



Maricopa County Community College District Governing Board Agenda February 17, 2015

vision A Community of Colleges—Colleges for the Community—working collectively and responsibly to meet the life-long learning needs of our diverse students and communities.

mission The Maricopa Community Colleges provide access to higher education for diverse students and communities. We focus on learning through: University Transfer Education, General Education, Developmental Education, Workforce Development, Student Development Services, Continuing Education, Community Education, Civic Responsibility, and Global Engagement.

COMMITTEE: BOARD POLICY

3:00 P.M.

District Support Services Center | 2411 West 14th Street | Tempe, AZ 85281 | M433—4th Floor

Product/Outcome: To review MCCD Governing Board Policies and make recommendations to the Governing Board regarding suggested Policy changes.

CALL TO ORDER

AGENDA ITEMS FOR DISCUSSION AND RECOMMENDATION

1. Textual, non-substantive issues
2. Governing Board Policy document availability on Internet
3. Monthly Policy Subcommittee program of work
 - a. March
 - b. April
 - c. May
 - d. June
 - e. August
 - f. September
 - g. October
 - h. November
 - i. December

ADJOURNMENT

Subcommittee Members

Dana Saar – Chair

Alfredo Gutierrez – Board Member

Jean McGrath – Board Member

* Maria Harper-Marinick, Sherri Lewis, Teresa Toney, Christina Emmons – Staff Members

* Staff members are assigned by the Chancellor

Board Policies

One of the most important roles of the Governing Board is to identify outcomes for the purpose of better serving and being accountable to its constituencies. These constituencies include the People of Maricopa County, Students, Private and Public Sector Employers, Universities, and Primary and Secondary Schools.

- *At the February 22, 2011 Board meeting, the Board adopted a revised set of Board policies, noted below. Some former Board policy language was moved to the Administrative Regulations section under a new heading called Board Resources (Section 6).*
- *At the October 22, 2013 Board meeting, the Board amended a revised set of Board policies, moving 2.11 College Course Materials and 2.12 International Education to the Administrative Regulations section under the heading called Board Resources (Section 6).*
- *At the November 26, 2013 Board meeting, the Chancellor presented revised Chancellor's Interpretations as an information item.*

1 Outcomes

1.0 Global Ends / Broadest Outcome Statement

As an educational institution devoted to learning, Maricopa Community Colleges exist in order that the diverse communities served have effective, innovative, learner-centered, flexible, and affordable life-long educational opportunities, with outcomes optimizing use of available resources.

AMENDED October 22, 2013, Motion No. 10112

AMENDED February 22, 2011, Motion No. 9781, 9782

1.1 University Transfer Education and General Education

- A. Students will have access to quality higher education programs and support services necessary to increase retention and achieve their learning goals.
- B. Students declaring an intent to earn a degree will complete an associate's degree. The number of associate's degrees awarded will increase.
- C. Students will be prepared to successfully pursue higher education beyond the community college.
 - i. Students will demonstrate post-secondary competencies in communication (writing, speaking, listening, reading), the humanities, science, critical thinking, problem solving, computer and information literacy, and mathematics.
 - ii. Students will experience a seamless transfer to baccalaureate-granting institutions.
 - iii. From 2011 to 2020, the percent of students earning the AGEC and transfer associate's degrees will increase.
 - iv. From 2011 to 2020, the percent of students matriculating to baccalaureate-granting institutions will increase.
- D. Students will benefit from enhanced educational delivery options.

AMENDED October 22, 2013, Motion No. 10112

AMENDED February 22, 2011, Motion No. 9781, 9782

1.2 Workforce and Economic Development

- A. Students and other community residents will have access to support services, courses, programs, career services, job placement assistance, and workforce training that prepares them for careers.
- B. Students seeking career and workforce training will attain skills and complete credentials that are market-driven and meet the needs of business and industry.
 - i. Students will complete Certificates of Completion and Associate of Applied Science degrees that prepare them for success in their careers.
 - ii. From 2011 to 2020, the percent **and number** of students earning Certificates of Completion and Associate of Applied Science degrees will increase.
- C. Students will benefit from enhanced educational delivery options.

AMENDED October 22, 2013, Motion No. 10112

AMENDED February 22, 2011, Motion No. 9781, 9782

1.3 Developmental Education

- A. Students will develop the competencies necessary to be successful in college level work.
- B. Academic achievement gaps based on race, ethnicity, and income will be reduced.
- C. Students will benefit from enhanced educational delivery options.
- D. Students requiring developmental education will successfully complete developmental courses and subsequently succeed in college-level courses.

AMENDED October 22, 2013, Motion No. 10112

AMENDED February 22, 2011, Motion No. 9781, 9782

1.4 Community Development and Civic and Global Engagement

- A. Maricopa County residents will have access to and awareness of college programs, activities and events, and facilities as appropriate to meet diverse needs.
- B. Maricopa County residents will have access to and awareness of courses of an avocational nature to include leisure, wellness, and specialized training.
- C. Students will have access to civic, political, and global learning opportunities.
- D. Students will develop the competencies to analyze and participate in democratic processes through community, civic, and global learning activities.
- E. Students will have diverse educational experiences through:
 - i. Diverse curricula (academic, occupational, vocational, avocational)
 - ii. Diverse educational modalities (face-to-face, online, hybrid, accelerated)
 - iii. Diverse faculty (gender, race/ethnicity, academic, vocational, residential, adjunct)
 - iv. Diverse extra-curricular activities (clubs, service learning, community events, recreation, sports, etc.)

AMENDED October 22, 2013, Motion No. 10112

AMENDED February 22, 2011, Motion No. 9781, 9782

Metrics

1.1 University Transfer Education and General Education

- A. Students will have access to quality higher education programs and support services necessary to increase retention and achieve their learning goals.
- i. College-Level Course Success Rate
 - ii. Fall-to-Fall Retention Rate
 - iii. Graduation Rate (Degree/Certificate)
 - iv. Percent of students completing college-level math and/or English [enter paragraph return]
 - v. Percent of full- and part-time students making satisfactory academic progress within two years, as measured by the number of credits completed
 - vi. Semester-to-Semester Retention Rate
 - vii. Number and percent of students who achieve their stated education or training goals
 - viii. Percent of students achieving a successful community college outcome as measured by accomplishment of academic milestones
 - ix. FTE year end enrollment
 - x. Cost of attendance as a percentage of Arizona mean family income
 - xi. Selected items from the Noel-Levitz Student Satisfaction Inventory: [indent next 4 items]
 1. The quality of instruction I receive in most of my classes is excellent
 2. Academic support services adequately meet the needs of students
 3. College shows concern for students as individuals
 4. College does whatever it can to help me reach my educational goals
 - xii. The ratio of credits completed to credits attempted for fall and spring terms (excludes high school dual enrollment)
- B. Students declaring an intent to earn a degree will complete an associate's degree. The number of associate's degrees will increase.
- i. Number of AA, AAS, AGS, and ABUS awards conferred annually.
 - ii. Percent of student with a degree intent who earned an associate's degree.
- C. Students will be prepared to successfully pursue higher education beyond the community college.
- i. Students will demonstrate post-secondary competencies in communication (writing, speaking, listening, reading), the humanities, science, critical thinking, problem solving, computer and information literacy, and mathematics.
 1. Successful completion of Arizona General Education Curriculum (AGEC) courses
 2. Selected Community College Survey of Student Engagement (CCSSE) items:
 - a. How much has college experience contributed to knowledge, skills, and development in writing, speaking, thinking critically/analytically, numerical problem solving, computing and information technology?
 - b. Does college emphasize using computers in academic work?
 - ii. Students will experience a seamless transfer to baccalaureate-granting institutions.

1. Percentage of community college students in a given academic year who are new transfers to state public universities with a transfer degree or certificate (AA, AS, ABUS, AGEC) or transfer a minimum of 80% of college level credits earned at a community college
 2. Student participation in Maricopa's signature transfer programs (ASU Alliance/MAPP, NAU Connection)
 3. CCSSE results compared to the national mean for the following items:
 - a. Frequency, satisfaction with, and importance of transfer credit assistance
 4. Survey and focus group results about the transfer experience conducted within the Arizona transfer system
- iii. From 2011 to 2020, the percent of students earning the AGEC and transfer associate's degrees will increase.
 1. Percent of students with a transfer intent who earned an AGEC or transfer degree (AA, AS, ABUS)
 2. Number of transfer associate's degrees and AGECS awarded annually.
 3. Number of unduplicated students earning a transfer degree and/or AGEC
 - iv. From 2011 to 2020, the percent of students matriculating to baccalaureate-granting institutions will increase.
 1. Transfer rate to state public universities
 2. Number and percent of students who transfer to an Arizona public university, public out-of-state, or private institution granting baccalaureate or higher degrees
- D. Students will benefit from enhanced educational delivery options.
- i. Percent of transfer/general education students engaged in non-traditional courses: online, hybrid, and accelerated classes of eight weeks or less (excluding high school dual enrollment)
 - ii. Survey results compared to the national mean for selected items on the CCSSE, Noel-Levitz Student Satisfaction Inventory, and the ECAR Students and Information Technology in Higher Education Survey
 1. CCSSE:
 - a. How often do you use Internet for assignments, use email to communicate with instructors, use computers in academic work?
 - b. Frequency, satisfaction with, and importance with computer labs
 2. Noel-Levitz:
 - a. Computer labs are adequate and accessible
 - b. Classes are scheduled at times that are convenient for me
 - c. College emphasizes using computers in academic work
 3. ECAR Survey:
 - a. Instructors use information technology (IT) effectively in courses
 - b. Instructors have adequate IT skills for carrying out course instruction
 - c. Describe your overall experience using course or learning management systems

- d. IT improves my learning
- e. IT makes course activities more convenient

ADOPTED May 24, 2011, Motion No. 9814

1.2 Workforce and Economic Development

- A. ~~Students and other~~ community residents will have access to support services, courses, programs, career services, job placement assistance, and workforce training ~~in high-demand that prepares them for careers.~~
 - i. ~~Enrollments in workforce courses.~~
 - ii. ~~Awards conferred in workforce programs.~~
 - iii. ~~Inventory of college and district-based support services.~~
 - iv. Percentage of high-demand occupations with corresponding college certificate or associate degrees (90% of top 20 occupations)
 - ~~1.—AZ Commerce produces the list every other year—fastest growing by jobs by number~~
 - 2. College course, program or training directly related to occupation
 - v. Percent of the fastest growing (emerging) occupations with corresponding college offering
 - ~~1.—AZ Commerce produces the list every other year—fastest growing by jobs by percent growth~~
 - 2. College course, program or training directly related to occupation
- B. Students seeking career and workforce training will attain skills ~~and complete credentials that are market-driven and meet the needs of business and industry that meet employer needs.~~
 - i. Students will complete Certificates of Completion and Associate of Applied Science degrees that prepare them for success in ~~high-demand their~~ careers.
 - 1. ~~Number of degrees and certificates conferred in occupational areas that indicate projected growth~~
 - 2. Degrees and Certificates Awarded Annually
 - 3. Number of occupational program completers passing a licensing exam or earning an industry-recognized credential
 - ii. From 2011 to 2020, the percent of students earning Certificates of Completion and Associate of Applied Science degrees will increase.
 - 1. Graduation Rate (Degree/Certificate Completion)
- C. Students will benefit from enhanced educational delivery options.
 - i. Percent of occupational students engaged in non-traditional courses: online, hybrid, and accelerated classes of eight weeks or less (excluding high school dual enrollment)
 - ii. Survey results compared to the national mean for selected items on the CCSSE, Noel-Levitz Student Satisfaction Inventory, and the ECAR Students and Information Technology in Higher Education Survey (survey items listed in Item 1.C. above)

ADOPTED May 24, 2011, Motion No. 9814

1.3 Developmental Education

- A. Students will develop the competencies necessary to be successful in college level work.
 - i. Success rate in college-level math after completion of developmental math
 - ii. Success rate in college-level English after completion of developmental English
 - iii. Success rate in college-level courses after completion of developmental reading
 - ~~iv. Success rate in developmental courses~~
 - ~~v. Graduation rate of students who were ever enrolled in a developmental course~~
- B. Academic achievement gaps based on race, ethnicity, and income will be reduced.
 - i. The variability of performance for each demographic variable (gender, ethnicity, and Pell grant status) will be measured for developmental level course completion and subsequent success in college level courses
- C. Students will benefit from enhanced educational delivery options.
 - i. Percent of developmental students engaged in non-traditional courses: online, hybrid, and accelerated classes of eight weeks or less (excluding high school dual enrollment)
 - ii. Selected items from the following national surveys: CCSSE, Noel-Levitz Student Satisfaction Inventory, and the ECAR Students and Information Technology in Higher Education Survey (Survey items listed in Item 1.C. above)
- D. Students requiring developmental education will successfully complete developmental courses and subsequently succeed in college-level courses.**
 - i. Success rate in developmental courses**
 - ii. Graduation rate of students who were ever enrolled in a developmental course**

ADOPTED May 24, 2011, Motion No. 9814

1.4 Community Development and Civic and Global Engagement

- A. Maricopa County residents will have access to **and awareness of** college programs, activities and events, and facilities as appropriate **to meet diverse needs.**
 - i. College-Going Rate: percent of high school graduates who enroll directly in community college within eight months of completing high school
 - ii. Enrollment of underserved populations
 - iii. Enrollment of returning adults who have completed some college
 - iv. Number of programs, events, and activities open to the community
- B. Maricopa County residents will have access to **and awareness of** courses of a vocational nature to include leisure, wellness, and specialized training.
 - i. Unduplicated annual non-credit headcount
- C. Students will have access to civic, political, and global learning opportunities.
 - i. CCSSE results compared to the national mean for the following items:
 - 1. How often participate in a community-based project for a course
 - 2. Degree to which students are encouraged to do community service
 - 3. Ample opportunities to volunteer in community
 - 4. How much emphasis on working with students from diverse backgrounds
 - ii. The number of activities held on campus that address political or global subjects

- D. Students will develop the competencies to analyze and participate in democratic processes through community, civic, and global learning activities.
- i. CCSSE results compared to the national mean for the following items:
 1. How much has college experience contributed to knowledge, skills, and development in contributing to welfare of the community
 2. How important to volunteer in a community service project
 3. How often have serious conversations with diverse students
 - ii. The number of students participating in study abroad programs
 - iii. Participation in service learning opportunities
 - iv. The number of students registered to ~~vote as measured by a custom question on CCSSE and Noel-Levitz~~
- E. Students will have diverse educational experiences through:
- i. Student enrollment in academic, occupational, vocational, avocational courses
 - ii. Percent of students engaged in non-traditional courses: online, hybrid, and accelerated classes of eight weeks or less (excluding high school dual enrollment)
 - iii. Faculty Profile
 - iv. CCSSE results compared to the national mean for the following items:
 1. How often participate in a community-based project for a course
 2. Degree to which students are encouraged to do community service
 3. Ample opportunities to volunteer in community
 4. How much emphasis on working with students from diverse backgrounds
 - a. The number of activities held on campus that address political or global subjects
 - b. The number of students participating in study abroad programs
 - c. Participation in service learning opportunities

ADOPTED May 24, 2011, Motion No. 9814

2 Chancellor Limitations

2.0 General Chancellor Constraint - Chancellor Limitation

The Chancellor shall not cause or allow any practice, activity, decision, or organizational circumstances that are unlawful, imprudent, or in violation of commonly-accepted higher education, business, and professional ethics and practices.

AMENDED February 22, 2011, Motion No. 9781, 9782

2.1 Treatment of Students - Chancellor Limitation

With respect to treatment of students, or those applying to enroll as students, the Chancellor shall not cause or allow conditions that are unfair, undignified, unsafe, untimely, or unnecessarily intrusive.

AMENDED October 22, 2013, Motion No. 10112
AMENDED February 22, 2011, Motion No. 9781, 9782

2.2 Treatment of Faculty and Staff - Chancellor Limitation

With respect to the treatment of faculty and staff, and in compliance with all federal and state laws, the Chancellor may not cause or allow conditions or procedures that are unfair, unsafe, or undignified.

AMENDED October 22, 2013, Motion No. 10112
AMENDED February 22, 2011, Motion No. 9781, 9782

2.3 Interactions With the Public / Other Constituents - Chancellor Limitations

With respect to the District's interactions with constituents in its respective communities, the Chancellor shall not cause or allow procedures, decisions, or interactions that are unfair, undignified, or unresponsive.

AMENDED February 22, 2011, Motion No. 9781, 9782

2.4 Financial Condition and Activities - Chancellor Limitations

With respect to the actual, ongoing financial condition and activities, the Chancellor shall not cause or allow the development of fiscal jeopardy, non-compliance with local, state or federal laws, or a material deviation of actual expenditures from the Board's Outcomes priorities.

AMENDED October 22, 2013, Motion No. 10112
AMENDED February 22, 2011, Motion No. 9781, 9782

2.5 Asset Protection - Chancellor Limitation

The Chancellor shall not cause or allow institutional assets to be unprotected, inadequately maintained, or unnecessarily risked.

AMENDED October 22, 2013, Motion No. 10112
AMENDED February 22, 2011, Motion No. 9781, 9782

2.6 Financial Planning and Budgeting - Chancellor Limitation

Financial planning for any fiscal period may not deviate from the Board's Outcomes priorities, risk fiscal jeopardy, and/or fail to be derived from a multi-year strategic/operating plan focused on Outcomes achievement.

AMENDED October 22, 2013, Motion No. 10112
AMENDED February 22, 2011, Motion No. 9781, 9782

2.7 Staff Compensation and Benefits - Chancellor Limitation

The Chancellor shall not implement an employee compensation and benefit plan that fails to comply with local, state or federal laws, nor fails to make MCCCD a competitive higher education employer. Further, the Chancellor shall not fail to attract and retain a high quality and diverse workforce through competitive and

progressive pay and benefit practices that are externally competitive and internally equitable and support a fiscally responsible pay and benefit program.

AMENDED October 22, 2013, Motion No. 10112

AMENDED February 22, 2011, Motion No. 9781, 9782

2.8 Communication and Counsel to the Board - Chancellor Limitation

The Chancellor shall not allow any practice, activity or condition that causes the Board to be uninformed or unsupported in its work.

AMENDED October 22, 2013, Motion No. 10112

AMENDED February 22, 2011, Motion No. 9781, 9782

2.9 Operational Succession Planning - Chancellor Limitation

The Chancellor will not permit the organization to be without sufficient capacity for the competent operation of the District - including, but not limited to, its management and governance - to continue in the event of sudden loss of services of the Chancellor or other key personnel.

AMENDED October 22, 2013, Motion No. 10112

AMENDED February 22, 2011, Motion No. 9781, 9782

2.10 Public Safety - Chancellor Limitation

With respect to maintaining a safe learning and working environment, the Chancellor may not operate without a department of public safety.

AMENDED October 22, 2013, Motion No. 10112

AMENDED February 22, 2011, Motion No. 9781, 9782

Chancellor Interpretations

Interpretations are in italics and underlined.

2.0 General Chancellor Constraint - Chancellor Limitation

The Chancellor shall not cause or allow any practice, activity, decision, or organizational circumstances that are unlawful, imprudent, or in violation of commonly-accepted higher education, business, and professional ethics and practices.

I interpret this policy to mean that the District shall have multiple measures of internal controls in place in order to increase employee awareness of expected professional and ethical practices and to conduct oversight to mitigate the occurrence of unlawful and imprudent activity.

Compliance will be demonstrated when:

- a. 90% of all employees have completed mandatory training on Public Sector Employment and Public Stewardship & Ethics.
- b. Practices, activities, decisions or organizational circumstances that are found to be unlawful, imprudent or in violation of law, policy or regulation are addressed accordingly as outlined by law or the respective job policy group manual.

REVISED November 26, 2013

ADOPTED May 24, 2011, Motion No. 9814

2.1 Treatment of Students - Chancellor Limitation

With respect to treatment of students, or those applying to enroll as students, the Chancellor shall not cause or allow conditions that are unfair, undignified, unsafe, untimely, or unnecessarily intrusive.

I interpret this policy to mean that compliance will be demonstrated when:

- The District operates with written policies and procedures for all students regardless of race, gender, ethnicity, age, orientation, religion, disability or other protected status and that set forth student conduct expectations and responsibilities while providing for effective handling of grievances and appeals.
- 100% of students shall have access to the written policies and procedures (either electronically or in hard copy format) of the district that set forth expectations for student conduct and responsibilities, and that address the treatment of students including regulations for Student Rights & Responsibilities and that provide for effective handling of grievances and appeals, Student Records, Non-Discrimination policies. These relevant policies that directly impact students are referred to as the Catalog Common Pages.
- 100% of employees that have access to student data and information as part of their job duties and responsibilities shall be trained in the provisions of the Family Educational Rights and Privacy Act

(FERPA) and other rules that pertain to the protection of personally identifiable information such as Red Flag Rules.

Compliance will also be demonstrated when conditions that are unfair, undignified, unsafe, untimely or unnecessarily intrusive are dealt with quickly and effectively.

REVISED November 26, 2013

ADOPTED May 24, 2011, Motion No. 9814

2.2 Treatment of Faculty and Staff - Chancellor Limitation

With respect to the treatment of faculty and staff, and in compliance with all federal and state laws, the Chancellor may not cause or allow conditions or procedures that are unfair, unsafe, or undignified.

I interpret this policy to mean that it is the responsibility of Maricopa executives, supervisors and employees to work together to create, and maintain a workplace where all employees feel safe, supported, able and accountable to do their best work.

Compliance with this interpretation will be demonstrated when:

- Written policy manuals for all employee groups are adopted through a collaborative process.
- Policies and Regulations are adopted that govern a fair and equitable workplace including those related to equal employment opportunity, workplace violence, whistleblower protection and disability accommodations
- The District follows an Affirmative Action Plan
- Employees have access to an ombudsman and anonymous reporting service
- Employees are provided with access to relevant policies that relate to equal employment opportunity, Title IX, OSHA, sexual harassment and general employee and District policies and procedures.

Compliance will also be demonstrated when conditions that are unfair, unsafe, or undignified and that have been noticed and substantiated through established grievance and notification processes are addressed in a timely and effective manner.

REVISED November 26, 2013

ADOPTED May 24, 2011, Motion No. 9814

2.3 Interactions With the Public / Other Constituents - Chancellor Limitations

With respect to the District's interactions with constituents in its respective communities, the Chancellor shall not cause or allow procedures, decisions, or interactions that are unfair, undignified, or unresponsive.

I interpret this policy to mean that the District Office and the Colleges will engage with the citizens of Maricopa County and community partners as appropriate through such measures as community advisory councils/committees and community forums that seek to gather input; and shall respond to concerns and

complaints through formal and informal mechanisms that are either outlined in policy or via web allegations such as the Chancellor's webpage or the informal services of the Citizen's Ombudsperson.

Compliance will also be demonstrated when procedures, decisions or interactions that are unfair, undignified or unresponsive have been noticed through established and substantiated through established grievance processes are addressed in a timely and effective manner.

REVISED November 26, 2013

ADOPTED May 24, 2011, Motion No. 9814

2.4 Financial Condition and Activities - Chancellor Limitations

With respect to the actual, ongoing financial condition and activities, the Chancellor shall not cause or allow the development of fiscal jeopardy, non-compliance with local, state or federal laws, or a material deviation of actual expenditures from the Board's Outcomes priorities.

I interpret this policy to mean that the District will operate within a system of internal controls. Compliance is demonstrated by following Generally Accepted Accounting Procedures and when the following activities occur:

1. No expenditure for funds of more than has been received and carried forward in the fiscal year.
2. No occurrence of inter-fund transfers in amounts that would cause a deficit fund balance in any fund.
3. No transfers from Governing Board contingency without Governing Board approval.
4. No occurrence in any fiscal year of District expenditures or indebtedness in an amount that reduces the ending General Fund balance to less than eight percent of General Fund revenues recognized during the fiscal year without Governing Board approval.
5. Payroll and other District debts or obligations are settled in a timely manner. Timeliness is contingent upon the transaction.
6. Tax payments or other government-ordered payments or filings are submitted accurately and on time.

REVISED November 26, 2013

ADOPTED May 24, 2011, Motion No. 9814

2.5 Asset Protection - Chancellor Limitation

The Chancellor shall not cause or allow institutional assets to be unprotected, inadequately maintained, or unnecessarily risked.

I interpret this policy to mean that the MCCCD will be operated with an adequate system of internal controls, both accounting and administrative and that are sufficient to meet generally-accepted accounting principles and auditing standards. Compliance will be met when:

- An organizational governance structure is implemented that allows for independent assessment and reporting to the Chancellor or the Board as appropriate. This includes mechanisms to identify when conditions exist and processes for the institution to respond appropriately.
- Investment or reinvestment of moneys received by the District will occur in a manner allowed under the laws of the State of Arizona.
- The District's public image, its credibility are not endangered.

REVISED November 26, 2013

ADOPTED May 24, 2011, Motion No. 9814

2.6 Financial Planning and Budgeting - Chancellor Limitation

Financial planning for any fiscal period may not deviate from the Board's Outcomes priorities, risk fiscal jeopardy, and/or fail to be derived from a multi-year strategic/operating plan focused on Outcomes achievement.

I interpret this policy to mean that that the financial planning and budgeting — decision-making process will align with the Governing Board Outcomes to ensure implementation and monitoring at a level with expected performance and within the established financial goals for the institution. Further, the monthly, quarterly and annual finance reports to the Governing Board will provide evidence that by establishing and monitoring specific and measurable financial strategic goals on a coordinated, integrated basis, we enable the Maricopa Community Colleges to operate efficiently and effectively to insure financial viability and stability.

In addition, I interpret this policy to mean that expenditures will not occur in any fiscal year of more funds than are conservatively projected to be received or carried forward in that period.

I will maintain a General fund balance of at least eight percent of projected General Fund revenues and address the identification and pursuit of new and existing revenue sources, and enhancement of cost-effectiveness, as part of multi-year planning.

REVISED November 26, 2013

ADOPTED May 24, 2011, Motion No. 9814

2.7 Staff Compensation and Benefits - Chancellor Limitation

The Chancellor shall not implement an employee compensation and benefit plan that fails to comply with local, state or federal laws, nor fails to make MCCCD a competitive higher education employer. Further, the Chancellor shall not fail to attract and retain a high quality and diverse workforce through competitive and progressive pay and benefit practices that are externally competitive and internally equitable and support a fiscally responsible pay and benefit program.

I interpret this policy to mean that it is the responsibility of the District to create and maintain externally competitive and internally equitable classification, compensation plans that are in compliance with applicable laws, are fiscally responsible and that attract and retain a high quality and diverse workforce,

along with an employee benefits program that is externally competitive, fiscally responsible and encourages and supports wellness and well-being.

Compliance with staff compensation will be demonstrated through internal or external assessment of best practices and regularly scheduled review and analysis of our identified peer comparators. Compliance will also be demonstrated by instituting internal controls to monitor allowance of additional compensation earned by employees (i.e., secondary pay lines).

Compliance with employee benefits will be demonstrated through benefit survey participation and review in conjunction with counsel of our employee benefits consultants who advise on best practices related to plan design, cost analysis and wellness program offerings.

REVISED November 26, 2013

ADOPTED May 24, 2011, Motion No. 9814

2.8 Communication and Counsel to the Board - Chancellor Limitation

The Chancellor shall not allow any practice, activity or condition that causes the Board to be uninformed or unsupported in its work.

I interpret this policy to mean that I will inform the Governing Board of matters that directly impact their statutory responsibilities as policy makers and trustees.

Compliance will be met through a variety of means such as holding one on one meetings with Board members, by distributing quarterly reports and newsletters, operational reporting at monthly Board meetings and as appropriate, guidance during Executive Sessions.

REVISED November 26, 2013

ADOPTED May 24, 2011, Motion No. 9814

2.9 Operational Succession Planning - Chancellor Limitation

The Chancellor will not permit the organization to be without sufficient capacity for the competent operation of the District - including, but not limited to, its management and governance - to continue in the event of sudden loss of services of the Chancellor or other key personnel.

I interpret this policy to mean that in order to protect the Board from unexpected loss of chief executive services, I shall have no fewer than two other senior staff sufficiently familiar with Board and Chancellor issues, plans, problems, and processes to enable either to take over with reasonable proficiency as an interim successor.

Compliance will be met by the formation of a succession team comprised of two College Presidents, the Executive Vice Chancellor & Provost, the Vice Chancellor for Business Services, the Vice Chancellor for Human Resources and through quarterly meetings with that team.

REVISED November 26, 2013

ADOPTED May 24, 2011, Motion No. 9814

2.10 Public Safety - Chancellor Limitation

With respect to maintaining a safe learning and working environment, the Chancellor may not operate without a department of public safety.

I interpret this policy to mean that District standards of practice for the Department of Public Safety will be established and adhered to at each college. The Department of Public Safety and particularly sworn officers will not violate professional standards as set forth under Arizona law and those promulgated by the Arizona Peace Officer Standards and Training Board (AZPOST). Employees, students, and, as appropriate, visitors, will receive communications that violence, threats, harassment, intimidation, and other disruptive behavior in District facilities will not be tolerated, and it is the responsibility of all members of the Maricopa Community Colleges to report any occurrence of such conduct, or threats, or acts of physical violence of which he/she is aware.

Compliance will be demonstrated when Public Safety Manuals are accessible to all Public Safety staff, College Presidents and Vice Presidents of Administration and the number of sustained complaints and law suits against Public Safety employees reported to colleges, the hotline, HR Department, and Legal Services is routinely maintained and reported on a quarterly basis.

Compliance will also be demonstrated when threats to public safety have been identified and substantiated through established processes and are addressed quickly and effectively.

REVISED November 26, 2013

ADOPTED May 24, 2011, Motion No. 9814

3 Board-Staff Relations

3.0 Chancellor's Role

The Chancellor, as chief executive officer, is the Board's official connection to the District's operations.

AMENDED February 22, 2011, Motion No. 9781, 9782

3.1 Unity of Control

Only officially passed motions of the Board are binding on the Chancellor.

1. Except in rare instances when a person, committee, or task force has been explicitly authorized to direct staff on an issue, no Board Member, officer, or committee has authority over the Chancellor or any member of the Chancellor's staff.
2. Board Members may request information through the Chancellor's office. In the Chancellor's absence, requests will be made to the Acting Chancellor or the Chancellor's Executive Council members. In the case of individual Board Members or committees requesting information or assistance, the Chancellor shall make every effort to honor all such requests, with the exception

where considerable time and expense are involved, in which case the request may be declined. The Board member may then refer such request to the full Board for consideration.

AMENDED February 22, 2011, Motion No. 9781, 9782

3.2 Accountability of the Chancellor

All Board authority delegated to District management is delegated through the Chancellor. Therefore, all authority and accountability of staff, as far as the Board is concerned, is considered to be the authority and accountability of the Chancellor.

1. The Board will not give instructions to persons who report directly or indirectly to the Chancellor.
2. The Board will not evaluate, either formally or informally, any staff other than the Chancellor.
3. The Board will consider and evaluate the Chancellor's performance synonymous with organizational achievement of Board outcomes (with measurement indicators as agreed upon by the board) and compliance with Chancellor Limitations within the parameters of legality, prudence, and ethics. Consequently, the Chancellor's job description and evaluation address performance.

AMENDED October 22, 2013, Motion No. 10112

AMENDED February 22, 2011, Motion No. 9781, 9782

3.3 Delegation to the Chancellor

The Board will direct the Chancellor through written policies that prescribe the Outcomes to be achieved, and describe organizational situations and actions to be avoided, allowing the Chancellor to use any reasonable interpretation of these policies.

1. Outcomes: policies direct the Chancellor to achieve certain results, for certain recipients, at a worth or priority. The Board will develop these policies systematically from the broadest, most general level to more defined levels. All issues that are not Outcomes issues as defined here are "means" issues.
2. Chancellor Limitations: policies define the boundaries of legality, prudence, and ethics within which the Chancellor is expected to operate. These policies describe those practices, methods, decisions, and circumstances that would be unacceptable to the Board, even if effective in producing the desired Outcomes. These policies will be developed systematically from the broadest, most general level to more defined levels. The Board will not prescribe organizational means delegated to the Chancellor.
3. An Outcomes or Chancellor Limitations policy at a given level does not limit the scope of any preceding level.
4. The Chancellor is authorized to establish all further administrative policies, make all decisions, take all actions, establish all practices, and develop all activities, as long as they are consistent with any reasonable interpretation of these Outcomes and Chancellor Limitations policies.
5. The Board may change its Outcomes and Chancellor Limitations policies, thereby shifting the boundary between Board and Chancellor domains. By so doing, the Board changes the latitude of

choice given to the Chancellor. However, so long as any particular delegation is in place, the Board and its members will respect and support the Chancellor's choices as long as they are consistent with Board policy, as reasonably interpreted. This does not prevent the Board from obtaining information, except for confidential/personal information relating to students and staff.

AMENDED February 22, 2011, Motion No. 9781, 9782

3.4 Monitoring the Chancellor's Performance

1. The Board will systematically and rigorously monitor the Chancellor's job performance to determine the extent to which Outcomes are being achieved and whether operational activities fall within parameters established in Chancellor Limitations policies.
2. The purpose of monitoring is simply to determine the degree to which the Chancellor is fulfilling the Board's expectations as set forth in its governing policies. Only information that enables the Board to assess accomplishment of Outcomes and compliance with Chancellor Limitations is considered relevant.
 - A. A given policy may be monitored in one or more of three methods:
 - B. Chancellor Report: The Chancellor conveys to the Board, in writing, policy interpretations as well as compliance information relevant to the policy under review. As appropriate in a given context, the Chancellor may present information to justify the "reasonableness" of his/her interpretation.
 - C. External Report: Discovery of compliance information by a disinterested, external auditor, inspector, or judge who is selected by and reports directly to the Board. Such reports must assess executive performance only against policies of the Board (as reasonably interpreted by the Chancellor), not those of the external party unless the Board has previously indicated in Governing Board policy that party's opinion to be the standard for assessment.
3. Direct Board Inspection: A designated Board Member, committee, or the Board as a whole assesses accomplishment of, or compliance with, a given policy, as reasonably interpreted by the Chancellor.
4. In every case, the Board will judge whether a) the Chancellor's interpretation is reasonable and b) whether data demonstrate reasonable accomplishment of, or compliance with, the Chancellor's interpretation. Interpretations determined by the Board to be unreasonable, or data determined not to demonstrate reasonable accomplishment of or compliance with a Board policy, as reasonably interpreted, will be subject to a remedial process agreed to by the Board.
5. All policies instructing the Chancellor will be monitored at a frequency and by a method chosen by the Board. The Board may choose to monitor any policy by any method at any time, but will ordinarily depend on the schedule appearing on the subsequent page.
6. The Board will have a formal evaluation of the Chancellor in May of each year. The evaluation will be based primarily on a summary/review of the Board's judgment of the Chancellor's performance, per the criteria and process outlined above, during the previous twelve months.

NOTE: 12 month calendar for FY 2013-14 to demonstrate frequency of monitoring reports presented to the Board in preparation for the Chancellor's evaluation in May.

Policy	Method	Frequency	Schedule
Outcomes			
Broadest Outcome Statement	Internal	Annually	November 2013
Outcome #1	Internal	Annually	November 2013
Outcome #2	Internal	Annually	November 2013
Outcome #3	Internal	Annually	November 2013
Outcome #4	Internal	Annually	November 2013
Chancellor Limitations			
2.0 General Chancellor Constraint	Internal	Quarterly/Annually	DEC '13; MAR '14; MAY '14
2.1 Treatment of Students	Internal	Monthly/Annually	Student Club Reports
2.2 Treatment of Faculty and Staff	Internal	Quarterly/Annually	DEC '13; MAR '14; MAY '14
2.3 Interactions With the Public	Internal	Quarterly	DEC '13; MAR '14; MAY '14
2.4 Financial Condition and Activities	Internal	Type of Reports	CAFR; ELR; BURN
Direct Inspection (Audit and Finance Committee)	Quarterly	DEC '13; MAR '14; MAY '14	
External	Annually (Auditor General)	June 2014	
2.5 Asset Protection	Internal	Annually	May 2014
2.6 Financial planning and budgeting	Internal	Annually	May 2014
2.7 Staff Compensation and Benefits	Internal	Quarterly	DEC '13; MAR '14; MAY '14
2.8 Communication and Counsel to the Board	Internal	Monthly/Quarterly	DEC '13; MAR '14; MAY '14
2.9 Operational Succession Planning	Internal	Quarterly	DEC '13; MAR '14; MAY '14
2.10 Public Safety	Internal	Annually	May 2014

AMENDED October 22, 2013, Motion No. 10112
 AMENDED February 22, 2011, Motion No. 9781, 9782

3.5 Access to the Internal Auditor

Direct but limited access to the Board by the Director of Audit, as the internal auditor, is an exception to the exclusive role of the Chancellor in connecting governance and management.

Accordingly, the Director of Audit oversees MCCCD’s Internal Audit and Management Advisory Services (IAMAS) Department, which is charged with the responsibility for ascertaining that MCCCD’s systems of internal controls, risk management, and organizational processes, as designed and represented by management, are adequate and functioning. IAMAS is also responsible for reporting to management and the Audit and Finance Committee on the adequacy and effectiveness of the organization’s systems of internal control, together with ideas, counsel, and recommendations to improve the systems.

1. If, after having brought to the Chancellor's attention any impropriety discovered in the course of his or her own work, the internal auditor feels that the Chancellor has failed to address the impropriety, the Director of Audit must report that impropriety to the Board President.
2. Impropriety in this context means a material weakness in operational management or a violation of Board policies regarding financial affairs of the District.
3. Nothing in this policy impedes the Chancellor from exercising his or her Board-granted prerogative to interpret applicable Board policies under the "reasonable interpretation" rule, nor does it remove from the Board the right to judge reasonableness. However, impropriety as used in provision #2 above can indicate that in the opinion of the Director of Audit, an interpretation made by the Chancellor is not "reasonable."
4. The Director of Audit is in all other ways as subject to the Chancellor's managerial authority as all other staff and has no direct access to the Board except as permitted by law or district policy and/or regulations. The Chancellor may not impede the Director of Audit's official access as described in this policy, or seek to inappropriately influence the content of the Director of Audit's reporting to the Board as set forth in this policy.
5. Nothing in this provision shall be deemed to limit or prohibit the Board from hiring external or internal auditors who may be assigned to report to the Board, or as the Board may choose, another designee (e.g., Legal Counsel).

AMENDED February 22, 2011, Motion No. 9781, 9782

3.6 Board / General Counsel Relationship

The General Counsel is employed by the Maricopa County Community College District in accordance with Arizona Revised Statutes §15-1448. As such, he or she is vested by law with the powers of and the duties otherwise performed by the Maricopa County Attorney pursuant to Arizona Revised Statutes §11-532 (A) (11), as amended. In exercising these powers and providing legal services, the General Counsel is expected by the District to conform to the generally accepted standards of the legal profession, including the Rules of Professional Conduct (ARPC) promulgated by the Arizona Supreme Court. These professional standards include, without limitation, standards of integrity, competence, diligence, and communication.

1. The General Counsel reports to and is supervised by the Chancellor, and is primarily responsible for providing professional legal services to the district's officers and employees who are acting in their official capacity in performance of their duties. Whenever the General Counsel is providing legal services to the district including the Chancellor and the Board, professional standards require that his or her legal advice and services be based upon independent professional judgment that is not subject to the client's direction and control.
2. Regardless which individual or group represents the district as the General Counsel's client for purposes of any particular communication or representation, the district as a whole entity remains the General Counsel's sole client. He or she owes professional responsibilities to the organization as a whole, including the Governing Board as an entity.

3. To meet the expectations stated above, the General Counsel must have direct and independent access to the Governing Board when necessary in his or her professional judgment (e.g., when obliged by the above professional standards to disclose information received from constituent members of the organization to the highest authority within the organization, and to provide advice to the highest authority.)
4. Accordingly, the General Counsel shall have direct access to the Board and the authority to use independent professional judgment in providing professional services as an attorney, notwithstanding the Chancellor's otherwise exclusive role in connecting governance and management.
5. The General Counsel will provide timely legal opinions on proposed regulations, contracts, and documents and also contemplated actions when requested by the Chancellor and other district executives, as well as upon a request of the Board, by motion duly made, seconded, and approved.
6. In addition to the foregoing, the Chancellor may in his sole discretion assign the General Counsel supervision of district risk management, insurance, training, and compliance programs. If so, the General Counsel will take reasonable care to clarify when he or she is exercising such administrative responsibility. When the General Counsel is performing such administrative duties, he or she will be subject to the direct and exclusive supervision of the Chancellor.

AMENDED February 22, 2011, Motion No. 9781, 9782

4 Governance Process

4.0 Governance Commitment

The purpose of the Board, on behalf of the residents of Maricopa County, is to ensure that the Maricopa County Community College District a) achieves appropriate results for the community (as specified in Board Outcomes Policies), and b) avoids unacceptable outcomes and situations, with a strategic perspective through a continually improved commitment to its vision, mission, and values.

AMENDED February 22, 2011, Motion No. 9781, 9782

4.1 Governing Values

Our Vision: A Community of Colleges—Colleges for the Community—working collectively and responsibly to meet the life-long learning needs of our diverse students and communities.

AMENDED December 13, 2005, Motion No. 9350

AMENDED July 22, 1997, Motion No. 8673

ADOPTED January 28, 1997, Motion No. 8626

Our Mission: The Maricopa Community Colleges provide access to higher education for diverse students and communities. We focus on learning through:

- University Transfer Education
- General Education
- Developmental Education
- Workforce Development
- Student Development Services
- Continuing Education
- Community Education
- Civic Responsibility
- Global Engagement

AMENDED December 14, 2004, Motion No. 9288

AMENDED July 27, 1999, Motion No. 8882

ADOPTED January 28, 1997, Motion No. 8626

Our Institutional Values: The Maricopa Community Colleges are committed to:

- Community
We value all people—our students, our employees, their families, and the communities in which they live and work. We value our global community of which we are an integral part.
- Excellence
We value excellence and encourage our internal and external communities to strive for their academic, professional and personal best.
- Honesty and Integrity
We value academic and personal honesty and integrity and believe these elements are essential in our learning environment. We strive to treat each other with respect, civility and fairness.
- Inclusiveness
We value inclusiveness and respect for one another. We believe that team work is critical, that each team member is important; and we depend on each other to accomplish our mission.
- Innovation
We value and embrace an innovative and risk-taking approach so that we remain at the forefront of global educational excellence.
- Learning
We value lifelong learning opportunities that respond to the needs of our communities and are accessible, affordable, and of the highest quality. We encourage dialogue and the freedom to have an open exchange of ideas for the common good.
- Responsibility
We value responsibility and believe that we are each accountable for our personal and professional actions. We are responsible for making our learning experiences significant and meaningful.
- Stewardship
We value stewardship and honor the trust placed in us by the community. We are accountable to our communities for the efficient and effective use of resources as we prepare our students for their role as productive world citizens.

AMENDED December 13, 2005, Motion No. 9350
AMENDED July 22, 1997, Motion No. 8673
AMENDED July 22, 1997, Motion No. 8672
AMENDED January 28, 1997, Motion No. 8627
ADOPTED January 28, 1997, Motion No. 8626
AMENDED February 22, 2011, Motion No. 9781, 9782

4.2 Manner of Governing

The Board will govern lawfully, in a manner that is nonpartisan, with an emphasis on a) integrity and truthfulness in all of its activities and practices, b) outward vision, c) encouragement of diversity in viewpoints, d) strategic leadership, e) clear distinction between Board and Chancellor roles, f) collective rather than individual decisions, and g) proactive leadership.

More specifically:

1. The Board will operate in all ways mindful of its civic trusteeship obligation to those who own the organization, the residents of Maricopa County.
2. The Board will conduct itself in a manner that complies with all relevant laws and regulations. The Board will fulfill all of its legal and fiduciary responsibilities as required by state statutes, the Arizona Constitution, and all state administrative rules. These include responsibilities such as approval of the budget; tuition and fees; degrees, certificates and diplomas; graduation requirements; curriculum catalog policies; and travel regulations and procedures upon recommendation from the Chancellor.
3. The Board will cultivate a sense of group responsibility and shall work together harmoniously in pursuit of this obligation. The Board will conduct its business in a respectful and civil manner, always mindful of the Maricopa County Community College District's public image.
4. The Board will carefully establish performance standards and expectations for the district through articulation of written governing policies. The Board's major focus will be on the achievement of intended long term impacts outside the operating organization (outcomes), not on the administrative or programmatic means of attaining those results, except as they conflict with statutory law.
5. The Board will observe "Policy Governance" principles as the framework for setting forth these policy standards/expectations for the Board's own processes, as well as for articulating performance standards and the manner of assessment of the work of the Chancellor. Through these policies, the Board will establish and adhere to expectations for its own conduct, addressing matters such as attendance, policy making principles, respect of roles, respect for democratic processes, speaking to management and the public with one voice, and ensuring the continuity of governance capability.
6. Continual Board development will include periodic discussion of its governing performance, orientation of new members in the Board's governance process and these policies, and annual Board review of both the Board's and the Chancellor's progress in light of the Board's performance expectations.
7. The Board may use the expertise of individual members to enhance the Board's understanding of issues, but will not substitute such expertise for the judgment of the Board.

8. The Board will keep well-informed about relevant global and local educational trends and other issues, by actively gathering information and attendance at appropriate workshops and conferences to fulfill its role.
9. The Board will govern with appreciation of the diversity of our internal and external communities. Diversity is defined as the environment created within Maricopa that demonstrates equity and mutual respect of each person.
10. All of the Board's governing policies are contained in this document, and they remain in effect, unless amended or deleted by Board action.
11. Although the Board can change its governing policies at any time, it will conscientiously observe those currently in effect.
12. The Board will allow no officer, individual, or Board Committee to prevent, or be an excuse for, the Board not fulfilling its duties and commitments.
13. The Board will regularly evaluate and strive to improve its process and performance. Self-assessment will compare Board activity and discipline to the Board's performance criteria set forth in the "Governance Process" and "Board-Staff Relations" sections of these governing policies.
14. The Board will reserve authority to approve the following types of agreements:
 - A. Cooperative agreements with outside entities requiring a significant commitment of District funds or that may impair the District's bonding capacity.
 - B. Leases involving a commitment of the District's funds in excess of the annual amount specified in Arizona Revised Statute §15-1444B-2 [or in excess of a total of \$300,000 over the original term].
 - C. Contracts for District-wide services for insurance, bookstores, and food service.
 - D. Real property leases or continuous use of District property by outside entities for commercial activity or for any activity that substantially increases the potential liability for the District or may impair its bonding capacity.
 - E. Dual enrollment agreements where an intergovernmental agreement is not required.
 - F. Contracts in which the legal authority to proceed is not explicit in statute or confirmed through case law or Attorney General's opinion.
 - G. Purchases described below:
 - i. A construction contract or construction consulting services contract, including those for architects and engineers, exceeding \$250,000.
 - ii. Any purchase of a single piece of information technology equipment or software exceeding \$250,000.
 - iii. Any purchase of services exceeding \$250,000, other than recurring annual services for support of District-wide systems or operations such as utilities, equipment, or software maintenance.
 - H. Purchases or sale of real property.
 - I. Agreements that by law must have Governing Board approval.

AMENDED October 22, 2013, Motion No. 10112

AMENDED February 22, 2011, Motion No. 9781, 9782

4.3 Board Job Description

The job of the Board is to represent the residents of Maricopa County in determining and demanding appropriate organizational performance. The Board will concentrate its efforts on the following job “products” or outputs to distinguish the Board’s own unique job from the jobs of its staff:

1. The link between Maricopa County Community College District and the citizens of Maricopa County (the “ownership”).
 - A. Needs Assessment: Board Members will assess the needs and trends affecting the ownership, as they relate to the district’s activities and scope of influence, and will maintain Outcomes policies identifying and prioritizing intended organizational results to address those needs.
 - B. Advocacy/Ambassadorship: The Board and its members will inform the residents of Maricopa County of the district’s accomplishments on their behalf and of its expected future results.
2. Written governing policies that, at the broadest levels, articulate performance standards regarding:
 - A. Outcomes: Results pertaining to organizational products, impacts, benefits, outcomes, recipients, and their relative worth (what good for which needs at what cost or priority).
 - B. Chancellor Limitations: Parameters within which all activity and decisions under the Chancellor’s authority must take place.
 - C. Board-Staff Relations: How management authority is delegated and its proper use monitored; the Chancellor role, authority, and accountability.
 - D. Governance Process: Specification of how the Board conceives, carries out, and monitors its own task.
3. The assurance of mission fulfillment and operational integrity, by holding the Chancellor accountable for successful achievement of Outcomes and adherence to Chancellor Limitations.
4. Legislative Impact — The Board will identify and seek to affect legislative and/or public policy change as it deems necessary and/or appropriate on behalf of the residents of Maricopa County.
5. Naming of District Facilities and Academic Entities — The Board has final authority on all such naming. Action will be based upon recommendations consistent with administrative regulations addressing criteria/guidelines, processes used for naming facilities and academic entities, including definitions, a nominations process, due diligence review, and a duration of rights.
6. Awarding of Emeritus Status — The Board has the sole authority to award, upon recommendation of the Chancellor, emeritus distinction to any full-time residential faculty, chancellor, vice-chancellor, college president, or college vice president who retires from the district.

AMENDED February 22, 2011, Motion No. 9781, 9782

4.4 Board Planning and Agenda Preparation [General Policy Housekeeping Items]

To fulfill its Job Description, the Board will prepare and follow an annual planning calendar that a) carefully completes a review of Outcomes policies and achievement each year, b) continually improves its performance through Board education, enriched input, and deliberation, and c) provides individuals and

organizations with an annual predictable schedule of meetings to the greatest extent feasible to afford them opportunities to attend and participate in Board meetings.

1. While the annual agenda follows a calendar year (consistent with the term of the Board President), it seeks to address cycles that contribute to multi-year planning. For instance, a revised Outcomes policy from which the staff can develop a budget and a financial plan for two fiscal years out will be adopted by the last day of March.
2. The President will, early in the first quarter of the calendar year, prepare and present for the Board's consideration and approval a suggested work plan for that year's meetings. Considerations should include:
 - A. How the Board will ensure an annual review of Board policies beginning in July of each year for the purpose of routine maintenance and relevant to the Board's legal and statutory duties, as well as the mission and goals of the district.
 - B. How the Board will gain ownership input, including but not limited to opportunities for input from individuals and organizations, including employee groups and affiliated organizations that have expertise and interests specifically related to Board decisions and Board policies.
 - C. How the Board will continue its education, e.g., Board education related to Outcomes issues (through presentations by advocacy groups, Maricopa County employers, staff, futurists, etc.), and education about governance and operational issues.
 - D. Ensuring action approvals required by law, audit functions, Chancellor monitoring and evaluation, etc.
3. The President will determine the agenda for any particular meeting, although Board members or the Chancellor may request or recommend any appropriate matters for Board consideration.
 - A. A Board member or the Chancellor may recommend or request a matter for Board discussion by submitting the item to the President at least 14 days prior to the regularly scheduled Board meeting or within 48 hours for emergency items.
 - B. In accordance with the law, the agenda is to be posted at least 24 hours prior to the scheduled Board meeting. The meeting packet (including background materials for decision items on the agenda, monitoring reports, etc.) is to be received by Board members at least four (4) days prior to the scheduled Board meeting.
 - C. In view of the special and important circumstances that mandate the calling of a special board meeting, the President shall take into consideration the scheduling needs of the other Board members, including adequate notice that exceeds the open meeting notice required by law.
 - D. The Board may use a Consent Agenda to expeditiously address items delegated to the Chancellor, yet required by law or contract to be Board-approved.
 - i. Any item may be removed from the Consent Agenda by request of a Board Member or the Chancellor.
 - E. The Board will act on any Monitoring Reports submitted by the Chancellor prior to the meeting, determining by majority vote whether members judge each report to have demonstrated fulfillment of a reasonable interpretation of the applicable policy.

- i. The Board will conduct a formal evaluation of the Chancellor in May of each year, to be based on previously agreed upon performance measures. In compliance with ARS §15- 1427, this would include a submission by the Chancellor of a complete report of the District and each college campus on the total number of full-time equivalent students enrolled during the year, the actual total number of students, the number of instructors regularly employed, and the total number of students not residing within the District. The report shall be submitted at the close of each fiscal year.
4. Annual Planning Calendar Template:
- January
 - Annual Organizational Meeting - Selection of Officers
 - Legislative Update - January through June
 - Tuition and Fees to Governing Board as Information Item
 - February
 - Action on Proposition 301 Workforce Development and Job Training Annual Plan
 - Action on Tuition and Fees
 - March
 - Budget to Board as Information Item
 - April
 - Preliminary Budget Adoption
 - May
 - Chancellor Evaluation
 - Final Budget Adoption
 - Preliminary Charter High Schools Budget Adoption
 - June
 - Chancellor's Contract
 - Final Charter High Schools Budget Adoption
 - July
 - Review/Housekeeping of Board Policies Begins
 - August
 - Annual Board Retreat - Review Multi-Year Planning Calendar, Proposed Policy Housekeeping Changes, and Board Self-Evaluation
 - September
 - Prepare Calendar Revisions for next year, for approval no later than December
 - Election Results (Primary) and Ballot Proposition Summary
 - October
 - Action on Proposition 301 Workforce Development and Job Training Biennial Report for Previous Two Fiscal Years (will be submitted biennially)
 - November
 - Annual Board Outcomes Monitoring Report submitted and presented
 - Ballot Proposition Summary

- December
 - Election Results, Changes in Leadership and Committees
 - Preview of Legislative Session
 - End of Year Report from Federal Lobbyists

AMENDED August 26, 2014, Motion No. 10220

AMENDED October 22, 2013, Motion No. 10112

AMENDED February 22, 2011, Motion No. 9781, 9782

4.5 Board Meetings

Board meetings will be conducted in adherence with these operational policies:

1. Meetings
 - A. Regular - The Board will normally meet on the fourth Tuesday of each month in the Governing Board Room of the District Support Services Center. Meetings may be held at sites throughout the District. The times for each meeting will be posted at least 24 hours prior to the meeting date.
 - B. Special Meetings - Special meetings are called only when it is necessary for the Board to conduct business of an immediate and unanticipated nature, with circumstances that require its attention before the next regularly scheduled Board meeting. A special meeting may be called by the President of the Board, or upon request of a majority of the Board's members.
 - C. Strategic Conversations, Work Sessions, and Community Forums - The Board will participate in meetings that are designed to discuss specific issues or topics and to gather community input regarding the Maricopa County Community College District. Opportunities will be presented either as Strategic Conversations, Work Sessions, or Community Forums and will be held on a date established by the Board. Such meetings will either be held at the District Office or at community sites within the District. The time and location for such meetings will be posted at least 24 hours prior to the established date.
 - D. Executive Sessions – In compliance with Arizona Revised Statute §38-431.03, meetings may be called in order for the Board to discuss its position and instruct its attorney regarding matters of pending or contemplated litigation.

2. Organization of the Board

The annual organizational meeting will be held at the first meeting in January, where the Board will elect a President and Secretary. Nominations will be made for each office and decided or filled by a majority vote of the members. The officers of the Board may serve a term of up to two (2) consecutive years or a shorter time as the Board shall determine, shall assume office immediately upon election, and shall hold the office until a successor is elected. The Secretary will fulfill the duties of the chair in the absence of the President.

3. Agenda

The agenda and meeting materials shall be prepared by the Assistant to the Governing Board, as

guided by the President and the Chancellor, and delivered to the Board Members approximately four days prior to the regular meeting date.

4. Rules of Action

A. Quorum

- i. A minimum of four members shall constitute a quorum and shall be necessary to conduct business.
- ii. Approval of an action item requires affirmative votes from the majority of the quorum.

B. Consideration of Policy Matters

The Board will consider proposed new or revised policy twice, first as an informational item; then as a recommendation for approval. Upon a majority vote, the policy will be incorporated into the Board's policies.

C. Rules of Order

The Board will establish its own rules of order, subject to the following:

- i. Items on the meeting agenda that require action shall be placed before the entire Board through a motion made by one of the Board Members. A second to the motion shall be required.
- ii. Appropriate discussion of the item shall be determined by the Board President who shall call for the vote. All discussion by Board Members shall be allowed on any item; however, discussion shall cease upon a motion approved by no fewer than four Board Members to call immediately for the question.
- iii. Any motion may be amended, tabled, discussed, etc. A Board Member may move to amend a pending motion. A motion to amend may seek to add or strike words of the pending motion, or substitute a different motion on the same subject for the one before the Board. When a motion to amend has been moved and seconded, the Board President shall re-state the motion in order that the members of the Board may know what is before them. Discussion on a motion shall be confined to the merits of the proposed amendment.

5. Public Attendance and Discussion

A. Citizens Interim—The Board will set aside a portion of each agenda to hear from citizens regarding items of general concern.

- i. The Board President will, at his/her discretion call on each speaker permitting up to 5 minutes for the speaker's remarks.
- ii. The total number of speakers addressing a particular subject will be limited to no more than 9.
- iii. The Board President may waive the limitations provided in items Ai and Aii.

B. Action or Informational Agenda Items

- i. The Board President may, at his/her discretion recognize a member of the audience to question or speak on a specific item on the agenda.
- ii. The provisions set forth in paragraphs Ai-iii shall apply.

- C. Presenting concerns to the Board and the free expression of ideas should be communicated with decorum and respect. Uncivil or disorderly conduct is not permitted. The use of derisive or insulting epithets, or the direction of remarks that defame, attack, or harass an individual may serve as cause for the Board’s President to direct that the speaker immediately conclude his or her remarks.

AMENDED December 9, 2015, Motion No. 10263

AMENDED February 22, 2011, Motion No. 9781, 9782

4.6 President's Role

As the District’s “chief governance officer,” the President’s job is to ensure the integrity of the Board and its process. Secondly, the President is the official representative/spokesperson of the Board to outside parties. During the absence or disability of the President, the Board Secretary shall act as President.

1. The President’s job is to see to it that the Board behaves consistently with its policies and any requirements legitimately imposed upon it from outside the organization.
 - A. Meeting discussion content will include only those issues that, according to Board policy, clearly belong to the Board to decide, consider, or to monitor.
 - B. Deliberation will be fair, open, thorough, timely, orderly, and kept to the point.
2. The President is authorized to make decisions consistent with policies on Governance Process and Board-Staff Relations, with the exception of a) employment/termination of the Chancellor or b) instances where the Board specifically delegates portions of this authority to others. The President is authorized to use any reasonable interpretation of these policies.
 - A. The President is empowered to preside over Board meetings with the commonly accepted power of that position (e.g., ruling, recognizing).
 - B. The President is not authorized to make decisions within the Board’s Outcomes and Chancellor Limitations policy areas. Therefore, the President has no authority to supervise or direct the Chancellor’s work.
 - C. The President may represent the Board to outside parties in announcing Board-stated positions and in stating decisions and interpretations within the area delegated to him or her.
 - D. The President may delegate this authority but remains accountable for its use.
 - E. The President shall request a written report (to serve as a public record) of Board Member travel and attendance at appropriate workshops and conferences that includes an accounting of what took place at these events.

AMENDED February 22, 2011, Motion No. 9781, 9782

4.7 Board Linkage With the Community

The Governing Board represents all Maricopa County residents in the governance of the district. As “owner-representative” the Board will devote time and energy to hearing from a spectrum of residents.

1. Mechanisms will be designed, as the Board deems necessary and/or appropriate, to hear from a representative sample of all residents.
2. Student commentary in their role as consumers of district services will be assured a respective hearing by the Chancellor and staff.
 - A. As consumers, students deserve fair and timely response to their concerns or grievances.
3. Student commentary in their role as “consumers” of the district will be given specific and serious consideration by the Board, particularly in the formulation of the Board’s “Outcomes” policies.
4. The Board’s annual cycle of reviewing and reconsidering Outcomes will include a plan for garnering and incorporating resident input into that process.
5. Residents’ input will be extensive and ongoing, not a sporadic or infrequent process.

AMENDED February 22, 2011, Motion No. 9781, 9782

4.8 Board Committee Principles

The role of Board Committees, when used, is to make the Board more efficient and effective in its work. Board Committees are not to interfere with the Board’s delegation of authority to the Chancellor, or that of the Chancellor to other staff.

1. Board committees may be created to help the Board do its job, not to advise or exercise authority over the Chancellor or staff.
2. Board committees ordinarily undertake activities not delegated to the Chancellor, such as preparing policy alternatives and implications for Board deliberations or performing specific monitoring functions.
3. Board committees may speak or act for the Board only when formally given such authority for specific and time-limited purposes. Expectations and authority will be carefully stated in order not to conflict with authority delegated to the Chancellor.
4. Because the Chancellor works for the full Board, he or she will not be required to obtain approval of a Board committee before taking an executive action.
5. Board committees are to avoid over-identification with organizational parts rather than the whole. Therefore, a Board committee that has helped the Board create policy on some topic will not be used to monitor organizational performance on that same subject.
6. This policy applies to any group formed by Board action, whether or not it is called a committee, and regardless of whether the group includes Board members. This policy does not apply to committees formed under the authority of the Chancellor.
7. Board appointed Committees shall adhere to Open Meeting Laws, as required by Statute.

AMENDED February 22, 2011, Motion No. 9781, 9782

4.9 Board Committee Structure

Board committees are those whose existence and charge come from the Board, regardless of whether Board members sit on the committee. The only Board committees are those that are set forth in this policy. Unless

otherwise specified, the Chancellor, or his/her staff designee, will serve as a non-voting member of and staff liaison to each committee.

Board committees will gather information, report to the full board, and respond to the will of the Board.

1. Board Policy
The scope of this committee will be to review board policy language and recommend changes.
2. Budget and Finance
The scope of this committee will be to review the MCCCD budget concepts and process to ensure that the budget adheres to Board policy.
3. Charter Schools
The scope of this committee will be to review the status of each District charter school to ensure that they adhere to Board policy.

AMENDED October 28, 2014, Motion 10237

AMENDED June 24, 2014, Motion No. 10200, 10201, 10202

AMENDED February 22, 2011, Motion No. 9781, 9782

4.10 Board Members Code of Conduct

The Board expects of itself, as a whole and of its members, ethical, professional, and lawful conduct. This commitment includes proper use of authority and appropriate decorum when acting as Board Members.

1. Board Members must demonstrate unconflicted loyalty to the interests of the entire community of Maricopa County. This accountability supersedes any conflicting loyalty such as that to family members, the District's employees, advocacy or interest groups, membership on other boards or staffs, or any personal interests as a consumer of the District's services. Likewise, Board Members are elected to serve on a nonpartisan basis when serving as a steward on behalf of the college district.
2. Board members are expected to discharge their duties honestly and in good faith. Board Members shall exercise the degree of care, diligence, and skill that a reasonably prudent person would exercise in similar circumstances.
3. Governing Board Members shall be required to participate in training that focuses on public stewardship and institutional ethics. Such training shall be rigorous, practical, and application based.
4. Board Members must avoid any conflict of interest with respect to their fiduciary responsibility.
 - A. There must be no self-dealing or any conduct of private business or personal services between any Board Member and the organization except as procedurally controlled to assure openness, competitive opportunity, and equal access to "inside" information.
 - B. Board Members must not use their positions to obtain employment in the organization for themselves, family members, or close associates. Should a Board member apply for staff employment in the District, he or she must first resign from the Board.

- C. When the Board is to decide an issue about which a member has an actual or potential conflict of interest, that member shall disclose the conflict to the Board and absent herself or himself without comment from not only the vote but also from the deliberation.
 - D. Board members will annually complete a form disclosing their involvements and interests that could give rise to a conflict of interest, including but not limited to roles as directors or officers of other organizations, substantial/direct business/investment holdings, or other transactions or affiliations with businesses and other organizations or those of family members. Board Members will promptly update their disclosures if, during the year, a material change in circumstances should occur.
5. Board Members may not attempt to exercise individual authority over the organization except as explicitly set forth in Board policies.
 - A. Board Members' interactions with the Chancellor or with staff must recognize the lack of authority in any individual Board Member or group of Board Members except when explicitly Board authorized.
 - B. Board Members' interaction with public, media, or other entities must recognize this limitation and that Board Members are not to speak for the District or the Chancellor, or to speak for the Board, except to repeat explicitly stated Board decisions.
 - C. Board Members will not publicly express judgments of the Chancellor or staff performance except when participating in the Board's assessment of the Chancellor's performance against explicit Board policies and agreed-upon performance objectives by the official process.
 6. Board Members must deal civilly and respectfully with each other, including the use of open and honest communication.
 7. A Board Member aware of credible information that suggests that a Board policy has been violated, by either the Board or the Chancellor, has an affirmative obligation to bring the concern to the Board's agenda for monitoring.
 8. Board Members must respect the confidentiality appropriate to issues of a sensitive nature. This includes all items discussed in Executive Session, the confidentiality of which is mandated by Statute.
 9. Board members will support the legitimacy and authority of the final determination of the Board on any matter, irrespective of the member's personal position on the issue.
 10. The Board and its members are committed to faithful compliance with the provisions of the Board's governing policies. To uphold the Board's integrity and reputation, the Board will constructively address perceived violations of these policies, using the following process:
 - A. The concerned Board Member (or, if applicable, the Chancellor) is encouraged to have a conversation in a private setting with the Board Member whose actions are perceived to be non-compliant with Board policies. If a complaint pertaining to a Board Member's conduct is conveyed to the Chancellor by an outside party, the Chancellor shall, as soon as practical, refer the complaint to the President for appropriate action (as outlined herein). If the complaint involves the President, the Chancellor shall refer the matter to the Board Secretary for necessary action.

- B. Second, if the concerned party is not comfortable pursuing such a discussion, or if the conversation does not produce sufficient resolution as agreed on by the concerned parties, either party shall apprise the President, who may choose to address the situation individually with the involved party, or advance to #C below. If the concern involves the President's actions, the Board Secretary shall be similarly informed.
 - C. Third, if the first two steps don't produce sufficient resolution, or if in the estimation of any of the concerned parties there remains a credible concern that the incident may cause legal or reputational jeopardy to the District, the Board will be apprised of the situation. The Board may request that the Chancellor arrange for an independent review to be conducted for the purpose of advising the Board if noncompliance with its own policies has occurred by an appropriate individual(s). After receipt of the results of the review, or if the Board deems itself to have adequate information without the review, the Board will make a subsequent determination, by vote, as to whether the Board Member's actions were consistent with Board policy.
 - D. If the Board determines that there was no violation of the expectations set forth in the Board's Governing Policies, the issue shall be considered resolved.
 - E. If, in the judgment of the majority of the Board, Board policy has been violated, the Board shall take what it considers to be appropriate steps to remedy the situation and protect the interests of the District. These may include:
 - i. Reminding the Board Member of the expectation and fiduciary duty to cease such actions/behaviors.
 - ii. Limiting any authority that has been delegated to the Board Member to represent the Board.
 - iii. A resolution publicly admonishing the action/behaviors.
 - iv. A resolution requesting the Board Member's resignation.
 - v. If the party deemed to be in violation of Board policy is an officer, removal from the elected officer position
11. Board Members must avoid relationships with outside organizations that do business or may do business with the district, and must also avoid activities and circumstances that could create an appearance that the Board Member seeks to influence the selection of a vendor or the terms of a contract. Board Members shall adhere to the provisions outlined in the Gifts, Gratuities, and Unrelated Compensation Administrative Regulation, which outlines the restrictions for the acceptance of gifts, gratuities, and unrelated compensation from vendors and others that are either doing business with or that seek to do business with the officers, employees, and others who serve as agents on behalf of the Maricopa County Community College District (MCCCD).

AMENDED February 22, 2011, Motion No. 9781, 9782

4.11 Awarding of Emeritus Status

The Governing Board may award emeritus distinction to any full-time residential faculty, chancellor, vice-chancellor, college president, or college vice president who retires from the Maricopa County Community College District. Any such awards will be based on the following protocol/criteria:

1. The Chancellor may recommend emeritus distinction to a candidate only following a determination that the candidate has:
 - A. at least twenty years of full-time service in the Maricopa district with ten of the years in the position for which emeritus distinction is recommended;
 - B. demonstrated satisfactory performance;
 - C. not been the object of an adverse personnel decision; and
 - D. fulfilled all terms and conditions of employment.
2. The Governing Board may, upon recommendation by the Chancellor, award emeritus distinction to a candidate that does not meet the criteria in subsection (B), upon sufficient showing that the candidate has:
 - A. Contributed significantly to his or her respective field or discipline;
 - B. Performed service throughout the candidate's employment in the Maricopa District that have been of direct benefit to students;
 - C. Contributed to the creation of innovative programs or initiatives within the Maricopa district; and
 - D. At least ten years of full time service in the Maricopa district.
3. The awarding of emeritus distinction will mean that the candidate's name and title, followed by emeritus distinction, will be placed in the appropriate college catalog or district publication. Awarding of emeritus distinction shall not entitle the holder to remuneration or other benefit in addition to any provided under this policy.
4. The Chancellor shall consider, for recommendation to the Governing Board, every employee eligible for emeritus distinction following the employee's retirement. This policy shall be applied retroactively to any eligible employee who has retired prior to the effective date of this policy provided that a written petition for emeritus distinction is submitted on the employee's behalf to the Chancellor and the Chancellor is provided sufficient written documentation to justify the awarding of emeritus distinction. Emeritus distinction may be awarded posthumously.

AMENDED February 22, 2011, Motion No. 9781, 9782

4.12 Governance Investment

The Board will consciously invest in its ability to govern competently and wisely.

Accordingly:

1. Board skills, methods, and supports will be sufficient to assure governing with excellence.
2. Training and retraining will be used appropriately to orient new members and to maintain and increase existing Board Member skills and knowledge.

- A. Outside monitoring assistance, including fiscal audit, will be arranged as needed so that the Board can exercise confident control over organizational performance.
- B. Outreach mechanisms will be used as needed to ensure the Board understands community viewpoints and values.
- C. Costs will be prudently incurred, but sufficient to ensure the development and maintenance of superior governance. Budgeting considerations will include:
 - i. Board training, including publications.
 - ii. Board Member travel/reimbursements/insurance.
 - iii. Board Members will be reimbursed at the same rates as district employees for mileage incurred for authorized travel or for necessary expenses incurred while on district business at conferences or professional meetings.
 - iv. Governing Board Members, their spouses, and dependent children may participate in the district's health, accident life, and disability insurance plans if they pay the full amount of the premium(s). Board Members are subject to the same guidelines and parameters as other insurance eligible employees.
 - v. Board Members who participate in the above plans may continue to participate after leaving the Board if the member served at least six consecutive years on the Board, and the Board Member pays the full premium.
 - a. The surviving spouse and/or dependent child of a Board Member or former Board Members may continue to participate in the plan if they were covered under the Board Member's plan, and they pay the full premium.
 - b. It is strictly prohibited for the district to expend any district funds to subsidize the participation of any Board Member, spouse, or dependent in this program.
 - vi. Audit and other third-party monitoring of organizational performance.
 - vii. Surveys, focus groups, and opinion analyses.
 - viii. Board-hosted ownership linkage/outreach events.
 - ix. Board meeting and retreat costs (e.g., facilities, logistics, meals during meetings, etc.)
 - x. Board committee functions.

AMENDED February 22, 2011, Motion No. 9781, 9782