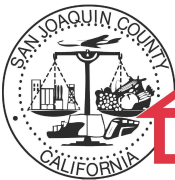




Teachers College of San Joaquin

Trustee

Handbook



San Joaquin County Office of Education
James A. Mousalimas, County Superintendent of Schools

Teachers College of San Joaquin Board Trustee Handbook

OUR MISSION:

To develop a workforce of teachers and school leaders who are comfortable with collaboration, understand the need to prepare students for both work and higher education and have the skills to develop, implement and sustain innovative educational ideas.

TCSJ exemplifies the notion of learning opportunities that are rigorous, provide relevance, are relationship-driven and incorporate reflection for professional growth.

TCSJ CORE LEARNING OUTCOMES:

- TCSJ graduates have expertise in developing relevant and rigorous curriculum. Graduates design systems for effective leadership in the classroom, campus, and educational community to ensure the success of all students.
- TCSJ graduates have expertise in the implementation of relevant and rigorous curriculum. Graduates implement systems for effective leadership in the classroom, campus, and educational community to ensure the success of all students.
- TCSJ graduates sustain a practice of innovation and reform.
- TCSJ graduates understand the power of research. They critically analyze and synthesize findings to support the development and implementation of rigorous and relevant curriculum and plans. Graduates develop and implement research to contribute to the wider body of knowledge as well as to reflect on and inform personal practice.
- TCSJ graduates are collaborative, reflective practitioners who are committed to providing rigorous, relevant, and innovative educational experiences for all students.

BACKGROUND:

Teachers College of San Joaquin (TCSJ) is the first WASC accredited institution to be housed within a county office of education. The San Joaquin County Office of Education (SJCOE) supports and partners with TCSJ to offer graduate level programs. Teaching and Administrative Service Credentials, Induction (BTSA), Masters in Education and non-degree programs provide a variety of options for those who wish to pursue a career in the field of education in our region.

Although TCSJ was founded in 2009, in 1997, the San Joaquin County Office of Education began offering credential programs that still exist today under the umbrellas of the college. The IMPACT Credential program is an alternative pathway to acquire a teaching credential and prepares teachers for elementary, middle, high school, and special education. Teachers begin their teaching career with an Intern Credential, are employed and paid by the school district as the "teacher of record" for their classrooms, work closely with a program mentor and attend evening classes in a cohort model for two years to earn a Preliminary Teaching Credential.

Our masters degree programs have a focus on preparing educators for 21st century learning environments and are aligned with college and career readiness initiatives. Candidates work collaboratively with colleagues, apply theory and knowledge to their own context, and pursue the development of their expertise as it relates to teaching, learning, and school development.

The goal of the Teachers College of San Joaquin is to respond to the ever-increasing need for highly qualified educators in California by developing and delivering quality teacher preparation programs to meet the pedagogical demands of today and in the future.

Our programs represent a collaborative effort between County Offices of Education, school districts, employee organizations representing teachers, and Institutions of higher education. We believe that this cooperative produces educators to better serve the children of California.

Teachers College of San Joaquin was accredited in 2012 by the Accrediting Commission for Senior Colleges and Universities of the Western Association of Schools and Colleges, 985 Atlantic Avenue, #100, Alameda, CA 94501, 510.748.9001.

IMPACT Credential Programs and Administrative Services Credential Programs are fully accredited by the California Commission on Teacher Credentialing, 1900 Capitol Avenue, Sacramento, CA 95811-4213.

Currently TCSJ offers the following programs:

- Preliminary Teaching Credentials - Intern option (two years) – General Education: Multiple Subject, Single Subject, Education Specialist: Mild/Moderate, Moderate/Severe and Early Childhood Special Education
- Preliminary Teaching Credential - Traditional Student Teaching - Multiple Subjects and Single Subjects (*inactive at this time*)
- Clear Teaching Credentials - Induction - General Education and Special Education
- Preliminary and Clear Credentials for Designated Subjects Career & Technical Education
- Administrative Services Preliminary credential
- Clear Administrative Services credential
- Added Authorizations in Autism, Early Childhood Special Education and Mathematics Instruction
- M.Ed. programs in: Educational Inquiry, Educational Leadership and School Development, Early Education and STEM Education
- M.A. in Special Education – housed at TCSJ, but is a University of Pacific program and degree is conferred from Pacific
- Doctorate in Education program in partnership with University of the Pacific, housed at TCSJ, degree conferred by Pacific
- Non-degree programs: Assessment Certificate program, Transitional Kindergarten (TK) Certificate, paraprofessional training for NCLB, individualized professional development programs for schools and districts

Also see Teachers College of San Joaquin Governing Board By-Laws and information on accreditation activities and reports, as well as retention, graduation and student learning data at <http://www.teacherscollege.edu>

BOARD TRUSTEE’S ROLE AND RESPONSIBILITIES:

The Teachers College of San Joaquin (TCSJ) is an institution of higher education and the Board of Trustees is the governing body that represents the college. This Handbook provides information on the roles and responsibilities of a TCSJ Board Trustee.

TCSJ is considered an “independent governing board” as defined by *WASC Policy on Independent Governing Boards*.

For a governing board to be considered “independent,” a majority of its members may not have interests that might impair their independent decision making, create multiple and potentially conflicting relationships, or result in competing loyalties. Therefore a majority of the board members may not be employed or otherwise regularly compensated by the institution or have an ownership interest in the institution. (e.g. own stock or shares if the institution is a for-profit entity). (p. 3)

In addition, the WASC Standards for Accreditation, Criterion for Review (CFR) 3.9 states:

The institution has an independent governing board or similar authority that, consistent with legal and fiduciary and legal authority, exercises appropriate oversight over institutional integrity, policies and ongoing operations, including hiring and evaluating the chief executive officer. (p. 2)

Trusteeship is exciting, rewarding, and demanding; it requires commitment, time, intellectual energy, and effort. Attention to the following duties are key to a trustee’s role:

- Trustees are expected to maintain confidentiality regarding meetings of the board, executive sessions and sensitive documents and information.
- An individual trustee should not speak for the college or separate his or her position from that taken by the board.
- A trustee is expected to interpret campus issues in a way that provides understanding and to recognize when silence is preferable.
- Trustees must guard against any behavior in which self-interest outweighs the good of the institution.
- Trustees are expected to ensure that their personal relationships with faculty, staff and students are conducted in an appropriate manner.
- A trustee shall at all times discharge his or her duties as a trustee in good faith, with the care an ordinarily prudent person in a like position would exercise under similar circumstances, and in a manner the trustee reasonably believes to be in the best interests of the College.
- A trustee should allocate the necessary commitment of time to be effective in meetings and participate actively in the group discussion.
- A trustee shall exercise his or her best judgment in making decisions, which affect the course of the College.

EXPECTATIONS OF TCSJ BOARD TRUSTEES:

1. TCSJ Trustees are expected to become knowledgeable in all aspects of the Teachers College of San Joaquin including its governance, mission, strategic plans, and programs. In addition, in order to increase understanding of the College, its culture and community, TCSJ Trustees are encouraged to participate in the life of the College through attendance at its functions and social events.
2. TCSJ Trustees must be committed to the principles of equal opportunity and non-discrimination to all students, faculty and staff as well as to the College policy statement on diversity.

3. TCSJ Trustees may challenge the judgment of others when he or she deems it necessary to do so, and shall vote his or her individual convictions after listening to others. TCSJ Trustees must, however, be willing to work with fellow Board members in the best interests of the College and should support Board decisions publicly.
4. TCSJ Trustees shall carefully prepare for, and regularly attend, all scheduled Board meetings and the meetings of Committees to which he or she is assigned. Failure to attend three meetings (Board and/or Committee) may constitute a request to step down as a trustee.
5. TCSJ Trustees shall support the President's role as chief executive, to whom the Board has delegated responsibility for personnel, management and administrative matters. Furthermore, TCSJ Trustees shall communicate promptly and as appropriate any significant concern or complaint of which he or she becomes aware to the President or Board Chair.
6. TCSJ Trustees shall recognize that the President is the spokesperson for the College and the Chair is the spokesperson for the Board unless otherwise designated.
7. TCSJ Trustees must avoid situations that could create the appearance of a conflict of interest and are required to sign annually a notice of receipt of the conflict of interest policy provided by the San Joaquin County Office of Education.
8. TCSJ Trustees should have an abiding interest in higher education and in furtherance of the mission of the Teachers College of San Joaquin.

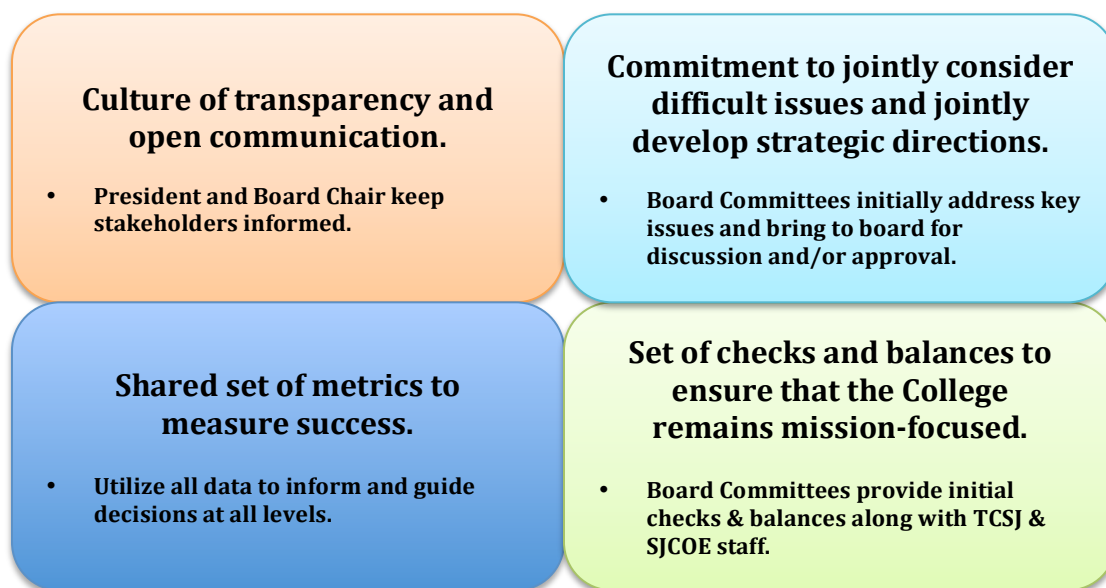
SELF-ASSESSMENT OF THE BOARD:

Well-conducted board self-assessment leads to a better and more effective functioning board. The self-assessment provides an opportunity to clarify and evaluate how the board is performing in relation to meeting the mission and goals of the college, as well as assessing individual board member's actions and commitment to board activities. Results of a self-assessment may serve to identify how well the board is doing, can enhance board performance, as well as improve and/or strengthen communication between the board, the President, and the college's stakeholders.

The Director of the Office of Institutional Research at the Teachers College of San Joaquin will conduct a self-assessment of the TCSJ Board every other year, beginning in June 2016.

COMPONENTS OF SHARED GOVERNANCE AS A SYSTEM:

The following diagram illustrates four key components that offer guidance on how the President and Board can work cooperatively and strategically to address key issues of the College (Bahls, 2014, p. 29). The President and Board should incorporate these components into the on-going work within the College in order to support and sustain a healthy, academically and financially sound institution. The shared governance model includes input from staff, faculty and students as needed.



Bahls, S. (2014). *Shared governance in times of change: A practical guide for universities and colleges*. Washington D. C.: AGB Press

BOARD COMMITTEES:

Per TCSJ Bylaws (rev. 5/20/15) Article VI: Committees

The primary duty of the TCSJ Governing Board is to establish and review institutional policy, not to manage the instructional processes. Much of this work is carried out in committees. The TCSJ Governing Board shall establish such standing and ad hoc committees, as it deems appropriate to discharge its responsibilities. The four (4) standing committees of the TCSJ Governing Board shall be: Finance, Audit, Academic Affairs, and Governance. The Finance Committee will oversee the financial affairs of TCSJ and develop a thorough understanding of how the institution is financially supported. The Audit Committee will provide oversight of the institutional financial practices and standards of conduct. The Academic Affairs Committee shall review academic policies and quality that fulfill institutional mission. The Governance Committee is responsible for establishing and maintaining standards of board conduct, developing and facilitating trustee recruitment, recommending a slate of officers for board approval, ensuring that trustees have adequate orientation and ongoing education, assessing the performance of the TCSJ Governing Board and each trustee, and periodically reviewing and ensuring compliance with these bylaws and other board policies.

Bylaws - Section 1: Committee Membership

Each committee will have a minimum of five members. At least three members will be from the TCSJ Governing Board and the other two members may be from: TCSJ staff, SJCOE staff, or a community

member. Trustees shall constitute a majority on all committees. All appointments will be made at the annual organization meeting. Each committee shall have a chair and vice- chair, who shall serve for one year and will be eligible for a second year.

All Board Committees are responsible for communicating information from the committee meetings to the full board in order to guide appropriate board action.

Governance Committee

The Governance Committee is to ensure the integrity of the Board and enhance Board performance.

According to Wilson and Lanier (2013) the Governance Committee:

“...identifies, vets, and selects trustees who bring the necessary experience, skills, and character to the board. The governance committee also works to identify best practices in governance...ensuring that such practices are appropriate for the culture of that specific board and the institution it oversees. The Governance Committee gives advice on how to become more thoughtful about the selection of new trustees and the composition of the board, as well as more involved in orientation and continuing board-education programs, mentorship of new board members, and trustee self-assessment” (p. 4).

Finance Committee

"The finance committee is charged with protecting and renewing the institution's resources and helping the board fulfill its fiduciary responsibilities" (Stafford, 2013).

“...a finance committee fulfills its purpose by making sure that the operating and capital budgets reflect the goals, objectives, and values of the institution; are realistic in their assumptions; are monitored on a continuous basis; and are altered as circumstances change. The committee is responsible for ensuring regular reporting by institutional administrators of actual financial results (as compared to what has been budgeted) and for securing forecasts of when the college could be over or under budget in enough time for the board to take appropriate action...Both strategic and operational planning are essential to the work of the finance committee as it determines how available resources can be employed...” (Stafford, 2013, p. 7).

Audit Committee

The Audit Committee approves the annual external audit of fiscal services including revenues and expenses.

“...the audit committee serves as the institutions' first line of defense when considering financial reporting, internal control, compliance, and risk management” (Staisloff, 2011, p. 5).

“The primary charge of the audit committee is to provide oversight of the institution's financial practices and standards of conduct. The committee should be responsible for: internal control; oversight of the internal audit; oversight of external audit; financial statement review; risk management; and compliance” (Staisloff, 2011, p. 9).

Academic Affairs Committee

The Academic Affairs Committee ensures that the teaching and learning initiatives in the College are met.

“[This] committee is responsible for providing guidance and making recommendations to the board on matters essential to academic quality, strategic academic priorities, pertinent policies, and program additions and deletions” (Johnston, 2014, p. 8).

“[More specifically,] the five responsibilities of the academic affairs committee includes:

1) Ensure that the academic programs are consistent with the institution’s mission and strategic plan; 2) Ensure that the academic budget reflects the institution’s academic priorities; 3) Ensure that the institution’s academic programs are appropriate for its students; 4) Ensure that faculty personnel policies and procedures are current, correctly applied, and in line with academic priorities; 5) Ensure that the institution assesses educational quality and uses the assessment for continuous improvement” (Johnston, 2014, pp. 11-20).

Johnston, S. W. (2014). *The academic affairs committee*. Washington D.C.: AGB Press.

Staisloff, R.L. (2011). *The audit committee*. Washington D.C.: AGB Press.

Stafford, I.S., (2013). *The finance committee*. Washington D.C.; AGB Press.

Wilson, E.B. & Lanier, J. (2013). *The governance committee*. Washington D.C.; AGB Press.

BOARD CHAIR:

TCSJ By-Laws, Article V, Section 1

The TCSJ Governing Board meetings shall be facilitated by the Board Chair, who shall be elected by the Board Trustees. Term of service shall be for one year and the Board Chair will be eligible for a second year. The Board Chair has the right to vote on all questions, appoint committee chairs and vice-chairs, determine the composition of all board committees, ad hoc committees and subcommittees, and otherwise serve as spokesperson for the board, be an ex officio member of all other standing committees of the board, and have other duties as the board may prescribe from time to time.

The President-Board Chair is an important relationship. While the President is responsible for leading and managing the college, the Board Chair is responsible for leading and managing the board. Through a collaborative relationship with the President, the Board Chair “...can create valuable opportunities to improve the board’s performance and, consequently, to advance the institution” (Ingram, 1997, p. 1).

The Board Chair’s Primary Responsibilities include, but are not limited to:

1. Assess the board’s needs and develop a plan with the President that addresses the strategic issues that confront the College.
2. Work closely with the College President to clarify and adhere to mutual expectations and goals.
3. Conduct effective board meetings.
4. Keep the board informed and engaged with the College’s issues and needs. (p.2)

Ingram, R. (1997). *The board chair’s responsibilities*. Washington D.C.: AGB Press.

See TCSJ Governing Board By-Laws for information on other Board officer positions.