



Los Angeles Community College District Student Trustee Orientation

Role of Board of Trustees

- Create strong community linkages in order to best represent broad community interests.
- Make policies that establish the general direction for and expected results of the college's programs and services, and that establish legal, ethical, and prudent parameters for college operations.
- Hire, support, and evaluate the CEO as the district leader.
- Monitor the performance of the district to ensure that it is meeting current community needs and anticipating future trends.

Role of Student Trustee

Rights

- Be seated with the Board of Trustees at all open session meetings and participate in all discussions
- Receive the same materials as other Board members (except information for closed session). Materials will be released 72 hours prior to the Board meeting commencing.
- Receive District-related legal advice from the Office of General Counsel

Privileges

- Student Trustee advisory vote
- Receive compensation for attending Board meetings \$500 per month (reduced proportionately for un-excused absences from Board meetings)
- Reimbursement for travel to conferences up to travel budget approved by the Board of Trustees
- Be provided with a Board Member office at District Office, with computer, phone and fax access
- Clerical support from Board Staff

Responsibilities

The student trustee has the same general responsibilities as publicly elected trustees to be a contributing and ethical member of the Board, including Adherence to the Board's *Ethical Principles* and *Code of Ethical Conduct* contained in Board Rule 2301.10. Additionally, the Student Trustee has the following specific responsibilities:

- Attending all meeting of Board of Trustees
- Chairing Student Affairs Committee
- Preparing for Board meetings
 - Prepare for Board meetings by reviewing Board agenda and related materials and seeking clarification, when necessary, from advisor (Sr. Ass.Vice Chancellor, Educational Support Services)
- Prepare a monthly report on the activities of the Student Affairs Committee, to be distributed to the ASO Officers, college newspapers, the Chancellor and Board of Trustees.
- Understanding Board policy (i.e., Board Rules) on Student Trustee eligibility (2101.11), the Student Affairs Committee (2607), and Students' Role in Shared Governance (18201), and other Board policies as necessary.
- Advocating for the District at State and National level.
- Understanding and complying with Brown Act requirements
- Understanding and applying parliamentary procedures at Student Affairs Committee

Term of Office (Board Rule 21001.13)

- The term of the Student Trustee is one year (June 1 through May 31).
- A Student Trustee who has held office for a full term, or who is disqualified from office under the provisions of Board Rule 21001.12, may not run for a second term.

Eligibility (Board Rule 21001.11)

- While in office Student Trustee must maintain eligibility, as follows:
 1. Be currently enrolled and in good standing (i.e., not on academic or progress probation) in the District.
 2. Be currently enrolled in 5 units during the two primary terms.

3. Not hold any other elected or appointed ASO positions at any of the District's colleges.

Disqualification from Office (Board Rule 21001.12)

- The Student Trustee will automatically and immediately forfeit office, including all rights as privileges thereof, if the Student Trustee:
 - 1) does not maintain the requirements of office contained in Board Rule, Section 21001.11; or
 - 2) is suspended for more than ten (10) days, in keeping with the provisions of Board Rule 91101 et seq., from one or more classes, activities, services, programs, or specific locations at any college in the Los Angeles Community College District.
- A Student Trustee disqualified from office under the provisions above, shall be liable for any compensation received after he or she became ineligible for office.

Board Protocol

- Advanced Board approval for travel
- Board approval of absences required for payment for missed Board meeting
- As a courtesy, discuss any items to be placed on the Board agenda with Board President, prior to submitting them to Board Secretary

Role of Student Affairs Committee

- The Student Affairs Committee "shall have the right to consider all matters which impact upon student life. These may include but will not be limited to areas such as the teaching and learning environment, co-curricular and extracurricular activities, student services, etc." (Board Rule 2607.14)
- The Student Affairs Committee serves "as the representative body of the students to offer opinions and to make recommendations to the Board of Trustees with regard to District policies and procedures that have or will have a significant effect on students." (Board Rule 18201)
- The Student Affairs Committee selects "student representatives to serve on District committees, task forces, or other governance groups..." (Board Rule 18201)
 - District Budget Committee
 - District Curriculum Committee
- The Student Affairs Committee is **not** a "court" where campus disputes (within the ASO or between the ASO and the administration) are adjudicated.

Resources for Student Trustees

- Community College League of California's *Annual Student Trustee Workshop*
- Publications Available from *Community College League of California* (www.ccleague.org)
 - *Student Trustee Candidate Information* (Community College League of California)
 - *Trustee Handbook* (California Community College Trustees), Chapter 9 – "Student Trustee"
 - *Perspectives on the Role of Student Trustees in California Community Colleges* (Community College League of California)

Certification

On May 29, 2020 I provided Student Trustee
Elias Geronimo with the above orientation.

On May 29, 2020, I received the orientation above
and I understand the rights and responsibilities of the
Office of Student Trustee.

Betsy A. Regalado

Betsy Regalado, Senior Associate Vice Chancellor, EPIE

Student Trustee

Additional Participants in Orientation

Name

Position

Eric C. Kim

Associate General Counsel, LACCD

Perspectives of the Role of Student Trustees

Student trustees have been members of local community college governing boards since 1977. Local governing boards determine their privileges and establish procedures to elect student trustees. Boards, as well as college administrators, establish the environment and expectations for student trustees.

This paper explores the roles and responsibilities of student trustees from two different perspectives or points of view. It is intended to promote discussion among trustees, associated student representatives (A. S.), and college administrators to help clarify expectations of student trustees and the role they play. It was developed by the League's Advisory Committee on Education Services in response to concerns about differing assumptions about the role of student trustees on the board.

The concerns expressed include frustration about limits on the student trustee role, disagreements over whether or not the student trustee is a representative of or advocate for the student body, disagreements over the extent to which the student trustee is considered to be a regular member of the board, the ability of the student to productively contribute to the board, and the time and support that should be devoted to the student trustee position.

Frustration, lack of clarity, and differences of opinion about student trustees' roles and responsibilities reduce their potential effectiveness as members of the board. Student trustee effectiveness may be enhanced if assumptions and expectations about the role are explored, clarified, and made public, and if related practices and the support provided to the student trustees are aligned with the expectations for their role.

Background: Student Roles in Governance

In 1977, the student trustee seat on local governing boards was established in law. The California Education Code (Section 72023.5) reads:

72023.5. (a) *The governing board of each community college district shall order the inclusion within the membership of the governing board, in addition to the number of members otherwise prescribed, of one or more nonvoting students who are residents of California as determined pursuant to Part 41 (commencing with Section 68000). These students shall have the right to attend each and all meetings of the governing board, except that student members shall not have the right, or be afforded the opportunity, to attend executive sessions of the governing board.*

The students in a district select the student board member(s) in accordance with procedures established by the governing board. The board also determines which privileges are granted to the student trustees (a survey of district practices is available on the League's website).

AB 1725 charged the Board of Governors to develop, in cooperation with district and student representatives, a plan for encouraging greater student participation in appropriate aspects of campus, district, and system-wide governance. The ensuing regulations identified the associated student organization (or its equivalent) as the representative body to offer opinions and to make recommendations to the college administration and governing board with regard to policies and procedures that have a significant effect on students.

Two Perspectives on the Student Trustee Role

There are two general perspectives on the role of the student trustee in local governance. One emphasizes the "student" nature of the role; the other emphasizes the "trustee" aspect of the position. The different views reflect different assumptions about the role and person's responsibilities. The perspectives are not necessarily exclusive; student trustees may find themselves integrating, balancing, or being torn between two different sets of expectations.

Perspective One: Representative of the Students

The first perspective is that the student trustee represents the students currently enrolled in the district. The student trustee is considered to be the voice of the students, based on the fact that the students select the trustee. This perspective predates the Associated Students designation in AB1725 as the official voice of the students in shared governance.

The California Student Association of the Community Colleges (CalSACC) affirmed this perspective in a 1991 resolution when it stated that "the purpose of the Student Trustee position is to represent the students as a member of the district Governing Board and to represent a cross-section of the students' views to the Board at all meetings."

In this perspective, both the student trustee and the associated student body organization have the responsibility to be the voice of students in the governance of the district. The A.S. has the responsibility in deliberations within the shared governance structure, including the board, to the extent provided for in local policy. The student trustee is the voice of the students in deliberations of the governing board. The student trustees' participation in those deliberations may be limited to topics in which there is an advocacy role for students.

The joint responsibility implies that the A. S. and the student trustee should work closely together and their roles be clearly defined to ensure cooperation and delineation of functions. In multi-college districts, student trustees may be expected to meet with the Associated Students or other student groups in all colleges in the district. Administrative support for the student trustee would likely be the responsibility of the same office that advises the district Associated Students.

The limitations of this perspective include its constituency-based view of the member of the board. It minimizes adherence to the principle that all members of the governing board have a responsibility to consider the greater good of the institution and the community in their deliberations. (Effective boards and trustees recognize that individual trustees do not represent any one constituency, whether or not the person received support from or was elected by a particular area or group. Instead, effective boards take into account and integrate multiple interests in their communities in making their decisions.)

Inherent in the limited, constituency-based view, this perspective allows the student trustee to be viewed as not a "real" member of the board. Privileges granted to and support for the student trustee would likely be limited.

Strengths of this perspective include that it provides two avenues for official student input into college and district governance. It reinforces the advocacy power of the student trustee as a representative of the clientele of the institution. It reflects the difference between how the student trustee becomes a member of the governing board and how other members are elected.

Perspective Two: Trustee Member of the Governing Board

The second perspective emphasizes the responsibilities of the student trustee as a full member of the board. Student trustees are considered to have the same responsibility to deliberate for the good of the district as a whole as do other trustees. The common good, aggregate interests, and the future direction and needs of the students and community become the primary considerations in decision-making.

In this view, the purpose of the student trustee seat is to ensure that a board member with a student perspective is part of the deliberations of the governing board. It ensures that a member of the group that uses college services and programs has an official voice. However, in this perspective, the student member is not on the board to be an agent for the current student body.

This second perspective requires that student trustees are held to the same high standards of trusteeship, including participation and preparation, as are all trustees. They are valued as "real" members of the board and their role and contributions assume more importance than they might otherwise.

Limitations of this perspective include its inconsistency with the limited selection process and the year-length term. Those factors make it difficult to expect the student trustee to have the same responsibilities as trustees who are elected in general elections. It is unfair to expect student trustees to contribute at the same level as other trustees, since they are elected for only one year. Their primary responsibility is to be a successful student, which may prevent them from being able to fully participate as a trustee.

In addition, since by law they cannot vote, they do not have the power or authority of other trustees, and therefore it is inconsistent to consider that they are the same as other trustees. Since they cannot vote, the only role they have is one of influence.

One strength of this perspective is that it is aligned with principles of effective trusteeship, which include that the trustee role should not be limited to being an agent for constituent groups or specific electorates or areas. Another strength is that the perspective also helps differentiate the responsibilities of the student trustee and the Associated Students in local governance. Student trustees play a profoundly different role than being advocates or representatives of that particular group.

The League's approach to student trustees reflects this perspective. For the most part, the same materials are used in the Student Trustee Workshop to describe governing board responsibilities and the role of individual trustees as those that are used in the Trustee Orientation Workshop for all new trustees. The presentations emphasize stewardship for the larger community and future students, as well as boardmanship responsibilities and skills. The workshop encourages student trustees to adopt principles of good trusteeship.

Comparison of the Two Perspectives

The chart below compares and summarizes a number of assumptions and implications related to each perspective. However, expectations and practices in any one district do not necessarily reflect only one or the other perspective. They are often an amalgamation of approaches resulting from the evolution of the role of the student trustee in the district.

Arena	Perspective One: Student Representative	Perspective Two: Trustee Member of Board
Role of Associated Student	Both A. S. and the student trustee represent students in shared governance.	The Associated Student government is the official representative of the students in the shared governance.
Relationship with A.S.	Close working relationship. In multi-college districts, the student trustee would meet with the district A. S. (if any) and/or may need to meet with college A. S. groups.	Student trustees and A.S. representatives are not expected to work closely together. Student trustees may be independent from student groups
Expectations for Involvement	Attend regular board meetings. Likely attend A.S. meetings or use other avenues to talk with student groups. Participate in	Same expectations for participation as for all trustees, including external community meetings. Educated and informed about a broad range of

Arena	Perspective One: Student Representative	Perspective Two: Trustee Member of Board
	discussions of topics that affect students. May play a state and national advocacy role on student-related issues.	issues. May attend state and national conferences and play an advocacy role.
Contact Point	Likely the same advisor as the A.S.	Superintendent or chancellor (the same as for all trustees).
Point of View	Immediate and operational issues on behalf of current students and A. S.	Long range and broad on behalf of future students and external community.
Orientation and Training for the Position	Focus on internal, student-oriented issues. Orientation and major sources of information are the A.S., other students, and administration.	Focus on both internal and external trends and issues. Orientation and sources of information are the same as for all board members.
Rights and Privileges	Likely to be limited to the rights provided for in law.	Privileges are likely to be granted as far as law allows; has an advisory vote.
Financial Support	Funds for travel and board related responsibilities likely come from A. S. funds and may be limited.	Same support as other trustees receive.
Multi-College Districts	May have a student trustee from each college in the district who is expected to represent the college	Would likely have one student trustee.

Again, the two perspectives are not necessarily mutually exclusive nor are policies and practices necessarily aligned with one perspective or the other in any one district. Policies and practices often have been adopted as a result of board philosophy, experiences with individual student trustees, proposals from the Associated Students, and administrative and organizational needs. They reflect the various perspectives of the people or groups proposing or implementing the policy or practice.

Blending or alternating between the perspectives can and does work in some districts, as long as the rationale for each practice or policy is understood and supported by the parties involved. However, confusion and disagreements can and do result from differences and clashes between perspectives. One or more of the parties (the student trustee, governing board, A. S., CEO, or student affairs personnel) may make and act on assumptions about the role that are different than those of the other parties. The resulting discussion may require problem-solving time and energy. Confusion and disagreement can reduce the effectiveness of the student trustee role, no matter how the role is defined.

Conclusion

Student trustees have a unique responsibility to balance many demands and expectations during their relatively short time as board members. They can and do make valuable and consistent contributions to their boards either as student representatives or as trustee members of the board. Alternatively, they may find the

responsibilities to be too overwhelming and/or the expectations for their role too conflicting, and sporadic participation and contributions may result.

Therefore, to help create and sustain an environment in which student trustees can be effective, it is important that districts clarify and make public their expectations and provide the appropriate support necessary for student trustees to carry out their responsibilities.

This paper is designed to be a resource to help local districts engage in discussion about the student trustee role. Local governing boards may wish to use this paper to review their assumptions about the student trustee role and responsibilities and to explore their assumptions with the Associated Students, the CEO and other college staff, as appropriate. The assumptions and perspectives about the role may then be compared with policies and practices related to student trustees. This process enables boards to ensure that policy and practice reflect their perspective and assumptions about the role.

This paper is also used in the League's Student Trustee Workshop to explore the different perspectives. While the workshop covers the roles and responsibilities of governing boards, the presentations emphasize that local districts determine the policies and practices that define the role and responsibilities of student trustees.

CCCT Action

The California Community College Trustees board of directors clearly recognizes that each local board must evaluate and assess its own district needs and establish policies that reflect local history, traditions, demographics, and needs.

However, the CCCT board supports Perspective Two and urges serious consideration by all local boards to establish policies that ensure the student trustee can fulfill the role as a member of the board with a student perspective rather than as a representative of student government.

Developed by:

Advisory Committee on Education Services

Principal Author: [Cindra Smith](#), Director of Education Services

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Updated: 5/2006

2300.10 Statement of Ethical Values and Code of Ethical Conduct.

The Board of Trustees of the Los Angeles Community College District consists of seven members elected at large and one Student Representative selected by the associated student organizations. In the performance of their governance responsibilities, individual members of the Board shall adhere to the following principles:

Statement of Ethical Values

The Board of Trustees of the Los Angeles Community College District endorses the following statement of ethical values, and asks each member of the Board to commit to adhering to these values:

Trustworthiness. As a Trustee, I will strive to earn the trust of others. Being trustworthy requires honesty, integrity, reliability, and loyalty.

- Honesty: I will be sincere, truthful, and straightforward.
- Integrity: I will be consistent in decision-making and behavior and base decisions on a core set of values.
- Reliability: I will keep my promises.
- Loyalty: I will promote and protect the interests of the District and its colleges.

Respect. As a Trustee I will treat others with respect, even in disagreement, and do my best to earn the respect of others. Being respectful requires civility and courtesy, as well as tolerance for legitimate differences and a willingness to acknowledge that reasonable people can hold divergent views without becoming adversarial.

Responsibility. As a Trustee I am willing to make decisions and choices and I will be accountable for them. I will do the best I can by being careful, prepared, and informed. I will finish tasks that I have promised to do. I will lead by example.

Fairness. As a Trustee, I will use open and impartial processes for gathering and evaluating information so that those who disagree with a decision can understand how it was made. I will avoid favoritism or prejudice.

Caring. As a Trustee, I am genuinely concerned about the welfare of others. As public officials, we care about the common good and welfare of the communities and constituencies we serve.

Citizenship. As a Trustee, I will obey the Law, contribute to the community through service and leadership, advocate for the common good and the welfare of the communities we serve, and act in ways that manifest concern for the environment.

Code of Ethical Conduct

As a Trustee:

- I recognize that governing authority rests with the entire Board, not with me as an individual. I will give appropriate support to all policies and actions taken by the Board at official meetings.
- I will consider all relevant facts and perspectives in making decisions.
- I will participate in the development of policy and the approval of strategy for the District and respect the delegation of authority to the Chancellor and Presidents to administer the institution. I will avoid involvement in day-to-day operations.
- I will maintain confidentiality about issues discussed in Closed Session.

Trustee Sanctions

2300.11 Sanctions

- A. Bases for Sanctions – Any Trustee of the Los Angeles Community College District may be sanctioned on the following bases:
1. Violation of District rules and regulations, including but not limited to the Statement of Ethics and the Standards of Conduct on Campus articulated in Chapter 9 of the Board Rules;
 2. Violation of state or federal law;
 3. Conduct likely to create liability for the District; or,
 4. Any other conduct incompatible or inconsistent with the position of Trustee.
- B. Forms of Sanction – Sanctions of a Trustee may be imposed in the following forms:
1. Reprimand;
 2. Censure;
 3. Requirement for the repayment of District funds;
 4. Bar from reimbursement for expenses with District funds;
 5. Removal from an officer position; or,
 6. Withholding of pay.
- C. Votes required:
1. Five affirmative votes shall be required for the imposition of a sanction on a Trustee;

2. Notwithstanding any annual confirmation regarding the authority of the Student Trustee, the Student Trustee is not eligible to move, second or vote upon the imposition of a sanction on a Trustee. However the Student Trustee maintains the right to participate in the discussion of a potential sanction;

D. Procedure:

1. Presentation of Initiating Motion

- a. Prior to the consideration of a motion for the imposition of a sanction on a Trustee, a motion must be presented and adopted that articulates the charges upon which the sanction will be based and the proposed sanction, called an Initiating Motion.
- b. The adoption by the Board of an Initiating Motion is not the imposition of a sanction. The adoption is a determination that the charges, if proven to be true, would warrant the imposition of the proposed sanction.
- c. In preparing an Initiating Motion, any regular Trustee shall be entitled to the reasonable assistance of staff for the ministerial function of preparing the motion, and the reasonable assistance of staff for information in support of that motion. Information in support of the motion shall be requested and supplied through the Chancellor.
- d. In keeping with Board Rule 2409.11, any such information will be provided to all Trustees, and it shall be provided no later than the time the Trustees are presented with the posted agenda that includes the proposed motion. Inasmuch as the consideration of a sanction is a matter of public record, such information will also be treated as a public record, except that the materials made available to the public may be redacted to protect the rights of privacy of students or employees, or to protect the privileges for attorney-client communications or attorney work-product.
- e. Witnesses or other evidence shall not be presented in support of or in opposition to the Initiating Motion.

2. Presentation of Sanctions Motion

- a. If a majority of the Board adopts the Initiating Motion, the moving Trustee may then place a motion on the agenda for consideration of the charges and proposed sanction, called a Sanctions Motion.
- b. A Sanctions Motion shall be heard only upon a minimum of ten calendar days' written notice, served by regular first class mail, upon all the Trustees. The responding Trustee shall be entitled to a postponement to the next Board meeting following the Board

meeting in which the Sanctions Motion was first posted.

- c. In the preparation of the Sanctions Motion, the moving Trustee shall be entitled to the assistance of staff for the ministerial function of preparing the motion, and the reasonable assistance of staff for information in support of that motion. Information in support of the motion shall be requested and supplied through the Chancellor.
 - d. In the preparation of a response to the Sanctions Motion, the responding Trustee shall be entitled to the reasonable assistance of staff for the ministerial function of preparing any written response to the motion, and the reasonable assistance of staff for information in support of that response. Information in support of the motion shall be requested and supplied through the Chancellor.
 - e. In keeping with Board Rule 2409.11, any such information will be provided to all Trustees, and it will be provided no later than the time the Trustees are presented with the posted agenda that includes the proposed motion. Inasmuch as the consideration of a sanction is a matter of public record, such information will also be treated as a public record, except that the materials made available to the public may be redacted to protect the rights of privacy of students or employees, or to protect the privileges for attorney-client communications or attorney work-product.
 - f. If the moving Trustee or responding Trustee seeks to present witnesses on the hearing of the sanctions motion, the applicable Trustee shall submit a request to the Chancellor no later than four business days' prior to the hearing date of the motion. The Chancellor may direct employees or invite other witnesses as the Chancellor deems reasonable and appropriate.
- 3. Legal counsel - Any opinions or advice of legal counsel regarding the Initiating Motion or the Sanctions Motion must be provided to all regular Trustees. Therefore, any individual Trustee who seeks advice confidential from other Trustees, or representation before the remainder of the Board regarding the motions, must obtain it at his or her personal expense.
 - 4. Time allocation – A Trustee who is the subject of an Initiating Motion or a Sanctions Motion shall be given a reasonable amount of time to respond to the motion, but in no event less than fifteen (15) minutes. In the event witnesses will be presented by either the moving Trustee or responding Trustee, five minutes will be allocated to each witness. The remaining Trustees will be given an opportunity to ask questions of each witness. The time allocation enumerated for this procedure is a discrete allocation from a public speaker's exercise of his or her rights to address the Board.

Adopted: 02-21-07

STUDENT AFFAIRS COMMITTEE2607.10 Composition of Committee and Voting Rights.

1. The Student Affairs Committee shall consist of:

- a. The Student Board Member of the Board of Trustees.
- b. A regular Board Member appointed by the President of the Board, who shall serve as a non-voting member of the Student Affairs Committee.
- c. A second regular Board Member assigned as an alternate, in case the other regular Board member is unable to attend a meeting of the Student Affairs Committee.

The regular Board Members, and the alternate, shall not have voting rights on the Committee.

- d. The Presidents of the Associated Student Organizations.
 - 1) One designee shall be appointed by the ASO President to serve on this committee in the absence of the President during his/her term of office.
 - 2) Each ASO President or their designee shall have voting rights.
- e. The Associate Vice Chancellor of Instructional and Student Support Services, a Vice President of Student Services, and an ASO Advisor.

These individuals shall serve as advisors and shall not have voting rights on the committee.

2. The Student Board Member of the Board of Trustees shall be the committee chairperson. The chairperson shall vote only to break ties. During the absences of the Student Board Member, a chairperson shall be selected from among the Associated Student Organization Presidents or their student designees on an ad hoc basis.

2607.11 Meetings. The Student Affairs Committee shall meet at least once each calendar month at a time, date, and place decided upon by committee. Meetings may be held at the administrative offices or one of the colleges.

2607.12 Agenda. The chairperson shall notify committee members of the meeting time, date and place at least one week in

advance. A tentative agenda and other communications, recommendations, and reports may be included.

2607.13 Reports. The committee chairperson shall prepare a monthly written report to be distributed to ASO officers, all college newspapers, the Chancellor, Board of Trustees, and other interested individuals.

2607.14 Functions. This committee shall have the right to consider all matters which impact upon student life. These may include but will not be limited to areas such as the teaching and learning environment, co-curricular and extracurricular activities, student services, etc.