Milligan, chairman of the board of trustees at Edison State Community College; and Jennifer Stiddard, ACCT’s director of government relations. The panel was moderated by Andrea Henderson, executive director of the Oregon Community College Association.

The panelists provided several examples of not only what college presidents and trustees can do to foster relationships with their legislators, but also the key role the executive assistant plays in helping to maintain those relationships. I encourage you to take a moment to identify ways you can involve your local legislators on your campus. For example, one thing that we started doing at my college in 2016 was inviting all of our state legislators to our campus for a luncheon and presentation at our culinary restaurant. The legislators were extremely engaged by our students’ culinary skills and our program. Our president provided a brief PowerPoint presentation detailing the college’s legislative priorities, and members of the board of trustees were on hand to talk with the legislators and provide additional information. The legislators walked away with a notebook of information in their hands and had a better understanding of the college district’s mission and goals.

This is only one example shared at the conference. We are planning another valuable session this fall, and we hope you will attend. The purpose of the PBSN meeting is to provide an opportunity to gather with your colleagues from across the nation to develop your own network of professionals who can share best practices. I hope that each of you has an opportunity to attend the 2018 Congress in New York City, participate in our workshops, and share your own best practices.
IN 1942, THE NATIONAL SECRETARIES ASSOCIATION WAS founded. Originally, its twofold purpose was to highlight the value of administrative personnel and to encourage more to enter the field by making it more appealing. In 1952, National Secretaries Week was instituted, along with National Secretaries Day. However, since the term “Secretaries Day” did not fully encompass the role of the profession, the name was changed in 1981 to “Professional Secretaries Day.”

Yet the word “secretary” still possessed a stigma. As CNN’s Megan Carpentier put it, “The word ‘secretary’ conjures up images of a bygone era, an era of pearls and sweater sets, sensible heels and knee-length skirts, and the right mixture of efficiency and humility to fade into the background while acting as a powerful man’s right hand.”

So because words do matter, in 2000 the terminology was once again changed to embrace the ever-expanding role and responsibilities of the administrative professional. As a result, every April, more than 4 million individuals, 98 percent of them women, observe “Administrative Professionals Day.” And professionals we are. Gone are the days of simply answering phones, taking dictation, and filing documents. Today, many of us have the title of Executive Assistant or Administrative Assistant, but even these titles encompass many other responsibilities: Office Administrator/Manager, Budget Manager, Accountant, Purchaser, Presenter, and more.

The profession has evolved so much that the National Secretaries Association changed its name in 1998 to the International Association of Administrative Professionals (IAAP), whose main objective is to “provide education, certification, and leadership development to administrative professionals.”

A more recent example highlighting that words do matter is a joint resolution adopted by the Classified Senates within the San Diego Community College District. The resolution was presented to the district’s participatory governance council,
requesting that the district use the term “classified professionals” rather than “classified staff” due to the fact that these employees serve their colleges and districts in a number of professional and specialized positions.

Words also matter in our day-to-day communications. As technology continues to replace face-to-face communication, words are even more important in conveying our message in the absence of tone of voice, body language, and other contextual clues. As administrative professionals, we spend up to 80 percent of our day communicating (via email, over the phone, and in meetings). As anyone who has had to spend hours clarifying previous emails can tell you, there is a reason that “excellent oral and written communication skills” tops the list of desired qualifications for most administrative professional positions.

As administrative professionals, we represent not only our CEOs, but also the character and reputation of our respective colleges and districts. We are the spokespersons, often responsible for the first and most important impression that can be made. It is in this context that we have to ask ourselves if we are keeping up to date with proper word usage and terminology. Are the words we use professional and tactful? Or do our word choices put up barriers? For example, if we are dealing with a situation caused by another department, are we quick to criticize, or do we search for the right words to dignify and elevate the situation? Instead of stating “their department blew it,” can we rephrase to “perhaps there is something they are not understanding; they’ve never had a problem like this before”? Or shift from “she’s just not getting it!” to “are we explaining it to her the right way”? Every day we interact with dozens of individuals, each with unique issues and personalities, which is why we need seasoned emotional intelligence to use the words that will make a difference.

Another way we can show words do matter is by being reasonably sensitive to how people respond to certain phrases. Using the proper words can dignify the office we represent — for example, using terminology such as police officer and not policeman, or chair instead of chairman unless it’s the official title. Community colleges are incredibly diverse, serving students from a wide range of academic, socioeconomic, cultural, disability, gender identity, sexual orientation, and ethnic backgrounds. Words and descriptors that may have been acceptable in the past can now incite powerful reactions and devalue otherwise valuable advice and directions. Since we work in higher education, it is even more important to use correct academic terminology and grammar, as expectations are higher given the institutions we represent.

“Last year’s words belong to last year’s language. Next year’s words await another voice.” These words by the poet T.S. Elliot illustrate that words do matter. It reminds us that the words we use today will ultimately evolve and change in the future, so as administrative professionals, it is critical that we continue to stay current with trends in higher education and in our society. In that way, our words can make a difference in a positive way.

THE PROFESSIONAL BOARD STAFF NETWORK’S EXECUTIVE Committee has been hard at work planning the PBSN workshops that will take place in conjunction with the ACCT Leadership Congress in New York City this fall.

We will start with the traditional Meet-and-Greet on Wednesday, October 24, at a restaurant near the host hotel; followed by a three-hour workshop on Thursday, October 25, and a two-hour session, including the PBSN annual business meeting, the morning of Friday, October 26.

Early this summer, more information about the fall workshops will be sent via email and will be available on the PBSN Group Facebook Page (www.facebook.com/groups/ACCTPBSN). However, we encourage you to begin making your plans to attend soon, as we expect a great turnout. We hope to see you in New York!
2018-2019 Candidates for the ACCT Board of Directors

REGIONAL DIRECTOR

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

Central Region
Dawn Erlandson*
Minnesota State Colleges and Universities, MN

Northeast Region
Robert Hydorn*
Montgomery College, MD

Pacific Region
Bernie Rhinerson*
San Diego Community College District, CA

Southern Region
Edwin Dalrymple
Central Piedmont Community College, NC

Western Region
Dan Mims*
San Jacinto College, TX

DIRECTOR-AT-LARGE

(3) Three-Year Terms
The following is the slate of nominees:

Dan Altmayer*
Highline College, WA

William Kelley*
Harper College, IL

Jay Nardini*
Hawkeye Community College, IA

Alton Smith
Lone Star College System, TX

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

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

2018-2019 Candidates for the ACCT Diversity, Equity and Inclusion Committee

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

Central Region
Amanda Howland*
College of Lake County, IL

Northeast Region
Diane Dixon-Proctor*
Anne Arundel Community College, MD

Pacific Region
Meredith Brown*
Peralta Community College District, CA

Southern Region
Yvonne Barnes*
Trident Technical College, SC

Western Region
Carolyn Thomas Morris*
Navajo Technical University, NM

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

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

ACCT DEADLINES

» Application to Serve as Associate Committee Member in 2019
  September 1, 2018

» National Legislative Summit Early Bird Registration
  December 21, 2018

» Board of Directors Candidate Nominations
  January 10, 2019

» Diversity Committee Candidate Nominations
  January 10, 2019

» National Legislative Summit Hotel Registration
  January 11, 2019

For inquiries related to the ACCT Board of Directors, Diversity, Equity and Inclusion Committee and other committee participation, please contact nominations@acct.org
Show your pride in being a trustee.

Community college trustee T-shirts and mugs are now available.

https://members.acct.org/eweb/
P R A T N E R S H I P S: BUILDING BLOCKS TO STUDENT SUCCESS

OCTOBER 24-27, 2018
NEW YORK, NEW YORK
congress.acct.org