

- *To promote clear communication and in keeping with ongoing feedback and evaluation, the board president and S/P may schedule regular updates to the board in closed session to enable candid conversation regarding progress towards meeting goals.*

C. Delegate power and authority to the superintendent/president to effectively lead the district:

This is critical to the harmonious functioning of the college district. The board is a policy board, which means the board decides the “what” they are trying to achieve (defined in board policies), the administration, through the superintendent/president decides the “how” it is achieved (defined in administrative policies).

The danger for the board, and individual board members, is that they try to “micromanage” by getting into the how, rather than the what. This requires a balance between the board’s oversight role and delegation. To avoid the appearance of micromanaging, but exercising oversight, do not ask “gotcha” questions, but ask questions aimed at understanding. Give context (the “what”), when asking a question.

The board is generally given board docket materials one week prior to the board meeting. When questions arise regarding the board package, they should be emailed to the superintendent/president and board president by noon on the Monday before the board meeting. This allows for the compilation of comprehensive responses disseminated to all board members in time for the board meeting.

Since the tone of civility and professionalism is set at the top of the organization and trickles down to all other aspects of the district, it is vital for board members to behave in a civil and professional way to each other and in support of the superintendent/president in public. If the board does not set this tone, it will undermine the superintendent/president’s ability to effectively lead the district and will undermine civility across the district. If issues or concerns exist, discuss them with the superintendent/president and board president, and then with the whole board in closed session in conjunction with goals or allowable topics. By law, the board cannot appear to evaluate staff in public.

*Per our Code of Ethics/Standards of Practice:*

*Remembering at all times that no member of the board has any legal authority outside the meetings of the board, and that each member will conduct relationships with college staff, students, the local citizenry, and the media on that basis.*

*Members of staff and the public will approach individual board members. Do not promise any action or offer opinion except that you will pass the information on to the superintendent/president. You may coordinate follow up with the superintendent/president.*

*Do not direct staff, or request information directly from staff, as this will cause confusion and undermine the superintendent/president. Pass all requests through the superintendent/president.*

*Do not use MiraCosta resources for personal use. For example, you should only use IT support when it directly impacts your ability to access MiraCosta computer-based systems. Trustees are discouraged from having the Automotive program fix their car, although it is fine to donate a car for students to practice on.*

BP and AP 2430 Delegation of Authority describe our policies to the superintendent/president. The document “Strengthening the Board and CEO Relationship” developed for the board and superintendent/president by Helen Benjamin in 2018 describes in detail the board and superintendent/president’s roles in running the district.

D. Establish policies that ensure the district operates in an equity-minded and anti-racist manner

The Board and the district have been focused on Diversity, Equity and Inclusion for several years. This is described in our Mission, Vision, Institutional Values and Institutional Goals (see item A) and specifically described in the MiraCosta College Commitment statement:

*MiraCosta College is committed to creating a racially just campus climate. Individuals and their diverse cultures and identities are welcomed, nurtured, and validated. MiraCosta College takes institutional responsibility for closing the equity gap for disproportionately-impacted populations including Latinx and Chicanx communities, Black and African American communities, Native Hawaiian and Pacific Islander communities, Native American communities, lesbian, gay, bisexual, trans, queer/questioning, intersex, and asexual (LGBTQIA+) communities, veteran communities, former foster youth, adult students, and students from low socioeconomic statuses. MiraCosta will continue to serve all constituents with values rooted in equity, diversity, inclusion, and community.*

The Board reviews progress at least on an annual basis.

E. Establish policies for, and approve, current long-range academic and facilities plans and programs and promote orderly growth and development of the college:

BP/AP 3250: Institutional Planning guides long- and short- term planning, as well as the other kinds of plans required by the state. The Comprehensive Master Plan includes the college’s Educational Master Plan and Facilities Master Plan, which are reviewed annually and updated every five years. The next five-year update is due in 2021. Through the annual budget process, board priorities, a five-year budget, and a five-year construction plan is developed. These plans involve extensive stakeholder input at the college level and require formal collegial governance approval. The primary committee responsible for planning and resources is the budget and planning committee (BPC, co-chaired by a faculty member appointed by the Academic Senate and the vice president of administrative services).

F. Establish policies for and approve courses of instruction and educational programs.

Consistent with the broad California Community College mission, MiraCosta offers a wide array of courses and educational programs:

For Credit:

- Transfer degrees and certificates (governed by articulation agreements college-by-college within universities)
- Career education and workforce certificates and degrees (including a bachelor’s degree)
- Basic skills (developmental math and English, which has been significantly reduced per AB705)
- English as a Second Language (ESL),