



## ROLES AND FUNCTIONS OF THE WCJC BOARD OF TRUSTEES

(July 21, 1998)

### PART ONE: NATURE OF THE BOARD

#### I. TRUSTEESHIP

Community-college trusteeship requires dedication and commitment—time, effort, and diligence.

- A. Trustees, as the word itself denotes, hold a public trust and must be willing to sacrifice personal and professional gain to fulfill this trust. Trustees represent the community to the college and the college to the community.
- B. Trustees must be ready to lay aside their personal views, preferences, and advantage in favor of actions that contribute to the best interest of the college and of the community that the college serves. Accordingly, and to a significant extent, each trustee must be willing to subordinate his or her individuality to function as a member of a larger body, the Board of Trustees, and to act at all times in the interest of the collective good.
- C. To accomplish its purposes, the Board should be representative of the socioeconomic, geographic, and ethnic diversity of the area served by the college.
- D. Members of the Board of Trustees should evince commitment to the following:
  1. the open-door admissions philosophy that underlies the community college and that is intended to minimize academic, social, and economic barriers to education;
  2. the comprehensive mission of the community college that includes liberal-arts education and university-transfer programs, occupational/vocational/technical education, continuing education and noncredit programs, developmental and remedial programs including literacy education, and customized training programs to serve the needs of business and industry;
  3. academic excellence, administrative efficiency, and the financial security and stability of the college;
  4. a climate of governance that emphasizes collegiality, collaboration, and teamwork.

#### II. CONDUCT OF BUSINESS

- A. By definition, a Board of Trustees *is a meeting* because trustees exercise their legal responsibilities only when they are convened as a corporate body. ~~In their Compliance Manual for the Texas Open Meetings Act (p. 4), Bracewell and Patterson, the WCJC college attorneys, stress this point by quoting the San Antonio Court of Appeals in Local governing bodies are entities, and the members can perform no valid act except as a body at a meeting properly convened and conducted. Toyah Independent School District v. Pecos-Barstow Independent School District 466 S.W.2d 377 (Tex. Civ. App.—San Antonio 1971, no writ):~~

~~It is axiomatic that local governing bodies are entities and that the members can perform no valid act except as a body at a meeting properly convened and conducted. 466 S.W.2d at 380.~~

- B. Board actions deal with policy matters rather than administrative procedures (see below).
- C. The WCJC Board of Trustees meets monthly, usually at 6:30 in the evening during the third week of the month. A significant portion of Board meetings consists of reports, information sharing, and

recommendations made from ~~committees of the Board and from~~ the President of the College or his/her staff designées.

- D. All official actions of the Board occur at regular or called meetings of the Board, but the Board may establish standing or ad hoc committees to engage in fact-finding, discussion, and review on behalf of the full Board.
- E. ~~Committee organization should encompass the main responsibilities with which the Board of Trustees is entrusted, so that the organization of work by committee enhances the productivity of, and facilitates the deliberation and actions of, the full Board at its meetings.~~
- F. ~~Each Board committee's area of responsibility should be specified by the Board, and each committee should be chaired by a trustee.~~
- G. ~~The President of the College serves as an ex officio member of most Board committees, provides staff support for each committee, supplies sufficient background information to support the committee's responsibility for recommending actions to the full Board, and assists the committee chair in compiling meeting agendas. The President may delegate his ex officio function to a Cabinet member.~~
- H. ~~As is the case with the full Board, committees are entitled to whatever information they deem necessary to execute their responsibilities. Requests for information should be reasonable and relevant to the task at hand. Committees should avoid becoming involved in administration or in anything that does not contribute to the Board's responsibility to review, set, and approve institutional policies.~~

I. ~~The WCJC Board of Trustees has established the following standing committees:~~

1. ~~Executive Committee~~

~~Advises the President of the College on personnel and other general matters in the interim between Board meetings.~~

~~Insures that long-range planning occurs and analyzes environmental threats and opportunities faced by the college.~~

~~Insures that positive communication links are maintained within the Board, between the Board and the President of the College, and with external agencies and officials.~~

~~Insures that collaboration and teamwork are maintained within the Board.~~

~~Ensures that personnel policies are in place to protect student and employee rights and obligations. Ensures that the Board remains distant from internal college disputes and decisions so that approved procedures are used to address complaints through administrative channels.~~

~~Ensures that hiring policies protect the Board from affirmative action violations while selecting the best employees available.~~

2. ~~Audit/Finance Committee~~

~~Ensures that long-range financial planning occurs.~~

~~Ensures that trustees are kept informed of financial matters. Ensures that the college complies with all audit requirements.~~



~~Ensures that the annual budget is developed in a timely manner. Ensures that the college's investment policies meet all requirements.~~

### ~~3. ——— Facilities Committee~~

~~Ensures that long-range planning occurs for land and facilities.~~

~~Ensures that an ongoing schedule is developed for physical maintenance of college property.~~

~~Ensures that new facilities are provided and older facilities are rehabilitated or removed as necessary.~~

## III. ROLES AND RELATIONSHIPS

### A. General Characteristics

Trustees serve as the guardians and antennae of the college; they are both a buffer and a bridge between the college and the external environment.

The responsibilities of trustees extend far beyond attending Board meetings to make policy decisions and approve administrative recommendations. Effective trustees maintain active external involvement through continuing liaison with relevant officials, groups, and individuals.

As laypersons elected by their peers, trustees reflect the concerns and issues of their communities; and they interpret the needs of their communities to the college. But, at the same time, they interpret the needs of the college to the community.

Board members, however, are not merely conduits for public opinion, which is as varied as the number of persons in the population. They must weigh public opinion and balance it with their inside knowledge of the college, its mission, and its resources. Pleasing voters and acting in their best interest are not always the same. Choosing the best long-term solution, therefore, requires courage and integrity. As Dr. F. J. L. Blasingame, first chairman of the WCJC Board, has said (*El Campo Leader-News*, 10-7-95, p. 8-A):

The members of that first board felt obligated to act in the best interests of the college. Our focus was on the success of the college. We were working toward a quality institution, prudently operated, on a sound financial basis, and with a well-trained faculty. Quality leaders can't always listen to the hems and haws of opposition. We knew that in the long run we would please more people with a successful college.

Another aspect of the role of trustees is their focus on the long term. A Board's main concern as it sets policy, reviews finances, engages in planning, and raises money is the effect on the college in five, ten, or twenty years. (In a real sense, Boards work to build something they never see to fruition; but their successors will.) On the other hand, the main concern of administration is the immediate implementation of Board policies to keep the institution running smoothly and efficiently. Between these two concerns stands the President of the College, who must keep one eye on the present and the other on the future. (Presidents, too, rarely see the long-term fruits of their labors; but their successors do.)

Trustees also protect the college, defending it from outside interference, guarding its integrity and independence, refuting false rumors, and acting as spokespersons for the college's needs and as community leaders/advocates. Consequently, the personal standing of each trustee in the community and his/her willingness to contribute time and service to the college say much to the community about the value and status of the college; and the personal conduct of Board members, as well as that of the President, can reflect positively or negatively on the college.

## B. Relationship with President

The Board of Trustees adopts policies for the college; and the President, as chief executive officer, carries out these policies. The literature on board operations is emphatic on this point: a clear distinction must be maintained between the trustees' function of policy making and the President's function of establishing and administering procedures to execute these policies. *The Trustee Handbook of Rowan-Cabarrus Community College (North Carolina), a document that received praise from the SACS accreditation team, has this to say (pp. 8-9):*

~~The working relationship between the trustees and president is the single most important factor related to college effectiveness. The president is the sole agent to whom the board delegates authority to administer the college. . . . As chief executive officer, the president is responsible for the total operation of the college. . . .~~

~~Another important aspect of the president/trustee partnership is the board's relationship to faculty, staff, and students. Trustees are encouraged to visit campus at any time and talk with faculty, staff, and students. However, trustees should never pass the president's organizational channels in dealing officially with the college. That the president is the sole official means of communication between the board and the college is administratively sound because any other system is unworkable. If a board grants independent access internally or seeks information through other channels than the president, the board undermines the leadership authority of the president and ultimately the board's own confidence. The board should promptly refer to the president all suggestions, criticisms, and complaints which require investigation or action.~~

~~. . . The president establishes the administrative and functional organizational structure of the college and manages the college by delegating authority and supervising. The president cannot delegate responsibility. The president remains totally responsible to the board for all administrative, managerial, and educational functions. . . .~~

~~The president is chief executive officer and the leader of the college. No member of the faculty and staff has authority in any area except at the president's discretion. Members of the faculty and staff are responsible to the president. Only the president is fully responsible to the board and therefore only the president has full authority. Members of the faculty and staff are not authorized to "go around" the president by dealing directly with the board.~~

~~. . . The president is often a "captive" to the collective expectations of the college and the community. The president's actions and decisions are always subject to criticism by faculty, students, staff, and the general public. A president who takes no clear stand on issues and does not provide forward-looking leadership will be condemned as weak. A president who takes a decisive stand on issues and is a strong leader will be condemned by those who oppose those actions and decisions. . . . Although trustees should not become involved internally, they should keep a close watch to make sure their president is bearing up under the pressures of the position and is not avoiding difficult challenges. Trustees should provide support whenever appropriate as part of their working relationship between the board and the president. Given the substantial investment a board makes in finding a competent president, it is simply good management for the board to conserve this important resource. However, the board must hold the president accountable for internal effectiveness.~~

Chapter 2 of Aspen's 1994 Board Manual echoes the above outline. In summary, the Manual advises that the President's role consists primarily of these five components:

1. ~~Short term planning to fulfill long term objectives.~~ The President has the discretion of deciding how the goals laid out by the Board are to be met.
2. ~~Organizing the college's internal structure.~~ The President decides who does what within the college and how information and work flow between departments.



- ~~3. — *Staffing.* Personnel issues are handled by the President, who is responsible for all employees. The Board, on the other hand, is responsible for only one employee: the President, who is the Board's administrator. "To keep the chain of command clear and at the forefront of your mind, think of your nonprofit as an hourglass. Your board makes up one half, and staff the other. Your executive director is the narrow part that connects the two—and all information flowing from one side to the other must pass through him or her."~~
- ~~4. — *Directing, leading, motivating personnel.* The President should lead employees in the directions established through Board planning and policy. "Although board members are leaders of the entire organization, they are not staff leaders—and shouldn't tell staffers how to do their jobs."~~
- ~~5. — *Controlling the college's activities and budget.* "Internal and operational activities at your nonprofit are handled by the administrator. For instance, the board sets and approves an annual budget. But your executive director makes the day-to-day decisions about how money is spent."~~

#### C. Duties of the President

1. The President shall well and faithfully serve the College in such capacity as aforesaid and shall at all times devote his whole time, attention, and energies to the management, superintendence, and improvement of the College to the utmost of his/her ability and shall do and perform all such services, acts, and things connected therewith as the Board and Board policies delegate to him/her.
2. The President shall perform all duties required by law, by this [Agreement regulation](#), and by custom and practice to be performed by a college president including but not limited to the following:
  - a. Institutional, faculty, and staff supervision, and educational leadership;
  - b. Long-range planning; budget formulation; supervision of college buildings, grounds, and equipment; administration and management of the affairs of the College as best serves the College, consistent with Board policy;
  - c. Recruiting, appointing, supervising, promoting, assigning, reassigning, and dismissing faculty and staff members;
  - d. Preparing regulations, rules, and procedures useful for the welfare and operational efficiency of the College;
  - e. Recruiting students and providing student services;
  - f. Developing resources, fund raising, maintaining public and alumni relations.

#### D. Executive Authority and Accountability

To be effective as the College's chief administrative officer and the Board's executive—and to be held accountable for his or her own performance and to be held responsible for the performance and well-being of the entire College—the President requires a clear and explicit affirmation of his or her authority by the College's governing body. Therefore, the Board hereby affirms the following:

1. The Board herein acknowledges that the President, and only the President, reports to and is accountable to the Board and that all other employees report to and are accountable to the President through administrative channels as determined by the President.

2. The intent of the Board is to support administrative actions and decisions by the President regarding personnel issues.
3. Evaluation of the President, as the Board's only line employee, is and shall remain the privilege and duty of the Board.

Nothing in this section shall be interpreted to mean that the President shall not be accountable to the Board at all times for his/her actions, decisions, and performance as President. The President shall be at all times subject to the supervision and direction of the Board, which is the College's legally constituted governing body. Members of the Board of Trustees exercise this authority only as a formal body when convened in legal session, not as individuals.

#### E. Policy versus Management

~~Aspen's 1994 Board Manual suggests the following means to determine if an issue is a policy one or an administrative/managerial one.~~

~~The issue is one of policy if:~~

- ~~• it concerns decisions, actions, or programs that affect the entire organization; or~~
- ~~• it concerns something that is required by law or a regulatory agency; or~~
- ~~• it concerns an issue on which the President has requested Board assistance.~~

~~The Manual advises that if any of the above three conditions apply, then the issue is a policy-making decision and Board members should become involved.~~

~~The issue is one of management if:~~

- ~~• it affects an individual employee; or~~
- ~~• it concerns the efficiency or quality of service of a specific department or program; or~~
- ~~• it concerns an administrative area that is operational in nature (that is, it concerns how something is done); or~~
- ~~• it affects specific parts of the college rather than the entire organization.~~

~~The Manual advises that if any of these four latter conditions apply, then Board members should leave the matter to be handled by their administrator.~~

~~Aspen's Manual offers the following as an example (pp. 16-17):~~

~~Your board establishes policy when it makes a decision affecting the whole organization. Policies also provide guidelines for your executive director to operate the nonprofit. I'll use the hiring process as an example.~~

~~For instance, the board may set a policy determining that selection of the best staffers is possible only by following this procedure: Submitting of a résumé, a telephone screening interview, a personal interview, and administrative approval of three references.~~



As you can see, this example meets both criteria of a board policy. All employees at your organization are affected. And the policy only lays out the basic requirements that must be met. It doesn't specify how résumés are reviewed or how interviews are conducted. Those management details should be left to the executive director.

The basic distinction between *policies* and *procedures*—which fall within the authority of the Board and the President, respectively—may be encapsulated as follows:

**Policies** are the directives of the Board of Trustees. Only the Board may establish, modify, change, grant exceptions to, abrogate, suspend, or negate a policy; and the Board may do so at any time in its capacity as the institution's lawfully elected governing body. Therefore, all employees of the college, *with no exception*, are required to comply with college policy.

**Procedures** are the directives of the President of the College. Only the president may establish, modify, change, grant exceptions to, abrogate, suspend, or negate a procedure; and the president may do so at any time in his/her capacity as the institution's lawfully appointed chief executive officer. Therefore, all employees of the college, *with the exception of the president*, are required to comply with college procedures.

The table on the following page summarizes the distinction between policy and management.

**Distinguishing between policy (a directive that is the prerogative of the institution's governing body) and procedure (a directive that is the prerogative of the institution's chief executive officer):**

<b>GOVERNING BODY— It's a board issue if it:</b>	<b>CHIEF EXECUTIVE OFFICER— It's a management issue if it:</b>
Concerns a <i>policy</i> matter—something that affects the overall, long-term goals and directions of the institution (that is, concerns <i>what</i> is to be done)	Concerns a <i>procedural</i> matter—something that concerns the administrative implementation of a policy or concerns a matter that is operational in nature (that is, concerns <i>how</i> something is done)
Concerns an issue or decision that affects the <i>entire</i> organization	Concerns something that affects parts of the college—rather than the entire organization, or affects individual employees, or concerns the operation of a specific department or program
Concerns overall institutional compliance with law or the rules of a regulatory agency	Concerns the administrative procedures implemented to effect operational compliance with a law or rules of a regulatory agency
Concerns an issue on which the president has requested board assistance	
<b>EXAMPLE: Board Policy</b> The college shall make available career-development services and job-placement services to current students, former students, and graduates. Other persons may have access to these or similar services, as required by external funding agencies	<b>EXAMPLE: Administrative Procedure</b> Directions concerning the establishment and operation of such services (a description of specific services, who is responsible, how the services are provided, hours of operation, how access to the services is provided, etc.)
In other words, the Board says <i>what</i> the college should be, <i>where</i> it's to go, and <i>what</i> it will look like, and tells the administration, "This is how much money we'll approve for you to do all this" (total budget). The administration's job is then to do it—to find a way to get all this done with the resources allocated by the Board.	



~~Example: — The Board says, "We want the campus grounds to be attractive." The President goes and does it (he hires the groundskeepers, tells them how he wants the campus made attractive, oversees their work, and evaluates the results), he makes periodic progress reports to the board, and he presents the board with the finished product that they requested.~~

~~F. — Evaluation of President  
Evaluation of President~~

~~Board members are also responsible for regularly evaluating the performance of the President, identifying his/her strengths and weaknesses, and making suggestions for improvement.~~

~~Board evaluations of a president should be based on an explicit set of written job responsibilities and expectations, and they should be derived from documentation and evidence of actual performance in these job responsibilities, not on unsubstantiated opinion or hearsay. If, against sound advice and in violation of appropriate operating principles for governing bodies, a board insists on soliciting input for summative evaluations from employees, that input may not be anonymous and must also be based on verifiable evidence of actual job performance in relation to board-approved responsibilities rather than on personal opinion or whether a particular employee "likes" or "dislikes" the president or his mannerisms. In short, evaluation of the college's chief administrator should follow the same strictures as the board expects the administrator to follow when evaluating employees. The president may not evaluate or recommend salary or other personnel actions on whether he/she "likes" an employee personally, but on how well that employee does his or her job. (On the other hand, boards should encourage presidents to seek "formative" feedback from employees — assessments not necessarily based on hard evidence or documentation, but on opinion and perception — to gain information for themselves on how they're perceived by employees and how they might improve those perceptions. Most employees are the first to admit that they do not have sufficient information to evaluate a president's actual job performance, but many are willing to explain what they like or dislike about a president or how they feel about him/her. Formative evaluations may preserve the anonymity of respondents.)~~

~~The Board should provide clear, general directions in which it desires the President to move the institution. Without such knowledge of the Board's expectations, the President does not know if the course he/she is pursuing is acceptable and, therefore, is unaware if the job he/she is doing is the job that the Board wants done. Similarly, without such direction, the Board has little basis on which to evaluate the President's performance. Given the proactive stance and assertive personality of most presidents, they will fill a void with their own platforms if not guided otherwise by their governing boards.~~

~~The Board should also periodically review the process for evaluating the President to determine its effectiveness and modify it as necessary. Evaluation is a tool to help the President do the best job possible for the college. If it doesn't accomplish this purpose, it's a waste of time.~~

~~For an excellent, comprehensive review of the role of the president, the role of the board (including evaluation of the president), and board-CEO relations, see *Presidential Leadership* by Fisher and Koch (Oryx Press and the American Council on Education, 1996).~~

~~G. — Planning~~

~~One of the most important functions of the Board is to work with the President to map out the future of the college, to establish its goals and long-term objectives. The *Aspen Manual* suggests the following steps:~~

- ~~1. — Discuss the organization. What is its role; what is it trying to accomplish? How has the college evolved over the years? How is it different today from what it was when it was founded? How is it likely to change in the future?~~



2. ~~Review the needs of the community served by the college. What does the community want from the college? How well are we providing this? How effective are its programs? Should some programs be deleted or modified and others added? How have the needs of the community changed over the years, and will those needs change in the future? Who constitutes the populations that the college serves?~~
3. ~~Review the college's internal strengths and weaknesses. What does the college do well? How do you know? Where could the college benefit from improvement? How do you know?~~
4. ~~Review college finances. What will the cost to the college be for new programs, new facilities, new equipment, etc., to fulfill its educational mission and serve the needs of the community? Do we have, or do we project having, sufficient funds to meet our long term goals?~~

#### IV. BOARD REQUESTS FOR COLLEGE INFORMATION OR SERVICES

- A. The authority of the Board of Trustees resides in the Board as a whole, and the Board functions only when convened in meetings. An individual Board member speaks for the Board only when the Board has delegated such authority.
- B. The Board of Trustees, as a legally constituted body, has the right to receive information regarding any ~~college~~College operations in order for the Board to be informed about those operations, to exercise its responsibility to oversee the institution's affairs, and to render policy decisions. Moreover, individual members of the Board of Trustees have the right to receive any additional information they desire in order to be properly informed on matters involving the Board's exercise of its legally constituted authority.
- C. Individual members of the Board of Trustees do not have the authority to demand services and information from college staff that do not relate to the exercise of the authority of the Board as a legally constituted body. For example, individual Board members may not use the services of college staff to conduct investigations, perform research, or provide information for personal, private, or individual purposes that are not endorsed by the Board as a legal body.
- D. Requests for information or services from Board members that do not emanate from the Board as a whole during one of its meetings or from a standing committee of the Board at one of its meetings must be made through the board's only employee, the president, not directly to any other college employee. If such requests are made, the contacted employee is required to refer the matter to the president or Cabinet-level supervisor, as specified herein.
- E. College employees, ~~as college employees,~~ shall not serve as agents for individual Board members to aid Board members in investigations, research, or the provision of information or services that are not authorized by the Board as a Board or by one of its formally constituted committees. Accordingly, ~~college~~College employees who receive requests for information or services shall take no action on such requests except to refer them to their ~~Cabinet~~cabinet-level supervisors who, in turn, shall notify the President of the College. The President shall then refer such requests to the officers of the Board of Trustees for disposition.
- E. Nothing in this document shall be interpreted to prohibit ~~college~~College employees from responding directly to simple questions posed by any member of the Board when such questions can be answered immediately and do not require research, investigation, special services, deflection from other work tasks, or written responses.
- F. ~~Administrative Directive from the President of the College~~

~~On January 5, 1998, the college president issued the following directive, which repeats much of the same~~

*wording as the above board policy:*

~~College employees, as college employees, shall not serve as agents for individual board members to aid board members in investigations, research, or the provision of information or services that are not authorized by the board as a board, by one of its formally constituted committees, or by the president of the college. Accordingly, college employees who receive requests for information or services shall take no action on such requests except to refer them to their Cabinet-level supervisors, who, in turn, shall notify the president of the college. (If the request from an individual board member is made directly to a Cabinet-level administrator, that administrator shall notify the president.) The president shall then be responsible for deciding the disposition of the request.~~

~~Nothing in this directive should be interpreted as prohibiting college employees from responding directly to simple questions posed by any member of the board when such questions can be answered immediately and do not require research, investigation, special services, deflection from other work tasks, or written responses. In other words, any such requests for routine information that is already prepared and readily available may be honored; but any requests that require a special (that is, non-routine) effort or written report must be approved in advance by the president—and, if approved, a copy must be provided to the president for review and release before it is forwarded to a member of the board.~~

All employees of the college must understand the following:

~~The authority of the board of trustees resides in the board as a whole, and the board functions only when convened in meetings. An individual board member speaks for the board only when the board has delegated such authority.~~

~~The president of the college reports to the board of trustees (but not to individual board members), and all other employees of the college report to the president (not to the board). The president is responsible for the work schedules and assignments of all college employees.~~

~~Requests for information or services from board members that do not emanate from the board as a whole during one of its meetings or from a standing committee of the board at one of its meetings are made through the board's only employee, the president, not directly to any other college employee. If such requests are made, the above directive applies.~~

~~The above directive is not intended to inhibit any other interaction between college employees and members of the college board. College employees, as individual friends and acquaintances of trustees or as public taxpayers, are free to interact with board members without restriction. But, *as college employees*, faculty and staff are subject to certain restrictions and a code of conduct when dealing with the college board. Faculty and staff may not attempt to circumvent the supervisory chain of command or attempt in any way to influence the conduct of college operations or administrative decisions by taking their concerns *as employees* directly to board members.~~

*Part One of this document is based on the Trustee Handbook of Rowan-Cabarrus Community College in North Carolina (and references therein) and on the 1994 Board Manual of Aspen Publishers, Inc. (©1993). It is intended for internal use.*

[Part Two follows.]



**PART TWO: GENERAL OPERATING GUIDELINES**

**V. PREAMBLE: BASIC PRINCIPLES**

The following basic principles apply to the operation of the Wharton County Junior College District Board of Trustees.

- A. The Board is a legislative or governing body, not an executive agency. Consequently, it delegates to the President of the College the application of its policies and does not attempt to perform executive acts.
- B. The authority of the Board resides in the Board as a whole, and the Board functions only when convened in meetings. An individual Board member speaks for the Board only when the Board has delegated such authority.
- C. The Board represents the community and interprets social and economic trends in terms of institutional policies.
- D. The Board obtains funds or delegates authority to obtain funds for the operation of the college.
- E. The Board bears legal responsibility and authority for all aspects of the operation of the college.
- F. The Board is responsible for final determination of institutional policies except where authority is otherwise delegated to the President of the College.

~~VI. ARTICLES OF GOVERNANCE~~

~~A. Election of Officers~~

- ~~1. The election of the Board Chairman, Vice Chairman, and Secretary shall take place at the first regular meeting of the Board after the district-wide Board of Trustees election on the first Saturday in May of each election year (election years are even-numbered years) or immediately after a vacancy occurs in any of the positions except that of Chairman (which shall be filled by the Vice Chairman).~~
- ~~2. The Assistant Secretary shall be the secretary to the President of the College.~~

~~B. Committees~~

- ~~1. As far as practicable, the Board shall perform its work as a committee of the whole.~~
- ~~2. By majority vote, the Board may establish standing committees and delegate to these committees responsibilities in specified areas of governance. The work of such standing committees shall be fact-finding and advisory. These committees shall meet regularly and submit oral or written reports to the full Board at its regular or called meetings. The three standing committees of the Board are the following:~~
  - ~~a. Executive Committee, consisting of the Chairman, Vice Chairman, and Secretary. Responsibilities include personnel issues and other general matters not assigned to the Board's other standing committees.~~
  - ~~b. Audit/Finance Committee, consisting of the Secretary and two other Board members. Responsibilities concern any matters relating to or affecting the college budget or finances.~~
  - ~~c. Facilities Committee, consisting of the Chairman and two other Board members.~~

~~Responsibilities concern any matters relating to or affecting physical plant (buildings and grounds) of the college.~~

3. ~~The Chairman of the Board may appoint special ad hoc committees to perform specific duties. When the work of a special committee has been completed, the committee shall become automatically inactive. The work of all such special committees shall be fact-finding and advisory; and, at the completion of their work, they shall submit oral or written reports to the full Board at the next regular or called meeting.~~

C. ~~Board Chairman~~

1. ~~The Chairman of the Board shall preside at all meetings, sign all contracts duly authorized by the Board or authorize the college president to sign on behalf of the board, appoint all committees (of which the Chairman and the President of the College shall be ex-officio members), and perform such other duties as may be required by law or imposed by the Board.~~
2. ~~The Chairman shall be entitled to vote on all matters coming before the Board.~~

D. ~~Vice Chairman~~

~~In the absence of the Chairman, the Vice Chairman shall act in the Chairman's place and shall assume all duties authorized by Section VI.C.~~

E. ~~Secretary~~

1. ~~The Secretary shall keep a record, or cause a record to be kept by the Assistant Secretary, of all regular and special meetings.~~
2. ~~The books, records, and papers of the Secretary shall be the property of the Board, shall be maintained in the custody of the President of the College, and shall be open to inspection on request of any citizen subject to the provisions of the Texas Open Records Act (Govt Code 552).~~

F. ~~Assistant Secretary~~

~~The Assistant Secretary shall be the President's secretary and shall keep a record of special and regular Board meetings and cause such records to be made available to the Board prior to the next regular or called Board meeting.~~

G. ~~Meetings~~

1. ~~Meetings of the Board and meetings of standing committees and special committees are subject to the provisions of the Texas Open Meetings Act (Govt Code 551). Written public notices of such meetings must be given as prescribed by state statute.~~
2. ~~A regular meeting of the Board shall be held during the third week of each month, at such hour and place as may be designated by the Chairman.~~
3. ~~Regular meetings may be recessed or changed from time to time as the Board may direct.~~
4. ~~Special meetings of the Board shall be held upon call of the Chairman. Previous written or oral notice shall be given to all members stating the purpose of the meeting.~~
5. ~~All official business of the Board shall be transacted at regular or special meetings of the Board.~~



6. ~~A quorum for the transaction of college business shall consist of a majority of the Board. Meetings shall start at the appointed time provided a quorum is present. If a quorum is not present at the appointed time, the members present shall wait a minimum of fifteen minutes and, if a quorum is still not present, may then adjourn, on a majority vote of those present and voting, to a specified time and date.~~
7. ~~The order of business for regular or special meetings of the Board shall be as follows:~~
- a. ~~call to order;~~
  - b. ~~action on previous minutes;~~
  - c. ~~action on agenda as presented.~~
8. ~~Citizens who wish to appear before the Board shall submit their request in the form of a short written brief, through the Office of the College President, at least ten working days before the next scheduled Board meeting. The Chairman shall submit, or cause to be submitted, copies of any such briefs with the tentative Board agenda for the meeting.~~
- a. ~~Persons not on the Board agenda who wish to speak to the Board shall complete a form at the beginning of the meeting stating their purpose and submit this form to the Chairman. (The Assistant Secretary shall have such forms available at every Board meeting.) The Chairman may allot such speakers a reasonable length of time for their presentations, but the Board shall not take action on any item not listed in the official agenda.~~

## VII. ADDITIONAL POWERS AND DUTIES OF THE BOARD

- A. The Board shall study and pass upon the annual budget
- B. The Board shall study and pass upon recommendations of the President of the College for additional capital outlays and determine the fiscal means for ~~effecting~~affecting such plans.
- C. The Board shall accept or reject the employment of contract personnel upon the recommendation of the President.
- D. The Board shall pass upon major fiscal outlays ~~as required by statutory requirements~~ upon recommendation of the President of the College.
- E. The Board shall pass upon architects' plans for building that have been authorized, after such plans have been approved by the President of the College.
- F. With the assistance of the President, the Board shall determine current needs of the ~~college~~College and give active support to them before the public and news media.
- ~~G. The Board shall approve expenditures previously authorized by the Board and approved by the President of the College.~~
- HG. The Board shall approve tuition and fees in accordance with statutory requirements.
- ~~I. The Board shall act as a body of final appeal for college personnel who have exhausted internal grievance procedures and for the public in cases that may be appealed from the decision of the President of the College.~~
- JH. The Board shall approve the transfer of funds from one ~~account~~ fund to another.
- KI. The Board shall approve the program of instruction and the ~~college's~~College academic calendar as recommended by the President of the College.

*on an existing document entitled "Policies of the Board of Trustees of the Wharton County Junior College District"*

~~Date this document (Parts One and Two)  
was approved as a governing policy  
by and for the Wharton County Junior College Board of Trustees:  
July 21, 1998~~

(POLICY APPROVAL: 7-21-98, Board of Trustees)

7-21-98  
BAM  
8-30-16