

# TRUSTEE

SPRING 2022

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## QUARTERLY

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*The Voice of Community College Leaders*



# AMPLIFYING THE MESSAGE

First Lady Jill Biden and other administration leaders highlighted the sector's momentum at the 2022 National Legislative Summit.

# ACCT AWARDS PROGRAM

ACCT's awards program is designed to recognize and honor outstanding community college trustees, equity programs, presidents, faculty members, and professional board staff members at regional and national levels. In order to be considered for an Association Award, you must first submit a nomination at the regional level.

## REGIONAL AWARDS

Trustee Leadership  
Equity  
Chief Executive Officer  
Faculty Member  
Professional Board Staff Member

The Awards committees will select and notify the Awards recipients prior to the ACCT Leadership Congress. ACCT's Awards recipients will be honored at the 2022 ACCT Leadership Congress this October in New York, New York.

Visit [www.acct.org](http://www.acct.org) for specific nomination criteria and to submit nominations online.

## ASSOCIATION AWARDS

M. Dale Ensign Trustee Leadership  
Charles Kennedy Equity  
Marie Y. Martin CEO  
William H. Meardy Faculty Member  
Professional Board Staff Member

Call 202.775.4667 with any questions.  
All nominations must be received by June 13, 2022.

[WWW.ACCT.ORG](http://WWW.ACCT.ORG)

NOMINATIONS DUE

**JUNE 13** 2022



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## From the Chair

# Tell Others Why Your College Matters



I GREW UP JUST THREE BLOCKS FROM A community college, but I went to a four-year university out of town and had no direct experience with it until later in life. My son took dual-credit courses from the college while in high school, and he was able to attain 32 dual credits by the time he graduated. This made it possible for him to earn a degree from the community college in one year, graduating in 2008.

That experience revealed to me what community colleges can offer high school students — something I had not considered before. I was asked the following year whether I'd be interested in running for the college's board, and since joining the board of Moberly Area Community College, I have come to understand

the great value that our colleges offer to people throughout our communities.

April was Community College Month, and the national #CCmonth campaign coordinated by ACCT encouraged advocates throughout the country to communicate the importance of our communities' colleges through social media and local press outlets. According to social media analytics service Keyhole, these messages reached more than 5.5 million individuals and were seen over 12 million times in April alone.

This messaging is vitally important because many of us have notions of what community colleges are — and are not. Some people see our colleges as junior colleges. Others see them as vocational schools. Yet others see them primarily as “upskilling” resources, where established workers go to learn practical skills. The reality — as you know — is that most of our colleges serve all these roles and more. The question is whether the people in our communities know it.

Community colleges serve not only individual students, but entire families. I have learned this as a judge with juvenile and family board jurisdiction who also works closely with Moberly Area Community College to help raise student parents out of poverty and get them into stable, productive, profitable lives so they can take care of their families by giving their children healthier environments today and more promising futures. This is why I asked for the 2022 ACCT Leadership Congress theme to be “Community Colleges: Improving the Lives of Entire Families.”

As trustees, you know as well as I do what our colleges do for our communities. It is our privilege to have influence in our communities, and it is our responsibility to serve as college ambassadors, always communicating the good works being done by our colleges and the great successes of our students. Please remember to share these messages regularly with your state and elected officials so they know your college is worthy of praise and ongoing investment.

I encourage you to share your viewpoints and ideas at the 2022 ACCT Leadership Congress in New York City this October 26-29. As an ACCT member, you have the opportunity to share the great work your college and its board have been doing with other community college leaders so that lessons learned throughout the country can be brought back home to make our institutions even better. I look forward to seeing and speaking with you this October.

JAMES COOKSEY  
MOBERLY AREA COMMUNITY COLLEGE, MISSOURI

# TRUSTEE QUARTERLY

The Voice of Community College Leaders

SPRING 2022

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Opinions expressed are those of the authors and do not necessarily reflect the opinions and values of the Association of Community College Trustees.

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## From the President & CEO

### Let's Get Together



Dear ACCT Members,

ACCT'S MISSION FOCUSES EQUALLY ON COMMUNITY college advocacy and trustee education, but all our work boils down to meeting members' needs. Before taking the reins as ACCT's chief executive officer, I served for 16 years in a variety of capacities that included setting the direction on public policy, membership, and other initiatives. What motivated me to declare my candidacy was the possibility of realizing ideas I gestated for years about how to get more involved with and better serve your institutions.

Six months in, I'm happy to report that we're making good progress.

Last fall and winter, we convened a virtual listening tour so that ACCT's staff and I could learn what's on your mind. Through that process, we've gotten a better grasp of what you need and want from your national governance association, and what challenges and opportunities your institutions and board members are being met with. This vitally important information factors into our day-to-day programmatic and advocacy work, and it will factor into the ACCT Board of Directors' strategic planning process this summer.

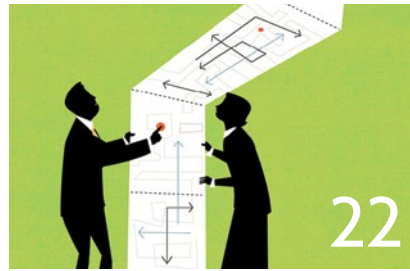
Almost 20 years ago, ACCT's leadership and membership agreed to discontinue convening regional meetings for a variety of reasons, a primary one of which was that they were financially unsustainable for the association. Yet I've heard the requests of many of you to reinstate some form of regional meeting. This is a new day and age, and technology presents us with new opportunities. This spring, we are convening virtual meetings for each of our five regions. These are opportunities for ACCT members to share information with the association as well as to connect, share information and ideas, and develop regionally relevant plans together. I can't tell you how thrilled I am that we are able to meet this need. I hope you and your colleagues will take advantage of these new meeting opportunities, and I urge you to let our staff know what you like, what you learn, what you need us to know, and what we could be doing better.

Since November, I have visited 15 member colleges, 11 state community college associations, and the convenings of six other relevant organizations, including those of the American Association of Community Colleges, the U.K. Association of Colleges, the Bellwether Community College Consortium, the National Association of Community College Entrepreneurship, Phi Theta Kappa Honor Society, and the Rural Community College Alliance. It's been a lot of travel — and it's exactly what I have been itching to do for so many years, to see so many of you face to face on your own turf and to get to know your communities better.

However we do it, whether it's at the ACCT Leadership Congress and Community College National Legislative Summit, on your campus, or online, let's get together. Every single thing that this association does is in service to your board and your institution. I — and my hardworking staff — need to know you to know what you need from us. I look forward to getting to know you better in the coming months and years.

JEE HANG LEE  
ACCT PRESIDENT AND CEO

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## Model Standards of Good Practice for Trustee Boards

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

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

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

# NEWS

## Community College of Baltimore County, Ocean County College, Houston Community College Receive 2022 Bellwether Awards



Three community colleges — Community College of Baltimore County, Ocean County College in New Jersey, and Houston Community College — were honored with 2022 Bellwether Awards.

The Bellwether College Consortium is comprised of award-winning colleges charged with addressing critical issues facing community colleges through applicable research and the promotion and replication of best practices addressing workforce development, instructional programs and services, and planning, governance, and finance. The nationally recognized Bellwether Awards focus on cutting-edge, trendsetting programs worthy of replication. Each year, 30 community colleges are deemed finalists from a large group of applicants in the United States and its territories. The selected colleges compete for one of three Bellwether Awards. The 2022 awards were presented on Tuesday, March 1.

Community College of Baltimore County in Maryland was presented the 2022 Instructional Programs & Services Bellwether Award for programs or activities that have been designed and successfully implemented to foster or support teaching and learning in the community college. The college received the award for "General Education as a Mechanism to Promote Equitable Access to High-Impact Practices."

Ocean County College in New Jersey was presented the 2022 Workforce Development Category Bellwether Award for public and/or private strategic alliances and partnerships that promote community and economic development by producing workforce. The college received the award for "Meet Reggie: The AI Chatbot Transforming Ocean County College."

Houston Community College in Texas was presented the 2022 Planning, Governance & Finance Bellwether Award for programs or activities that have been designed and successfully implemented to improve efficiency and effectiveness in the community college. The college received the award for "Celebrating Entrepreneurship: The Foundation of America's Economy."

To learn more about the Bellwether College Consortium and the Bellwether Awards, visit [bellwethercollegeconsortium.com](https://bellwethercollegeconsortium.com).

## Rep. Richard Neal Honored for Bipartisan Service to Education, Bryce McKibben Receives Government Relations Award



Rep. Richard Neal, second from left, with (from left) AACC Chair Richard Rhodes, Holyoke Community College President Christina Royal, ACCT Chair James Cooksey, ACCT President & CEO Jee Hang Lee.



Bryce McKibben, center, with (from left) Rhodes, Washington State Association of College Trustees Director Kim Tanaka, Cooksey, Lee.

The award is presented annually to a national leader or leadership team who have made extraordinary contributions to national public policies and resources that support education, training, and postsecondary learning.

In conjunction with the 2021 Community College National Legislative Summit, ACCT and the American Association of Community Colleges (AACC) recognized **Rep. Richard Neal** (D-Mass.) with the 2022 National Education Service Award. The award is presented annually to a national leader or leadership team who have made extraordinary contributions to national public policies and resources that support education, training, and postsecondary learning. As chair of the House Ways and Means Committee, Neal was instrumental in the inclusion of the Tax-Free Pell Grant Act, which would prevent students from being taxed on the portion of their Pell award which exceeds tuition costs, in the Build Back Better Act passed by the House this fall. He was also instrumental in securing \$1.2 billion in funding

for a potential successor to the Trade Adjustment Assistance Community College Career Training Grants (TAACCT) in proposed legislation.

**Bryce McKibben**, senior director of policy and advocacy at the Hope Center and a former senior policy advisor for Sen. Patty Murray (D-Wash.) and ACCT staffer, was presented with the 2022 Government Relations Award. In his role supporting Murray on the Senate Health, Labor, Education and Pensions (HELP) Committee, McKibben played a key role in ensuring passage of key community college priorities such as Year-Round Pell, Second Chance Pell, and ensuring that community colleges received a fair formula for Higher Education Emergency Relief Fund (HEERF) funding.

## New Governance Book from Community College President



In *The Community Board 2.0: Covenant Governance*, Jackson College CEO Daniel J. Phelan provides the reader with a fresh and comprehensive approach to both considering and implementing an

uncommon governance practice that emphasizes a lasting, effective, and a sustaining relationship between the board and president. This discussion encapsulates pre-hiring practices and principles regarding CEO selection, onboarding, various board membership constructions (both appointed and elected), and new dimensions of board governance that emphasize competition, agility, transparency, effectiveness, and new business models. The discussion also includes elements of policy and bylaw design, intentional governance design and development, committee structures and use, parliamentary procedures, meeting construction and effectiveness, CEO contracts and evaluation, board self-evaluation, generative thinking and planning, transparency, and addressing board and organizational challenges.

Given that transitioning to a new, enhanced, or blended governance model can be difficult, the book offers suggestions and guidance about how to move toward a more preferred, effective model. This component will include tools, such as a strategy canvas, and other processes to assist boards in addressing questions along the way, such as how and where to begin, how to evaluate the efficacy of the current model, and how to structure the transition process and the timing thereof.

Order online at [rowman.com](http://rowman.com), Amazon, or other major booksellers.

*All proceeds from the sale of this book will be donated to Jackson College student scholarships.*

## New Podcast Episodes on Governance Fundamentals, Student Trustees, More

"As a new trustee, I love your podcast and have learned so much from listening," reads a message we recently received. That's why we continue to create new episodes of *In the Know With ACCT*, building our library of over 100 episodes.

This season, we're excited to be featuring episodes about the fundamentals of good governance, in addition to other topical themes.

Recent episodes include:

- Community College Student Trustees
- Secretary of Labor Marty Walsh Addresses Community College Leaders
- Improving the Lives of Entire Families: Meet ACCT Board Chair Judge James Cooksey
- Lumina Foundation's Million Dollar Community College Challenge
- Secretary of Education Miguel Cardona Addresses Community College Leaders
- 2022 Community College Legislative Summit Priorities with ACCT and AACC
- Helping Student Parents Succeed with Nicole Lynn Lewis of Generation Hope
- Get to Know Carrie Warick-Smith, ACCT's New Vice President of Public Policy
- Get to Know Jee Hang Lee, ACCT's New President and CEO
- And more

For listening options on your mobile device or computer, go to [www.acct.org/podcast](http://www.acct.org/podcast).



## MARK THESE DATES ON YOUR CALENDAR

- June 13: ACCT Awards Nominations Due
- June 15 – 18: Governance Leadership Institute: Hawaii
- August 4 – 6: Governance Leadership Institute for New Trustees: Washington, D.C.
- August 16: ACCT Leadership Congress Early Bird Registration Discount Ends
- October 3: ACCT Leadership Congress Hotel Reservation Deadline



## Non-Credit & Credit Alignment Lab Participating Institutions Selected

The Association of Community College Trustees (ACCT) and Education Strategy Group (ESG) are pleased to announce the 14 community colleges selected to participate in the Non-Credit & Credit Alignment Lab (NCAL).

The NCAL is a two-year initiative to support 14 community college governance units' efforts to develop new or improved pathways between non-credit and credit programs.



### Non-Credit & Credit Alignment Lab Cohort

CUNY Community Colleges Consortium  
Hudson County Community College  
Jackson College  
Lehigh Carbon Community College  
Louisiana Community and Technical College System  
Minnesota State Colleges and Universities  
North Iowa Area Community College  
North Shore Community College  
NorthWest Arkansas Community College  
Prince George's Community College  
San Diego Community College District  
San Jacinto College  
University of Hawai'i Community Colleges  
Vance-Granville Community College

NCAL will provide meaningful spaces for community college leaders to learn and receive support from their peers and national experts. As part of this initiative, community colleges will collectively diagnose current efforts underway to align programs, set a vision, build the case among college constituencies, and receive accountability from their peers to implement. By the end of the initiative, each participating college will develop new or improve current pathways between non-credit and credit functions that address critical barriers to alignment related to program design, institutional policy, governance structures, administrative functions and student supports.

Through this initiative, ACCT and ESG will build the case among a greater number of community colleges that non-credit and credit alignment is critical for students because it provides a pathway to higher-level credentials that lead to higher wages and more sustainable careers — and for colleges, as it offers a new on-ramp for enrollments.

"The disconnect between credit and non-credit pathways has made it exceedingly difficult for students to advance in their career and educational pursuits," said Peter J. Taylor, president of ECMC Foundation. "We're thrilled to support the development of the Noncredit and Credit Alignment Lab because it has the potential to remove those barriers for students transitioning between programs and make meaningful credentials more attainable."

To learn more, visit [www.acct.org](http://www.acct.org).

## LET THE LAW WORK FOR YOU

Timing is everything when it comes to advocacy, but not everyone has time to pay attention to pending legislation day in and day out.

ACCT's Latest Action in Washington (LAW) Alerts do the work for you.

Since 2008, nearly 1,900 people have signed up to receive ACCT's LAW Alert emails — brief summaries of legislative actions emailed to subscribers as legislation happens, giving community college trustees, presidents, and other leaders and advocates time to contact their representatives and exert influence before it's too late.

Please encourage your fellow trustees, presidents, and colleagues to stay up to date about legislation that affects their community colleges by joining the LAW E-Alert network. To join, simply email [publicpolicy@acct.org](mailto:publicpolicy@acct.org) with "LAW Alert" in the subject of the email.

For more information about ACCT's advocacy services, visit [www.acct.org/advocacy](http://www.acct.org/advocacy).



# Sifting Through the Education Department’s Alphabet Soup

Negotiated rulemaking around ATB and GE represent areas of importance for community colleges.

By Carrie Warick-Smith

WASHINGTON IS KNOWN FOR ITS “WONK talk” — including acronyms (POTUS), initialism (FBI), backronyms (AMBER Alert), and shorthands (“the Hill”). The U.S. Department of Education (just “the Department” to those of us who work in the education field) is no stranger to this trend. And a just-completed process of consequence to community colleges is an alphabet soup of phrases and acronyms.

Negotiated rulemaking, also called “neg reg,” is the process by which the Department amends regulations for programs in Title IV of the Higher Education Act, which oversees federal student aid. The Department recently hosted a series of sessions with an Affordability and Student Loans Committee and an Institutional and Programmatic Eligibility Committee.

The latter group tackled seven topics over three months, with two of key importance of community colleges: Ability to Benefit (ATB) and Gainful Employment (GE). Anne Kress, the president of Northern Virginia Community College, served as the negotiator representing two-year public institutions, with William S. Durden from the Washington State Board for Community and Technical Colleges serving as an alternate.

## How Does “Neg Reg” Work?

Before diving in on ATB and GE, a quick review of how the negotiated rulemaking process works might be useful. First, the Department sets issue areas and announces them in the Federal Register. Next it accepts public nominations for negotiators to represent stakeholders. Negotiators represent each sector of higher education, including students,



consumer advocates, and financial aid administrators. The Department also has a voting representative.

At the end of the process, negotiators then vote on each of the issue areas discussed. If no one dissents (absence or non-voting do not count as dissent), then the rule is introduced as proposed in the Notice for Proposed Rulemaking (NPRM), where it is open for public comment.

In the case where the negotiators do not reach consensus, the Department then drafts its own version of the rule for public comment, with an option — but not a requirement — to use language discussed during the negotiations.

After a public comment process, final

rules are issued. Final rules issued by November 1 take effect on the following July 1.

## Reaching Consensus: Ability to Benefit

Negotiators were able to reach consensus on the ATB topic. To qualify as eligible to participate in federal student aid programs, a student must have received a high school diploma or its equivalent, participated in a qualifying homeschool program, or qualify as an “Ability to Benefit” student. Students receive ATB designation by passing a preapproved test, completing at least six credit hours or 225 clock hours, or completing a state-defined process approved by the U.S.

Secretary of Education. Students in ATB must be enrolled in an eligible career pathway program.

The new rule includes an eligible career pathway definition and outlines the process by which a state will apply for approval as a state-defined process to grant program eligibility. Institutions wishing to participate must be included on the state application, and in their first listing ensure that their included programs do not have a dropout rate exceeding 33 percent per year. Once participating in the state-defined process, a program's students must have a success rate that is at least 85 percent of the level demonstrated by students with high school diplomas who are in the same program. The 85 percent threshold is lower than the originally proposed 95 percent, and the change allowed the committee to reach consensus.

### High Levels of Institutional Dissent: Gainful Employment

On GE, however, negotiators were unable to reach consensus. Students attending non-degree programs at public or private non-profit institutions, or any program at a for-profit institution, are only eligible to receive federal student aid if the program prepares students for gainful employment in a recognized occupation. Gainful employment, however, is not defined in statute. Therefore, the Department uses regulation to set this definition. As community colleges offer many Higher Education Act Title IV non-degree programs that prepare students for

*Negotiated rulemaking, also called “neg reg,” is the process by which the Education Department amends regulations for programs in Title IV of the Higher Education Act, which oversees federal student aid. The Department recently tackled two topics of key importance of community colleges: Ability to Benefit (ATB) and Gainful Employment (GE).*

recognized occupations, the impact of this term on program eligibility for programs like the Pell Grant is significant.

During the 2014 “neg reg” process, the Department set a requirement based on a debt-to-earnings ratio. During this round of “neg reg,” the Department proposed adding an earnings threshold. Based on this draft language, programs would have to meet both the debt-to-earnings and the earnings threshold to remain eligible.

The earnings threshold would be set to the median income in the program's state for high school graduates aged 25-34. Concerns about this rule discussed during

the session include data limitations, a lack of grace period for outcomes during the COVID-19 pandemic, and the lack of ability for programs with participants that earn cash wages or tips where earnings are possibly underreported.

### Notice for Proposed Rulemaking

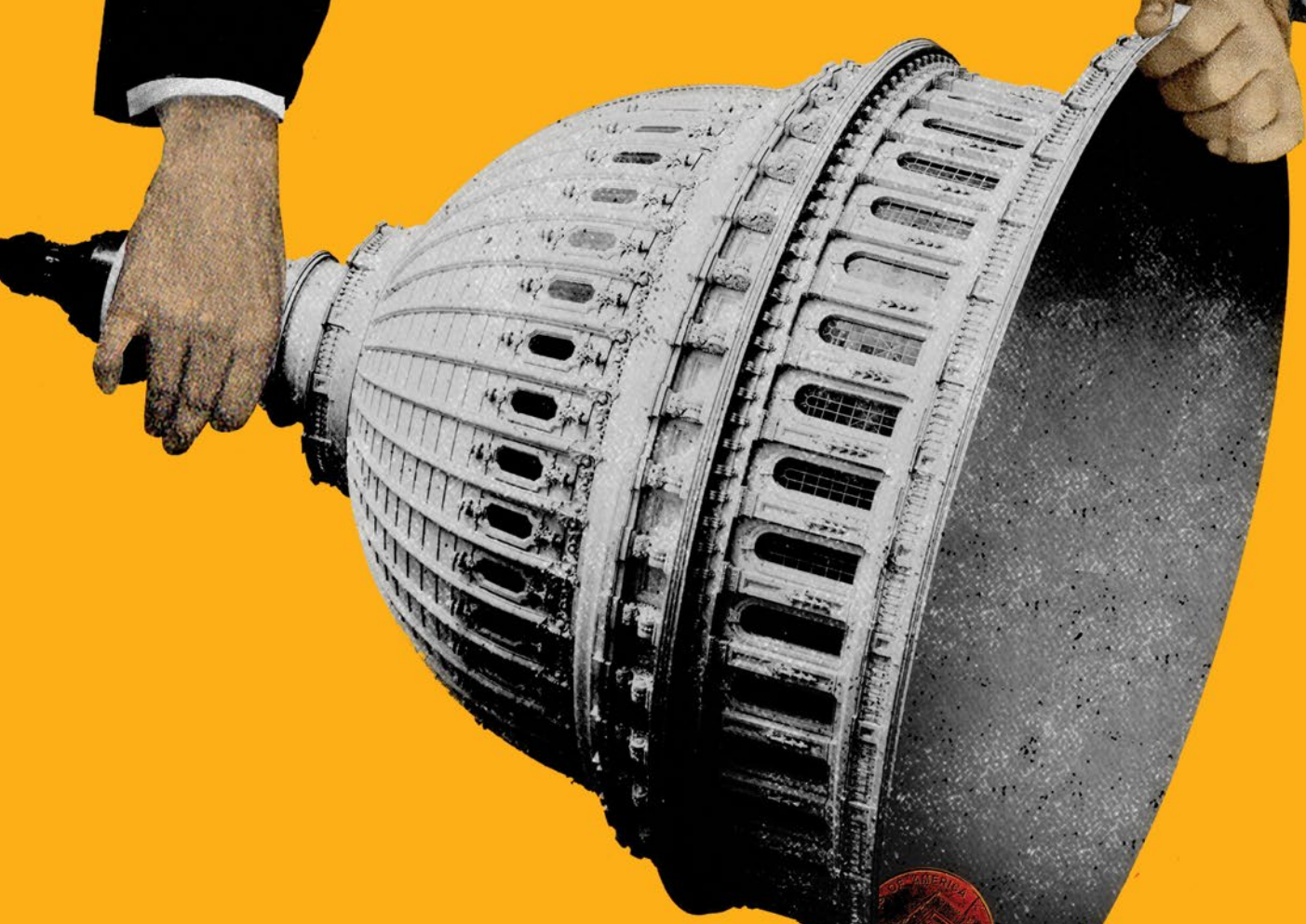
The Department will now issue a “Notice of Proposed Rulemaking” (NPRM). For the ATB rule, it will be published as agreed upon and only those not involved in the negotiations are able to comment in a critical light. For the GE rule, the Department will release its draft rule for public comment, and anyone can participate.

Responding to these public comments is an important part of the regulatory process. ACCT will be participating and encourages our member trustees and institutions to participate as well. Given that the Department must consider every comment, this is a situation where there is power in numbers.

To stay up to date on this issue and others ACCT is following around Washington, email [publicpolicy@acct.org](mailto:publicpolicy@acct.org) to sign up for the Electronic-Latest Action in Washington (E-LAW – because as a Washington organization, we like to make our own acronyms too).



*Carrie Warick-Smith is ACCT's vice president of public policy.*



# A NEW TAKE ON EARMARKS

CONGRESS HAS RESUMED LOCALLY FOCUSED FUNDING PROJECTS.  
HERE'S HOW COMMUNITY COLLEGES CAN PARTICIPATE.

BY CARRIE WARICK-SMITH AND JOSÉ MIRANDA

THE NEWEST ROUND OF ANNUAL APPROPRIATIONS FOR the federal budget marks the return of locally focused funding streams, steered at the discretion of Members of Congress. The current 117th Congress allows elected officials to once again direct funding to specific projects in states and districts if the recipient is a government or non-profit entity. Community colleges received approximately \$71 million of support for these projects in the Consolidated Appropriations Act of 2022. Now named Community Project Funding in the House of Representatives and Congressionally Directed Spending in the Senate, this type of funding was previously known as earmarks.

Due to the delay in the passage of the fiscal 2022 spending bill, Congress is immediately heading into the fiscal year 2023 (FY23) appropriations cycle. This means now is the ideal time for community colleges to reach out to their elected officials to be considered for funding for specific projects. Reaching out to your elected officials to inquire about their appropriations process and requesting a project submission for your institution is one way to secure additional resources. Keep reading for a how-to guide to submit projects, a short history of these programs, and examples of projects funded during FY22 as a starting place for ideas.

## How to Request a Community Funding Project / Congressional Directed Spending Request

For colleges that may be new to the process, the best place to start is brainstorming which projects your school is interested in submitting. Be sure to consider the value to the community and ways to document community support for the proposal. Next, reach out to the offices of your elected officials to ask them to include your project on their request list. This is a great opportunity to utilize the connections and relationships you established during the National Legislative Summit if you participated.

A couple of things to keep in mind when you reach out:

- Reach out to both Washington, D.C., and district (state) staff. Some members of Congress may have their local staff lead the earmarks selection process, while others may have their D.C. staff do it.
- Ask if your member of Congress will be submitting Community Project Funding/Congressionally Directed Spending requests.
- Be sure to ask about timelines. The House process was expected to run from approximately April 4 – 30, with some subcommittees having earlier deadlines. There's no news yet on the Senate timeline.
- Ask what each office's internal timeline is, and any possible deadline, for submitting requests/projects.
- Ask for any application forms they have or for specific parameters they will use to select projects.
- Ask if they have a project size cap (in terms of funding) for projects they will submit.

The Appropriations Committees in the House and Senate have not yet announced their deadlines for Members of Congress to submit their list of requests. However, the committees were preparing for the FY23 cycle to kick off with President Biden's budget proposal, which was released in late March, and individual lawmakers are likely developing their slate of proposed projects to submit once details are finalized.

Please note, the first step is ensuring that your Member of Congress includes your project in their submissions, but that will not guarantee your project receives support. Members may only receive funding for a portion of their submitted projects. The projects that are included will be announced once the FY23 appropriations bills are approved by Congress. Ideally, this will be in September 2022, but it is possible it may slip until after the November election, so this process is not ideal for urgent or time-sensitive projects.

## Background on “Earmarks”

For the past decade, Senators and Representatives have been unable to request funding for projects in their district or states after the 112th Congress disbanded the practice colloquially known as “earmarks.” The majority leadership banned the process due to concerns of wasteful spending and fraud. Last year, at the start of the 117th Congress, Appropriations Committee leaders in both the

House and Senate decided to revive the practice. However, they strengthened transparency measures by requiring that members publicly list all of their project-specific funding requests on their websites. Further, the House limits request expenditures to 1 percent of all discretionary funding. Each member of the House is limited to requesting 15 projects in FY23 (up from 10 in FY22). Additionally, eligibility is limited to government and non-profit entities.

For more details, links to the announcements from the Senate for FY22, the House Appropriations Chairs for FY22, and its FY23 updates can be found at <https://perspectives.acct.org/stories/congress-new-take-on-earmarks>.

## Projects Funded in the Consolidated Appropriations Act of 2022

The final FY22 funding legislation funded 80 projects directed to support community colleges totaling \$71,468,000. The Department of Education's Fund included \$55,745,000 as part of the Improvement of Postsecondary Education (FIPSE), while \$15,723,000 was included in the Department of Labor's Employment and Training Administration (ETA) account.

The average funding amount for the projects selected was \$893,350, although the most recurring funding level was \$500,000. Individual project requests ranged from as low as \$2,000 from Houston Community College in Texas for program development to as high as \$5.1 million from Northern Virginia Community College in Virginia for a data center operations degree and certificate program.

The programs also varied greatly in content and purpose. Many of the projects were focused on workforce development programs, while others focused on equipment, development, and improvement of existing programs. Another recurring theme in the list of projects was student support services. For example, the Austin Community College District in Texas requested funds for childcare support for student parents and to establish a child development associate program. In Ohio, Cincinnati State Technical and Community College requested funds to provide support services to improve retention and graduation rates. In California, East Los Angeles College successfully secured funding to establish a collaborative partnership promoting college access and success.

A full list of the projects funded in the FY22 funding bill can be found at <https://perspectives.acct.org/stories/congress-new-take-on-earmarks>. To stay up to date on key legislative items, sign up for ACCT's Latest Action in Washington alerts by emailing [publicpolicy@acct.org](mailto:publicpolicy@acct.org).



*Carrie Warick-Smith is ACCT vice president for public policy. José Miranda is ACCT senior government relations associate.*

# AMPLIFYING THE MESSAGE

THE FIRST IN-PERSON NLS SINCE THE PANDEMIC  
FOCUSED ON MAINTAINING MOMENTUM FOR  
COMMUNITY COLLEGES AND THEIR STUDENTS.

BY MARK TONER



## THE SECRET'S OUT.

Over the years, administration officials and lawmakers from both sides of the aisle often referred to community colleges as the nation's best-kept secret during the National Legislative Summit (NLS). This February, as community college leaders and advocates returned to Washington, D.C., for the first time in two years, the language had clearly shifted.

"Community colleges are one of the nation's best treasures, and people are recognizing that," U.S. Education Secretary Miguel Cardona told NLS attendees. "Now is the time we amplify that message."

Throughout the summit, leaders including Cardona, First Lady Jill Biden, and U.S. Labor Secretary Martin J. Walsh stressed the importance of the community college sector. That importance has been demonstrated by the billions of dollars allocated to institutions through the American Rescue Plan and the \$1 trillion infrastructure bill signed into law last year, and administration leaders stressed they would press forward despite legislative setbacks that have stalled tuition-free community college and other longstanding goals.

"We are not giving up," Biden declared on the summit's opening day (see p. 16). The president, she added, "is keeping his promise to rebuild our middle class, and he knows community colleges do just that."

First Lady Jill Biden (top) and ACCT Chair James Cooksey



Ricardo D. Torres



ACCT Chair-Elect Rose Benavidez with U.S. Education Secretary Miguel Cardona



Major Garrett

## “We need you to be visible, active, and engaged.”

—ACCT President and CEO Jee Hang Lee

Biden spoke to her own experiences teaching at Northern Virginia Community College to emphasize the need to continue advocating for students.

“These aren’t just bills or budgets to me, or to you,” she said in remarks picked up by national media. “We know what they mean for real people, for our students.”

### Changing Headwinds

The last time the community college sector convened in Washington, D.C., for the National Legislative Summit in early 2020, the pandemic was weeks away from closing campuses and roiling everyday life. “A lot has happened in the last two years,” said Ricardo D. Torres, CEO of the National Student Clearinghouse.

What hasn’t changed is the sector’s commitment to serving their communities during challenging times, ACCT Chair James Cooksey told attendees. “We all know our colleges can help create a stronger economy, bouncing back from the pandemic and creating better opportunities for all Americans,” said Cooksey, a trustee at Moberly Area Community College in Missouri. “All of us must use our voices to keep elected officials focused on the issues that affect our institutions and our students.”

Maintaining that focus remains critical. Many of the Biden Administration’s priorities, including its signature Build Back Better legislation, stalled in late 2021. For community colleges, the goal is to ensure that the sector’s needs are reflected in whatever legislation advances this year, according to Carrie Warick-Smith, ACCT vice president for public policy.

“Focus on the priorities and not the legislative vehicles,” Warick-Smith urged NLS attendees.

ACCT President & CEO Jee Hang Lee echoed the importance of pushing forward. “This is how the sausage is made in

Washington, D.C.,” he said. “And unfortunately, sometimes it’s arduous and difficult, but we will be sure to fight to get our own priorities, and that’s why we need you to be visible, active, and engaged.”

The sector’s priorities are evolving in the face of ever-changing education trends. Drawing from survey data, Torres noted the continuing trend of lower enrollment at public two-year colleges even as enrollments in other higher ed sectors have rebounded. He pointed to an “explosion of job-worthy credentials that have appeared in the marketplace” — badges, certificates, apprenticeships, and the like, many of which are offered by non-traditional providers.

Torres urged community college leaders to partner with the emerging ecosystem of short-term credential providers and join state efforts to define P-20 workforce pathways.

Pathways are a key part of the Biden Administration’s approach to ensuring an equitable economic recovery and community colleges have a critical role to play, Labor Secretary Walsh told attendees. “Investments have to happen in community colleges,” he said. “The task we have in front of us can’t be done without [them].”

With historic job growth — nearly 6.7 million new jobs since President Biden took office — “we need to make sure we create pathways and opportunities into those jobs, because historically people have been left out,” Walsh added. “We can’t let that happen this time.”

Walsh pointed to Boston’s Building Pathways pre-apprenticeship program, which has provided more than 600 people with careers in the building trades, as one model for the Department’s efforts, which are focusing on extending apprenticeship programs to a broader range of industries. Months before, he had appointed



Clockwise from left: Community college students and student trustees; Student Trustees Advisory Committee Member Elisabeth Neely; NLS participants ask questions during general session.

Pam Eddinger, president of Bunker Hill Community College in his native Boston, as chair of the department’s Advisory Committee on Apprenticeship.

Torres echoed the emphasis on creating innovative programs that serve more adult learners.

“There’s a demand, and... the community college sector is... a force for learner and worker enablement,” he said. “But you have to be proactive.”

### Legislative Priorities

Support for one of the best ways to accelerate these kinds of worker-focused offerings — the ability to use Pell Grant funding for short-term programs — is gaining ground. Bipartisan efforts to include short-term Pell in legislation advanced just days before the NLS, ACCT and American Association of Community Colleges (AACC) policy experts told attendees.

“We’re within striking distance this year,” said David Baime, AACC senior vice president for government relations. Key areas which remain to be resolved include the extent to which private institutions will be eligible to participate. “How you define quality in the programs is something that Congress continues to negotiate,” said former ACCT staffer Jennifer Stiddard, now a senior fellow with the National Skills Coalition.

ACCT and AACC leaders stressed the importance of advancing another high-profile community college priority, the America’s College Promise plan first proposed during the Obama Administration that would make community college tuition-free and universal.

“It would represent a very big step forward for the country, and it’s important to keep the conversation alive,” Baime said. “We’re not sure of the vehicle, but we do know the administration remains committed to the concept.”

That sentiment was echoed throughout the NLS by Biden,

Cardona, Walsh, and Rep. Andy Levin (D-Mich.). “We are serious about it — we’re going to fight to pass this legislation in the future,” Levin said. “We’re going to get this done. It’s just too important.”

Another key priority also builds on an Obama-era program — a proposed community college-led job training program similar to the \$2 billion Trade Adjustment Assistance Community College and Career Training (TAACCT) grant program. Speakers said such a program is critical to meeting the nation’s workforce needs.

“A prepared nation has a prepared workforce,” said José Miranda, ACCT director of government relations. “Our role is ensuring that skills needed for the 21st century are starting at our institutions.”

Other key legislative priorities included enacting the DREAM Act, boosting the Pell Grant maximum award, as was proposed in the Build Back Better Act, ending the taxation of Pell funding for students, and increasing funding for institutional aid programs supporting minority serving institutions, tribal colleges, and historically black colleges and universities (HBCUs).

To ensure these priorities have a future, Cardona urged NLS attendees to emphasize the impact of federal funding to date with lawmakers.

“Everyone in D.C. should know a personal story about how the American Rescue Plan helped community college students, because you’re going to tell them,” Cardona said. “If we don’t lift up the stories about the students, the families, the economy we’re benefitting, all we’re going to hear is the negative. I need you to drown it out.”

### Advocates And Allies

To help support these priorities, Levin — a former state workforce leader — urged more community college leaders to run for Congress. He also stressed the importance of ongoing advocacy across the sector.





Clockwise from left: U.S. Secretary of Labor Martin J. Walsh; Secretary of Education Miguel Cardona; ACCT and AACC public policy staff leaders; Bunker Hill Community College President Pam Eddinger with Sec. Walsh

“Community colleges are the locus of opportunity for people in our country,” Levin said. “There is no way we will get these bills across the finish line without your advocacy and your help. Community colleges need to play a huge role here, and America needs to see the role you are playing.”

These advocacy efforts have been strengthened by the growing number of student trustees and leaders who attended NLS to advocate on behalf of their peers. Their personal experiences are telling: in a meeting during the NLS, almost all of the student advocates raised their hands when asked if they knew someone who couldn’t afford textbooks.

“Hearing the student experience is one of the most important components for policymakers they don’t get enough of,” said Rich Williams, chief of staff for the U.S. Education Department’s department of postsecondary education.

The NLS also recognized key allies during the National Capital Banquet. For his work on advancing several priorities, including tax-free Pell Grants and the community college job training program, Rep. Richard Neal (D-Mass.) was presented with the 2022 National Education Service Award. Bryce McKibben, senior director of policy and advocacy at the Hope Center and a former senior policy advisor for Sen. Patty Murray (D-Wash.) and ACCT staffer, was presented with the 2022 Government Relations Award for his work in ensuring passage of key community college priorities such as Year-Round Pell, Second Chance Pell, and ensuring that community colleges received a fair formula for federal stimulus funding (see p. 5).

Along with high-profile keynote speakers like Biden, Cardona, and Walsh, the administration signaled its support by sending representatives from the White House, the U.S. Departments of Education and Agriculture, and the Appalachian Regional Commission to a Rural Community College Day. Held concurrently with the NLS and co-sponsored by ACCT, AACC, and the Rural Community College Alliance (RCCA) with support

from the Bill & Melinda Gates Foundation, the event focused on the potential of community colleges to serve as hubs and connectors to drive an equitable economic recovery in rural areas, speakers said (see p. 17).

“All of these people are vested in your success, but the biggest advocate for community colleges is in the White House,” added Michelle Asha Cooper, acting assistant secretary for postsecondary education at the U.S. Department of Education.

### ‘Hitting Reset’

As they left Washington, NLS attendees returned to campuses still grappling with the impacts of the pandemic and other longstanding challenges, including addressing equity issues and ensuring more students are successful in reaching their academic goals. Cardona urged them to continue pressing forward.

“Yes, it’s been a challenge, but you’re in a position of leadership at the most critical time in our country’s education history,” Cardona said. “We can hit reset on the things that don’t work, and we can imagine.”

One key reset could extend far beyond the community college sector. Biden urged NLS attendees to help break the zero-sum mindset of Washington politics, which she likened to coverage of football. “No one can tell that story better than you,” she said. “No one can help us push past that playbook and see the human heart that drives our work better than you.”



Mark Toner is an editor for Trustee Quarterly.

# First Lady Jill Biden's

## Remarks at the 2022 Community College National Legislative Summit

FEBRUARY 07, 2022

WITH US TODAY ARE SOME OF THE HARDEST WORKING AND determined advocates for community colleges.

But I want to especially acknowledge the students. I know that, with work and family obligations on top of your studies, it probably wasn't easy to get here today. But you came because you know that showing up matters. Thank you for using your voice on behalf of your community.

Some of you may know that I'm an enormous sports fan. I'm a First Lady for all Americans — but when it comes to teams, my heart belongs to the Philadelphia Eagles, 76ers, Phillies, and Flyers alone.

The competition, the crowds, the rivalries — I love it all.

But too often, we treat what happens in our nation's capital like a sports game too — wondering which team will score the most points with voters.

Legislation becomes a football to keep away from the other side, and Americans get lost in the playbook.

Governing isn't a game. There are no teams to root for or against, just people — Americans from all walks of life — who need help and hope.

There's no scoreboard — there's no "us" versus "them." If someone wins it doesn't mean someone else has to lose. And most of all, there are no spectators. All of us must do our part because the decisions that are made in the halls of Congress and the rooms of the White House affect us all.

You know that. It's why you're here today. You know what's at stake.

One year ago, I told this group that Joe was going to fight for community colleges. And since then, we've made some incredible progress.

The American Rescue Plan put billions into community colleges so they could support their students through financial aid, child care support, and other wraparound services.

The Bipartisan Infrastructure Law passed, creating millions of new jobs — along with potential opportunities to train for in-demand skills. But Joe has also had to make compromises.

We've seen how entire towns can be transformed when community colleges and private companies work together to train students for jobs that are desperately needed — with skills like manufacturing or modernizing our electrical grid.

We've seen how fragile that grasp on a middle-class life can be — how our students struggle to pay their bills and buy their books. We know that if we can make that path a little easier — with high-speed internet, or affordable prescriptions, or more Pell grants — they can actually cross that finish line.

We've all had that bright, engaged student — someone who has so much passion and potential — fade from our classes because they can't find a reliable babysitter. They start missing lectures, they fall behind and just can't catch up. Or the cost of childcare just gets to be too much, and they have to choose between extra shifts at work and pursuing the degree that will help them earn more money.

So, we know that affordable childcare and universal preschool would profoundly change people's lives.

Governing does have one thing in common with sports. When you get knocked down, you have to get back up. When you lose, you work harder, and you come back for more.

So, thank you for being here. This is how we move forward, step by step. We take the hard-won victories, and we keep pushing for the change we need. With work and persistence, we will win the progress our students deserve.

Joe and I are with you. We will continue to work as hard for your community as you do. We are not giving up.

*This transcript was edited for length. To view First Lady Biden's full remarks, go to [www.acct.org/article/watch-first-lady-jill-bidens-nls-remarks](http://www.acct.org/article/watch-first-lady-jill-bidens-nls-remarks).*

# RURAL COLLEGES HAVE THEIR DAY IN D.C.

DURING RURAL COLLEGE DAY, REPRESENTATIVES FROM THE WHITE HOUSE AND FEDERAL AGENCIES DISCUSSED RURAL COMMUNITY COLLEGE NEEDS.

**BY MARK TONER**

MICHELLE ASHA COOPER'S CAREER BEGAN ON A COLLEGE CAMPUS IN RURAL PENNSYLVANIA. Now, as acting assistant secretary for postsecondary education at the U.S. Department of Education, she told leaders from rural colleges that the recovery from the pandemic provides an opportunity to address longstanding challenges.

"Students are struggling... they really do need our leadership more than ever," Cooper said during February's Rural College Day. "We cannot strive to do things like they were once done. This is our opportunity to get things right."





Clockwise from left: ACCT Chair James Cooksey; AACC Chair Richard Rhodes; Rural Community Colleges Alliance President Penny Wells; U.S. Department of Education Deputy Assistant Secretary of Higher Education Programs Michelle Asha Cooper; Chesapeake College Trustee Reza Jafari.

Held concurrently with the Community College National Legislative Summit and co-sponsored by ACCT, the American Association of Community Colleges (AACC), and the Rural Community College Alliance (RCCA) with support from the Bill & Melinda Gates Foundation, the event focused on the potential of community colleges to serve as hubs and connectors to drive an equitable economic recovery in rural areas.

“Rural communities are not just about education,” said RCCA President Penny Wills. “As you know, we’re about workforce development, economic development, and strengthening our whole communities.”

Rural colleges are also often their region’s largest employers and economic drivers in their own right, and many provided COVID services during the pandemic. The Rural College Day provided an opportunity for their leaders to meet with representatives from the White House, the U.S. Departments of Education and Agriculture, and the Appalachian Regional Commission. It also was part of broader efforts to identify the unique needs of rural institutions.

“It’s critical we understand their successes and challenges,” said ACCT Chair James Cooksey, a trustee at Moberly Area Community College in Missouri.

## An Emerging Agenda

Pairing the Rural College Day with NLS reinforced the power of advocacy by institutional leaders. AACC Chair Richard Rhodes pointed to Texas, where the vast majority of the state’s community college districts serve rural communities.

“Do you know who makes the biggest impact on our legislators?” asked Rhodes, who is president of Austin Community College. “It’s our rural community colleges. It shows.”

Federal officials agreed. U.S. Department of Agriculture Deputy Undersecretary for Rural Development Justin Maxson recalled his time working with economic development in Kentucky. “Some of the strongest partners at the table were consistently rural community colleges,” he said. “That still resonates with me.”

Senior adviser to the Secretary of Education Amy Loyd also stressed the impact of rural community colleges. “We know that

rural America is the heart of our country... and there are no greater assets in rural communities than our community colleges,” said Loyd, who has been nominated to serve as assistant secretary for the Office of Career, Technical, and Adult Education (OCTAE) at the U.S. Department of Education. “You are dedicated and deeply rooted in your communities, you are tireless advocates for your students, you are innovators, you create solutions to longstanding challenges, and we are committed to listening and partnering with you.”

Federal officials outlined the impact of COVID relief funds to date and outlined in broad strokes emerging federal policy targeted at rural communities. Acknowledging that the federal government has historically underinvested in rural development, Maxson said the administration “understands it’s their job to step into that void and do things that make a difference.”

Speakers said that rural communities are a key part of the Biden Administration’s goal of ensuring that underserved populations are supported more equitably. Rural communities also will be a central focus in efforts to support the ongoing economic recovery from the pandemic, with investments in infrastructure improving economic opportunities and, over a larger timeframe, addressing climate change through workforce development in areas such as green energy.

“Rural development is a critical part of our priorities,” said Will McIntee, associate director of the White House Office of Public Engagement.

The American Rescue Plan included several programs focused on rural communities, including support to healthcare providers, funding for COVID testing and vaccination, increased benefits through such programs as the child tax credit, support for small businesses and farmers, and the expansion of broadband and programs to make Internet access more affordable. The subsequent infrastructure bill represents “a generational investment in our rural communities,” McIntee said, including further broadband investments, repairs to existing infrastructure, and longer-term goals such as building resilience to climate change and extreme weather.



Participants met throughout the day to address issues central to rural community colleges.

However, federal officials acknowledged the need for overarching policy focused specifically on rural communities.

“One piece of the vision is that [policy] is place-based,” Maxson said. “So much of our federal economic policy is at the national level, and we’ve got to get more granular. A regional and local approach is key, which in my mind requires community colleges to be a key actor.”

## New Challenges, New Opportunities

Federal speakers urged community college leaders to think about serving their students and communities in new ways.

“The pandemic has changed how we approach higher education,” Cooper said, noting that the department has released new guidance to help institutions use American Rescue Plan funds to meet students’ basic needs. She pointed to rural institutions that did so in creative ways, including Iowa Central Community College, which used relief funds to cover unpaid tuition balances, and Dyersburg State Community College in Tennessee, which opened a food pantry and subsidized childcare.

Cooper said that emergency funds were also “designed to help you emerge from the pandemic stronger — that’s the goal.” Among the Education Department’s own goals: addressing disparate outcomes, improving completion, and addressing college affordability and debt — which research shows disproportionately impacts students who grew up in rural communities. She highlighted the department’s grant program for rural colleges. “We’d like to see more of you apply and hopefully get selected for these funds,” Cooper said.

Breakout sessions allowed institutional leaders to speak in small groups with representatives of the Education and Agriculture Departments, the White House, and the Appalachian Regional Commission. College leaders spoke to the challenge of navigating different programs and grants offered by multiple federal agencies. As the lead agency on rural issues, USDA alone has more than 50 programs serving rural development, ranging from housing and business support to infrastructure.

Maxson stressed the importance of making connections beyond

Washington, D.C. “If you take anything away, figure out the offices local to you and build relationships with that local staff,” he advised.

Among college leaders’ feedback for policymakers: make it easier for rural institutions without full-time grant writers to apply for programs, change metrics such as the number of people served, and, in some cases, rethink the very definition of “rural” in programs and grants that disadvantage the smallest institutions, tribal communities, and territories. Galvin Deleon Guerrero, president of Northern Marianas College, pointed to his Micronesia territory as an extreme example of the challenges. “When it comes to federal legislation and grants, certain assumptions are made with areas of large land masses that overlook the fact that we have oceans,” he said.

## Looking Ahead

Maxon said that the Biden Administration recognizes these challenges and has plans to address them in order to achieve its broader goals. “There’s an effort to try to imagine what it would look like to develop rural policy that flows to all the departments and agencies,” he said. “Instead of starting with departments and agencies, we need to flip it on its head. This administration has a real shot of taking on the challenge of doing this in a different way. We’re not there yet, but I’m hopeful.”

RCCA’s Wills said that rural community colleges would benefit from that changed perspective. “I have yet to see a vision of what rural is,” Wills said. “And I feel a lot of hope from the Biden/Harris administration that there’s a vision now, an emphasis on rural... We have trust in our communities, and they expect us to be part of the solution.”



Mark Toner is an editor for *Trustee Quarterly*.



Statewide community college delegations met with their members of U.S. Congress and their staffs at the event venue, on the Hill, and virtually during the 2022 Community College National Legislative Summit.

# On the HILL

THERE WAS A SPECIAL ENERGY RUNNING THROUGH THE 2022 National Legislative Summit, as many returned to the nation’s capital for the first time since the start of the pandemic. That reality may have brought masks and social distancing, but also connection and information sharing. These are the hallmarks of the NLS: learning about the latest policy issues and providing policymakers context from campus as they consider their higher education policy positions for the next year.

The primary way participants achieve this goal is through meetings with their elected officials and their staff. Those seeking meetings with elected officials had a variety of experiences, from in-person meetings to group Zoom calls. Many were able to meet in person in Capitol Hill offices or meeting rooms. The delegations from Georgia, Iowa, Massachusetts, and Washington state all made visits in person and were sure to take pictures to mark the occasion.

Community college leaders from Iowa, well represented at NLS, were able to meet with their entire Congressional delegation. ACCT Board of Directors Vice Chair Jay Nardini was able to share the “greet sheet” with Iowa Senator Chuck Grassley. A long-time staple

of the NLS conference, this one-page document summarizes the top federal policy priorities for community colleges for the year.

When reflecting on the experience, Emily Shields, the executive director of Community Colleges of Iowa, said, “While we have had several video conferences with them in the last two years, it made a big difference to connect in person on our issues, including short-term Pell.”

Other states needed to be creative with meetings this year either due to scheduling logistics or COVID protocols. Some states, such as the New Jersey delegation, still took advantage of being together to jointly hold their remote meetings from a meeting room at the conference hotel. Neighboring state New York invited Senator Kirsten Gillibrand (D-N.Y.) to its breakfast, where she was able to speak to and chat with the community college leaders of her state.

Community college leaders from across the nation embraced this annual opportunity to meet with their elected officials, either in traditional or creative ways, and to share the important impact of their campuses in their communities and the ways that Congress can continue to support their mission.



(From left) Hudson County Community College President Chris Reber and Trustee Bakari G. Lee with Delaware County Community College Board Chair Kevin Scott and President Joy Gates Black.

# 2022 ACCT Governance Leadership Institute

THIS MARCH 23 – 25, 65 COMMUNITY COLLEGE TRUSTEES AND CEOS CONVENED IN PHILADELPHIA, PENNSYLVANIA FOR A Governance Leadership Institute dedicated to strengthening the leadership team of the board.

The event was hosted by the Community College of Philadelphia and facilitated by Charlene Dukes, president emerita of Prince George’s Community College in Maryland.

Attendees came from Idaho, Illinois, Maryland, Massachusetts, Michigan, Missouri, New Jersey, New York, North Carolina, Ohio, Oregon, Pennsylvania, Texas, and Guam.

Topics discussed at the institute included:

- What I Learned as a Board Chair
- Building a Strong CEO/Board Relationship
- Working with Challenging Board Members
- Succession Planning for the Board – Choosing Your Next Chair
- Role of the Board in Crises
- Best Practices of Highly Effective Board

What participants said...

*“Well organized institute. Welcoming and friendly atmosphere among participants and organizers. Presenters offered real-life experiences on the topics. Showcasing of successful programs.”*

*“Institute was very worthwhile. Dr. Dukes was a great facilitator. Our team felt their time was well spent.”*

*“As a board member and very busy person, I value my off time. Taking three vacation days to attend is a big deal, but when you receive the valuable information we did, it is worth the sacrifice.”*

*“Very instructive to see how issues of common concern can be handled effectively. Also useful to understand the differing pressures being felt in other parts of the country.”*

*“Very well designed and presented. Excellent interaction and participation of attendees. Well done!”*

See page 33 or go to [www.ACCTGLI.org](http://www.ACCTGLI.org) for more information about upcoming Governance Leadership Institutes.



From left: (seated) Charlene Dukes with Community College of Philadelphia President Guy Generals; Dukes leads a discussion; ACCT President & CEO Jee Hang Lee gives welcoming remarks.

# ANATOMY OF A QUESTION

THE QUESTIONS ASKED NOW BY TRUSTEES WILL LEAD TO THE ANSWERS FUTURE READY INSTITUTIONS NEED.

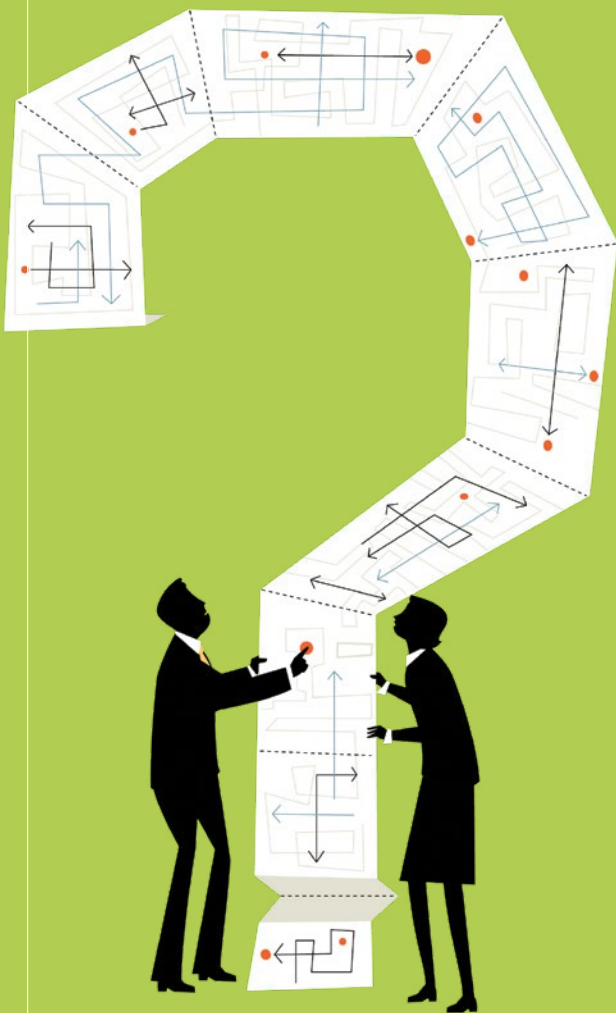
BY DAVID E. RUTLEDGE

QUESTIONS ARE THE KEYS THAT UNLOCK OUR IMAGINATION and drive creativity. The products, technology, and processes that allow for our comforts today were born out of questions raised in our yesterdays. Those we think of as “change agents” appear to be fearless about asking questions nobody else is thinking about. They develop the art of inquiry, and by doing so are leading where no one else has gone before. Think about the creators of Microsoft, Netflix, Facebook, social activists, teachers, and numerous others who asked a question that ignited a chain of events that changed the world.

I used to spend a lot of time with a friend (now deceased) who was an inventor. He also loved the game of golf. Thinking back, I remember that he was always tinkering with things. The second thing I remember is he was always asking questions framed as “Why,” “What if,” and “How.” During one of our times together, he was tinkering with a one-foot square piece of mirrored glass. It turns out, he had been wondering why golfers tend to be poor at putting. After exploring various scenarios, my friend, Ray Florian, created a lined mirrored training aid that golfers can lay on the ground in front of them during their practice sessions. The patented training aid allows users to see when they are directly over the ball and when the ball and putter are aligned with the hole. Royalties from this and his other golf training aid patents are still flowing to his family.

Warren Berger, author of *A More Beautiful Question: The Power of Inquiry to Spark Breakthrough Ideas*, recounts another situation where a simple question gave birth to the Polaroid Camera — amazing technology for its time. In the 1940s, Edwin Land snapped a picture of his three-year-old daughter using a regular camera. She asked to see the picture. Land explained that they had to wait for it to be sent off to be developed. Then she asked a seemingly naive question: “Why do we have to wait for the picture?” Over time, Land brought the darkroom into the camera. What began with a simple question resulted in the development of a camera that could produce pictures instantly.

Sometimes community college board rooms can become “dark rooms” when trustees fail to stimulate vigorous discussions by asking questions.





# “KNOWLEDGE IS HAVING THE RIGHT ANSWER. INTELLIGENCE IS ASKING THE RIGHT QUESTION.”

—ANONYMOUS

When patience is lost and questions aren't asked or debated, opportunities for game-changing policy directives or strategic initiatives can be lost.

Community college trustees have a tough job that carries enormous responsibilities. They are fiduciaries who hold their institutions in trust for the benefit of the public they serve. Their responsibilities include the duty of care, loyalty, and obedience to applicable laws. Within these parameters, they are also tasked with defining the mission, cultivating institutional values, and planning for the college's future. These awesome responsibilities are operationalized through a two-tier board governance structure; one tier informs and directs the administration through policies developed by the board; the second calls on the creative talent of the CEO to develop and implement tactics that carry out the board's policies. Board/CEO relationships thrive when this process is in place and respected.

One of the hallmarks of high-performing boards is how well trustees understand and protect the separation of their role as policymakers and the CEO's role of policy implementor. However, there is another important aspect of this relationship. Trustees must not be passive about asking probing questions of their CEO or each other. These are some questions I would be thinking about and asking continuously:

- Do we make it easy for students to see and navigate a clear path to reach their goal — graduation or otherwise?
- Do we have the right programs and activities in place to attract students and grow enrollment?
- What is our college known for? Is its identity clear?
- Do we focus as much time on retaining students as we do on attracting them?
- Do we demonstrate that diversity is a part of our college's DNA? How?
- Are we taking maximum advantage of our technology system by making sure that the college's resource management processes (RMP) are aligned with the right technology (an Enterprise Resource Platform, or ERP)?
- Do we prepare for the opportunities that the future may present, or seek to mitigate potential risks by having a living strategic plan in place?
- Do we emphasize forming strong mutually beneficial community and business collaborations?

Asking the right question can sometimes be critical to a good outcome. Perhaps this story will illustrate why.

*A man walking through a park encountered a man sitting on a park bench with a dog lying nearby.*

The man: “Does your dog bite?”

The bench sitter: “No.”

*The man pets the dog, and the dog bites him.*

The man: “I thought you said your dog doesn't bite!”

The bench sitter: “It doesn't. That's not my dog.”

In a board meeting setting, asking questions can promote high order thinking skills, stimulate other questions that may be critical to the discussion, and support information retention. In our dog example, perhaps the initial question should have been “is that your dog?”

Sometimes in a group setting like a board meeting, trustees may become reluctant to ask questions. This reluctance could result from a fear that our question will appear dumb or solicit information we should already know. This fear is manageable if we remind ourselves that we are lifelong learners. We learn by asking questions, and this is part of the journey. In his book *Beyond the Obvious*, Phil McKinney gives some examples of what can be gained from being fearless about asking questions:

1. **You can gain new insight.** A question may not relate to the current topic but may prove beneficial to you in some way in the future.
2. **You can reach a different conclusion.** New ideas can be realized by asking questions that are unrelated to the main topic.
3. **You can have your memory jogged.** You may remember someone else who had a similar issue and how they dealt with it.
4. **You can resolve issues.** If there is a disagreement, it could be helpful to understand where others are coming from before the issue can be resolved.

Our community colleges serve as a critically important, cost-effective entry into higher education for many. The quality academic offerings, nurturing faculty and staff, and the flexibility to adjust quickly to workforce needs must not be allowed to drift into mediocrity. The strength of community colleges lies in our ability to keep separate the rolls of trustee boards and administration, and the ability to prioritize strategic policies by asking probing questions. In a post-pandemic world, economic uncertainty will remain with us. However, the questions asked now by trustees will lead to answers that will inform our decision-making and get our colleges future ready so they don't merely survive — but thrive.



*David Rutledge is a consultant for ACCT and a former chair of the ACCT Board of Directors and Washtenaw Community College.*

# DIMINISHING the CYBER THREAT

A CONVERSATION WITH CYBERSECURITY LEGAL EXPERT ALLEN SATTLER REVEALS  
KEY STEPS COLLEGES MUST TAKE TO MINIMIZE THE IMPACT OF BREACHES.

BY MARCIA DANIEL

IN 2021, FERRILLI SIGNED ONTO PLEDGE 1%, AN INTERNATIONAL corporate philanthropy effort that encourages companies to donate 1 percent of their time, equity, or resources to support nonprofit organizations that strengthen our communities. When we first made the commitment, I expected much of our contribution to come in the form of assisting community colleges with IT modernization, cloud transformation, or business process improvements.

As it turns out, a great deal of this work has been dedicated to just one area: cybersecurity. Why? Because in Q4 2021, cyberattacks against companies and organizations reached an all-time high — and no sector experienced more of those attacks than education and research.

Ferrilli now provides 100 hours of no-cost technical consulting to any higher education institution that has been the victim of a cyber or ransomware attack — and in nearly every instance, we are seeing that the better prepared an institution is, the lesser the damage it ultimately experiences.

To that end, I recently sat down with Allen Sattler, a partner in the data privacy and cybersecurity practice at Lewis Brisbois, LLP, one of the nation's premier cyber law groups, to glean his insights on how institutions can best prepare and limit the liabilities at play. Sattler shared his thoughts on the current landscape and what every institution needs to be doing right now.

**What is the state of cybersecurity in higher education today? What do the current trends portend about the frequency and intensity of future incidents?**

**Sattler:** From my perspective, I can say that our firm responds to an enormous number of incidents — more than 2,000 on an annual basis across a number of industries. And there is a wide variety [of incidents], from the compromising of business email and wire transfer fraud to sophisticated and large scale ransomware attacks.

Over the years, we have seen a steady increase in incidents across all sectors, including higher education. The intensity or severity of each incident is trending up as well, as the tactics of the threat actors are continuously evolving. For instance, ransomware threat groups traditionally would gain access to their victims' IT environment and quickly launch ransomware to encrypt files within the network, rendering those files inaccessible and unrecoverable without a decryption key. As institutions began to strengthen their security posture, including by maintaining redundant backup and recovery systems, the threat actors evolved to intensify the severity of the attacks and place additional leverage on their victims by stealing sensitive data from their networks before launching the encryption attack, a process known in the industry as exfiltration. Higher education has not escaped this threat, and where we see evidence of encryption and ransomware, we typically also see evidence of exfiltration.

**What steps should community colleges take to reduce legal liability before a cyberattack or data breach ever takes place? What does compliance look like with regard to data security today?**

**Sattler:** Colleges and universities should be mindful of the various privacy laws and regulations in place that concern data privacy to ensure compliance, including the federal Family Education Rights and Privacy Act (FERPA). FERPA is designed to protect the privacy of student education records by addressing how and when such information can be disclosed by educational institutions covered by the law. FERPA also has certain reporting obligations that arise under specific circumstances when a covered educational institution sustains a data security incident.

It is important for colleges and universities to be aware of all privacy legislation that applies or potentially applies to them —

and it is also wise to conduct a data privacy and/or security risk assessment to determine whether their privacy policies are compliant, and to identify and remediate any vulnerabilities identified within their IT environment.

**What are the most common mistakes that colleges and universities make when a cyberattack or data breach is first detected?**

**Sattler:** It is important that colleges and universities follow their incident response plan, as that plan is usually designed for the purpose of bringing the necessary resources and parties to the table and to respond to the incident in an organized and methodical way. For instance, our firm is often engaged after a client has already taken steps to remediate by wiping impacted systems to restore and place them back into production as quickly as possible. However, that is not always the best approach, as that sometimes has the effect of deleting evidence that a digital forensics and incident response firm needs to conduct a thorough forensic investigation. Without a thorough forensic investigation, we often cannot determine the initial vector of attack to know what vulnerability in the network was exploited by the threat actor. We might also lose evidence that can show what, if any, data was exfiltrated from the network.

Incident response counsel should be engaged at the outset of any response to an incident to help ensure that the appropriate procedures are followed, to protect the privileged nature of any forensic investigation, to satisfy any reporting obligations, including to law enforcement, and to assist with internal and external communications about the incident to faculty, staff, students, and the general public.

**Sticking with the topic of reporting obligations for a moment, how can colleges and universities communicate with affected parties in ways that assuage their concerns without increasing the liabilities at play?**

**Sattler:** One of the services our practice team provides relates to internal and external communications, including, where appropriate, notification to individuals such as students and faculty whose sensitive or personal data was impacted by the incident. With regard to our clients' initial communications, we often try to give enough information about the incident to show that our client is interested in being transparent — especially with its student body and faculty. But we are careful not to disclose any privileged information, any information that is premature and not yet determined by the forensic investigation or by other means, or information that might unnecessarily induce panic.

We also provide notification letters to individuals whose personal information might have been impacted by the incident. If, for instance, the forensic investigation identifies evidence of exfiltration and we believe that individuals' personal data was compromised, it might trigger notification obligations by way of statute. Working alongside our clients, we draft the language of those letters to provide as much detail as we are able concerning the incident, including information concerning the level of risk we perceive to that individuals' data and steps the individual can take

to protect themselves. Where appropriate, we also offer identity protection services, which generally include credit monitoring, access to fraud specialists, and insurance. And, in certain cases, we will open a call center for the impacted individuals to call with any questions they might have.

**Besides legal and compliance assistance, what other expertise is needed for a college or university to effectively respond to an incident of data loss or theft?**

**Sattler:** First and foremost, we recommend that our clients engage a technology partner that is familiar with their enterprise resource planning (ERP) systems and overall technology environment. We will also sometimes recommend that a public relations consultant be engaged, especially if we believe the incident might garner significant media attention. Oftentimes, the digital forensics and incident response vendor we engage to perform the forensic investigation will identify a list of files exfiltrated or otherwise placed at risk. If the vendor cannot identify a specific list of files, sometimes the vendor is able to determine the specific systems from which the exfiltrated data originated.

Depending on the amount and size of the data impacted, we sometimes engage a data mining vendor on behalf of our client to review the data and to generate a list of individuals whose personal information was contained within the data impacted. That list typically includes name and address information, as well as information related to the categories of personal or sensitive data impacted per individual.

**What is the first thing a college official should do when they discover their system is compromised?**

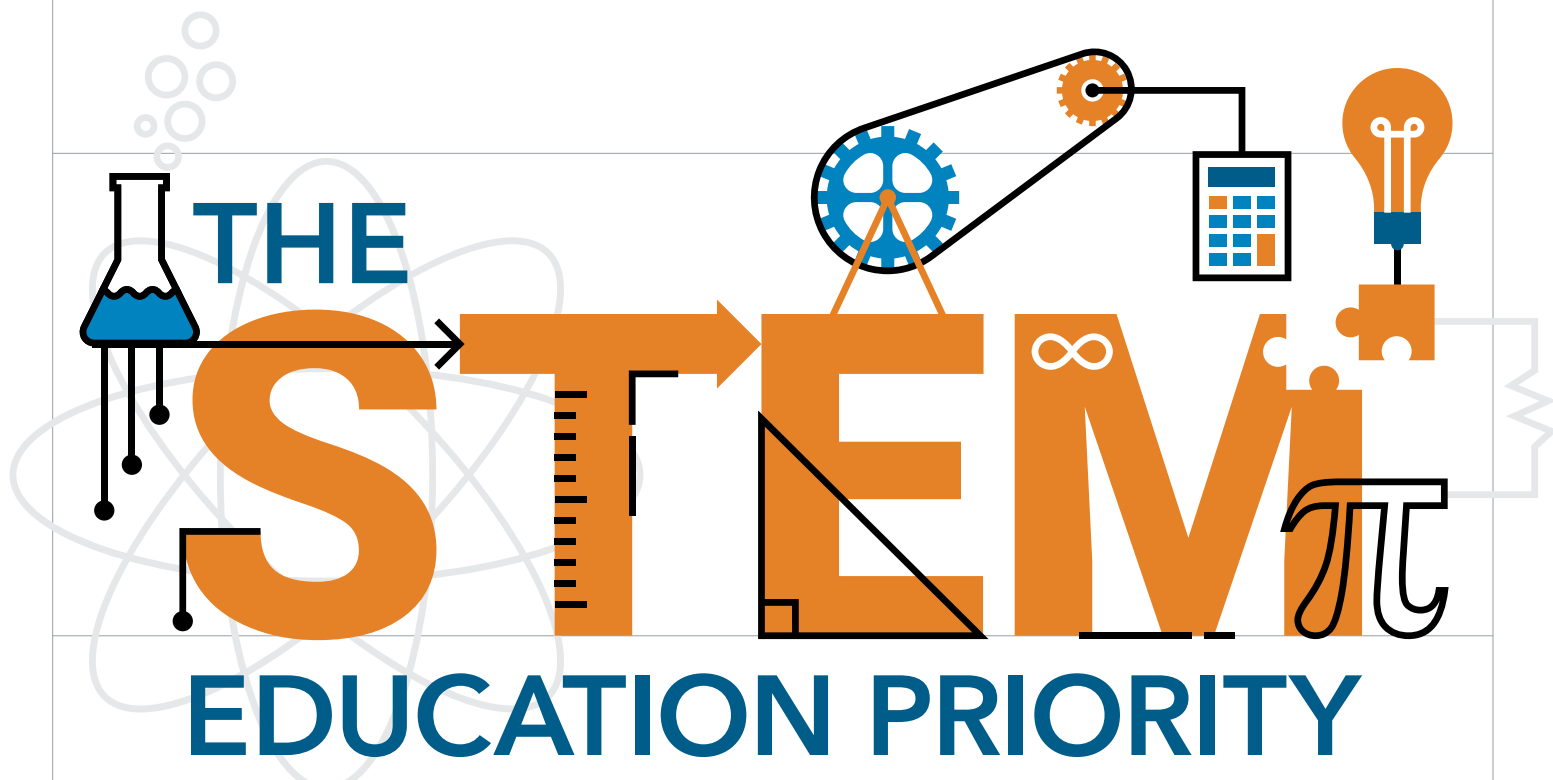
**Sattler:** The college should follow its incident response plan. Notifying your cyber insurer and incident response counsel are often the first steps recommended. Those teams should provide 24/7 incident response services and be ready to jump in at a moment's notice to ensure the institution has the guidance it needs in those critical early moments.

If one theme stands out to me in all of Sattler's responses, it is that those critical early moments are so much easier to navigate if an institution has done its homework ahead of time.

Do we understand what full compliance is and how it will evolve over time? Do we have a solid and practiced response plan in place? Do we know who we will need at the table should an attack ever materialize? The institutions that can answer yes to these questions may not even need 100 hours of consulting services from a firm like mine when all is said and done. If the answer is no, an institution may very well find it's going to take a lot longer than that to contain the damage.



*Marcia Daniel is Ferrilli's chief client officer.*



The NSF Community College Presidents' Initiative in STEM Education is working to improve science and technology education among underrepresented groups – and it needs boards' support.

By George R. Boggs, Charlene M. Dukes, Elizabeth Hawthorne,  
Clayton A. Railey & Vera Zdravkovich

ONE OF A TRUSTEE'S MOST IMPORTANT RESPONSIBILITIES is to act as a bridge between the college and its community. Through their connections in the community, trustees gather valuable information about current community and local business needs that can lead to program improvement or even the development of new college programs. On a larger scale, trustees should become informed about needs of regional and even national interest that the college could address.

Today, the attention of trustees is needed to respond to an emerging crisis. Our nation is facing a significant need to develop adequate talent in science, technology, engineering, and mathematics (STEM) fields to ensure economic strength, security, global competitiveness, and environmental health, according to the National Academies of Sciences, Engineering, and Medicine. There are currently more than 16 million skilled technical jobs requiring an associate degree or similar level qualification, and the number of jobs requiring substantial STEM expertise has grown nearly 34 percent over the past decade, according to the National Science Board.

In addition to projected STEM labor shortages, there are significant racial and gender disparities in the technical workforce. African Americans make up 11 percent of the U.S.

workforce, but only 7 percent of all STEM workers. Hispanics are 17 percent of the workforce but only 7 percent of all STEM workers. Women are underrepresented in several STEM occupations, particularly in computer jobs and engineering. The racial and gender inequalities have significant income implications. Even among workers with similar education, STEM workers earn significantly more, according to the Pew Research Center. At a time when we need to address STEM labor shortages, we cannot afford to leave segments of our population behind.

The National Science Foundation (NSF) is supporting a strategy to address these issues through the newly funded Community College Presidents' Initiative in STEM Education (CCPI-STEM). Community colleges, serving the most diverse student body in higher education, are a fertile ground for effective diversification of the STEM workforce. Fifty-one percent of community college students taking college credit classes are students of color, according to the American Association of Community Colleges.

NSF's Advanced Technology Education (ATE) program has a track record of supporting community colleges, providing \$1.11 billion in support over 25 years. While community colleges'

attention to STEM education has increased over the years, effective use of available government support is still inadequate to address the workforce shortage. Only 22 percent of eligible public community colleges are taking advantage of the NSF ATE funding opportunity, according to the NSF, a percentage we hope to increase significantly.

CCPI-STEM intends to galvanize and support community college leaders (presidents, trustees, vice presidents, deans, and lead faculty) to prepare successful ATE proposals and to implement and sustain ATE projects. ACCT is represented on the National Advisory Board by President & CEO Jee Hang Lee.

CCPI-STEM will be working through Regional Networks (RNs) of community colleges in six to eight geographic regions. The RN partners will also include representatives of local and regional business and industry and members of the professional associations.

An important outcome of CCPI-STEM will be the creation of webinars and digital and print resources such as a *Funding Guide*, *Infrastructure Guide*, *Models that Work*, *Economic Impact Guide*, and *Exemplars*. A CCPI-STEM Economic Resource Guide will showcase successful community college-business and industry partnerships and will provide recommendations to strengthen these programs. Business and industry representatives will be encouraged to co-present and co-author publications that advance STEM education programs.

An annual CCPI-STEM Summit will provide opportunities for showcasing academe-business programs in different regions with the goal of strengthening these relationships. Examples of collaborations that enable the participation of small and rural colleges will be included. Representatives of business and industry will participate in the annual Summit to strengthen the synergistic relationships.

CCPI-STEM will develop curricular modules focused on STEM education and funding opportunities intended to be used in community college leadership doctoral programs and leadership institutes. These materials are planned to address the role of community college leadership in ATE proposal development and in the implementation and evaluation of funded programs. They will provide examples of successful colleges and how they have been able to leverage grant funds to expand and improve their STEM curricula; improve student enrollment and completion in STEM disciplines; address issues of diversity, equity, and inclusion; and strengthen partnerships with local STEM businesses, public schools, and transfer universities. The modules will also provide links to valuable resources.

CCPI-STEM also intends to establish the CCPI-STEM Scholars program for graduate students who are selected and supported in research related to STEM and workforce education in community colleges. The CCPI-STEM Scholars will be expected to present at different events, publish their research findings, share with the broader community, and pursue teaching or serving in a leadership capacity at a community college.

The CCPI-STEM website (<https://ccpi-stem.org/>) provides important current information about the project. It also includes a calendar of events and meetings, shows the regional networks, and lists current ATE awards by region. Interested individuals can

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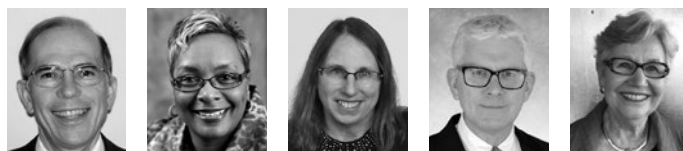
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follow the progress of the initiative on the website. Questions about the initiative or suggestions can be addressed to the Principal Investigators, members of the National Advisory Board, or Regional Network Chairs through the project website.



*George R. Boggs is Superintendent and President Emeritus, Palomar College; President and CEO Emeritus, American Association of Community Colleges; and Chair, Phi Theta Kappa Board of Directors.*

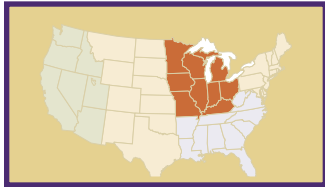
*Charlene M. Dukes is President Emerita of Prince George's Community College.*

*Elizabeth Hawthorne is Distinguished Association for Computing Machinery Scholar.*

*Clayton Railey is Executive Vice President and Provost of Prince George's Community College.*

*Vera Zdravkovich is Academic Vice President Emerita of Prince George's Community College.*

# Around the Regions



## CENTRAL REGION

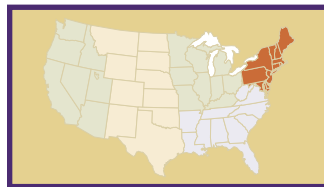
A House bill in **Minnesota** would create a free grant program for the state's two-year colleges. If enacted, the program would cover 100 percent of tuition and fees for students of families with an adjusted gross income of less than \$100,000 and 50 percent of college costs for families with incomes between \$125,000 and \$150,000.

In **Iowa**, the Hawkeye Community College (HCC) board authorized a \$5 million smart automation concept at the public-private TechWorks center supported by HCC and the University of Northern Iowa. The center would train students for jobs in robotics, computer-aided design, hydraulics, and more.

**Michigan** Gov. Gretchen Whitmer announced that 91,000 residents are in the process in earning a tuition-free postsecondary credential as part of the Michigan Reconnect scholarship program. The program is a key part of Whitmer's goal of ensuring that 60 percent of Michigan residents have a postsecondary degree or credential by 2030.

The **Illinois** House and Senate approved a bill prohibiting colleges and universities from refusing to provide copies of transcripts to current and former students who still owe money to the institution.

**Indiana** lawmakers advanced a bill intended to increase the number of high school students who complete the Free Application for Federal Student Aid (FAFSA) by providing high school seniors and their parents with more information about the process.



## NORTHEAST REGION

**Maryland** Gov. Larry Hogan eliminated the four-year degree requirement for thousands of state jobs. Hogan believes the move will ease labor shortages in the state.

**Maine** Gov. Janet Mills proposed a plan to make two years of community college free for qualified students.

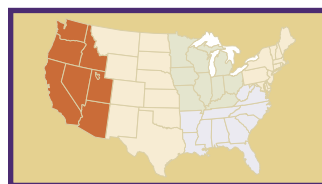
**New York** Gov. Kathy Hochul announced this week that State University of New York (SUNY) campuses will expand opportunities for people to get short-term certification for specific, in-demand skills to help them land jobs or advance

their careers. Nearly half of the system's institutions currently offer a total of more than 400 microcredentials in more than 60 areas of study, including workplace safety, leadership coaching, grant writing, healthcare, and automotive skills.

Two dozen New York community colleges have joined the state's bid for a federal grant that would provide \$25 million in training for green economy jobs in the green economy. The grant would support the training of 2,000 new workers and retraining another 1,500 working in fossil fuel industries.

Starting in March, Holyoke Community College in **Massachusetts** began offering drop-in childcare for student parents. The program is free and covers students between the ages of 6 weeks to 12 years.

Kezia Rodriguez, a general science major at Bergen Community College in **New Jersey**, attended the State of the Union Address as a guest of First Lady Jill Biden.



## PACIFIC REGION

Diné College in **Arizona** and the University of Arizona received a \$500,000 grant from the U.S.

Department of Agriculture to tackle clean water issues in the Navajo Nation.

Maricopa County Community College District in Arizona is introducing baccalaureate programs in seven areas, including programming and data analysis, nuclear medicine technology, computed topography, early childhood education, and dual certification in elementary/special education. The new degree programs, which were made possible by legislation passed last year, will become available in Fall 2023.

A new program in **California** will give up to 6,500 low-income college students \$10,000 grants for performing community service, including tutoring and mentoring.

The California Community College system released a new study demonstrating the financial benefits of attending community colleges. The "Economic Value of the California Community College System" report states that students gain \$5 in future earnings for every dollar invested in its institutions.

The city of Los Angeles has launched California's largest universal child savings program, opening more than 40,000 college savings accounts with balances of \$50 for every first grader in the Los Angeles Unified School District.

University of **Hawaii** Community Colleges are using more than \$2 million in funding to offer a

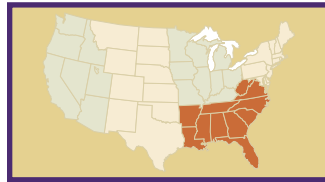
free training and employment program to more than 1,000 unemployed and underemployed Hawaii residents.

Yakima Valley College in **Washington** opened a community food pantry for students and staff when the campus reopened in spring 2020. "When we came back to campus in January, this was our number one priority," said Laura Yolo, the college's manager for student life and government.

**Oregon** Gov. Kate Brown signed into law the Future Ready Oregon bill, a \$200 million package focused on education and training to help Oregonians in their careers in key industries across the state. "Approaching workforce development with an equity lens really is the heart and soul of this legislation," Brown said. "That means identifying barriers to career advancement for underserved communities, providing support services to help individuals overcome those barriers, and viewing those supports—such as childcare access, or broadband—as critical infrastructure."

Portland Community College received an \$800,000 grant for artificial intelligence (AI) career training for students. Outgoing PCC President Mark Mitsui said the funding will "democratize access to AI technology" while

helping Portland students from marginalized communities get trained on modern and emerging technology. Mitsui said the curriculum will be "grounded in principles related to ethics and methods of rooting out implicit bias and algorithmic inequities in AI."



■ ■ ■ ■ ■  
**SOUTHERN  
REGION**  
■ ■ ■ ■ ■

Piedmont Technical College in **South Carolina** received a \$1.6 million grant to expand career outreach to high school students. The funding includes a new position whose sole purpose is to make students aware of the dual-enrollment and career pathways available to students.

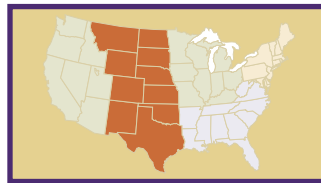
The **Alabama** Community College System is launching an innovation center to train residents for jobs in high-demand industries. The center is a partnership between the colleges and business.

Ten **North Carolina** community colleges are participating in the Rural College Leaders Program

(RCLP), sponsored by the Belk Center for Community College Leadership and Research, in partnership with Achieving the Dream. The three-year program is an immersive learning community designed to close equity gaps and improve student outcomes in rural-serving institutions.

Northwest **Mississippi** Community College has raised more than \$4 million for its Investing Today, Impacting Tomorrow capital campaign.

South **Louisiana** Community College has opened pantries on three of its campuses to support students struggling with food insecurity. The efforts build on earlier efforts to create "Little Food Pantries" from refurbished newspaper bins on its campuses.



■ ■ ■ ■ ■  
**WESTERN  
REGION**  
■ ■ ■ ■ ■

A **Colorado** bill would provide free college tuition at all public higher education institutions in

the state for students who had previously been in the foster care system.

Aims Community College in Colorado received a \$100,000 donation from Juniper Unmanned, a company that provides aerial analytics and drone operations. In 2021, the college launched an Unmanned Aerial Systems Basic Operator Certificate program.

Western **Wyoming** Community College will begin offering the state's first powerline technology degree and certificate programs. The program is supported in part by the Wyoming Innovation Partnership, which was launched late in 2021 with federal American Rescue Plan Act dollars.

**New Mexico** Gov. Michelle Lujan Grisham signed Senate Bill 140, also known as the New Mexico Opportunity Scholarship Act. The bill will waive tuition for any student attending an in-state public or tribal college.

*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](mailto:jbray@acct.org).*

# STUDENTS WANT CHOICE

A new Digital Learning Pulse survey from Bay View Analytics shows a growing preference for online and blended learning options.

Jeff Seaman and Julia Seaman





IN A RECENT SURVEY OF 1,277 COMMUNITY COLLEGE students, over two-thirds of respondents report that they would like to take some of their courses in a fully online format, and more than half (58%) stated they would like the option to take some of their courses as a mix of online and in-person instruction.

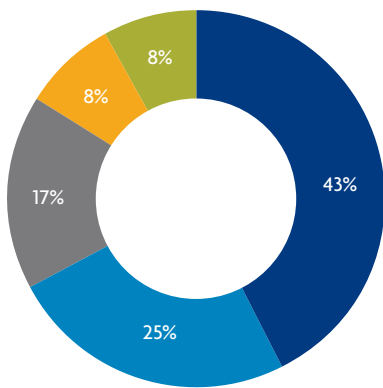
These results are part of the Digital Learning Pulse survey, an ongoing research project to understand how the pandemic is changing higher education. The survey asked current community college students about their post-pandemic educational preferences. Bay View Analytics is conducting the ongoing survey project throughout the year in partnership with Cengage, ACCT, Achieving the Dream (ATD), Phi Theta Kappa (PTK), the Online Learning Consortium (OLC), the Higher Education Research & Development Institute (HERDI), and College Pulse.

There is considerable overlap among students who would like

the option of attending courses online and those who say they would like courses that combine online and in-person instruction; 44% of respondents say they would like both options. There are also significant numbers of students who prefer one over the other, with 23% preferring online-only courses and 13% preferring only classes combining online with in-person instruction. Only 19% of all respondents did not desire either option.

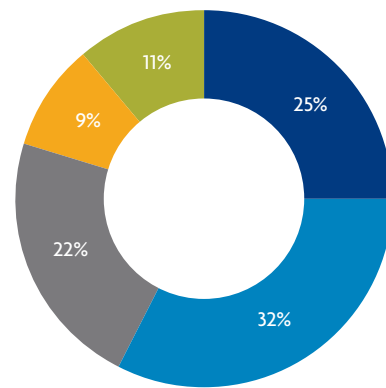
The desire for online courses and courses that mix online with in-person instruction is not new for many of these students, who held these desires before the pandemic. But a growing number of students are expressing this opinion. This shift may be due to changing attitudes towards courses with an online component, driven by exposure to online and hybrid courses during the COVID-19 pandemic. Over 40% of all community college students reported that they are now more optimistic about

I would like the option to take some of my courses in a fully online format



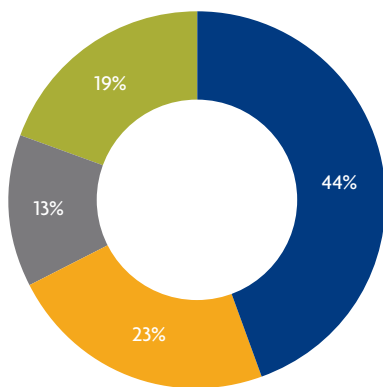
■ Strongly agree ■ Somewhat agree ■ Neutral  
■ Somewhat disagree ■ Strongly disagree

I would like the option to take some of my courses combining in-person and online



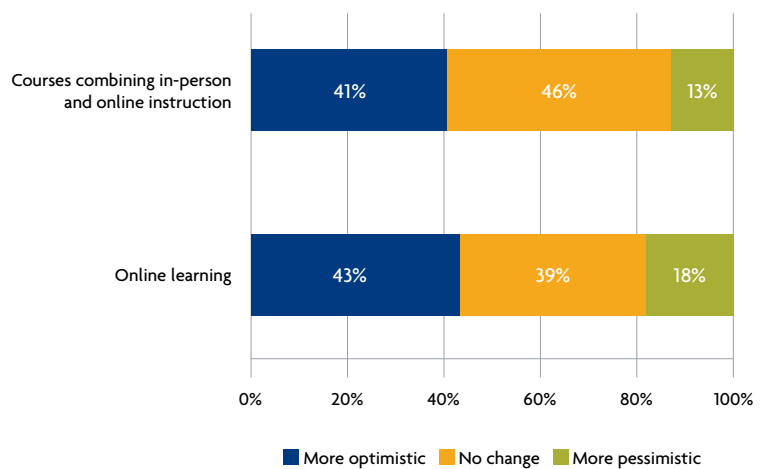
■ Strongly agree ■ Somewhat agree ■ Neutral  
■ Somewhat disagree ■ Strongly disagree

I would like the option to take some of my courses...



■ Online and courses combining in-person and online  
■ Online ■ Courses combining in-person and online  
■ Neither online or courses combining in-person and online

In what way has your attitude changed since prior to the pandemic?



■ More optimistic ■ No change ■ More pessimistic

## UNDERSTANDING WHY STUDENT PERCEPTIONS ARE SHIFTING IS CRITICAL TO UNDERSTANDING THE POTENTIAL IMPACT OF THE CHANGING DESIRES FOR COURSE DELIVERY MODES.

fully online courses and classes that mix online with in-person instruction than they were before the pandemic.

### Student Voices

Understanding why student perceptions are shifting is critical to understanding the potential impact of the changing desires for course delivery modes.

A large group of student comments were overwhelmingly positive about the potential for online instruction, without specifically stating why:

*"I enjoyed online learning. I hope we are allowed to have that option again."*

*"I like online courses and would encourage more of those."*

*"I wish there would be more online-only choices for the full catalog."*

*"I actually enjoy learning fully online."*

*"I enjoyed being able to work at my own pace online."*

*"I enjoyed the online environment!"*

*"I learned I'm [an] online fanatic."*

The comments by students about courses that mix online with in-person instruction mirrored those about online classes, with many expressing their desire without providing specific reasons:

*"I like the hybrid format and hope it can continue."*

*"I strongly prefer hybrid and fully online classes over in-person ones."*

*"I very much appreciate the option of hybrid learning."*

However, among the students who did provide a rationale for their choice, the flexibility that online and courses that mix online with in-person instruction provide was, by far, the most mentioned factor:

*"I enjoy online courses! I would prefer to have my schedule for the rest of the school year online because it provides flexibility for me and the professors are helpful online!"*

*"I would definitely like the option to take some classes online as it would provide a more flexible schedule, especially with asynchronous lectures."*

*"It would be really nice for there to always be online options, being I work full time to support myself it limits my ability to take classes that generally start in the late morning or early afternoon. "*

*"Having to commute to and from school makes me want to prefer online classes more. However, lab experiments are necessary to do in person."*

*"I would like classes to be fully online. It helps me be more flexible with my schedule."*

*"Just would really like the opportunity to have classes that will allow us to either be in class or online. It could help the students that have jobs that are 9-5."*

It is important to understand that while most students expressed a desire for more online courses, that feeling was by no means universal. Some students noted the lack of interaction they saw in online classes and the impact of a lack of motivation when studying online:

*"I prefer in-person courses as I have more at stake in terms of personal relationships with professors and students vs. being completely online where I only interact via Zoom and do my own thing otherwise."*

*"In-person classes make it easier to be engaged and focused during the class."*

*"I would prefer to take my classes in person because of the lack of motivation."*

*"I have come to despise online learning. I feel it is a terrible way for me to learn, and I wish I would have had the option to take my classes in person, even if it required smaller classes and wearing masks inside. In hindsight, I would have probably paid more for in-person learning."*

### Next Steps

Overall, community college students have a more favorable attitude to fully online and partially online instruction than ever before. An overwhelming majority report that they want the option to include these types of courses as part of their future education. While these results show that the potential demand for fully online and courses that mix online with in-person instruction is growing, they do not estimate the full extent of the potential demand.

The common factor in all student responses is matching course delivery modes to their needs and desires. Many students look to the flexibility these delivery modes provide and prefer all their courses to be remote, while others are looking for a "mix and match" approach for their education. The bottom line for community colleges trying to meet their students' expectations will be to provide greater flexibility for the choice of delivery options, with a greater number of fully online and partially online courses in the mix.



*Jeff Seaman, Ph.D., is director of Bay View Analytics.*

*Julia E. Seaman, Ph.D., is research director for Bay View Analytics.*

*Visit [bayviewanalytics.com](http://bayviewanalytics.com) to learn more.*

# 2022 GOVERNANCE LEADERSHIP INSTITUTE

June 15 - 18, 2022 | Honolulu, Hawaii



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- Board/CEO Relations & Teambuilding: Using Goal Setting to Make Policy
- Policy & the Board's Fiduciary Responsibilities: Balancing Competing Needs
- Accountability & Accreditation
- Leadership at All Levels: What Would That Look Like?
- Presidential Evaluations & Board Self-Assessments
- Succession Planning for the President & Board Chair
- Ethical Board Leadership: Code of Conduct & Board Ethics
- The Future of Work: Community Colleges are Key to Our Future Workforce
- Current Trends & Issues Facing Our Colleges
- What to Bring Back to Your Campus

To register and for more information, go to  
[www.acctgli.org/2022hawaii](http://www.acctgli.org/2022hawaii)

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Vaccination is required on campus.

# Legal Issues Impacting Community Colleges

Recent rulings and guidance involve student athlete compensation, LGBT rights, COVID-19 vaccinations, and student online speech.

By Ira M. Shepard, ACCT General Counsel

THE FOLLOWING IS A SUMMARY of recent legal developments which impact the day-to-day administration of community colleges throughout the United States.

**The U.S. Equal Employment Opportunity Commission (EEOC) issues guidance that COVID, under certain circumstances, may be a disability covered and protected by the Americans with Disabilities Act (ADA) from discrimination.** Issued in

mid-December 2021, the EEOC guidance states that in certain circumstances COVID may be a disability covered by the ADA, making it illegal for employers to discriminate against employees recovering from the disease. In the guidance, the EEOC Chair pointed out that employees with disabilities resulting from COVID may be eligible for reasonable accommodations.

Depending on each employee's individual circumstances, an employee recovering from COVID may meet the ADA's definition of a disability as a mental or physical impairment that substantially limits a major life activity, or an employer's perception that the individual has a disability. Someone who has COVID and experiences multi-day headaches, dizziness, and brain fog attributable to the disease is an example of an impairment covered by the ADA. However, the EEOC pointed out that not every person with COVID will qualify as disabled.

For example, if someone has COVID and is asymptomatic or has mild symptoms similar to the flu that last only a few weeks with no other consequences, that person would not qualify as disabled. The EEOC suggests an individual assessment of each employee with COVID might be necessary to determine whether it is a disability.

**EEOC loses attempt to invalidate "negotiation" defense to an equal pay act claim brought by a school district superintendent who was paid less than her male predecessor.** The EEOC recently filed a case on behalf of a school district superintendent under the Equal Pay Act, alleging that the school district



*"A robot was doing my job, but it quit."*

violated the law by paying the new female superintendent less than it paid her male predecessor. The school district defended its actions, alleging that the female superintendent failed to negotiate a higher salary.

The EEOC argued that failure to negotiate a higher salary is not a valid defense to an Equal Pay Act claim. Siding with the school district's interpretation of past court rulings, the federal district court judge hearing the case held that the EEOC failed to show that the "negotiation" defense could not be raised. (*EEOC v. Hunter-Tannersville Central School District*, 2021 Bl 460087, N.D.N.Y. No. 1:21- cv-00352,12/2/21). The judge concluded that whether the defense is valid could be reviewed by the U.S. Court of Appeals.

**Arizona's denial of healthcare coverage for transgender surgery in plan covering public universities is subject to discovery.** The state of Arizona recently appealed a federal trial court's decision that it turn over "attorney opinions" that its actions excluding transgender surgery from health plan coverage were legal to the Ninth Circuit Court of Appeals, which covers California, Oregon, Washington, Arizona, Nevada, Idaho, and Montana. The plan's exclusions are subject to a lawsuit alleging that the denial of benefits violates the applicable sex discrimination statutes.

The state had claimed that its actions excluding such benefits from coverage were legal and relied on "attorney opinions" to that effect. The plaintiff

in the case asked that the opinions be turned over as part of the litigation, and the state refused, claiming the documents were subject to attorney/client privilege. The federal trial court judge agreed with the plaintiff, holding that Arizona waived privilege by implication and concluding that privilege cannot be used as both a sword and shield.

**NCAA loses appeal for an expedited ruling denying student athletes' minimum wage claims, which move on to a federal court trial.** The National Collegiate Athletic Association (NCAA) was denied a request for fast-track consideration of its appeal of an adverse trial court order over student athlete claims that they are covered by the Fair Labor Standards Act (FLSA) minimum wage and overtime rules as employees. The trial court judge ruled that the question of whether the student athletes are employees is a mixed question of law and fact which should go to trial. The judge concluded that the NCAA can appeal an adverse decision after the trial.

The NCAA countered that similar suits in appeals courts in the Seventh Circuit (covering Illinois, Indiana, and Wisconsin) and in the Ninth Circuit (covering California, Oregon, Washington, Nevada, Arizona, Idaho, and Montana) both held that the NCAA is not the employer of student athletes. In rejecting the NCAA's interlocutory appeal, the Third Circuit (covering Pennsylvania, New Jersey, and Delaware) ruled that the NCAA failed to meet its burden in showing exceptional

circumstances justifying departing from the normal policy of delaying appellate consideration until a final judgement is issued.

**State and local laws regulate the use of artificial intelligence in job applicant screening tools.** New York City established one of the broadest new laws concerning the use of artificial intelligence tools to screen job applicants by city employers. The effective date is unclear, and local counsel should be consulted on the new regulations in the city. Under the New York City law, such artificial intelligence tools will be banned in the city unless they are subject to a "bias audit" conducted a year before the use of the tool.

Illinois has passed a similar law, while Maryland passed a law banning the use of facial recognition in the employment application process without the applicant's consent. The attorney general in the District of Columbia has also made a related proposal addressing "algorithmic discrimination."

The EEOC recently indicated that it would study the use of artificial intelligence job screening tools to see if they contribute to bias in employment decisions.



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

# 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.*



**Lane Community College, OR**  
**Dr. Stephanie Bulger**  
President

“Even with a competitive and qualified candidate pool, Dr. Bulger stood out as the right choice for Lane. Her longstanding experience with community colleges, student-

focused background, and strength with public-private partnerships align with Lane’s mission, vision, and values. We believe that she is the right person at this time to move the college forward.”

— *Lisa Fragala, Chair, Lane Community College Board of Education and Presidential Search Advisory Committee*



**Río Hondo College, CA**  
**Dr. Marilyn Flores**  
Superintendent/President

“We are proud to announce Dr. Marylin Flores as our next Superintendent/President. Río Hondo College has a legacy of achievement, and we know Dr.

Flores will continue this proud tradition as our new leader. The board is confident that she will continue our college’s efforts of diversity, equity, and inclusion, which are fundamental to advancing educational justice and opportunity.”

— *Vicky Santana, Chair, Rio Hondo College Board of Trustees*

**Gogebic Community College, MI**  
**Chad Lashua**

Vice President of Business Services

“Mr. Chad Lashua brings to GCC over 20 years of combined leadership experience in business and higher education. His attention to detail, service orientation, and business acumen will serve the college’s interests well. We look forward to a bright future with Mr. Lashua at the helm of Business Services.”

— *Dr. George McNulty, President, Gogebic Community College*



**NorthWest Arkansas Community College, AR**  
**Dr. Dennis Rittle**  
President

“All of the finalists were good choices because the search committee did a great job, but Dr. Rittle emerged as our top choice, and I think he’ll be great.

His vision for NWACC in the coming years is something we are excited to pursue.”

— *DeAnne Witherspoon, Chair, NorthWest Arkansas Community College Board of Trustees*

# 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.*



## **Gogebic Community College, MI**

### **Dr. Jennifer Sabourin**

Vice President of Student Services and Athletics

“Dr. Jennifer Sabourin brings to GCC over 20 years of combined leadership experience in athletics and student services. Her communication skills,

ability to connect with students, and emphasis on diversity will serve the college’s interests well. We look forward to a bright future with Dr. Sabourin at the helm of Student Services and Athletics.”

— *Dr. George McNulty, President, Gogebic Community College*



## **Lane Community College, OR**

### **Dr. George Stalliard**

Vice President of Finance and Operations

“We are thrilled with the many years of experience in campus operations and finance that Dr. Stalliard brings to our campus. His vision

and commitment to students has been an asset to our executive team.”

— *Dr. Margaret Hamilton, President, Lane Community College*

# 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.*

## RETREATS & WORKSHOPS

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

Aims Community College (CO)  
Anne Arundel Community College (MD)  
Central New Mexico Community College (NM)  
Clovis Community College (NM)  
SUNY Erie County Community College (NY)  
Florence-Darlington Technical College (SC)  
Garden City Community College (KS)  
Howard Community College (MD)  
Lee College (TX)  
Middlesex College (NJ)  
Milwaukee Area Technical College (WI)  
Monroe County Community College (MI)  
Montcalm Community College (MI)  
Montgomery County Community College (PA)  
Mott Community College (MI)  
Mount San Jacinto College (CA)  
Ohlone College (CA)  
Pima Community College (AZ)  
Southern State Community College (OH)  
Springfield Tech Community College (MA)  
Wisconsin Technical College District Boards Association (WI)  
Yavapai College (AZ)



# BOARD DEVELOPMENT WORKSHOPS & RETREATS

Periodic board retreats, board self-assessments, CEO evaluations, and policy reviews are among the practices of a highly effective board. ACCT can create a customized retreat or specialized workshop to help your board understand and effectively carry out its responsibilities.

ACCT has an esteemed group of consultants that are matched to the board's needs. Our consultants engage the board in learning opportunities that may include case studies, exercises, and facilitated discussions. Visit [acctsearches.org/consultants/](http://acctsearches.org/consultants/) to find a facilitator who will best serve your needs.

Topics include:

- Accreditation
- Advocacy
- Board ethics
- Clarifying roles and responsibilities
- Conflict resolution
- Diversity, equity, and inclusion
- Establishing goals
- Onboarding new trustees
- Preparing the college for a leadership transition
- Policy governance
- Policy review
- Strategic planning — board roles and responsibilities
- Succession planning
- And more!

If you are interested in learning more about ACCT services contact Colleen Allen, Director, Retreat and Evaluation Services, at [callen@acct.org](mailto:callen@acct.org) or 202-558-8682.

“Open communication without judgement.”

“Allowed us time to problem solve.”

“We should do this at least once a year.”

“Skilled facilitator.”

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 Richard Anderson  
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 Peter Zschiesche

\*Deceased



# INTERFACE

A PUBLICATION OF THE COMMUNITY COLLEGE PROFESSIONAL BOARD STAFF NETWORK IN COOPERATION WITH THE ASSOCIATION OF COMMUNITY COLLEGE TRUSTEES

## PROFESSIONAL BOARD STAFF NETWORK 2022 EXECUTIVE COMMITTEE

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Find us on Facebook:  
ACCT Professional Board Staff Network

PBSN Website:  
www.acct.org/page/professional-board-staff-network



## Is a Great Leader Born or Made?

By Benita Duncan  
Lansing Community College

AN APPLE SEED HAS ALL THE CHARACTERISTICS TO BECOME AN apple, but without being put into the ground, watered, cultivated, and developed, it will never become an apple. Although I believe some people are born with the characteristics and skills to become a great leader, without those skills being cultivated and developed,

they will never become one.

Unfortunately, we know many people that serve in a leadership capacity who aren't great leaders. What constitutes a great leader? Someone with integrity, strength, gratitude, patience, endurance, generosity, empathy, and most importantly humility. Being a good leader isn't something just for top-level executives. It is an essential skill for those of us who serve those top executives to be successful in our jobs.

In 2021, I read a great book entitled *The Leader Assistant: Four Pillars of a Confident, Game-Changing Assistant* by Jeremy Burrows (Assistants Lead, 2020). It defines leadership as an act, a practice, and a discipline to take care of the people around us, regardless of how the team or executive shows up every day.

In our roles, we are expected to make things happen even when others fail or don't give us the support to help us to succeed. We are expected to think ahead, communicate, be innovative, counsel, plan events, serve as travel agents, gap fillers, bridge builders, and so much more. The author describes what he calls four pillars of a confident game-changing assistant. He states that although we may have mastered the essential skills to be a good assistant, we need to embody more than just the essentials if we want to become game-changing assistants and maintain longevity in this career path.

The author describes these four "game-changing characteristics" as the differences between a good assistant and an exceptional assistant. I've detailed them below, but I encourage you to read the book to tap into this powerful resource that will empower and equip you to lead with confidence.

- 1. Discerning:** Discernment is defined as acuteness of judgment and understanding. The leader assistant can anticipate the needs of their executive and make decisions on their behalf. Discernment is anticipating. When you are proactive, you plan ahead for something you know will happen, but a great leader anticipates what *could* happen and prepares for it. A leader assistant can anticipate outcomes and be ready to make good decisions.
- 2. Steady:** A leader assistant can juggle multiple projects and never let others see the stress they may be under. Assistants are leaders not because of their ability to do a lot at once, but because of their posture while doing those tasks. Serving presidents and trustees can be a stressful job. We work in an environment where presidents and trustees come and go. Sometimes, trustees don't get along or the president and the board don't get along. Regardless of the stress around us, we can choose the characteristics we want to display. Learning to set aside a negative characteristic for its opposite is what will make you a leader.

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# INTERFACE

A PUBLICATION OF THE COMMUNITY COLLEGE PROFESSIONAL BOARD STAFF NETWORK IN COOPERATION WITH THE ASSOCIATION OF COMMUNITY COLLEGE TRUSTEES

*continued from page 41*

3. **Confidence:** As PBSN members, we are in contact with the most confident people on our campuses. How can we expect to lead if we lack confidence in our ability to get the job done? That's why being connected to the PBSN and other professional organizations is important to building our network of resources. Assistants are often given tasks with no instruction book, but a leader assistant will use their network and resources to figure it out. A downfall of having confidence is relying on compliments to validate who we are. True leaders don't look for validation through accolades because we may never receive them. As leader assistants, we must focus on the invaluable service that only we can provide.

4. **Humble:** An assistant leads in the trenches, working confidently yet humbly, side by side with their executive and peers, not exerting power or control, but influence and diplomacy. Many people lack humility, but humility is what keeps you grounded. In his book *The Purpose Driven Life: What on Earth Am I Here For?* (Zondervan, 2013), Rick Warren states that "humility is not thinking less of yourself, but thinking of yourself less." When we are truly humble, we're driven by the work we do for others and not the recognition we receive from them. When recognition does come, the feeling you get is not pride, but gratefulness. PBSN members, be encouraged! You may not have been born a great leader, but you can certainly master these characteristics to become one!



The 2022 Professional Board Staff Network Executive Committee

# INTERFACE

A PUBLICATION OF THE COMMUNITY COLLEGE PROFESSIONAL BOARD STAFF NETWORK IN COOPERATION WITH THE ASSOCIATION OF COMMUNITY COLLEGE TRUSTEES

## Spring Forward

By Bridget T. Abraham, Montgomery College

SPRING IS A SIGN OF RENEWAL. BIRDS ARE CHIRPING. TREES are budding. In some parts of the country, spring crashed in like a tsunami. In others, it crept in at a snail's pace or decided that it will leave us anxiously awaiting its presence, as many do on February 2nd for Punxsutawney Phil. Yet it does not ask or need our permission to do what it always does best — it simply “shows up.”

Showing up presents itself in many forms. Many have shown up by partially or fully returning to their offices. Others have shown up by volunteering their time, exploring the engagement and use of charitable resources. Some have even decided that what once was no longer is. Hence, there is a mass exodus to a discovery of new people, places, and things. However, what seems to be a looming is the overwhelming desire to embrace a narrative of what we have all heard echoed as the “new normal.”

I have to be honest and state that the “new normal” oftentimes feels like what was normal. I rush in, attempting to pick up where things left off. I expect people and processes that were constant to remain consistent in a new, evolving world which has displayed the same swift behavior that changes as rapidly as the four seasons. Whatever you define as a normal pattern, maybe you can attest to the fact that it happens easily, without much thought or effort. The challenge personally and professionally is to spring forward, naturally.

Here are four things to consider and remember as you spring forward:

1. **Slow Down (or Speed Up).** It may feel like you have to

maintain the same momentum that propelled you to where you are. Now is a great opportunity for self-reflection to determine the things that work best. The greater victory is acknowledging the things that do not work, or no longer profit you and your wellness and/or the team's. Identify where you were pre-pandemic. Then resolve whether it's beneficial for you to slow down or speed up. Be honest, remain flexible, but most of all...

2. **Be Intentional.** Relationship-building and maintenance require work. Work cannot consume your existence. You are worth so much more, and so are others. Sometimes, you just have to be intentional about checking in with a “how are you?”
3. **Practice Patience.** There are people that exude empathy, and others have to work at it. In any case, remember that the entire world has undergone a metamorphosis. There is not one creature on this planet that has not been impacted by this pandemic. Remember that you have to be patient with others and with yourself. People are still processing and working through an event that has occurred for the first time in many of our lives, so demonstrating grace is as important as it has ever been.
4. **Be Creative.** Refine your craft. You owe you.

You are valuable. Be great. The world needs you.  
Spring Forward.

## 2023 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

**Jay Nardini\***

*Hawkeye Community College, IA*

Northeast Region

**Sheila Ireland\***

*Community College of Philadelphia, PA*

Pacific Region

**Diane Noriega\***

*Mt. Hood Community College, OR*

Southern Region

**Yvonne Barnes\***

*Trident Technical College, SC*

Western Region

**Steve Anderson\***

*Northeast Community College, NE*

### DIRECTOR-AT-LARGE

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

**Blake H. Eisenhart**

*Bucks County Community College, PA*

**Jermaine Reed\***

*Metropolitan Community College, MO*

**Arturo Reyes\***

*Mott Community College, MI*

**Kenneth Sadler\***

*Forsyth Technical Community College, NC*

**Oscar Valladares\***

*Rio Hondo College, CA*

*Nominations must be received by July 1, 2022 in order to appear in the fall 2022 issue of Advisor.*

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

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

## NOMINATIONS FOR DIRECTOR-AT-LARGE

### Deadline for Receipt is July 1, 2022

You are encouraged to submit your nomination via e-mail to [nominations@acct.org](mailto:nominations@acct.org).

### Director-at-Large Nomination Process

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

If you wish to run for a Director-at-Large seat during the 2022 ACCT Leadership Congress and appear in the *Advisor*, you are required to notify the ACCT President at the Washington, D.C., office in writing of your intent to run. Your notification must be received with a postmark date of **July 1, 2022**, or by electronic mail (preferred method) by close of business on **July 1, 2022**. The President will send candidate information received within the prescribed postmarked deadline to the ACCT membership in September.

Official notification from candidates shall consist of:

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

You are encouraged to submit your nomination online. Please e-mail your nomination to [nominations@acct.org](mailto:nominations@acct.org). ACCT will respond to your submission via e-mail within three working days. Please contact ACCT President and CEO Jee Hang Lee at [jhlee@acct.org](mailto:jhlee@acct.org) if you do NOT receive a response within three working days. Nominations will also be accepted via standard mail (return receipt requested). Mail nominations to: ACCT President, 1101 17th Street, NW, Suite 300, Washington, DC 20036.

## 2023 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

**Zaida Hernandez-Irisson\***

*Gateway Technical College, WI*

Northeast Region

**Pamela E. Gardner\***

*Hudson County Community College, NJ*

Pacific Region

**Sharmila Swenson\***

*Highline College, WA*

Southern Region

**Keyatta Priester\***

*Aiken Technical College, SC*

Western Region

**Linda Hoskins-Sutton\***

*Kansas City Kansas Community College, KS*

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

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

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

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