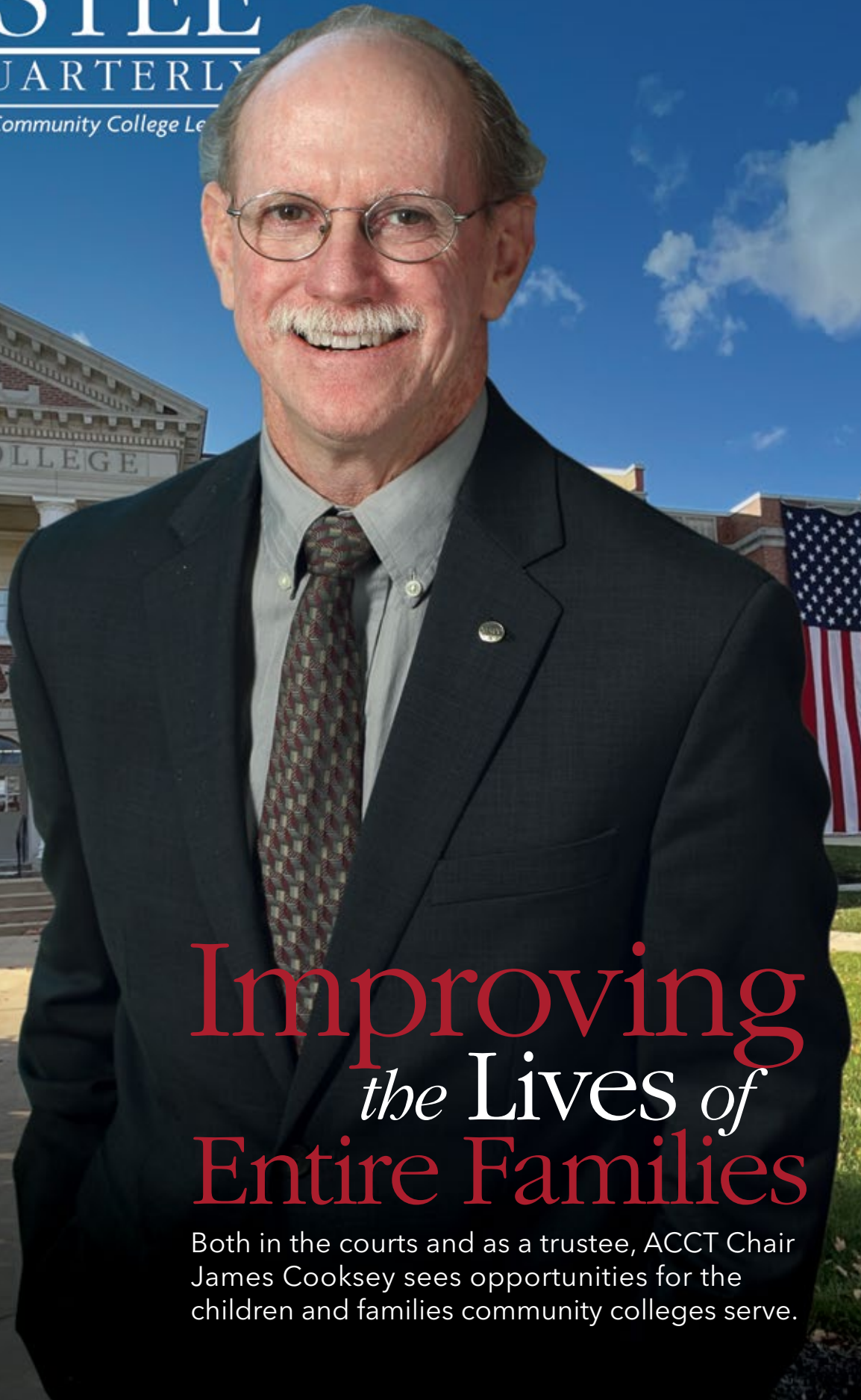


TRUSTEE

WINTER 2022

QUARTERLY

The Voice of Community College Leaders



Improving *the Lives of* Entire Families

Both in the courts and as a trustee, ACCT Chair James Cooksey sees opportunities for the children and families community colleges serve.

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 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

NOMINATIONS DUE

JUNE 13
2022



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From the Chair

Improving the Lives of Entire Families



THIS PAST OCTOBER, ACCT TOOK A LEAP OF faith as one of the first organizations in the higher education sector to hold a large in-person gathering. When the ACCT Board of Directors and executive leadership made the decision to do this, rest assured, we carefully weighed all options. Ultimately, we decided to get together physically because this association exists to give members what they need, and we know that working together is the lifeblood of this nation's community college governance system. Yes, as with so many others, we adapted admirably well to virtual collaboration, but if there was a safe way to meet in person, we knew that it was time.

There was no guarantee that this would prove to be the right decision — and so we are grateful that it proved to be the right decision.

In this issue of *Trustee Quarterly*, you'll see a recap of the 2021 ACCT Leadership Congress in San Diego. You will also read the results of a new Digital Pulse survey, conducted by Bay View Analytics and Cengage, along with a variety of partners including ACCT, that reveals that while students do want remote-learning options, many also are most comfortable and get the most value out of in-person classes. As we've adapted, we have learned that how we work together is not an all-or-nothing, here or there affair. We can do what is most appropriate and effective for different situations.

As ACCT Chair, I am excited to work with the board and with newly appointed President and CEO Jee Hang Lee to determine how to incorporate online learning as a permanent fixture of ACCT's services to boards while still offering all-important opportunities for face-to-face networking and education.

Jee Hang details some of his plans for online learning in an interview in this issue and a new *In the Know With ACCT* podcast episode. Meanwhile, I encourage you to read the advocacy department of this issue, which is dedicated to the 2022 Community College Federal Legislative Priorities — also known as the "Green Sheet" — that has been a fixture at the Community College National Legislative Summit for decades.

This February, we will resume gathering in person in Washington, D.C., to advocate for our colleges and our students, and these priorities are the standard that we bear as we make our case to our elected officials. I am happy to report that attendance at the 2021 ACCT Leadership Congress was strong, as are our registration numbers for the 2022 National Legislative Summit. This is evidence that community college leaders and our partners are eager to resume face-to-face (or mask-to-mask, as the temporary case may be) relations to continue to advance our membership. I look forward to seeing you and speaking with you early this year and again this October in New York City.

In case no one has done so recently, I sincerely thank you for your commitment to your community college, its students, and your community. Our work as advocates changes lives, so let's keep working together no matter what obstacles are thrown onto our path.

JAMES COOKSEY
MOBERLY AREA COMMUNITY COLLEGE, MISSOURI

TRUSTEE QUARTERLY

The Voice of Community College Leaders

WINTER 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

ACCT's Next Chapter of Service



Dear ACCT Members,

IT IS MY PLEASURE TO BEGIN THIS NEXT CHAPTER of my service to your colleges and their boards. Every new year brings new promises, and my promise to you as ACCT's new president and CEO is to continue to be the nation's leading advocate for community colleges while working toward expanded member services.

After taking office in November, I invited you to participate in virtual town halls so that I could hear firsthand what's on your mind, what you are concerned about, and how you think ACCT can help. I'm excited to report that over 500 trustees and

college CEOs have participated in our first two town hall meetings. I will continue these meetings throughout the year. If you have not yet joined one of them, I implore you to do so. These events are designed as face-to-face meetings, not webinars, so that all of us can connect with one another on a human level and continue to build our synergy.

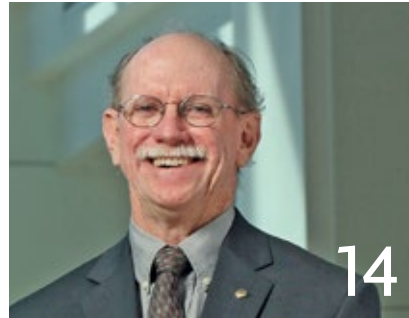
As ACCT's staff and I listen carefully to your needs, we are gearing up to launch expanded member benefits as a way to give back to your commitment to the association throughout the years. One of these benefits will include providing access to some of the services we offer at no cost to you in the coming year. In addition, our staff is currently redeveloping the ACCT.org website to make content easier to find and more convenient to access. Most importantly, we are developing an online learning management system to create dynamic online courses relating to governance and advocacy so that you and your newest board members will have access to state-of-the-art trustee education at your fingertips.

After 15 years of serving ACCT, I cannot tell you how excited I am to have this opportunity to bring some of my long-held ideas to fruition under the guidance of wise and deeply experienced board and committee members. I understand that not all good ideas can be realized immediately, and at the same time, the past couple of years have confronted all of us with unprecedented challenges and have forced long-needed changes. Since dramatic changes have become a matter of course, I believe that now is the time to take advantage of our newfound comfort with adaptability and to move our association and our sector into the future. I am more grateful than you can know for your support as we move forward.

Please never hesitate to reach out to me and to any member of ACCT's deeply committed and talented staff to let us know what's on your mind. The best part of this job is interacting with you. I look forward to seeing you at the 2022 Community College National Legislative Summit.

JEE HANG LEE
ACCT PRESIDENT AND CEO

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A shocking loss of leadership presents unexpected challenges for the board.



Former ACCT President & CEO Appointed to Federal Advisory Position

J. Noah Brown, who retired as ACCT's longest-serving president and CEO in October, has been appointed by President Joe Biden to serve as senior advisor to the Office of Career, Technical, and Adult Education at the U.S. Department of Education. Brown's new position became effective November 1, 2021.



ACCT Membership Town Halls

President and CEO Jee Hang Lee wants to hear from you. Since taking the helm this November, Lee has convened two virtual town hall meetings to hear from members about your interests and your needs. So far, hundreds have shown up to make their voices heard. If you haven't yet participated in an ACCT Town Hall, please keep your eyes peeled for announcements of future town hall meetings and be sure to register. To learn more, visit www.ACCT.org.



NEWS



Annual ACCT Association Awards

ACCT announced the recipients of its annual Association Awards for community college trustees, equity programs, chief executive officers, faculty members, and professional board staff members during the ACCT Awards Gala on Friday, October 15, at the Manchester Grand Hyatt in San Diego, California. Awardees were announced live during the gala on ACCT's Twitter (@CCTrustees). For photos and videos of the Association and Regional Awards, visit www.acct.org/awards.



2021 M. Dale Ensign Trustee Leadership Award

George Little

Sandhills Community College,
North Carolina



2021 Marie Y. Martin Chief Executive Award

Monty E. Sullivan

Louisiana Community &
Technical College System



2021 Charles Kennedy Equity Award
Mt. Hood Community College, Oregon



2021 William H. Meardy Faculty Member Award

Kenneth Walz

Madison Area Technical College, Wisconsin



2021 ACCT Professional Board Staff Member Award

Sara Landreneau Kleinpeter

Louisiana Community &
Technical College System

For more information about the ACCT Awards program, contact awards@acct.org.

ACCT and ESG Launch Noncredit and Credit Alignment Lab

Higher ed organizations receive \$1.2 million grant to support new or improved pathways between non-credit and credit programs at community colleges.

ACCT and Education Strategy Group (ESG) have partnered to launch the Noncredit and Credit Alignment Lab (NCAL), a two-year initiative to support 10 community college governance units' efforts to develop new or improved pathways between non-credit and credit programs. The project is supported by a \$1.2 million grant from ECMC Foundation.

Non-credit programming can be a steppingstone to further education and training that leads to higher earnings and greater career sustainability. Unfortunately, our systems are designed to discourage rather than facilitate pathways across non-credit and credit programs, according to ESG research. The result is that many students in non-credit programs are left without pathways to additional learning, and colleges fail to take advantage of a significant population of engaged learners ready to enroll in credit-bearing programs. To achieve greater equity and develop more resilient and responsive systems following a global pandemic, community colleges must bridge the divide between non-credit and credit programs.

"Community colleges offer both credit and noncredit programs to support the needs of their students," said ACCT President and CEO Jee Hang Lee. "Aligning these programs is critical for both students and for colleges' institutional goals. We are grateful that ECMC Foundation understands the importance of this endeavor."

"To position themselves as drivers of economic recovery and mobility, community colleges need to scale programs in fields where well-paying jobs are growing, and they need to make it easier for learners to gain the skills and credentials needed for success," said ESG President and CEO Matt Gandal. "Breaking down the historic barriers that have separated non-credit and credit-bearing programs is a critical step. ESG is pleased to join ACCT in building on

the work we began last year with the publication of *A More Unified Community College*, which offered strategies and resources for institutions to begin to align their non-credit and credit programs."

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 solutions. By the end of the initiative, each participating college will develop new pathways between non-credit and credit functions or improve current ones to 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 more 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 — because 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, go to www.acct.org/page/noncredit-and-credit-alignment-lab-0.

2021 M. Dale Ensign Trustee Leadership Award Winner



George Little

Sandhills Community College, North Carolina

What does the award mean to you?

It was an honor to see Sandhills Community College and its board in the national spotlight. The M. Dale Ensign Trustee Leadership Award gave credit where credit was due to our community as a whole.

What advice would you offer to other community college trustees?

My recommendation to any trustee is the more you give, the greater you receive. In everything you do, do so with a genuine heart.

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.*

2022 Governance Leadership Institutes

Since the COVID-19 pandemic struck, ACCT has convened virtual Governance Leadership Institutes (GLIs) to make sure that all board members had opportunities to learn governance best practices — but there's no substitute for face-to-face education and networking. That's why our 2022 GLIs will be taking place in person.

The **Strengthening the Leadership Team of the Board GLI**, hosted by the Community College of Philadelphia, will be held from March 23 – March 25 in Philadelphia, Pennsylvania. This event is designed to bring together multiple trustees and their college's chief executive officer/president/chancellor to collectively gain a greater grasp on tough governance challenges and to learn how to support one another in the best of times and the most trying of times.

The **ACCT Governance Leadership Institute for New Trustees** will be held at the Darcy Hotel in Washington, D.C., this August 4 – 6. This event is a must-attend for all new board members and their presidents, as it serves as a comprehensive introduction to community college governance, with opportunities to build a troubleshooting network of peers from throughout the country and get answers from experts.

Visit ACCTGLI.org for more information and to register. If you have any questions, contact ACCT Director of Educational Events Christina Simons at csimons@acct.org.

2022 ACCT Leadership Congress

Start spreading the news! We'll be meeting in New York, New York, for the 53rd Annual ACCT Leadership Congress from October 26 – 29. Visit Congress.ACCT.org to register, submit presentation proposals, view the preliminary schedule, and learn about sponsorship opportunities. If you have any questions about the Congress, contact us at congress@acct.org.



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2022 Community College Federal Legislative Priorities

In lieu of the Advocacy column usually authored by Jee Hang Lee, we are using this space to highlight this year’s top federal legislative priorities. The Advocacy department will resume in the spring 2022 issue of *Trustee Quarterly*.

Support Dreamers

Enact the DREAM Act

Enact the DREAM Act, once and for all, to provide Dreamers with permanent legal status. The DREAM Act provides a path to citizenship for undocumented young people, including the thousands of students currently enrolled in the Deferred Action for Childhood Arrivals (DACA) program. Dreamers were brought to the U.S. as minors and frequently know no other nation besides America. More importantly, they can make substantial contributions to the U.S. economy and society. Dreamers should also be able to access Title IV student aid funding.

Authorize a Community College Led Job Training Program

Fund a Community College Led Program that Links Training to Jobs

The pandemic’s massive economic dislocation has exacerbated the need for a dedicated community college job training program, one that integrates institutional programs with business and local workforce needs. While today’s economy still has millions of jobs available for qualified applicants, colleges lack funding to effectively address the situation. Community colleges call for a robust investment that builds on the demonstrated success of the Trade Adjustment Assistance Community College and Career Training (TAACCCT) grant program, tightly linking training programs to jobs as the economy continues to recover.

Fund Key Education and Workforce Programs

Support Student Access and Success

Boost the Pell Grant maximum award and provide annual inflationary increases to the maximum award using mandatory and discretionary funding. Pell Grants enable millions of low-income students to pay tuition and fees and other college

expenses. Increasing the maximum award promotes affordability for low-income students, reducing their need to borrow.

Funding increases should also be provided for the Supplemental Educational Opportunity Grants (SEOG), Federal Work-Study, TRIO, GEAR UP, and Child Care Access Means Parents in School (CCAMPIS) programs.



Strengthen Under-Resourced Institutions

Increase funding for institutional aid programs, including Minority Serving Institutions (MSIs), Title III-A Strengthening Institutions; Strengthening Historically Black Colleges and Universities (HBCUs); Tribal Colleges; and other programs serving traditionally underrepresented populations.

Bolster Job Training and Career and Technical Education

Continue to support community college training programs that lead to jobs in in-demand industries by increasing funding for the Strengthening Community College Training Grants administered by the Department of Labor.

Enhance funding for Perkins Career and Technical Education (CTE) programs, Adult Basic and Literacy Education State Grants, state grants under the Workforce Innovation and Opportunity Act (WIOA), and the National Science Foundation's Advanced Technological Education (ATE) program.

Reauthorize the Higher Education Act for Today's Colleges and Students

Work with States to Make Community College Universally Accessible, Promoting Student Success

Establish a federal-state partnership to enhance college affordability and enrollment by creating tuition-free community college. Federal policy should reflect the fact that postsecondary education is now essential to provide family-sustaining wages. States should be incentivized to sustain and enhance their

support of higher education as the federal government helps make community college universally available.

An aligned national program to enhance community college student access and success will help ensure increased economic mobility and help sustain economic growth and positively transform higher education.

Support Pell Grants for Students in Short-Term Workforce Programs

Currently, a program must be two-thirds of a year in length to qualify for Pell Grants. Community colleges offer many short-term workforce-oriented programs, yet cost remains a barrier for many students. Eligibility for shorter-term programs should be established, with safeguards to ensure that only high-quality programs receive support. To achieve this goal, community colleges strongly support the JOBS Act.

- Short-term training programs offer opportunities for students to quickly increase their skill level and earning potential.
- Lowering the threshold for Pell Grant eligibility to 150 clock hours will enable more individuals to access training programs for jobs in high-demand fields.

Invest in Basic Needs Supports for Students

The true cost of attending community college extends beyond tuition. Most community college students experience unmet financial need to pay for necessities such as food, housing, transportation, child care, and medical expenses. Community colleges support policies that allow students to access vital basic needs services.

- Increasing the capacity of community colleges to connect students with supportive services that will help

ensure students persist and succeed in their postsecondary pathways.

- Existing federal programs including the Child Care Access Means Parents in School (CCAMPIS) and the Supplemental Nutrition Assistance Program (SNAP) must be strengthened to meet students' true needs.

Focus Student Tax Policy on Those Who Can Benefit Most

End the Taxation of Pell Grants

Currently, Pell Grant awards can be taxed for any amounts that exceed a student's tuition and related expenses. This means that community college students must pay tax on any portion of their Pell Grants that is used to help meet living expenses.

Taxing Pell Grants also prevents thousands of community colleges from receiving the full American Opportunity Tax Credit (AOTC) because of unintended interactions between the programs. It is counterproductive to tax benefits provided to those with extremely limited resources.

Additionally, the Lifetime Learning Tax Credit (LLC) should be altered to provide 100% of the first \$2,000 of tuition and fees paid by those taking job-focused training courses at community colleges. The LLC has not lived up to its promise of helping America re-skill.

Make your voice heard on these important topics by visiting with your members of Congress and talking about this or other key issues. Request a meeting virtually or in person with your legislator. For virtual and other meeting tips, visit www.acct.org/product/advocacy-toolkits. To stay up to date on key legislative items, sign up for ACCT's Latest Action in Washington alerts by emailing publicpolicy@acct.org.

ALL TOGETHER NOW

ACCT's first in-person Congress in two years marked transition and a renewed commitment to equity.

By Mark Toner





Clockwise from left: Keynote speaker Nicholas Pinchuk, chairman and CEO, Snap-On Incorporated; keynote speaker Alberto “Beto” Vasquez, associate director of STEM engagement & institutional relations, University of California San Diego; 2021 ACCT Chair David Mathis (left) presents former ACCT President and CEO J. Noah Brown with Lifetime Membership; Maria Nieto Senour, president, San Diego Community College District Board of Trustees.

SAN DIEGO WAS THE SITE OF A REUNION OF SORTS, AS NEARLY 1,200 trustees, presidents, students, and other community college stakeholders came together for the one of the sector’s first national in-person events since the COVID-19 pandemic roiled campuses and the country in March 2020.

“It’s been 24 months since we’ve been together,” ACCT Board Chair David Mathis, trustee at Mohawk Valley Community College in New York, said during the opening session of the 2021 ACCT Leadership Congress. “I know the past year and a half has been a tremendous challenge for all of us, and I’m proud of how we’ve been able to continue serving our students and colleges during this difficult time.”

Aside from masks and color-coded lanyards which signaled attendees’ comfort levels with close contact, the day-to-day routine of the 2021 Congress was remarkably familiar. But the event also marked a time of transition — for then-ACCT President & CEO J. Noah Brown, who stepped down after a quarter century of service, and for the sector as a whole as it confronts a changed post-pandemic landscape. With the theme “Advancing Diversity, Equity, and Inclusion,” Congress speakers urged attendees to heed the calls for racial justice that intensified in 2020 and lead by example.

“Our community colleges should be models for the communities in which they happen to be located,” said Dr. William B. Harvey, who as rector of Danubius University in Romania is the first African American to lead a European institution of higher education. “Other social and private institutions follow our lead. We’re not just talking about this, we’re doing it, and we want [them] to follow so our society can be more equitable for everybody.”

The Equity Imperative

Congress sessions reinforced the event’s focus on diversity, equity, and inclusion, with trustees speaking frankly about longstanding disparities in the communities they serve.

“Those who were economically well off kept to themselves, while those who were not were pushed off to the side,” said Clint Kingsbery, a trustee at Alamo Colleges, which is focusing

on a “moonshot” to work with regional partners to “end poverty through education.”

“One of the things we had to overcome is that divide,” Kingsbery said. “Ultimately, many of our students were not achieving their goals. The board had to look inward.”

Making lasting changes requires explicit board goals, said Michael Brintnall, a trustee at Montgomery College in Maryland. “It isn’t short, quick, and dirty,” added Montgomery College Trustee and ACCT Board of Directors Member Marsha Suggs Smith. “It takes a lot of time, but you do see the results at the end.”

New strategies can help drive action. Monty Sullivan, system president of the Louisiana Community and Technical College System, called the initial conversations that led to a systemwide strategic plan driven by equity “one of the moments I was most proud of with our executive team.”

“When you take actions around a set of values we all aspire to, that’s when good things happen,” Sullivan said. “It has been an absolute game changer for us.”

In similar fashion, the California Community Colleges Women’s Caucus (CCCWC) was created in 2020 to build leadership and close the gender equity gap. In its inaugural year, the caucus grew to over 500 members.

Keynote speaker Nicole Lynn Lewis urged Congress attendees to extend equity efforts to a historically overlooked sector of higher education: the nearly 4 million students who are parents — including nearly half of all black female students and outsized proportions of other students of color.

“As you work to put action behind the racial equity statements, please know that student parent work is racial justice work, because the needs of parenting students are intertwined with the needs of various other groups,” said Lewis, the founder and CEO of Generation Hope. Generation Hope engages education and policy partners to drive systemic change and provides direct support to teen parents in college as well as their children through holistic, two-generation programming.

“The challenging road ahead requires us to get rid of the



Top left: Phi Theta Kappa President & CEO Lynn Tincher-Ladner; bottom left: San Diego Community College District Chancellor Carlos O. Turner Cortez; center: Dr. William B. Harvey, rector of Danibus University and president emeritus ex-officio, National Association of Diversity Officers; right: ACCT staff discuss advocacy with members at the ACCT marketplace.

old ways of doing things,” Lewis added. “It forces us to have uncomfortable conversations about why certain policies and procedures are in place.... Let’s look at our norms with a fresh eye, a new lens.”

Alberto “Beto” Vasquez, associate director of STEM engagement and institutional relations for the University of California San Diego, challenged Congress attendees to focus on their students’ identities and cultural expectations.

“We can’t just focus on the number of degrees and how people are passing without also taking into account how comfortable they feel on campus,” Vasquez said. “You have the opportunity to sit at tables that many other people don’t. How are you using that power?”

New Policy Conservations

Congress attendees celebrated the unprecedented funding made available to higher education during the pandemic — \$71 billion through late 2020. In multiple sessions, college leaders outlined how these funds were used to support students. At Cuyahoga Community College in Ohio, relief funds paid or reduced tuition balances for almost 3,100 students, of whom more than 15 percent re-enrolled in college, said Angela Johnson, vice president for access and completion.

Continued advocacy remains critical as Congress continues to deliberate further stimulus proposals and the federal budget. “We can’t do the work in Washington, D.C., without an engaged college administration,” current ACCT President and CEO Jee Hang Lee told attendees. “There’s a lot of work ahead of us... in the next couple of months.”

The inclusion of the Obama-era proposal to make community college tuition free in the Biden Administration’s \$7 trillion Build Back Better agenda was the most visible element of community college proposals. The administration also proposed funding for workforce training programs, increases to the Pell Grant maximum, and support for campus infrastructure needs, which were last addressed at the federal level in the 1990s.

While the administration’s proposals have since been pared down and the future of its agenda remains uncertain, the inclusion of community college priorities represents “the start of a really exciting conversation,” said Katie Brown, former ACCT director of government relations.

Daisy Gonzales, acting chancellor of California Community Colleges, urged community college leaders to continue to advocate for tuition-free community college.

“We know that community colleges are the economic engines of this country,” she said. “And we also know during the pandemic, all of you have been on the front lines of fighting poverty... Community college students need the America’s College Promise today. Their dreams are the future of this country.”

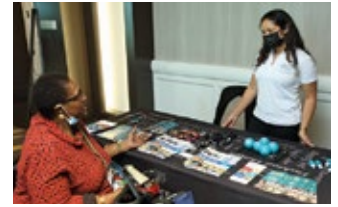
Meeting the Mission

Congress sessions highlighted how colleges are navigating the many challenges the past two years have posed. Missouri’s Metropolitan Community College, for example, faced a “metaphorical tsunami” when a ransomware attack was followed almost immediately by the pandemic.

Meeting community workforce needs has surfaced as an even greater imperative as the economy rebounds. Keynote speaker Nicholas Pinchuk called strengthening workforce skills “the seminal issue of the time,” telling community college leaders that it “depends on all of you.”

“If you want evidence that technical careers and upskilling and arming our workforce with technical capabilities, all you have to do is look back at the last 18 months,” said Pinchuk, president and CEO of Snap-On Tools Incorporated. “That’s why what you do... has never been so important.”

Federal relief funding has helped institutions develop new workforce programs. LCTCS used \$10 million in funding to create Reboot, which trained more than 5,200 residents for available jobs in five high-demand fields during fiscal year 2021. And California’s Oxnard College rapidly shifted its firefighting academy to a hybrid model during the pandemic to ensure a continuing pipeline



Clockwise from left: Community College League of California Board President Kenneth Brown; meeting of student trustees; ACCT marketplace; Mathis, ACCT President and CEO Jee Hang Lee, Brown; new ACCT Board of Directors members take oath of office.

of first responders, for which it was recognized with a 2021 Bellwether Award for workforce development.

Meeting the mission in a rapidly changing world requires effective policy governance. “How we as a board recognize things have changed and how we are going to support the change... that is the future of education,” said John Wyatt, board vice chair of Lakeshore Technical College in Wisconsin.

Changing of the Guard

The 2021 Congress saw two major leadership transitions — the annual passing of the gavel to the new ACCT chair and Brown’s farewell address as ACCT President & CEO.

Incoming ACCT Chair James Cooksey, a trustee at Moberly Area Community College in Missouri, outlined as priorities for the year continued research into the challenges faced by student parents and new efforts to understand the needs of teenagers and foster youth to determine “what community colleges can do to support this very vulnerable population,” he said.

Cooksey, who has served as a judge for more than two decades, drew parallels between the family cases he oversees and the lack of education that contributes to intergenerational poverty and family instability (see profile, p. 14). “We work with parents to try to break this terrible cycle. One of the best ways to succeed in this, and to give them a real opportunity to grow, is engaging them with our community colleges,” he said. “Most of the students who attend our colleges do not have the financial security or social power to get them where they want to go... Our students have the most to lose, and yet they have the most to gain.”

Brown reflected on his 16-year tenure at ACCT’s helm by recalling his original priorities. “What I said then, and what I have focused on every day since, was raising the profiles of community colleges as change agents, while emphasizing the potential of trustees to affect policymaking so profoundly that the sector would no longer be marginalized nor neglected,” Brown said. “As I hand the reins now to your new president and CEO, I do so with the confidence and evidence of an association that has

never been stronger... I have been privileged to serve you and the millions of students who rely on your colleges as gateways to the American dream.”

Brown’s impact was highlighted during a video presentation featuring conversations with President and Dr. Jill Biden, President Barack Obama, and Bill Gates, among others. Videotaped remarks from two former U.S. Education Secretaries recognized ACCT’s longest-serving president’s service to the community college sector. James Kvaal, the current Under Secretary of Education, noted Brown’s role as a “trusted advisor to President and Dr. Biden for more than a decade” — a role which continues as Brown has since taken a role as a senior advisor to the U.S. Department of Education.

“We are a better country because of Noah’s work,” Kvaal said.

Jee Hang Lee, who previously served as ACCT’s Senior Vice President, outlined his priorities for the organization as its new leader, including a series of member town halls to gather member suggestions and requests. Lee also pointed to the creation of a Center for Policy, Practice and Research, which will provide technical assistance, best practices, and support for colleges (see p. 18). Noting that the makeup of governing boards continues to evolve, Lee also announced plans for “modernizing” professional development on trusteeship, “utilizing technology to ensure access to a wide array of educational materials.”

“At ACCT, we will never lose sight of our commitment to all our students,” Lee said. “I am committed to building on ACCT’s stellar legacy to do even more for our institutions, and specifically our students.”



Mark Toner is an editor for Trustee Quarterly.

"Most of the students who attend our colleges do not have the financial security or social power to get them where they want to go. Our students have the most to lose, and yet they have the most to gain."



Improving *the* Lives of Entire Families

Both in the courts and as a trustee,
ACCT Chair James Cooksey sees opportunities for the
children and families community colleges serve.

BY MARK TONER

AFTER 22 YEARS AS A MISSOURI TRIAL COURT JUDGE AND more than a decade as a community college trustee at Moberly Area Community College (MACC), James Cooksey sees a common thread among the people he serves in both roles.

“In most cases, they don’t have the education that affords them living wages,” Cooksey said as he accepted the gavel as 2022 ACCT Chair during last October’s Leadership Congress in San Diego (see p. 10). “They have limited options and limited opportunities because they’ve been afforded limited options and limited opportunities all their lives.”

That common thread carries over to Cooksey’s priorities for ACCT, which include studying the needs of teens and foster youth to ensure they continue in higher education. But those needs extend beyond the foster system, he says.

“Most of the students who attend our colleges do not have the financial security or social power to get them where they want to go,” Cooksey says. “Our students have the most to lose, and yet they have the most to gain.”

Cooksey grew up in Moberly, five minutes from what was then Moberly Junior College, whose building at the time also housed the high school’s 11th and 12th grades. “I’m a small-town guy,” he says, and his family ran businesses, including a rock quarry, a concrete plant, and, later, a hotel with a service station while he was in high school.

While attending William Jewell College, a liberal arts college in Liberty, Missouri, Cooksey was torn between being a veterinarian and an attorney until a challenging chemistry class helped make the decision for him. He worked for attorneys in his hometown during the summer while attending law school at the University of Missouri, and after graduating, he thought, “why not come back home?” he says.

After four years of practicing as an attorney, Cooksey was appointed and then ran for an open judge seat on the 14th Judicial Circuit of the State of Missouri by then-Gov. Kit Bond. At 28, Cooksey had just gotten married eight months before and was running against a former prosecuting attorney. Public service ran in his family — his grandfather was involved in local politics, and his father would later work for Sen. Roy Blunt, then Missouri’s Secretary of State. “I’ve always been a political creature,” he says. “We campaigned diligently, and we won.”

Cooksey became the second Republican to hold any county position, much less a judgeship, in the 14th Circuit since Reconstruction. He served on the bench for 19 years before returning to private practice in 2003. While raising his two children, both of whom played soccer year-round, he experienced MACC’s impact firsthand. His son earned dual-enrollment credits while in high school and attended the community college under the Missouri’s A+ scholarship program, where he received his associate degree in one year and transferred to a four-year college.



His wife, Sherry, was involved in education, teaching healthcare classes at the Moberly Area Technical Center.

“All that started piquing my interest,” he says. When he was approached in 2010 to join the MACC board after a trustee retired, Cooksey’s youngest child was about to graduate from high school.

“I wasn’t going to many more soccer games,” he says.

MACC had changed dramatically since it was the junior college sharing space with Cooksey’s high school. The college’s five campuses now serve 16 counties in Northeastern Missouri. The Columbia campus experienced significant growth for several years and more recently has maintained stable enrollment at a time the community college sector has experienced enrollment declines. The strong enrollment is in part due to concurrent enrollment programs with the University of Missouri, Columbia College, and Stephens College, all located in Columbia. These programs allow MACC students to benefit from all the opportunities available at the four-year institutions, such as coursework and student housing, while being full-time students at MACC. Additionally, new programs such as mechatronics, which was developed in conjunction with 3M and other business and industry partners, and an early college program with Columbia’s K-12 school district have had a positive impact on enrollment. The college expects that these programs will continue to grow.

Cooksey was named MACC’s board president in 2014, and he points to how each member of the board is heavily involved in community service beyond the college. Cooksey served as president of the State of Missouri Association of Probate and Associate Circuit Judges, and a board member of the Coates Street Presbyterian Church in Moberly, Moberly Rotary Club, the Randolph County Bar Association, and the Randolph County Big Brothers and Big Sisters Program. A former Eagle Scout, he also served as the organization’s district chair for six counties. As befits his experience as a judge, Cooksey also served on his church’s Synod Judicial Committee, which resolves disputes between congregations and pastors encompassing the states of Missouri and Kansas.

In 2017, Cooksey was approached about returning to the bench. After being appointed and then elected to serve on the same

judicial circuit, he now primarily focuses on the juvenile docket, with around 200 children in his care at any given time. Ranging in age from a month old to 20, most are in foster care settings. Some are born with drug addictions, while others have struggled with learning disabilities and mental health issues.

As a juvenile judge, Cooksey’s primary goal is ensuring the well-being of the children in state care, followed in short order by finding ways to reunify them with their parent or parents. One of the best ways to address the challenges struggling families face, he says, is education.

“We work with parents to try to break this terrible cycle,” he said in San Diego. “One of the best ways to succeed in this, and to give them a real opportunity to grow, is engaging them with our community colleges.”

Cooksey has focused on knowing whether the children in his care are struggling in school, reading reports for as many as 40 to 50 cases each week. “I know their grades, how they’re doing in school, and talk to them about school,” he says. “I still go to sporting events, I see them in Wal-Mart.”

He notes that many children complete high school with the support of foster parents, but don’t continue their education when they age out of the system.

“So many get out of foster care at 18 and get a job. But if they go on to college, [Missouri] will pay for it,” he says. Foster parents typically have younger children of their own and may have not navigated the college-going process themselves, while the children’s parents are often “trying to survive,” he says.

“They’re not aware of Pell Grants or how to fill out the FASFA,” he says.

Cooksey’s role on MACC’s board has also showed him the other side of the equation — the available jobs in careers like veterinary tech, wind turbines, and healthcare the college has developed programs to support. “These are the kinds of programs that ‘my kids’ can participate in,” Cooksey says.

Encouraging youth to do so is part of his role as a judge. Cooksey is required to meet with children and their foster parents every 60 to 120 days, a process made easier by Zoom in recent



(Left) ACCT Chair James Cooksey with former Chair Dawn Erlandson, Immediate Past Chair David Mathis and Vice-Chair Jay Nardini. (Right) Cooksey accepts the gavel from Mathis, the 2021 ACCT Chair.

years. During these meetings, he asks both youth and adults whether they have thought about going to college. “If we can get some of the students I work with enrolled, maybe their parents will also get involved,” he says. “It’s just another segment of society we should be trying to help.”

“You don’t have to get a degree, you can have a trade,” he adds. “I discuss what’s available out there. I make sure they know about community colleges,” Cooksey says. “I’m known as the education judge.”

Cooksey became involved with ACCT almost immediately after becoming a trustee. In particular, he focused on advocacy at events like the Community College National Legislative Summit (NLS).

“I enjoy meeting with Congresspeople, and I think we make an impact,” he says. “We need boots on the ground in D.C.”

Six years later, Cooksey became a member of ACCT’s governance and bylaws committee. He was elected to the ACCT Board of Directors the following year and was named central regional director and chair-elect in 2020. Last fall, he became the first Missouri trustee to be named the association’s chair.

His experiences as a judge and trustee informed his priorities for ACCT during his tenure as ACCT chair, which are focused around improving the lives of families through education.

“Every community has a segment of the population that’s struggling,” he says. “A lot of my parents are unemployed, and they don’t have stable housing,” he says. “I have 203 [children] in my two counties, but how many kids like them are there in the country?”

Cooksey sees his priorities extending the work of past chairs in exploring the issues facing student parents, minority students, and other groups, including food and housing insecurity, mental illness “and other long-addressed issues that are at the center of many of the lives that end up in my courtroom,” he says.

His own focus for ACCT — researching the needs of teens and foster youth to ensure they continue in higher education — reflects Cooksey’s desire to extend the work he does as a judge across the nation.

“I have a different kind of direct line because I can talk to

children in foster care and their parents, but how can colleges and boards and ACCT focus on getting those 17- and 18-year-olds who don’t necessarily have that direction into college?” he asks.

Cooksey received the chair gavel from outgoing ACCT Chair David Mathis at a unique point in the association’s history. Having served on the search team that ultimately selected a new president and CEO for the first time in 16 years, Cooksey says his primary goal is to ensure the association’s new executive, Jee Hang Lee, receives feedback from the membership in the coming months.

“ACCT’s work is targeted and visionary, and it has a direct benefit to our colleges,” he says.

Cooksey also wants to ensure that more resources are readily available to trustees through ACCT’s website and mobile applications. “We’re a membership organization, and we want to deliver,” he says. “The more we can make our resources available to our individual trustees, the better off our colleges are going to be.”

Among the research to be conducted over the coming year is a study on credit/non-credit alignment, including the use of stackable industry credentials, microcertifications, and certificates. “If a student can get some college credit, they’re more likely to get a college degree of some type,” he says.

Closer to home, Cooksey’s grown children have careers of their own — his daughter Shaylyn and son-in-law Eric are pharmacists, and his son Garreth has followed in his footsteps as a prosecutor. While his wife has retired, he remains active on the bench and on the MACC board and plans to seek re-election.

“What I’m doing now is just an extension of what I’ve always done,” Cooksey says.



Mark Toner is an editor for Trustee Quarterly.



JEE HANG LEE

Get to know ACCT's new president and CEO –
and his plans for the association.

BY DAVID CONNER WITH JACOB BRAY

JEE HANG LEE BECAME THE FIFTH PRESIDENT AND CEO OF THE ASSOCIATION of Community College Trustees (ACCT) on November 1, 2021, after having served 15 years as the association's advocacy chief and executive in charge of membership, policy research, and other areas. The following is an excerpt of our interview with Jee Hang Lee for the In the Know with ACCT podcast. To hear our full interview, go to www.acct.org/podcast or access the podcast through the Apple or Android podcast app.



Jacob Bray: Congratulations on your appointment to serve as ACCT's new president and CEO, Jee Hang. How did you become involved with community colleges?

Jee Hang Lee: Not everybody knows my personal history going back to when I first immigrated to the United States at the age of four. To me, the hallmark of my journey toward my work at ACCT has always been my avid support for higher education. As an immigrant to the United States, I believe that public education is the most equalizing force that we have in our society. Joining ACCT in 2006 was a perfect opportunity to give back and also to support our neediest students every day. That has been my north star in terms of advocacy here at ACCT — ensuring that all of our students have the ability to succeed. That has pushed us to go into areas such as basic needs, mental health, student loans — all these policy issues because they confront many of our students. I'm excited to lead the next generation of policy work.

In that vein, one of my plans is to create a Center for Policy, Practice, and Research that will focus more on the issues we've talked about, but also on key issues that confront many of our colleges, such as enrollment declines, missing males on our campuses, and other issues that will help us succeed in the next generation of higher education.

Bray: Policy is a substantial part of your background and a big part of ACCT's mission. What are some of the accomplishments — I know there have been many over the past 10 or 15 years — that you have been most excited about?

Lee: We as an organization have increased our brand recognition in Washington, D.C. When we can pick up the phone and call the White House Domestic Policy Council, when we can call any of the authorizers and get meetings,

those are things that were a little bit different 10 to 15 years ago.

Substantially improving our brand recognition as an advocacy and policy organization has led to successful wins, such as the creation of the first tax grant and \$2.5 billion worth of funds that went out to our community colleges. Even this past year, you've seen the culmination of our advocacy in Washington, D.C. We were successful in changing the allocation formula that went out to our institutions in the first and second parts of the stimulus, where we changed from an FTE (full-time enrollment) model to a headcount model. That substantive change created almost \$20 billion of additional resources going toward institutions that we would not have been able to get if we had not changed that funding formula.

Also, the Emergency Broadband Benefit that Congress created in response to the pandemic allows Pell Grant recipients to qualify for subsidies to afford high-speed internet. And I think Congress realizes that when the pandemic ends, the need for internet access won't. Closing the digital divide remains a critical role for the federal government. That's why the President has called for an infrastructure investment to ensure broadband reaches 100 percent of Americans.

Bray: How do you envision the new Center for Policy, Practice, and Research being able to take ACCT to the next level and being able to have an impact across the country?

Lee: This center will have two focuses. One will be to provide thought leadership within Washington, D.C., and throughout the entire country on key issues — from doing a further look into how student loans affect students at community colleges to looking more deeply into how basic needs affect community college students.

There's also an opportunity through the center to provide professional development and technical assistance back to our member institutions such as the initiative being funded by the ECMC Foundation on credit and non-credit alignment (see p. 5).

For me, that's ultimately the most important thing: How do we give back to our membership for their continued support of ACCT so that they can succeed in serving their communities and their students?

The center will have two focuses that will run side by side, but to me the most exciting iteration is to go into the technical-assistance part so that we can give back to our membership. We're also doing that as part of our SNAP Employment and Training Grant through a subgrant from the Department of Agriculture. A cohort of institutions are participating in that project, and we're providing technical assistance. We're hoping to use those opportunities to give back to our institutions so that they can, if they desire, participate in these various programs. We must do better by them.

**“I PLAN TO CREATE A NEW CENTER FOR POLICY, PRACTICE,
AND RESEARCH THAT WILL FOCUS ON KEY ISSUES THAT WILL
HELP COMMUNITY COLLEGES TO SUCCEED IN THE NEXT
GENERATION OF HIGHER EDUCATION.”**



David Conner: Most people at ACCT know you through your work in public policy and advocacy. You personally created ACCT’s policy research division that has helped transform the community college sector. But I know that you’re also committed to our membership activities and you have some big plans. Can you talk about any of those plans, or are they top secret for now?

Lee: [Laughs] None of it is really top secret *per se*. We’re hoping to announce something by springtime with a formal rollout. But I can tell our membership that board education, to me, is a primary part of our twofold mission of advocacy and education.

We’re going to be doing the following: Number one, board education is going to be front and center for our membership. Number two, it is going to be free to our membership. We have had significant changeover on our boards and their trustees throughout the country, both elected and appointed. When I first started working at ACCT in 2006, I was told “our trustees are older, they want paper, they don’t read emails, they won’t

do virtual.” What I can tell you now is that we have seen shifts. Trustees are getting younger, more women are joining boards, more diverse individuals are coming onto boards, so how does ACCT provide information these individuals need so that we can work in concert with our board members and their presidents? We’re going to be using technology as a driving force to support, guide, and educate trustees.

That being said, one of the things we learned this past October is that our membership really does need in-person meetings. They’re excited to see each other, and that’s a key component of being a human being, the social interactions. We’re going to continue doing in-person meetings, but one of the initiatives we will be implementing is the ubiquitous use of technology and modules and podcasts so that trustees can be self-paced and go through the process of learning all the particulars of trusteeship.

Conner: Committees are a really important way of getting involved with ACCT. Members who have ideas for building out our advocacy and governance education get involved in our committees. That’s how they can get their thoughts to our board, who will work with Jee Hang to develop those thoughts into programs and services. But Jee Hang, as our new president and CEO, you also want to hear directly from our members. Tell us how you’re doing that.

Lee: One of the things that I wanted to give our members the opportunity to do is the following. While I relish our events — such a great opportunity to shake hands, to hug, to talk with them — many of those in attendance are people who attend meetings regularly. One of the things that I wanted to do is to hear from our rank-and-file trustees, including those who don’t regularly attend events — to hear what they see and value, but most importantly, what they need from ACCT.

Hundreds of people have attended our first two town halls since November, and my team and I are busily taking notes and figuring out how we can meet some of the demands of our members to support their institutions.

**“I ENCOURAGE MEMBERS TO SIGN UP AND PARTICIPATE
IN OUR TOWN HALLS. THEY’RE A GREAT AVENUE TO
PROVIDE PERSPECTIVES AND FEEDBACK TO THE WORK
OF THIS ORGANIZATION.”**

I encourage members to sign up and participate in these town halls. They’re a great avenue to provide perspectives and feedback to the work of this organization.

Conner: During the first town hall, it was great to hear a lot of compliments about ACCT’s events, our advocacy initiatives, and support for our efforts responding to the COVID-19 pandemic. We also heard a lot of suggestions for additional supports — particularly relating to innovation. What rose to the top to you?

Lee: One of the most important pieces of information for me and the team is enrollment. Enrollment concerns are driving institutions. The unemployment rate is under 5 percent. Low unemployment rates mean that our institutions will be suffering from lower-than-typical enrollments because enrollment patterns are counter-cyclical to the employment rate. So what are some of the avenues through which colleges can support their students and get them back into the classroom? That is by far the most important piece of the puzzle that we’ve heard.

One thing we heard in that vein is that while we use our conferences to showcase what is being done at college campuses, there is an opportunity to showcase such things on our website. College trustees don’t have to go to San Diego or to New York to read about some of these best practices. So we are going to embark on showcasing how to think creatively about solutions to enrollment patterns. Not all solutions will work for all colleges, but I’m hopeful that every college will find inspiration in at least a few.

Bray: Is there anything else that you’re excited about?

Lee: We’re excited to host our upcoming Community College National Legislative Summit (NLS) here in Washington, D.C. this February. We have exciting speakers lined up, including Secretary of Education Miguel Cardona and Secretary of Labor Martin Walsh, and of course we always hope that President and First Lady Biden’s schedules will allow them to attend. We remain an advocacy organization, and the Summit most importantly brings leaders together from throughout the

country to the nation’s capital to advocate to their legislators and agency officials.

The other thing I would note in conjunction with the National Legislative Summit is that on February 9, we’ll be hosting Rural Community Colleges Day in concert with the American Association of Community Colleges (AACC), our partner in the National Legislative Summit, and the Rural Community College Alliance. We will have speakers talking about rural funding opportunities and we’ll also have various agencies talk about various grant opportunities and technical assistance for rural institutions that may be having complications with regulations or other matters.

Lastly, we obviously would love to see all of our members in New York City for the 2022 ACCT Leadership Congress. Members should think about volunteering opportunities. David mentioned our committees. There are also opportunities on the State Coordinators Network to get information back to ACCT about what’s transpiring across states. It’s vitally important for our organization to know what’s going on in communities, and Coordinators serve a very specific role in providing feedback about legislative activities and other activities that may be of great influence to ACCT. We’re looking for Coordinators, and we’d love to welcome more people to the Network.

I want to thank all our members for their support and commitment. I hope to see more people in person and on my computer screen in the near future.



David Conner is ACCT director of strategic communications and managing editor of Trustee Quarterly. He can be reached at dconner@acct.org. Jacob Bray is ACCT digital media communications specialist and

the host of the In the Know with ACCT podcast. He can be reached at jbray@acct.org.

APRIL IS
**COMMUNITY
COLLEGE MONTH**
START PLANNING NOW!

www.acct.org/ccmonth



COMMUNITY COLLEGE MONTH IS YOUR OPPORTUNITY TO demonstrate the vital importance of your college, and to make an undeniable case for why your college deserves greater public support. The earlier you start planning, the more you'll accomplish.

Last year was our most successful #CCMonth campaign ever. We've never seen so much online activity among our members, as well as by leaders including Secretary of Education Miguel Cardona and a number of governors and higher education officials.

By the end of April, an estimated 5,000 individual posts on Twitter, Instagram, and blogs had been posted that were seen by an estimated 4 million sets of eyes throughout the month, according to Keyhole social media analytics. A Google social media search engine showed more than 10,000 Facebook posts and another 700 LinkedIn posts carried the #CCMonth campaign hashtag.

Our goal this year? To get even more messaging out throughout the month so that more people will see, hear, and feel the positive impacts of community colleges on students and our communities.

HERE'S WHAT YOU CAN DO TO SHOW YOUR SUPPORT THIS APRIL:

- Write an Op-Ed for your local newspaper.
- Create images, podcasts, and videos to share across social media.
- Pass a resolution at your March or April board meeting.
- Send out a press release letting the world know about your commitment.
- Talk to your elected officials about the importance of community colleges.
- Get your students involved in the movement.
- Spread the word to your community!



Collaborate with your college's communications department to get started on your campaigns. Download the Community College Month toolkit at www.acct.org/ccmonth for more ideas and inspiration.

#CCMONTH ACTION STEPS TO TAKE RIGHT NOW

1. Pledge to participate in #CCMonth. Go to www.acct.org/ccmonth to take the pledge, and we will send you updates leading up to April and throughout the month. Be sure to share this link with your colleagues, your college's communications department, and any other community members who will play a role in doing #CCMonth outreach.
2. Download the #CCMonth toolkit and logo at www.acct.org/ccmonth.
3. Share the toolkit with your college's CEO, board, communications department, and any others who will play a role during #CCMonth outreach.
4. Determine how your college will participate in April.
5. Make sure you are following @CCTrustees on Twitter – this is the hub of our #CCMonth activity. Also be sure you're following us on Facebook (facebook.com/CCTrustees) and LinkedIn (www.linkedin.com/company/association-of-community-college-trustees).
6. Schedule your #CCMonth communications throughout April. (Important: Make sure to coordinate your individual outreach with that of the college to make sure everyone is on the same page and sending consistent messages out into the world!)
7. Plan to send a summary of your campaign and results to ACCT Director of Strategic Communications David Conner at dconner@acct.org. We want to see the fruits of your labor and showcase the most successful outreach efforts!

THE 'DIGITAL PULSE' OF COMMUNITY COLLEGES

Students, faculty, and administrators agree — stress among students is the greatest barrier to achieving their educational goals.

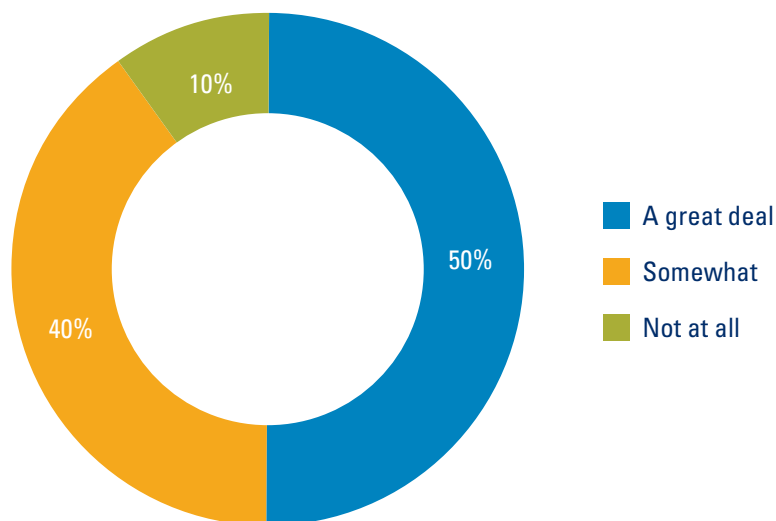
BY JEFF SEAMAN AND JULIA SEAMAN

THE DIGITAL LEARNING PULSE SURVEY IS AN ONGOING research project conducted by Bay View Analytics to understand how the pandemic is changing higher education. Bay View conducted its most recent survey in partnership with a broad array of higher education partners, including Cengage, the Association of Community College Trustees (ACCT), Achieving the Dream (ATD), Phi Theta Kappa (PTK), the Online Learning Consortium (OLC), the Higher Education Research & Development Institute (HERDI), and College Pulse.

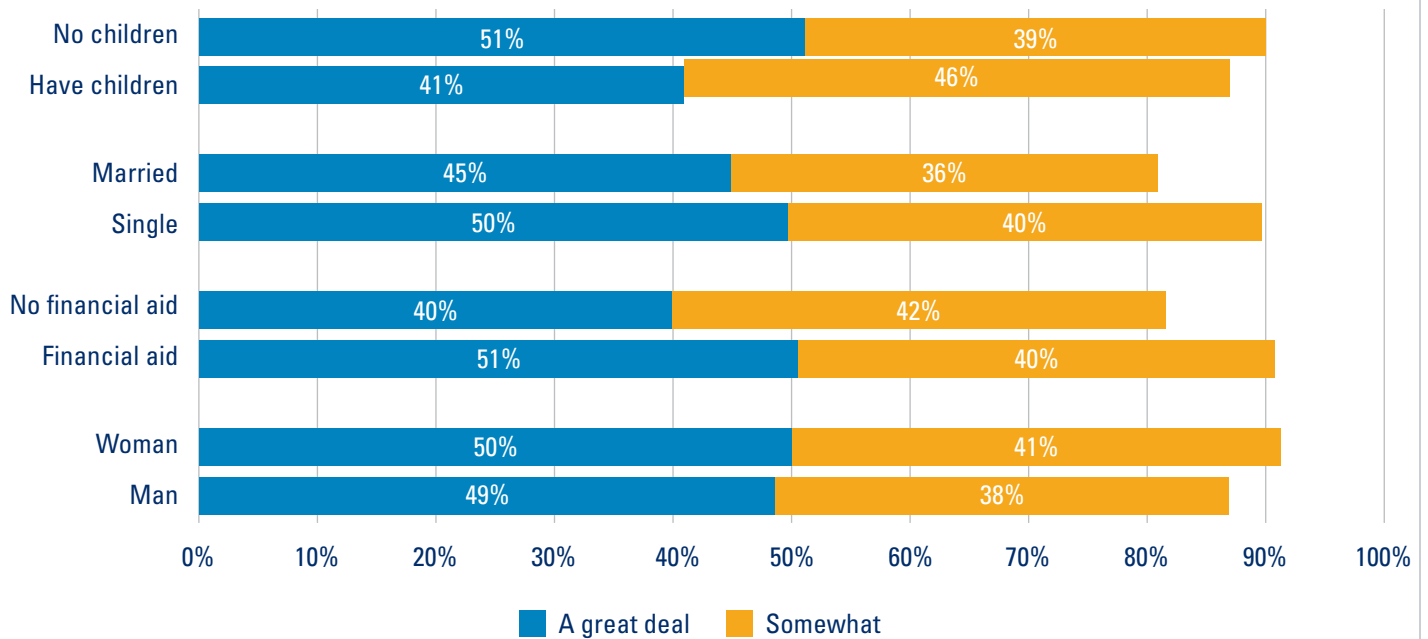
The project surveyed 1,277 community college students. Half — 50 percent — reported that stress posed “a great deal” of a problem during their spring 2021 term, with an additional 40% saying it was “somewhat” of a problem.

The concern with stress was not limited to a particular class of students. While there are some differences in marital status, having children, and whether the respondent is receiving financial aid, stress was a significant problem for every subgroup of students.

To what degree was stress a problem for you during your Spring 2021 term?



To what degree was stress a problem for you during your Spring 2021 term?



It is no surprise that community college students feel stressed, as colleges have long understood that students require support beyond academic delivery and achievement issues. However, the current numbers are unprecedented: the Healthy Minds Network found that anxiety and depression reached record levels among students during the fall of 2020.

Critically for institutions, faculty and administrators are in broad agreement of the relative rankings of what factors negatively impacted students — and every group surveyed agreed that stress is the most critical factor.

RANKING OF FACTORS IMPACTING STUDENT SUCCESS FOR SPRING 2021

RANK	STUDENTS	FACULTY	ADMINISTRATORS
1	Feelings of stress	Feelings of stress	Feelings of stress
2	Level of motivation	Level of motivation	Financial issues
3	Financial issues	Work issues	Level of motivation
4	Family or health issues	Financial issues	Work issues
5	Work issues	Family or health issues	Family or health issues
6	Technology issues	Technology issues	Technology issues
7	Lack of non-academic support	Lack of non-academic support	Lack of non-academic support
8	Lack of academic support	Lack of academic support	Lack of academic support

The most critical lesson goes well beyond support structures. Students need courses, programs, and support networks designed to encourage engagement among students and between students and the institution.

Analysis of the open-ended comments from hundreds of students highlighted two common areas that institutions need to address: engagement and early and easy access to support.

Engagement

The most critical lesson goes well beyond support structures. Students need courses, programs, and support networks designed to encourage engagement among students and between students and the institution. In response to the Digital Pulse survey, students repeatedly mentioned the lack of interpersonal engagement in online courses leading to a sense of isolation.

The most common issue was the limited engagement with fellow students:

- “Not being able to connect with other students and only staring at names on a screen was intolerable at times.”
- “Compared to in-person courses, online courses make it tough to get to know my classmates.”
- “The one thing I was lacking both semesters was a study buddy. It would be nice if there were some optional virtual meetings where we can study for a test together.”
- “I personally think it would be worth having a channel where you can communicate to your peers in regards to an assignment that you are unsure about.”

This complaint was most pronounced among those who preferred in-person courses, but also common among those who liked online delivery:

- “I have found that I generally prefer online courses, but of course, this comes at the cost of greatly reduced interactions with other students.”

Student-to-student engagement was not the only concern. The lack of engagement with faculty in online courses was also a common refrain:

- “I felt like fully online made me feel more unproductive and felt that communication with the professors and TAs was hard to reach out.”
- “More interaction between students and teachers should be implemented.”
- “I would like more communication with the school.”

The effort required for a faculty member to move an in-person course online is substantial. Moving that course and optimizing it for online delivery requires even more time and training. However, faculty members and institutions

need to build mechanisms to encourage and support the communication among students that “just happened” during in-person classes. Approaches mentioned by students included a student-only communications channel, sharing student pictures and bios among classmates, and better student-to-student communication in the learning management system.

Easy access to quality support

While less common than complaints about the lack of engagement, students also mentioned the need for easier access and better support services. Among their comments:

- “I would like someone other than an advisor to help with career advice and mental advice with growing depression and losing the sense of self. Advisors are cool, but they aren't people who can make us feel at ease.”
- “I just want more help financially and a better advisor who would actually listen to me and not make fun of me asking questions.”
- “It's hard to actually talk to someone, and when I do get assistance it's like pulling teeth.”
- “I feel that there should be career counselors and advisors in place to regularly meet with those students who are lost and in need of navigation of their interests and careers related to their major/degree.”

Students also realize that they bear some responsibility as well: “I think that if I had sought help earlier, it would be a lot better.”

Very little of this is likely to be news for those on the front lines of student support. Having quality services that are well-known and easy to reach is at the core of any institution's support program. These student quotes only reinforce this lesson. The approaches for dealing with student stress are not always straightforward, with a combined burden of greater demand for support services and the additional effort required to provide services remotely. The student message is that the need is real and growing.



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

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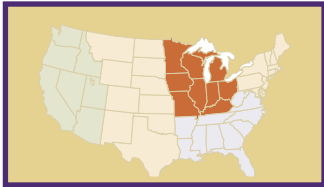
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Around the Regions



■ ■ ■ ■ ■
**CENTRAL
 REGION**
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A new economic impact study found that **Illinois** community colleges helped generate \$3.5 billion and more than 43,000 jobs during fiscal year 2020. The Northern Illinois University Center for Governmental Studies survey found that associate degree graduates had an employment rate of 85 percent.

Ivy Tech Community College in **Indiana** completed a \$43 million renovation of its Kokomo campus, \$40 million of which was funded by the state's general assembly.

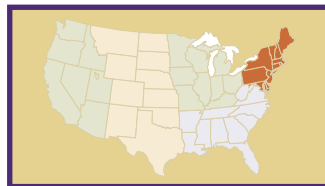
Graduates from **Ohio's** largest K-12 school district can now attend community college tuition free. The Columbus Promise initiative allows Columbus City Schools graduates for the next three years to attend Columbus State Community College tuition free, as well as receive additional money for expenses and wraparound academic and career supports.

Eight Ohio colleges and universities, including Lakeland Community College, Lorain Community College, and Cuyahoga Community College (Tri-C), are launching a pilot program to allow students to

recover "stranded credits" by allowing those with unpaid debts to re-enroll at their original school or another participating institution.

Kentucky's Work Ready Kentucky Scholarship Program (WRKS) provides up to 60 hours of tuition in programs for high-demand fields such as manufacturing for those who qualify.

Gateway Technical College in **Wisconsin** introduced the Badger, an autonomous vehicle to be tested on its campus in partnership with the city of Racine, University of Wisconsin-Madison Traffic Operations and Safety Laboratory and Perronne Robotics.



■ ■ ■ ■ ■
**NORTHEAST
 REGION**
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The **Maine** Community College System launched the Harold Alfond Center for the Advancement of Maine's Workforce, a \$60 million virtual center that will expand access to degree and certificate programs at low or no cost to more than 24,000 Maine residents over the next four years. The center is funded with a four-year, \$15.5 million grant from the Harold Alfond Foundation, \$35 million

in federal COVID relief funds, and \$10 million in matching funds from the private sector, other grants, and established workforce funding.

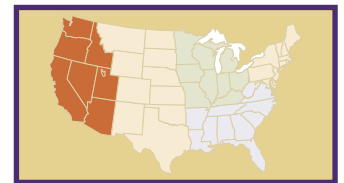
New Jersey Gov. Phil Murphy signed legislation that commits \$3 million to the New Jersey Community College Consortium for Workforce and Economic Development to fund a workplace literacy and basic skills training program delivered by the state's 18 community colleges.

The New Jersey Business and Industry Association and the state's community colleges have launched the New Jersey Pathways to Career Opportunities program, which will gather input from employers, industry associations, labor unions, and workforce development partners to help design structured pathways for students to find in-demand jobs and career opportunities.

A study found that nearly 85 percent of participants in **Maryland's** 2+2 transfer scholarship, designed to financially support students transferring from community colleges to four-year institutions in the state, completed a degree at the same institution within three years. Maryland is one of only three states to offer financial aid that is specifically targeted for transfer students, according to the Tackling Transfer Policy Advisory Board.

The University of Maryland Medical System launched a \$5.1 million initiative to recruit nurses

and other clinical experts from the state's community colleges.



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**PACIFIC
 REGION**
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Amazon is funding a pilot program to launch computer science bachelor's degree programs at **Washington** community and technical colleges. Amazon's \$3 million investment will be split among Seattle Colleges, the Washington State Board of Community and Technical Colleges, and the Washington State Opportunity Scholarship. The state currently imports four times as many computer science graduates as it creates, according to state officials.

Microsoft is launching a nationwide training program for community college students, making its cybersecurity curriculum available for free to all public community colleges, offering 25,000 scholarships, and training faculty at 150 colleges at the National Cybersecurity Training and Education Center at Whatcom Community College in Washington.

Coconino Community College in **Arizona** received a five-year, \$2.1 million Native American-

Serving Nontribal Institution (NASNTI) grant from the U.S. Department of Education. The college will use the grant to increase success rates for Native American students in foundational English and math courses, increase completion and transfer rates of Native American students, and enhance a sense of belonging at CCC among Native American students and their families.

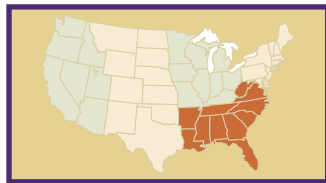
California Gov. Gavin Newsom signed a bill into law making baccalaureate programs piloted at 15 of the state's community colleges permanent and allowing other community colleges to establish similar programs that meet workforce needs.

The California community college system is asking the state for \$100 million to upgrade security and overhaul its application portal to prevent fraudulent attempts to obtain financial aid.

Long Beach City College in California announced a "Safe Parking Program" to allow unhoused students to sleep in their vehicles at the college's parking garage.

The **Oregon** Higher Education Coordinating Commission (HECC) appointed members to a new transfer council, established during the state's 2021 legislative session. Comprised of representatives from Oregon public universities, community colleges, and high schools, the council will develop

and advance work to streamline student transfer pathways between institutions.



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**SOUTHERN
 REGION**
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North Carolina Gov. Roy Cooper allotted \$86.4 million from federal COVID-19 relief funding to extend free community college tuition at the state's 58 community colleges to the 2020 high school graduating class.

Sixteen **South Carolina** community colleges are offering a new pre-academy certificate program to address shortages in law enforcement. The 14-week program creates a new career pathway in law enforcement, the Police Pre-Academy Training Certificate.

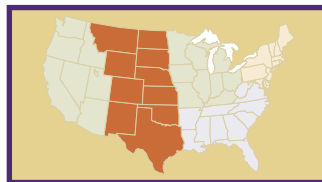
South Carolina Gov. Henry McMaster allocated \$17 million from the state's emergency education relief fund to launch a pilot scholarship program for students enrolled in programs supporting high-demand career fields, including manufacturing, healthcare, and construction.

Nursing students who obtained two-year degrees at any **Louisiana** community college

can transfer to The University of Louisiana at Monroe (ULM) to pursue a bachelor's degree in nursing as part of an agreement to address a statewide nursing shortage.

Two **Mississippi** community colleges, Copiah-Lincoln Community College and Southwest Mississippi Community College, jointly hosted an economic development summit which included Gov. Tate Reeves as the keynote speaker.

Northern **Virginia** Community College was awarded a \$100,000 competitive grant to support its Certified Nursing Assistant (CNA) program from the rock band Metallica's All Within My Hands Foundation. The Metallica Scholars Initiative is focused on promoting professional trades and community colleges.



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**WESTERN
 REGION**
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A new **Colorado** law allows Native American students from across the United States to pay in-state college tuition at the state's institutions.

A bill drafted by the Colorado Department of Higher Education

would create a committee to recommend strategies to help students with disabilities graduate from college. The bill would also require the state's colleges and universities to report annually how many students with disabilities enroll and graduate, as well as what services are available to them.

Texas is the first state to set higher education goals connected directly to career earnings, after the Texas Higher Educating Coordinating Board approved changes to its 60x30 plan to focus on adult learners.

Texas legislators approved \$3.3 billion in funding for capital projects in higher education.

Dallas College will become the first community college system in Texas to offer a four-year bachelor's degree program in education.

The Alamo Colleges District moved to a new course material model which provides free textbook rentals for new and returning students and ensures that all students will have instructional materials on the first day of class.

The **Wyoming** Innovation Partnership, made up of the University of Wyoming and the state's seven community colleges, asked the state legislation for \$120 million to foster educational collaboration and partnerships with local businesses to boost the state's economy.

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.

12 QUESTIONS

TRUSTEES NEED TO ASK ABOUT DATA SECURITY

Trustees don't have to be IT experts to secure their institutions — they just need to know the right questions to ask.

By Robert Ferrilli



BACK IN OCTOBER, I HAD THE CHANCE TO SPEAK TO community college trustees from across the country at the 2021 ACCT Leadership Conference in San Diego. It's not always easy to get board members excited about the topic of data security, so I was delighted that the session was well-attended.

I wish I could say it was the *dynamic presenter* that filled the seats, but I know better. Trustees wanted to learn more about the topic because we already knew that 2021 was going to be a record-setting year for data breaches. We were outpacing 2020's total number of events by 17 percent, with no indication this activity would slow in the fourth quarter. If anything, incidences of hacking likely accelerated — and the trend lines will continue pointing up for the foreseeable future.

It's saying something that 2021 was able to match 2020's furious levels of activity, let alone surpass them. After the world went remote and the number of vulnerabilities to exploit exponentially increased, it was hard to imagine that the spikes in nefarious activity were sustainable. Unfortunately, they are — and the implications for higher education are sobering, because colleges and universities are among hackers' favorite targets.

Even before the pandemic, Moody's Investor's Service stated that data security is “a growing risk for higher education institutions globally” because they “retain valuable information across expansive online networks.” It went on to note that “their breadth of operations can be vast, with innumerable access points;” and that “investing in state-of-the-art defenses likely competes with myriad other priorities.”

In 2021, Moody's doubled down on that stance after the Federal Bureau of Investigation issued a “flash warning” about the growing number of ransomware attacks targeting education institutions — and after one of the largest community college systems in America was forced to delay the start of classes after spring break due to “suspicious activity” in its systems.

Given that ransomware attacks at colleges and universities doubled in 2020; that the average costs associated with those attacks rose to nearly \$500,000; and that 2021 will only accelerate these trends, data security is an issue that absolutely demands attention at the trustee level. And as I told that gathering in San Diego back in October, members of the board don't need to know every intricate detail. They just need to know what questions to ask in order to ensure their fiduciary responsibilities are being met — and these 12 questions are a great place to start:

1. **Have we mapped our sensitive data?** Data security begins with knowing precisely where sensitive data is stored and who has access to it. It is the first step in effective data governance.
2. **Do we have a data purge and resting data policy?** Institutions should always purge data that isn't needed — and ensure that resting sensitive data is secure, including records related to former students and employees.
3. **Do we know what regulations and laws apply?** Do you accept financial aid? Are there European nationals among your student body? Do you accept credit cards? All of these activities impact compliance guidelines that should be regularly reviewed.
4. **Do we have an incident response plan?** A step-by-step guide, prepared in advance, can help the team avoid common mistakes in the eye of the storm. Your data breach response plan is every bit as important as those you maintain for disaster recovery and business continuity.
5. **Are our laptops, phones, and tablets encrypted?** These devices are lost by students, faculty, and employees all the time. Proper encryption is the only protection against this inevitability.
6. **Are our computers and devices scanned for vulnerabilities?** Hackers find targets by constantly scanning for vulnerabilities. It's always better to be proactive than reactive and find them first.
7. **Do we ensure that data is transmitted securely?** Email, WiFi, data flows, and even your website can all introduce vulnerabilities if not properly locked down. And everyone needs to know the institution's policies on transmission of sensitive information.
8. **Is multi-factor authentication in place?** Two-factor authentication is a password plus a second authentication method, such as a key or a text message to your phone. It is considered essential practice in data security today.
9. **Are our users password-savvy?** Do students, faculty, staff, and especially administrators know the dos and don'ts of generating effective passwords? Do we have policies in place regarding how often those passwords are changed?
10. **Are our users educated on social engineering?** Do students, faculty, staff, and especially administrators understand how the information they share on social media and other sites can be used against them to create vulnerabilities?
11. **How are we defending against the insider threat?** More than half of all data breaches are generated by people inside the organization. Regular data audits can help protect against an insider attack.
12. **Are we following standard higher education security policies?** Best practices have emerged across the higher education landscape and are the best protection against the new levels of liability that exist.

Trustees don't have to be IT experts to do their part in protecting community colleges against a wave of data loss and theft that is impacting higher education like never before. They just need to know the right questions to ask. What gets watched is what gets done — and by giving data security its proper attention, trustees can ensure that kind of proactivity and preparedness that is needed to weather the storm.



Robert Ferrilli is founder and chief executive officer of Ferrilli Higher Education Technology Consultants. Visit ferrilli.com to learn more.

THE MAKING OF A COMMUNITY COLLEGE TRUSTEE: CHAPTER SEVEN

A SHOCKING LOSS OF LEADERSHIP PRESENTS UNEXPECTED CHALLENGES FOR THE BOARD.

BY EDUARDO MARTI

THE POST-COVID SEMESTER STARTED WELL AT FILMORE COMMUNITY COLLEGE. President Al Pendleton's plan to enhance counseling and provide professional development to faculty members was received with enthusiasm by all college constituencies. The August retreat brought all board members up to date, and the union negotiations concluded satisfactorily. The only major ongoing concerns were graduation and retention rates. The September meeting of the board went smoothly, and trustee Pam Schier left the meeting feeling that the college was in good shape. The fall semester proceeded without any major crisis. Then came the bombshell.

The ACCT consultant guided the board in creating an effective advertisement for the position and determining the criteria for selection of a candidate qualified to lead a dynamic, modern community college.

President Pendleton called Board Chair Chuck Frazier to let him know that he had accepted another position and that he would be leaving at the end of the academic year. Frazier called for an emergency meeting of the executive committee to determine what to do.

After calling the meeting to order, Frazier immediately called for an executive session “to discuss a personnel matter.” Vice Chair Matthew Fleming seconded the chair’s motion. There are four members of the Executive Committee: Frazier, Fleming, Finance Committee Chair Celestina Rodriguez, and Schier, who is chair of the personnel committee.

“I have the difficult task of informing you,” Frazier said, “that President Pendleton has accepted the position of President of Kennebunkport Community College in Maine. His last day at Filmore will be June 30.” He waited for the news to sink in. The members of the executive committee were totally surprised.

“Did you know that he was looking for another position?” asked Schier.

“No, I did not,” Frazier responded. “I need let you to know that he has a three-year contract and that he is in his second year.”

“Wait a second. Not so fast. He can’t get away with this,” said Fleming. “We should ask that he give us more time to search.”

Schier echoed Fleming’s sentiment, saying, “Look, I run a business and I enter into contracts all the time. If I want to get out of a contract, there is always an exit clause. I don’t remember seeing such a clause in Pendleton’s contract. Why should we let him renege on his commitment to us without some sort of penalty?”

Frazier appeared unsettled. “And what do you suppose we do, Pam? We can’t force him to stay, and we can’t ask him for money we have not given him. And if we could force him to stay, we would have an unhappy CEO, and he could do some damage to the progress we have made during his tenure. He has been with us for seven years,

and he has done a good job. I would recommend that we release him from his contract and begin a search for his replacement immediately.”

After much discussion, it was agreed to let President Pendleton go and to start a new search.

President Pendleton’s decision was announced at the September board meeting, and it was big news in town. Frazier announced the formation of a search committee and appointed Schier as the chair of the committee. The search committee was composed of three faculty members elected by their peers, three members of the administration elected by all staff members, and the president of the student council.

The day following the meeting, Schier called ACCT, the national Association of Community College Trustees, to have a consultant help with the search. During the month of January, the ACCT consultant guided the board in creating an effective advertisement for the position and determining the criteria for selection of a candidate qualified to lead a dynamic, modern community college. The ads were placed in the appropriate print and online publications. The responses were screened by ACCT for minimum qualifications, and qualified responses were sent to the search committee members electronically.

The first in-person meeting of the search committee took four hours. Sifting through the resumes, matching them to the criteria, and then assigning weight to the matches resulted in narrowing down the pool to eight semifinalists. Virtual video interviews were scheduled by the consultant and questions were formulated to be used during the interviews. By the end of March, the search committee had narrowed the candidates to four finalists. Each of the four was asked to participate in an in-person interview during the month of April. Careful notes were taken by the ACCT consultant, and two finalists were selected by May 1.

The two finalists were invited to come to campus and meet with different constituencies for an entire day. Both

Schier clearly understood that the process does not end with the appointment. A board retreat was scheduled for August, and Schier suggested to Frazier that the board use this time to establish clear short- and long-term goals for Dr. Morgan and that these goals be used later in the year to determine the progress made toward completion.

met separately with the board at a special meeting. The input from the college community was considered by the board along with the result of the interviews.

The board decided unanimously to make an offer to Dr. Sabrina Morgan. The candidate was vetted and all references were checked. All the reports were glowing. She had attended Howard University and held a Ph.D. in sociology. Previously, Dr. Morgan had served as vice president for academic affairs at East Alabama Community College. She was a good fit for Filmore. Chuck met with her and the two came to an agreement on the terms of the contract and the salary offer.

After graduation in May and all the parties celebrating the seven-year tenure of Dr. Pendleton, Dr. Morgan assumed the office on July 1.

Having established a good relationship with the ACCT staff, Schier clearly understood that the process does not end with the appointment. A board retreat was scheduled for August, and Schier suggested to Frazier that the board use this time to establish clear short- and long-term goals for Dr. Morgan and that these goals be used later in the year to determine the progress made toward completion. In this manner, the board set parameters for the new president and at the same time provided Dr. Morgan with the necessary latitude to operate within these parameters during the difficult first year. The retreat went smoothly, and the board used the college's strategic plan to extract achievable goals for Dr. Morgan's first year. Also, as this was Dr. Morgan's first presidency, Pam suggested that a coach be employed to assist her during the transition. Dr. Morgan felt supported and welcomed the clarification of her duties.

Schier became the liaison between the board and Dr. Morgan. As the first year went by, it became clear that the choice had been a great one. Schier and the board once again felt that the college was going in a good direction.

Schier was having her coffee on a bright and sunny spring morning when she got a phone call from Dr. Morgan. "Hello, Pam, this is Sabrina. I just called to let you know that I was informed this morning that Chuck Frazier had a massive heart attack and died at 5:30 a.m. I am very sorry to have to inform you of his demise. I know how close you were and how you work so well together."

Questions for the Board:

1. Do you think that Schier was correct in her assessment of the terms of the presidential contract? If so, what could the board have done?
2. Does the process used in searching for Dr. Morgan seem reasonable? What, if any, modifications would you propose if you were in the Filmore Community College board's position?
3. Was the onboarding process for President Morgan adequate? Do you use a similar model at your college?
4. What should Schier and the rest of the board do in immediate response to the loss of their long-experienced board chair? Does your college have a succession plan for board and executive leadership?
5. What can the board do to ensure that the college is run smoothly while making up for the loss of important institutional history following the loss of two longtime leaders and simultaneously grieving?



Eduardo Marti, Ph.D., is a trustee at Teachers College at Columbia University and former president of Queensborough Community College (CUNY), Corning Community College (SUNY), and Tompkins Cortland Community College (SUNY).

EVERYTHING YOU NEED TO KNOW

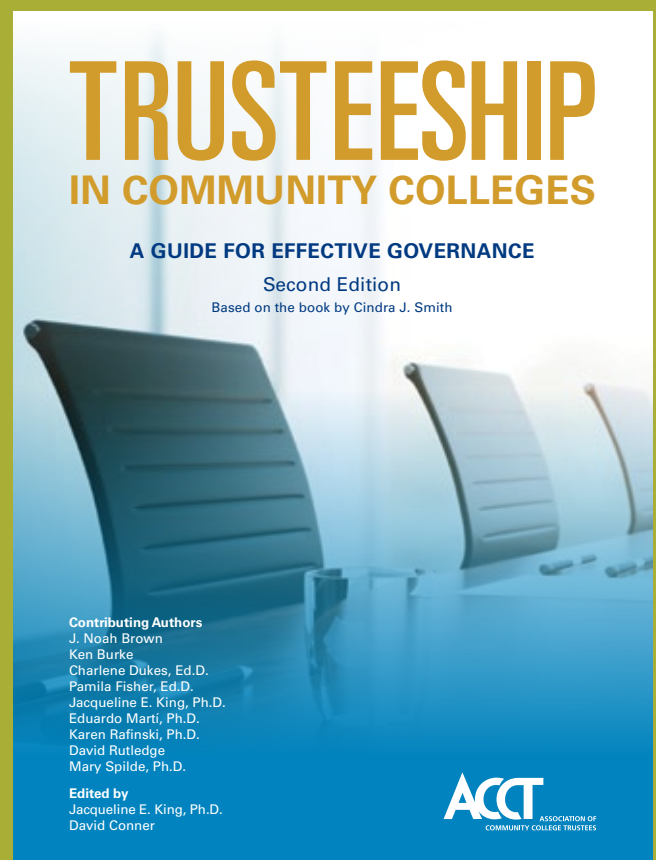
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Legal Issues Impacting Community Colleges

Recent rulings and guidance involve COVID-19 disabilities, equal pay claims, and the use of artificial intelligence in screening job applicants.

By Ira Michael 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 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



"I'm fifty-three, but I have the résumé of a much younger man."

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.



Essex County College, New Jersey
Dr. Augustine Boakye
President

“As chair of the board, I recognize this has been a very challenging time, but also a time of great opportunities. I am confident that Dr. Boakye puts us in the best position to take advantage

of those opportunities.”

—*Marion A. Bolden, Chair, Essex County College Board of Trustees*



Arapahoe Community College, Colorado
Dr. Cheryl Calhoun
Provost and Vice President of Instruction

“We are pleased and excited to have a professional of Dr. Calhoun’s caliber joining our ACC community. The

breadth of her experience and commitment to facilitating inclusive educational opportunities for students working collaboratively with others will be a tremendous asset. We look forward to her leadership.”

—*Stephanie Fujii, Ph.D., President, Arapahoe Community College*



Santa Ana College, Rancho Santiago Community College District, California
Dr. Anabelle Nery
President

“Dr. Nery’s track record speaks for itself. Her energy and enthusiasm for Santa Ana College and our students

is something I believe will continue the college’s long legacy of academic excellence.”

—*Marvin Martinez, Chancellor, Rancho Santiago Community College District*



Crowder College, Missouri
Dr. Katricia Pierson
President

“Dr. Pierson has the experience, proven leadership skills, compassion, and commitment to servant leadership which will make her a great President of Crowder College

for the next several years.”

—*Andy Wood, President, Crowder 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.



Brazosport College, Texas

Dr. Vincent Solis

President

“We are pleased to name Dr. Vincent Solis as Brazosport College’s new president. Dr. Solis is an experienced leader, and he brings a wealth of knowledge into

this position. We are looking forward to welcoming him into the role of president and working with him to continue the great legacy we have established here at Brazosport College.”

—Carolyn Johnson, Chair, Brazosport College Board of Regents

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, Colorado

Alamo Colleges District, Texas

Anne Arundel Community College, Maryland

Chaffey College, California

College of Lake County, Illinois

College of Southern Maryland, Maryland

Dallas College, Texas

Del Mar College, Texas

Harford Community College, Maryland

Hawkeye Community College, Iowa

Illinois Central College, Illinois

Lake Tahoe Community College, California

Los Angeles Community College District,
California

Monroe Community College, New York

Southeast New Mexico College, New Mexico

Engage Your Board. Advance Your College.

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

Services Include

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

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

Contact:

Colleen Allen
Director of Retreats and Evaluation Services
callen@acct.org

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

INTERFACE

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

PROFESSIONAL BOARD STAFF NETWORK 2021 EXECUTIVE COMMITTEE

OFFICERS

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

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

Debra Nascimento, Secretary
Executive Assistant/Coordinator of Board Operations
Chabot-Las Positas Community College District, CA
dnascimento@clpccd.org

Jeannie Moton, Immediate Past President
Executive Coordinator
Portland Community College, OR
jeannie.moton@pcc.edu

Mandi Reiland, Communications Coordinator
Manager, Executive Operations for the Chancellor
and Board of Trustees
San Jacinto College District, TX
mandi.reiland@sjcd.edu

MEMBERS-AT-LARGE

Wendy McCambridge, Central Region Member-at-Large
Director of Legislative Affairs/Special Assistant
to the President
College of DuPage, IL
mccambridge@cod.edu

Larisa Pfeiffer, Northeast Region Member-at-Large
Board Operations and Services Specialist
College of Southern Maryland, MD
lpfeiffer@csmd.edu

Kristen Grimes, Pacific Region Member-at-Large
Executive Assistant
Mt. San Jacinto Community College District, CA
kgrimes@msjc.edu

Lisa Barkley, Southern Region Member-at-Large
Executive Assistant to the President and Board of Trustees
Halifax Community College, NC
lbarkley@halifaxcc.edu

Monique Morgan, Western Region Member-at-Large
Board Liaison
Houston Community College District, TX
monique.morgan@hccs.edu

Find us on Facebook:
ACCT Professional Board Staff Network

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



There's a New Sheriff in Town

By Benita Duncan
Lansing Community College

I AM THRILLED AND HONORED TO SERVE AS YOUR 27TH president of the Professional Board Staff Network (PBSN). A graduate of Howard University, I serve as the executive assistant and liaison to the board of trustees at Lansing Community College (LCC). I've been with the college for over 25 years. In October 2014, I received the Central Region Professional Board Staff Award from ACCT. I've served four LCC presidents and have served as lead support for the hiring of our sixth and seventh college presidents.

I am affectionately known as “the sheriff” by my trustees and president — a nickname that came out of leading the effort to review 86 of our college policies. I believe that beside every great CEO is an exceptional assistant working alongside them. Let's face it, many of us serve as sheriffs, captains, commanders, and chiefs at our local community colleges exceptionally well.

I live by the motto “Being of Service to All Mankind.” This past October, members of the Professional Board Staff Network from all around the country met in beautiful San Diego, California, to participate in PBSN events as part of the ACCT Leadership Congress. It was wonderful seeing everyone after not meeting in person last year due to COVID. We reunited with familiar colleagues and met many new first-timers. The PBSN thanks our captain and **Immediate Past President Jeannie Moton** for steering us last year through COVID and this year in San Diego. She did an outstanding job, and we commend her for serving as president for two years. A huge thank you to her and **Portland Community College** for their sponsorship and hosting our meet and greet reception. We'd also like to thank **Lansing Community College** and **Chabot-Las Positas Community College District** for their sponsorships. Support through sponsorships makes our conferences successful, so thank you!

I have the distinct honor of serving with nine exceptional individuals who make up the 2021-2022 PBSN Executive Committee.

PBSN Vice President Bridget Abraham is the Board of Trustees Operations and Services Specialist at Montgomery College in Rockville, Maryland, where she has served for the past four years. With 20 years of experience in higher education, she has served as senior administrative assistant in the Office of the President and in an administrative support position for a university's board of trustees. Her previous higher education experience also includes serving in the student affairs arena as director of student services and as a transcript evaluator and academic coordinator. Her motto is “Leadership and Service Can Co-Exist!”

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INTERFACE

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

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Secretary Debra Nascimento has worked as executive assistant and board coordinator at Chabot-Las Positas Community College District since 2016. She brings over 20 years of executive-assistance experience to the table with experience in event planning and project coordination.

Originally from Tracy, California, Nascimento attended Delta Community College. Prior to her current position, she worked for Gallo Winery, supporting the vice president of business relations and board of trustees. She also worked for Team Health supporting the president and CFO. For her role as executive assistant at Team Health, Nascimento was awarded the “Recognition of Excellent Service” award for taking on extra workloads and going above and beyond.

Immediate Past President Jeannie Moton works as the executive coordinator for the Office of the President at Portland Community College. She supports the president and the college’s elected board of directors. She attended college in Bakersfield, California, earning her Associate of Arts from Bakersfield College and a Bachelor of Arts from California State University. Before coming to PCC, she had an extensive background in non-profit work in Bakersfield. Moton enjoys camping, photography, and cooking. She also enjoys gardening, but admittedly is not very good at it.

Communications Coordinator Mandi Reiland serves in the role of manager of executive operations for the chancellor and board of trustees at San Jacinto Community College. Reiland began her work at San Jacinto College in 2012 and supports the college’s chancellor, board of trustees, and strategic leadership team. In her role, she manages the staff and daily operations of the chancellor’s office, assisting in planning and executing special events and projects for the college and coordinating all board-related activities.

Central Region Member-at-Large Wendy McCambridge serves as the College of DuPage’s director of legislative affairs/special assistant to the president. She has over 15 years of experience working in and for local and state government in many capacities. Most recently, she served as the city clerk for the City of Aurora. In her current role, she is a member of the president’s cabinet and is the liaison to the College of

DuPage Board of Trustees and elected officials serving College District 502. She also works on special projects and initiatives for the president of the college. She holds a Bachelor of Arts and Science degree in social work from Marquette University and a Master of Public Policy degree from the University of Chicago.

Northeast Region Member-at-Large Larisa Pfeiffer serves as the College of Southern Maryland’s (CSM) chief of staff. Prior to serving as chief of staff, Pfeiffer spent four years as the institution’s lead community engagement coordinator and five years as the college’s business and information technology coordinator for the CSM Workforce Development division. She has also served as an adjunct professor of communication.

Pfeiffer holds an Associate of Arts and Sciences from CSM, a Bachelor of Business from the University of Maryland, a Master of Communication from Southern New Hampshire University and is a doctoral candidate of the Community College Leadership program at Ferris State University.

Pacific Region Member-at-Large Kristen Grimes is the director of board and executive searches at Mt. San Jacinto College (MSJC), a position she has held since January 2017. She joined MSJC in 2001, providing administrative support for several career education categorical programs before transitioning into the president’s office in 2004. Prior to joining the president’s office, Grimes served her fellow classified professionals as classified senate president and treasurer for California School Employees Association (CSEA) Chapter 767. Grimes’ areas of expertise include participatory governance, board policies and administrative procedures, administrative support to internal and external accreditation site visits, and administrative support to executive leadership and the board of trustees.

Southern Region Member-at-Large Lisa Barkley is the executive assistant to the president and board of trustees of Halifax Community College in Weldon, North Carolina. She is dedicated to helping others succeed academically, socially, and emotionally. Prior to her position with Halifax Community College, Barkley worked as an adjunct professor, tutor, administrative assistant, traffic assistant, site director, business manager, and receptionist.

INTERFACE

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

Western Region Member-at-Large Dr. Monique Morgan is the liaison for board services at Houston Community College (HCC), where she supports the HCC Board of Trustees and chancellor on college initiatives. Her higher education career extends over 20 years in leadership, teaching, relationship management, and counseling capacities. Morgan's professional experience in higher education began as a university recruiter for Southern University and A&M College in 2001. She holds a Ph.D. in counseling and human services from Capella University, a graduate degree in public administration and a Bachelor of Science degree in business economics, both from Southern University and A&M College. Morgan looks forward

to expanding the participation of board professionals in the Western region of ACCT, and she is committed to success, and lives by the scripture... *I can do all things through Christ who strengthens me* (Philippians 4:13).

What exceptional teammates I have. Thanks for entrusting me to serve as your president, and thanks to those who attended the 2021 PBSN events. The PBSN is a wonderful network to be a part of, and I encourage you to get involved and stay involved with one of the best networks in the land! We are looking forward to planning another great conference in New York, New York October 26 – 29, 2022...so start spreading the news.



The 2022 Professional Board Staff Network Executive Committee

advisor

2021 ELECTION RESULTS

EXECUTIVE COMMITTEE

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Moberly Area Community College, MO

Chair-Elect

Rose Benavidez

South Texas College, TX

Vice-Chair

Jay Nardini

Hawkeye Community College, IA

Secretary-Treasurer

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David Mathis

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Montgomery College, MD

Pacific Regional Chair

Gilbert Wong

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Southern Regional Chair

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South Florida State College, FL

Western Regional Chair

Dan Mims

San Jacinto College, TX

REGIONAL DIRECTORS

(3-year terms)

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Maureen Dunne

College of DuPage, IL

Northeast Region

Marsha Suggs Smith

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Pacific Region

Richard Fukutaki

Bellevue College, WA

Diane Noriega (1-year partial term)

Mt. Hood Community College, OR

Linda Wah (2-year partial term)

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Southern Region

Ed Dalrymple

Central Piedmont Community College, NC

Western Region

Dan Mims

San Jacinto College, TX

DIRECTORS-AT-LARGE

(3-year terms)

Carol Del Carlo

Nevada System of Higher Education, NV

Vivian Malauulu

Long Beach City College, CA

Jermaine Reed (1-year partial term)

Metropolitan Community College, MO

Pretta VanDible Stallworth

Houston Community College System, TX

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Yvonne Barnes

Trident Technical College, SC

Diversity, Equity, & Inclusion Committee Chair

Anthony Colón

Mohawk Valley Community College, NY

ACCT DIVERSITY, EQUITY, & INCLUSION COMMITTEE

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Torrie Newsome

College of Lake County, IL

Northeast Region

Anthony Colón

Mohawk Valley Community College, NY

Pacific Region

Deborah Ikeda

State Center Community College District, CA

Southern Region

Tina Royal

Davidson-Davie Community College, NC

Western Region

Belen Robles

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RETIRING ACCT BOARD MEMBERS

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Higblin College, WA

Dawn Erlandson

Minnesota State Colleges and Universities, MN

Sheila Ireland

Community College of Philadelphia, PA

William Kelley

Harper College, IL

Bernie Rhinerson

San Diego Community College District, CA



ACCT DEADLINES

- ▶ ACCT Awards Nominations
June 13, 2022
- ▶ Director-at-Large Candidate Nominations
July 1, 2022
- ▶ Amendments to ACCT Bylaws
July 1, 2022
- ▶ Submitting Resolutions
July 1, 2022

2022 ACCT GOVERNANCE LEADERSHIP INSTITUTE: STRENGTHENING THE LEADERSHIP TEAM OF THE BOARD

MARCH 24 – 26, 2022 | PHILADELPHIA, PENNSYLVANIA

Who should attend?

The objective of the 2022 GLI is to strengthen the **leadership team of the board**. ACCT is recommending that the board chair, vice chair, and college CEO attend this Institute as a team.

TOPICS

- What I Learned as Board Chair
- Building a Strong CEO/Board Relationship
- How to Work with Challenging Board Members
- Succession Planning for the Board – Choosing Your Next Chair
- The Chair's Role During a Crisis
- Best Practices of Highly Effective Board



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