

**ARIZONA COMMUNITY COLLEGE
DISTRICT GOVERNING BOARD MEMBER
HANDBOOK**

THIRD EDITION

ARIZONA ASSOCIATION OF DISTRICT GOVERNING BOARDS ARIZONA

FIRST EDITION, DECEMBER, 1988
REVISED, 1989, 1990, 1991, 1992, 1994
SECOND EDITION, FEBRUARY 1999
THIRD EDITION, JANUARY 2010

PREFACE to the THIRD EDITION

Three major changes have occurred since publication of the third edition of the Arizona Community College Governing Board Handbook. The State Board for Community Colleges was dissolved in 2000, the Arizona Community College Association was disbanded in 2009, and the Handbook is now available in electronic media.

All references and contact information have been checked for currency or updated in the Third Edition. New publications relevant to Community College Governing Boards have been included although no attempt was made to make this a comprehensive list. The sections on Arizona Revised Statutes has been reduced to titles, articles and a brief synopsis as complete detail is easily accessible through the ARS website.

For the record, the Preface to the Second Edition has been included in order to recognize the contributors of the past editions. Writing of the Third Edition began during the Chairmanship of Nat White PhD, Coconino Community College Governing Board, and was completed under the Chairmanship of John Lines, Eastern Arizona Community College Governing Board.

We would like to thank Jami Van Ess, VP Business Administration, Coconino Community College, for her review and update of the Community College Finance section, and Melissa Brucker, PhD, The Lowell Observatory for help converting the paper version into electronic media. Sharri Penland and Carol Gallegos, Coconino Community College, contributed to the final formatting.

A special note of appreciation is given to Mrs. Linda B. Rosenthal who has been an integral and driving part of this handbook since its inception. Now retired after 27 years of service on the Maricopa Community College Governing Board and a founding member of AADGB, she continues to cheer us on in her retirement.

Edits and other suggestions for improvement of this Handbook may be forwarded to the current Chair of the Arizona Association of District Governing Boards. Changes to this Handbook can be made only under the written permission of the AADGB.

PREFACE and ACKNOWLEDGEMENTS, SECOND EDITION 1999

From the time that the original edition of the Trustee Handbook was written in 1988, governing board members have had a source of basic information about many of the things they needed to know to help them do their jobs. Now, with this newly revised edition, it is hoped that both new and seasoned governing board members will find updated and even more useful information available for their reference.

Special thanks to Dan Main, Frances Morris, Paul Neuman, Karen Nicodemus, Art DeCabooter and especially to staff, Patricia Hill, Shirley Darling and Monica Baird, who worked tirelessly to bring this edition into completion.

Chair, Arizona Association of District Governing Boards
Board Member, Maricopa County Community College District

TRUSTEE HANDBOOK – SECOND EDITION COMMITTEE MEMBERS

ARIZONA ASSOCIATION OF DISTRICT GOVERNING BOARDS

Dan Main	Yavapai County College District Yavapai College
Frances Morris	Yuma/La Paz Counties Community College District Arizona Western College
Paul Neuman	Coconino County, Community College District Coconino Community College
Linda B. Rosenthal Ex-Officio Member	Maricopa County Community College District

ARIZONA COMMUNITY COLLEGE PRESIDENTS' COUNCIL

Dr. Karen Nicodemus	Cochise County Community College District Cochise College
Dr. Art DeCabooter	Maricopa County Community College District Scottsdale Community College
Dr. Bob Jensen Ex-Officio Member	Pima County Community College District Pima Community College

ARIZONA COMMUNITY COLLEGE ASSOCIATION STAFF

Patricia Hill, Executive Director
Shirley M. Darling, Administrative Assistant/Secretary

TRUSTEE HANDBOOK ACKNOWLEDGMENTS AND SOURCES, SECOND EDITION

The Trustee Handbook Committee wishes to thank everyone who assisted in drafting this document and to list sources of information.

Arizona Community College Business Officials Council
Ms. Donna J. Schober, Arizona Community College Association Executive Director
Mr. Ray Hartstein, Trustee, Oakton College, Illinois

Cochise College - Cover Design of First Edition

An Information Guide, Board/President Relations and Responsibilities, Florida

Appleberry, J.B. (1996). *The Presidential Search and Condition of Employment*. Washington, D.C.: American Association of State Colleges and Universities.

Manual for Trustees, The North Carolina Community College System, Helen B. Dowdy, Assistant to the State President for Board Affairs, North Carolina Department of Community Colleges.

Nason, J.W. (1984). Presidential Search. Washington, D.C.: The Association of Governing Boards of Universities and Colleges.

Potter, G.E. (1986). TRUSTEESHIP: HANDBOOK FOR COMMUNITY AND TECHNICAL COLLEGE TRUSTEES. Association of Community College Trustees.

Smith, C. J. (2000). TRUSTEESHIP in Community Colleges, Association of Community College Trustees, www.acct.org.

Legislative Advocacy Handbook: California Community College Trustees (February 1988).

The Trustee's role in Effective Advocacy, Association of Community College Trustees (2009), www.acct.org.

Special thanks to the National Association of Parliamentarians for allowing us to use their BASIC PARLIAMENTARY INFORMATION brochure.

Special thanks to Dr. Glenn. English Department, Scottsdale Community College, for editing the first edition of the Handbook.

TABLE OF CONTENTS

SECTION I. - INTRODUCTION

INTRODUCTION.....	I-1
ARIZONA’S COMMUNITY COLLEGE SYSTEM GOVERNANCE.....	I-2
COMMUNITY COLLEGE RESOURCE AND SUPPORT ORGANIZATIONS	I-2
ARIZONA’S COMMUNITY COLLEGE SYSTEM GOVERNANCE BEFORE 2000.....	I-5

SECTION II. - COMMUNITY COLLEGE DISTRICT GOVERNING BOARDS

KEY STATUTORY POWERS AND DUTIES.....	II-1
THE ROLE OF THE GOVERNING BOARD MEMBER	II-6
ETHICS	II-14
SELECTING A CHIEF EXECUTIVE OFFICER.....	II-15
COMMUNITY COLLEGE FINANCE.....	II-20

SECTION III. - LEGISLATIVE ADVOCACY

LEGISLATIVE ADVOCACY	III-1
SETTING THE LEGISLATIVE AGENDA.....	III-2
SERVICES FORMERLY PROVIDED BY ACCA	III-2
THE LEGISLATIVE PROCESS	III-3
COLLEGE LEGISLATIVE TEAM.....	III-7
LOBBYING REGULATIONS.....	III-8
THE TOOLS OF THE ADVOCATE	III-9
LEGISLATIVE STRATEGY.....	III-13

APPENDIX A. - COMMUNITY COLLEGES: A HISTORICAL PERSPECTIVE

COMMUNITY COLLEGES: A HISTORICAL PERSPECTIVE.....	A-1
MAP OF ARIZONA COUNTIES	A-2

APPENDIX B. - ARIZONA REVISED STATUTES

TITLE 15, CHAPTER 12 - COMMUNITY COLLEGES	AB-1
TITLE 38, CHAPTER 3 - PUBLIC OFFICERS AND EMPLOYEES	AB-3
LIST OF ARIZONA REVISED STATUTE TITLES	A-4

SECTION I.

INTRODUCTION

INTRODUCTION

The Community College District Governing Board Handbook provides an overview of the key responsibilities of Arizona's community college district governing board members, a summary of the rules of boardsmanship, and a discussion of the role of district governing board members in the legislative process. Its primary purpose is to provide district governing board members with starting points when a board member desires more information.

Section One contains a brief description of Arizona's Community College System Governance and the services provided by state and national organizations. A comparison between the duties of district governing board members and the duties of the former State Board of Directors for Community Colleges has been inserted from the second edition of this Handbook for historic reference. The State Board for Community Colleges was dissolved in 2000.

Section Two describes in greater detail various aspects of the role of the district governing board member. It contains a summary of key statutory powers and duties. It also describes the role of the governing board member in terms of its function, working relationships, strategies for effective boardsmanship and suggests approaches to decision making. Additionally, this section discusses ethics, the selection of a chief executive officer and community college finance. This section will give district governing board members an overview of their many responsibilities.

Section Three describes the role of the community college governing board member in the legislative process. It summarizes the establishment of the community college legislative agenda and the process by which legislation is enacted. This section also provides an overview of the establishment of a college legislative team which districts may use to support advocacy efforts. It describes basic advocacy techniques and recommends a schedule of activities in which districts may engage to further their legislative agendas. This section will help governing board members better understand their role as legislative advocates.

Appendix A provides a short history of Arizona's community college system. It includes a map of the locations of all Arizona's Community Colleges. This appendix will help board members to develop a sense of the physical presence of Arizona's Community Colleges.

Appendix B contains most of the relevant statutes by title and subject that pertain to community colleges and governing boards. This index simplifies accessing the full text through the internet, <http://www.azleg.state.az.us/ArizonaRevisedStatutes.asp>.

ARIZONA'S COMMUNITY COLLEGE SYSTEM GOVERNANCE

Primary responsibility for Arizona's Community Colleges resides at the local level with the powers invested in each District Governing Board as defined by Arizona Revised Statutes (A.R.S.). Coordination through out the state is through the Arizona Community College Council (ACCC) appointed by the Governor, the Arizona Community College Presidents Council (ACCPC), and the Arizona Association of District Governing Boards (AADGB) with representatives elected by each participating District Governing Board.

COMMUNITY COLLEGE RESOURCE AND SUPPORT ORGANIZATIONS

A number of organizations at the state and national levels provide assistance to members of our community college system.

State Level

The Arizona Association of District Governing Boards (AADGB) represents the interests and concerns of district governing boards to federal, state and local entities. Membership is open to any district governing board of an Arizona public community college.

According to AADGB's Bylaws, the corporate purpose of the organization shall be the advancement and betterment of community colleges in Arizona by:

- Providing an organization for the exchange of information among district governing boards.
- Representing the interests and concerns of district governing boards on issues pending before the Arizona Community College Council.
- Assisting district governing board members by providing timely information on legislation affecting community colleges.
- Developing, implementing and supporting educational programs designed to assist district board members in understanding and carrying out their responsibilities.
- Studying or authorizing studies of issues of concern to district governing boards to develop recommendations to district boards and other appropriate agencies.
- Coordinating legislative advocacy efforts in concert with ACCPC, to promote a common agenda.

The Arizona Community College Presidents' Council (ACCPC) provides a means of maintaining communication between Community College Districts and a forum for addressing community college issues. Membership is open to the chief executive officer (CEO) of each community college district, college or campus in the State.

This organization's stated purpose is to:

- Provide leadership in meeting community college needs in Arizona.
- Provide a mechanism for communication between community college districts.
- Provide a forum where common concerns and problems can be discussed, and where information, opinions and innovations can be shared.
- Provide coordinated advocacy for community colleges
- Facilitate coordination of reports required by statute

The Arizona Community College Council (ACCC) authority derives from the Governor. Members are appointed by the Governor and include all of Arizona's community colleges CEO's and representatives from the rural and urban areas, both citizens at large and district governing board members. As such, the council is established, abolished, and its purpose are all under the direction of the Governor.

The ACCC's stated purpose is to:

- Develop a recommendation for long-term coordination and governance of community college system
- Propose revisions to the community college funding formulas
- In partnership with the Arizona Board of Regents and others, improve transfer and articulation of community college credits to ensure that a greater number of community college credits count towards a bachelor's degree
- Establish standards for the exchange of data between community college districts and the other education institutions of Arizona, including a longitudinal data system
- Establish statewide accountability and performance measures for the community college system

The Arizona Community College Administrators' Association (ACCAA) provides a mechanism to coordinate the activities of community college administrators. The Association is composed of representatives from each of several member councils, including:

- Arizona Association of College Registrars and Admissions Officers
- Arizona Association of Community College Student Financial Aid Administrators
- Arizona Association of Community College Student Personnel Administrators
- Arizona Community College Academic Administrators Association
- Arizona Community College Athletic Association
- Arizona Community College Business Officials' Council
- Arizona Community College Library Administrators

- Arizona Community College Presidents' Council
- Arizona Community College Public Relations Council
- Arizona Continuing Education Specialists
- Arizona Deans of Occupational Education
- Arizona Directors of Information Systems Council

National Level

The Association of Community College Trustees (ACCT) is a national organization dedicated to assisting community college governing board members in their work. It publishes a newsletter, a quarterly magazine, and has regional and national meetings and workshops. ACCT issues a series of very informative publications on trusteeship. More information on ACCT and their valuable services and resources is available by contacting:

Association of Community College Trustees
 1233 20th Street, NW, Suite 301
 Washington, D.C. 20036
 (202) 775-4667
 (202) 233-1297 FAX

website: <http://www.acct.org>

The American Association of Community Colleges (AACC) is a national organization for governing board members, presidents and other interested persons to join together to promote community colleges. This association publishes a monthly magazine, and presents regional and national meetings and workshops, as well as, resource references and current statistics relevant to community colleges. More information on AACC is available by contacting:

American Association of Community Colleges
 National Center for Higher Education
 One DuPont Circle NW, Suite 410
 Washington, DC 20036
 (202) 728-0200
 (202)833-2464 Fax

website: <http://www.aacc.nche.edu>

The Association of Governing Boards (AGB) is a national organization for two-year and four-year institution governing board members. This association presents workshops and seminars. The majority of its members are associated with senior universities and private institutions. More information on AGB is available by contacting:

Association of Governing Boards of Universities and Colleges
 1133 20th Street, NW, Suite 300
 Washington. D.C. 20036
 (202) 296-8400
 (800) 356-0637

website: <http://www.agb.org>

The American Council on Education (ACE) is the parent organization for all of higher education. It is the primary representative for higher education in congressional matters, lobbying efforts, public policy and

helps to establish general philosophical direction for universities, state colleges, public and private schools, and community colleges. ACE provides a number of services related to testing, assessment standards and institutional issues. Board members find ACE to be a valuable resource. ACE publishes the *Education Record* and a shorter newsletter called *Higher Education and National Affairs*. It publishes many books and research documents, as well. ACE operates with several commissions addressing a broad range of topics affecting community colleges. More information on ACE is available by contacting:

American Council on Education
One DuPont Circle
Washington, DC 20036
(202) 939-9310

website: <http://www.acenet.edu>

The Association of American Colleges and Universities (AAC&U) is the only institutional membership association whose mission is the support and enhancement of liberal arts education as a component of professional and pre-professional programs, and in the form of the traditional liberal arts education. Its programs include projects that enhance public understanding of liberal arts curricula, strengthen general and specialized curricula, improve teaching and learning, increase opportunities for equity and achievement, and develop institutional and academic leadership. More information on AAC is available by contacting:

Association of American Colleges and Universities
1818 R Street NW
Washington, DC 20009
(202) 387-3760
FAX (202) 263-9532

website: <http://www.aacu-edu.org>

ARIZONA'S COMMUNITY COLLEGE SYSTEM GOVERNANCE BEFORE 2000

In 2000, the Arizona Legislature dissolved the State Board of Directors for community Colleges and transferred many of the powers to the local governing boards. The current powers and responsibilities of the local boards are presented in section II. For the purpose of historic information, a comparison of the distribution of powers is inserted here from the second edition of this handbook.

State Board Powers and Responsibilities Pre 2000

- Enact ordinances for the governance of the colleges under its jurisdiction.
- File an Annual Report with the Governor.
- Purchase, receive, hold, lease or sell property.
- Determine location of college campuses.
- Approve major construction, remodeling and repair projects.
- Set standards for accrediting colleges.
- Establish curricula and courses.

- Set qualifications for student admissions.
- Fix student tuition and fees.
- Certify college instructional staff.
- Approve offerings in unorganized counties.
- With the Auditor General, establish a uniform accounting system.
- Contract and establish regulations and limitations for contracting by districts.
- With the State Board of Vocational Education, oversee vocational standards, planning, follow up and funding priorities.
- Authorize general obligation bond elections for the districts.
- Authorize revenue bonds.
- Approve intergovernmental agreements.
- Approve district rules concerning parking and control of vehicles.

Local District Boards Responsibilities and Powers Pre 2000

- Maintain colleges at least eight months per year.
- Enforce the courses of study prescribed by the State Board.
- Visit and examine college management, conditions and needs.
- Exclude partisan, sectarian and denominational materials.
- Determine salaries, and employ or remove staff when warranted.
- Lease/sell real and personal property if authorized to do so by the State Board.
- Insure college buildings.
- Contract, subject to regulations and limitations prescribed by the State Board.
- Award degrees, certificates and diplomas.
- Adopt annual budgets and direct Boards of Supervisors to levy required property taxes.
- Accomplish minor construction/remodeling projects.
- Lease-purchase real property upon authorization of the State Board.
- In cooperation with the high schools in the district, prepare plans to deliver vocational education.
- Evaluate vocational education programs every five years in the manner prescribed by the State.
- Allow participation in district health insurance plans.
- Adopt rules for the control of parking and vehicles, subject to State Board approval.

SECTION II.

**COMMUNITY COLLEGE
DISTRICT GOVERNING BOARDS**

KEY STATUTORY POWERS AND DUTIES

The Arizona Revised Statutes (A.R.S.) specifies many district governing board powers and duties. This section summarizes selected key powers and duties, and includes the statutory citations.

The Arizona Revised Statutes are organized by Title, Chapters, Articles, and by Statute number. Appendix B contains a numbered list of statutes relevant to Community Colleges and Governing Boards with brief subject descriptions. The list provides an easy starting point for searching the A.R.S. by number at <http://www.azleg.state.az.us/ArizonaRevisedStatutes>

Election, Terms and Vacancies

SOURCES: A.R.S. Section 15-1441

Arizona statutes govern most aspects of the election process:

- Governing board members are elected from five precincts established by the county board of supervisors within the community college district.
- Each member is elected for a six-year term.
- The county school superintendent may fill a vacancy by appointing a governing board member to serve the unexpired term. If the unexpired term is longer than two years, the county school superintendent may appoint a board member to serve until the next regular election for governing board members or, with the approval of the board, leave the seat vacant until that election.
- A vacancy in a district composed of two or more counties must be filled by the county school superintendent of the county where the previous member resided.
- Employees of a community college district or their spouses are not eligible to hold governing board membership in that district.

Governing Board Responsibilities

SOURCE: A.R.S. Sections 15-1444, 15-1447

The statutes specify a number of responsibilities that a district governing board must fulfill. A governing board must:

- Maintain each community college for a period of not less than eight months in each year and, if the funds of the district are sufficient, maintain each community college for a longer period.
- Enforce the courses of study prescribed by the governing board.
- Visit each community college under its jurisdiction and examine carefully into its management, conditions and needs.
- Exclude from each community college books, publications, or papers of a sectarian, partisan or denominational character that are intended for use as textbooks.

- Appoint and employ a chancellor or chancellors, vice-chancellors, a president or presidents, vice-presidents, deans, professors, instructors, lecturers, fellows and such other officers and employees it deems necessary. The district board may enter into employment contracts with chancellors, vice-chancellors and presidents for duration of more than one year but not more than five years.
- Determine the salaries of persons it appoints and employs.
- Remove any officer or employee if, in its judgment, the interests of education require the removal.
- Award degrees, certificates and diplomas upon the completion of courses and curriculum.
- Appoint or employ, if it deems necessary, police officers who shall have the authority and power of peace officers. The police officers who have received a certificate from the Arizona peace officer standards and training board are eligible for membership in and benefits under either title 38, chapter 5, article 2 or the public safety personnel retirement system under title 38, chapter 5, article 4.
- Determine the location within the district of a community college and purchase, receive, hold, make and take leases of, sell and convey real or personal property for the benefit of the community colleges under its jurisdiction.
- Obtain insurance or be self-insured, or a combination of insurance and self-insurance, against loss, to the extent it is determined necessary on community college buildings of the district. The local district shall have an insurable interest in the buildings.
- The president or chancellor of every district, at the close of each fiscal year, before and as a prerequisite to receiving the president or chancellor's last month's salary, shall make and subscribe under oath a complete report of the district and each college or campus within the district for the entire school year and shall deliver a copy of the report to the district board. The report shall show the total number of full-time equivalent students enrolled during the year, the actual total number of students, the number of teachers regularly employed and the total number of students not residing within the district.

Governing Board Authorities

SOURCE: A.R.S. Sections 15-1444, 15-1448 through 15-1450

District governing boards have certain authorities that they may choose to exercise. The board may:

- Administer trusts declared or created for the district, receive and hold in trust property, and, if not otherwise provided, dispose of the property for the benefit of the district.
- Lease real property, as lessor or lessee.
- Contract. The district board may adopt such policies as are deemed necessary and may delegate in writing to the chancellor or president of the district, or their designees, all or any part of its authority to contract under this paragraph. Any delegation of authority under this paragraph may be rescinded by the district board at any time in whole or in part.

- Construct, remodel and repair buildings.
- In conjunction with other districts, establish policies for procurement of goods and services.
- Provide a plan or plans for employee benefits which may include optional retirement programs pursuant to section 15-1451, subsection A, which allow for participation in a cafeteria plan that meets the requirements of the United States internal revenue code of 1986.
- Employ an attorney, with or without the consent of the county attorney.

Open Meetings and Executive Sessions

SOURCE: A.R.S. Sections 38-431 through 38-431.02

The Arizona statutes include strict requirements relating to open meetings and executive sessions to which governing board members must adhere when they meet. The rules regarding electronic mail have been interpreted by the Attorney General in several cases but are not yet completely contained in the A.R.S. for all situations. In general, communications between board members by electronic mail follow the same rules as if members are speaking in person. Electronic mail sent by a board member to a quorum of the board falls under the open meeting laws.

Open Meetings

The district governing board must comply with the State's open meetings law. For specific questions, each district governing board should consult with their attorney. The business of the public must be conducted in public with advance notice of time, place and proposed discussion items given to the public. The open meetings law specifies a number of requirements that a public body must meet to be considered in compliance with these statutes:

- An official notice must be filed with the Secretary of State and sent to the appropriate local authority that specifies where all public notices and agendas for the meetings will be posted.
- The district governing board must keep written or recorded minutes of its meetings that contain specific information, including the date, time and place of the meeting, the members present and absent, a general description of the matters discussed or considered, an accurate description of all legal actions proposed, discussed or taken, and the names of members who proposed each motion.
- The agenda must contain specific matters to be discussed and decided; discussion of items that are not on the agenda should be limited to a request to place the item on the next meeting agenda; this situation may arise if the "Call to the Public" results in comments on items not on the agenda.
- A public notice of each meeting must be posted at least 24 hours prior to the meeting; this public notice must contain the date, time and place of the meeting, and a meeting agenda or information on how to obtain a copy of the agenda. There are specific rules for posting on the internet.
- An emergency meeting may be held if appropriate public notice is given prior to the meeting and that notice is posted within 24 hours after the meeting is held, declaring that an emergency session has been held and stating normal public notice and agenda information; an emergency item may be discussed at a regular meeting if a public announcement at the meeting and a

statement in the minutes indicates why emergency discussion or action was required.

Executive Sessions

SOURCES: A.R.S. Sections 38-431.02, 38-431.03, 38-431.07

An executive session is a closed meeting and is permitted for specific reasons only. Those reasons include the following:

- Employment matters, except that an officer, appointee or employee may demand that discussion or consideration occur at a public meeting (except for salary).
- Records exempt by law from public inspection.
- Legal advice from the attorney of the public body.
- Legal advice from the attorney of the public body to consider its position and instruct its attorneys regarding pending or contemplated litigation.
- Negotiations with employee organizations regarding salaries, salary schedules or compensation paid to its employees.
- International and interstate negotiations.
- Discussions with representatives concerning negotiations for the purchase or lease of real property.
- The governing body must vote in its open meeting to hold an executive session.
- Public notice must be given to the public body and the public at least 24 hours prior to the executive session with general information of the matter to be considered and the specific provision of law authorizing the executive session.
- Minutes must be taken, but they are to remain confidential, as are all discussions in the executive session.
- An executive session may not be held for the purpose of taking any legal action involving a final vote or decision; no item may be discussed in the executive session except the item described in the public notice.
- All legal action taken by the district governing board at a meeting that does not comply with this open meetings law is null and void unless ratified according to law; any affected person, the Attorney General or a county attorney may sue; a civil penalty up to \$500.00 may be assessed along with equitable relief, costs and attorney fees; if intent to violate the law is proved, then options include removal of the officer, and costs and attorney fees may be assessed against the individual along with the civil penalty.

Other Statutory Provisions

SOURCE: A.R.S. Sections- 15-1808, 15-1821, 15-1822, 15-1841, 36.601.01, 38-531 through 38.534, 41-563.01, 41-1231, 41-1231, 41-1492 through 41-1492.12

Other statutory provisions affecting community college district governing boards that are not listed under the governing board powers and duties. Title numbers 15, 36, 38, and 41 are Education, Public Health and Safety, Public Officers and Employees, and State Government respectively. These sections include provisions that:

- Tuition waiver of child or spouse of peace officer, correctional officer, fire fighter, emergency paramedic, national guard member or member of the United States armed forces killed in the line of duty; disabled national guard member.
- Provide for the special admission to a community college of a student who is under age 18.
- Require registration with the selective service, if federal law requires such registration, prior to establishing eligibility for state financial aid.
- Prohibit smoking in public buildings.
- Disclosure of Information requirements
- If a community college district, county or school district does not establish an appropriate independent personnel board to hear and decide personnel matters brought pursuant to section 38-532, or does not authorize an existing independent board to hear and decide personnel matters brought pursuant to section 38-532, or if a school district governing board or a community college district governing board does not hear and decide personnel matters brought pursuant to section 38-532, complaints filed pursuant to this article shall be heard by the state personnel board.
- Place the community colleges under the State’s “whistle blower” law. A whistle blower is an employee who discloses information of a matter of public concern that evidences a violation of a law, mismanagement, a gross waste of monies, or an abuse of authority, and has complained of reprisal or employment actions that the employee believes resulted from that disclosure.
- Notification of authorization of expenditures by the governing board.
- Authorize the Economic Estimates Commission (EEC) to recalculate the expenditure limitation of a district that is losing service area through a specified method of recalculation.
- Apply the lobbyist registration law to community college districts.
- Require the elimination of discrimination against individuals with disabilities: State law establishes an “Arizonans with Disabilities Act” to conform State statutes with the U.S. Americans with Disabilities Act of 1990 (ADA); public entities and accommodations, commercial facilities and specified public transportation services provided by private entities may not discriminate against individuals with disabilities in terms of denial of participation in the provision of goods, services, contracts, programs or facilities; ADA mandates must be incorporated into existing building codes or codes adopted after the effective date of the act.

Conflict of Interest

SOURCE: A.R.S. Sections 15-1441, 38-501 through 38-510

For specific questions relating to governing board member conflict of interest, always consult with the district's attorney. A governing board member is regulated by the conflict of interest statutes relating to public officers.

- All public officers of a public agency, which include political subdivisions (community college districts, cities, counties, school districts, etc.).
- A public officer who or whose relative has a substantial interest in a contract, sale, purchase or service to the public agency must make the interest known in the records of the agency, and must refrain from voting on, or participating in, the decision.
- A public officer who, or whose relative, has a substantial interest in any decision of a public agency must disclose the interest in the official records of the public agency and refrain from participating in the decision.
- Materials, supplies, etc. may be supplied to the community college district only through an award or contract after competitive bidding, except that a school district governing board may purchase, under certain circumstances, supplies, material and equipment from a school board member and other political subdivisions may purchase, without using public competitive bidding procedure, supplies, materials and equipment not exceeding \$300 in a single transaction, not to exceed a total of \$1,000 annually, from a member of the governing body if the policy for such purposes is approved annually.
- A public officer may not receive compensation, other than that provided by law, for any service rendered on a case pending before the public agency.
- The governing board of a community college district may not employ a person who is a member of the governing board or who is the spouse of a member of the governing board.
- A county officer is not eligible to serve as a member of a community college district governing board during the term of office of the county officer.
- Employees of a community college district, or their spouses, are not eligible to hold membership on the community college district board in the district in which the employee is employed.

THE ROLE OF THE GOVERNING BOARD MEMBER

Overview of the Role of the Governing Board Member

The governing board member is a member of a lay board that functions as a single unit. The board, because it is comprised of elected officials, acts as a community bridge. It sets the policy direction of the institution, based on the concerns of its constituency, and evaluates the implementation of that policy. The board is not elected to represent the views of the education professional.

The community college district governing board employs a chief executive officer to act as the institutional leader and to implement the policies established by the board. The CEO is instrumental in promoting a district climate to support educational goals, and in the fiscal health and stability of the college.

The Board

The board is the legal entity of the district. It brings to the district collective talents, skills and backgrounds. Individual board members have no authority. Only the board is authorized to take a position or to make a decision on behalf of the district.

Policy Direction

In addition to responding to the needs of the community, policy decisions are based on the history and mission of the institution. Planning, both for the long- and short-term, are a critical component in the policy development process. The policy direction for the institution is set by the board, but policy directions may be questioned and challenged. No single member develops a given policy.

Evaluation

Once a policy is set, the board may consider benchmarks for evaluating the effectiveness of the policy. Board members should establish time-frames for self assessment and for an annual board evaluation.

The CEO

The CEO is the key to accomplishing the board's goals. He or she must be considered a part of the team. The board is responsible for delegating authority to the CEO, and supporting and evaluating this individual's actions. The board must clearly articulate its expectations and define its position to its CEO. Open communication, mutual confidence and trust are essential to a solid, positive working relationship.

The Climate

The behavior of the board sends a strong message regarding the climate in which educational goals will be met. The governing board must create conditions for innovation and leadership. A board that conducts itself in a fragmented, disorganized manner will likely support a learning climate that is consistent with this behavior. Budget decisions must support academic priorities. The board should encourage and support the professional growth of staff. The board should encourage the full participation of employees and community members as the board develops its policies.

Fiscal Health and Stability

The budget is the policy document; it establishes priorities by specifying program funding. The budget also speaks to the financial condition of the district. A well-planned budget will help to ensure long-term institutional viability. It supports the campus facilities master plan and the maintenance of those facilities.

Community Bridge and Buffer

By acting as a community bridge and buffer, the board links the community with the institution. The district governing board must inform the community of the education process, and the institutional policies and needs. It must resist inappropriate influence by special interests. Advocating the position of the institution to local and State elected officials is critical. Both the State and local communities must understand the role of the institution in the community which it serves.

Agent of Change

The board's awareness of issues and trends is essential. Without this understanding, the board will be unable to act as a positive agent of change. To better understand these issues, board members must allocate time and resources to continuing education. Continuing education will help board members to know which questions to ask. Questions are important -- they force thinking. Thinking leads to insight and insight produces understanding.

The Governing Board Member's Working Relationships

Board members are part of a team. They must act with vision, intelligence, respect and caring. "What" is important, but "how" is the key.

Questions relating to a governing board member's working relationships are difficult to answer. The answers are usually determined by the CEO's management style and the relationships that develop among individual board members. With those thoughts in mind, a governing board member may wish to consider the following guidelines:

Governing Board Members Relationships with Each Other

Governing board members must possess a genuine desire to provide public service to others and commit themselves to carrying out the legal, ethical and moral obligations of the job. It will take many hours each year to serve the educational and social needs of the board's constituents. If, however, the members believe that by serving others they will obtain greater fulfillment in life, they can expect to receive rewards that cannot be measured in dollars and cents. Specific expectations of all governing board members include the following:

- Representing a broad cross section of the community.
- Representing the institution, its aspirations, its students and the taxpayers.
- Speaking for the board only when it has been delegated to the governing board member to do so.
- Being a liaison between the institution and the community.
- Informing the community of the financial needs of the institution and supporting all efforts for sound financial backing.
- Attending board meetings regularly and promptly.
- Reviewing all materials sent out in advance of the meetings to make intelligent decisions.
- Being active and supportive of advocacy at the local, state and national levels concerning laws and funding activities of the community college system and institutions.
- Being willing to serve on committees.

The Chair's Relationship with Governing Board Members

Although the expectations of a board chair vary from board to board, certain duties are common to all. Ideally, the chair will have had several years' experience on the board prior to assuming the position. This person should have proven leadership ability. This leadership ability may be exhibited by a successful career and knowing how to work with people, how to solve problems, and how to delegate responsibility

and authority. The chair should be able to preside at meetings and should have the time available to do an effective job.

Specific duties include:

- Presiding at all meetings.
- Appointing committees.
- Facilitating discussion and decision making.
- Working closely with the CEO in setting the agenda for meetings.
- Acting as liaison with the CEO.
- Serving as spokesperson for the board.
- Serving as representative of the board.
- Consulting with other governing board members who are not fulfilling their responsibilities or who are violating the bylaws, policies and practices.
- Initiating periodic evaluations of the CEO and the board.
- Providing counsel and consultation to the CEO.

Governing Board Member's Relationship with the CEO

The CEO is employed by the district governing board, and serves either on contract or at the pleasure of the board. All business of the institution should be conducted between the board and the CEO. No more than one chief executive should be directly responsible to the board. If the CEO is to function as a competent leader of the institution, a mutual, friendly CEO-governing board member relationship must exist. While there should be a general understanding that the board will accept advice from all sources, this advice should be communicated through the CEO.

The CEO needs to be the sole or primary communicator between the board and the rest of the institution. If the board permits subordinate staff to have independent access to it, then the administrative authority of the CEO probably will be undermined.

The CEO's educational leadership provides direction for all entities within the institution: staff, faculty and the governing board members. As a professional administrator with relevant education and experience, the CEO is responsible for bringing into focus the long-term, overall vision of the institution and the community college system.

Governing Board Member's Relationship with Staff

The administrative staff and faculty of the institution are directly responsible to the CEO and should conduct their business with the board through the CEO. Any attempts to circumvent the proper chain of command will weaken the institution and create divisiveness. The most important service the staff and faculty can provide to the board is that of understanding and supporting the role of the institution. A fundamental responsibility of the board is to provide the staff and faculty with adequate policies.

Suggested Strategies for Effective Boardsmanship

In addition to the above specific guidelines on relationships, the following “hints” or strategies can be helpful in establishing effective working relationships:

- DO take time to learn about the community college. The history of the college is important in understanding its present program structure and the mission of the institution.
DON'T hesitate to ask questions of the college CEO and of other board members, prior to meetings, or at meetings.
- DO attend all meetings after carefully reading and studying the agenda and materials.
DON'T make the mistake of assuming that a polished agenda necessarily means that adequate staff work has taken place in preparing the recommendation.
- DO question recommendations to the point of ascertaining that adequate planning and staff work has been done to support the recommendation.
DON'T frame your questions antagonistically or in an adverse manner. Too many people will hear adversarial questions as dissent on the board, and the various constituents of the college and the community may misuse that question or comment.
- DO attend regional, state, and national seminars and conferences. Participate in the Association of Community College Trustees and in the national governing board member association.
DON'T begin a cycle of being too busy to become an involved, well-informed governing board member.
- DO become involved legislatively in promoting the community college.
DON'T assume that your impact is minimal; it is major in the legislative process.
- DO restrict your involvement in the community college to the policymaking role.
DON'T turn your boardsmanship into a quasi-administrative job.
- DO listen to individuals in the community concerning their suggestions about the college.
DON'T become involved with constituent groups within the college that negatively affect the established governance system.
- DO involve yourself in the long-range planning of the college and the establishment of goals for the institution.
DON'T allow short-term interests to compromise the long-term needs of the college.
- DO speak positively and in support of the community college and its programs in the community.
DON'T carry stories of “woe” or “wash the college’s dirty linen” in the community. Remember you have the highest status of anyone associated with the college. What you say will be heard and will be quoted.
- DO support, encourage and reward your college CEO. You, as an individual governing board member and as a member of the board are a key reference point in your CEO’s life.
DON'T allow misinformation, hurt feelings or small dissatisfactions to grow into major issues. Work informally and cooperatively with your CEO and fellow board members to resolve differences.

Decision Making

Developing good decision making skills is critical to becoming an effective board member. Several key steps will facilitate this process:

- Clarify. Board members must determine the desired goal or outcome, and formulate and consider alternatives. Affected parties should provide information. Board members should discard improper or impractical alternatives.
- Weigh. Distinguishing facts from beliefs, desires and emotions, although sometimes difficult, is a key aspect of effective decision making. The credibility of the individual providing the information is an important consideration. Assessing likely consequences to affected parties helps to put the decision in perspective.
- Decide. Make a judgment. Board members should consider the worst case scenario, as well as the likelihood of that scenario. If a dilemma develops, consider modifying the goal, changing methods and/or consulting affected persons.
- Implement. Board members should develop an implementation plan that maximizes the benefits, and minimizes the costs and risks.
- Evaluate. A governing board should set a time for later review and assessment of the results of the decision and its implementation.

Guidelines to Assist in the Decision Making Process

Preparation for a Board Meeting

Adequate preparation for a board meeting allows a governing board member to be an active participant in discussions.

General Guidelines

By establishing a process for board meeting preparation, board members can develop consistency in approaching key issues.

- Educate yourself for study and understanding, for follow-up and to get continuity.
- Set up system.
- Establish a study discipline to allow time to carefully review each item and ask questions.

Specific Guidelines

As an individual board member studying specific items sent in the board packet, asking the following questions will enhance understanding:

- Is it within the law?
- Does it follow college policies and procedures?

- What will it cost in time and money?
- Is it within the budget?
- Do I thoroughly understand it?
- Where can I secure the additional information that I may need?
- Is it a new practice or program?
- What has been done before on this issue?
- What is the current practice and procedure? Where can I find out?
- What are the advantages and disadvantages of the proposal?
- What long-range impact will it have on the college?
- How will it be evaluated?
- What feedback should be received from the administration?
- How, often will it be reviewed?

During The Board Meeting

Following certain guidelines during the meeting will help governing board members to make decisions that advance the college's agenda.

General Guidelines

By understanding general board processes and board activities that are unique to the district, board members can enhance their ability to affect key decisions.

- Learn how the board operates.
- Know the background of individual board members.
- Understand the types of meetings.
- Learn the protocol of meetings.
- Understand the board committee structure and procedure.
- Learn precedents of the board.
- Learn the role of CEO versus the role of the board; governing board members do not get involved in administration.

Specific Guidelines

As an individual board member takes part in the board meeting, the following are suggested:

- Actively participate.
- Provide input.
- Give direction.
- Be objective.
- Interact with the other members of the board.
- Do not speak to the public or press during the meeting.
- Make decisions based on facts and alternatives.
- Do not come to the meeting with a decision.
- Avoid tunnel vision, look to future impact.
- Learn to ask questions to get facts for decision making.
- Couch inquires so as not to appear negative.
- Listen to others; listen to what is said, as well as what is not said.
- Respect other viewpoints, as well as your own.
- Weight other viewpoints with yours.
- Consider issues, not personalities, and ignore peer pressure.
- Determine the advantages and disadvantages associated with the issue.
- Should you be particularly interested in an issue and have thoroughly researched it for background, take a position once you have heard others, provide rationale for your position and try to convince others of your position; it is not necessary to try to be persuasive on every point; trying to swing your fellow board members on every issue will prove counter productive.
- Help the chair by cutting off debate when all sides of a question have been set forth; there is no need to repeat the same issues; other items on the agenda are also important and by helping to close discussion, the board can complete its work.
- Should you not have sufficient data and need to vote, you may seek to table or postpone the vote until more data is available.
- Abstain from voting if there is a conflict of interest on your part, but do not abstain because you are fearful you will offend a fellow board member or member of the public.

Following the Board Meeting

Once issues are voted upon and the board has made a legal decision, board members should:

- Accept the decision whether it was one he or she supported.
- Convey understanding of the decision to others.
- Follow up on expected action.
- Monitor and review regularly.

Prepared by Ray Hartstein, Trustee, Oakton College, Illinois and used with his permission.

ETHICS

Voters today are scrutinizing the actions of elected officials more than at any other time in our history. Speculations as to the cause of this scrutiny are as varied as the voting public. The board may choose to adopt a code of ethics, if it has not already done so, to help board members determine an appropriate course of action when a questionable situation arises.

Statement of Governing Board Member Ethics and Conduct

The following “Statement of Governing Board Member Ethics and Conduct” illustrates issues and actions that a governing board may choose to include in its code of ethics:

“The governing board members recognize that the education of students is the reason for the college’s existence; all other functions must support this purpose. It is the duty of the board of governing board members to ensure that students receive the highest quality education in the most efficient manner possible.

Governing board members support the college mission and inspire those in the college and the community, by ensuring recognition, understanding, fairness, openness, professional development and intellectual growth through their official actions and the example they set collectively and individually.

In the performance of their governance responsibilities, college governing board members shall:

- Recognize that the primary responsibility of the board is to govern the college in the best interests of the educational needs of the entire college district.
- Assure the special needs and concerns of constituents, campus and community interests are identified and considered prior to decision making.
- Promote and encourage open, mutually supportive and accountable participation, and initiative of students, faculty and staff in the governance process.
- Communicate and promote the needs of the community to the college and the needs of the college to the community.
- Encourage and safeguard open access to the board while maintaining appropriate and well-defined college communication and decision-making channels.

- Recognize that a governing board member is a member of a legal entity; that the strength and effectiveness of the board is as a unit, not as a group of individuals; and that majority decisions of the board shall be supported.
- Develop and maintain good relations with fellow board members by recognizing the importance of keeping an open mind and promoting the opportunity to think through other facts and points of view which may be presented; respecting the opinions of others and abiding by the principle of majority rule, and respectfully working with other board members in a spirit of harmony and cooperation, giving members courteous consideration of their opinions.
- Maintain consistent and vigilant oversight of the college as a policy setting board with emphasis on instructional quality, operational efficiency and fiscal stability.
- Delegate authority to the college CEO and staff to initiate policy recommendations, administer programs, conduct college business and implement board actions.
- Promote a healthy working relationship with the college CEO through supportive, open, and honest communication and regular evaluation.
- Act honestly and openly at all times, following the letter and intent of laws, and keeping the confidentiality of privileges and closed session information.
- Avoid all conflicts of interest and the appearance of conflicts of interest.
- Devote time to activities that will enhance the ability to function effectively as an educational governing board member.”

This code may include statements that address the responsibilities of individual board members. Such statements would provide a framework to help individual board members and the board, as a public entity, determine appropriate behavior.

Statement of Values

A board may also choose to adopt a “Statement of Values” which establishes a policy for the district that reflects values consistent with its mission. Broad participation from all segments of the college community helps to establish a well-balanced value statement.

SELECTING A CHIEF EXECUTIVE OFFICER

The selection of a CEO for a community college is a unique undertaking and is, perhaps, the most important decision a board can make. The suggestions and advice offered in this section are only suggestions and advice. However, a board should be prepared when it is necessary to select a CEO.

The Selection Process

When seeking a CEO, the board may wish to create a body to search for, screen and recommend suitable candidates for final action by the board. In establishing such a body, most community college governing board members do one of three things: they constitute themselves as the search and selection committee; they create a committee composed of governing board members, faculty, administrative officers,

community members and students, and/or they employ an outside agency to advertise and screen applicants in accordance with board specifications.

In most cases, the creation of a broad-based committee is the recommended approach to CEO selection because the exclusion of faculty and other constituencies in the search and selection process can negatively affect the acceptance and eventual success of a capable and promising CEO. However, situations may arise where the board should elect to forgo such a committee because the board may need to act singularly and quickly to select a chief executive officer to assure strong leadership and decisive action for the college.

The Search Committee Mandate

If a board chooses to use a committee, a clear statement of the committee's mandate must define its responsibilities and the extent of its authority.

Nason (1984) lists the following items that might be included in a formal charge to the committee:

- The development of institutional needs and consequent criteria for selecting the new CEO or a statement of criteria to be followed if the board has already developed a needs statement.
- The membership of the committee, including instructions regarding the methods of selection and the choice of the chair.
- A timetable providing dates by which the board expects recommendations from the committee.
- The breadth of the search; some boards have instructed their committees on where to look, others leave this to the committee.
- The necessity of complying with equal opportunity/affirmative action requirements.
- The availability of funds for committee expenses.
- The desirability of using outside professional consultants.
- The degree of confidentiality or openness expected of committee.
- The number of candidates to be recommended to the board for final decisions and whether these candidates are to be ranked.
- An unambiguous statement of the board's intent to make the final choice and appointment.

Above reprinted from: Nason, J. W. (1984). Presidential Search. Washington, DC: The Association of Governing Boards of Universities and Colleges.

Also see: www.act.org

The CEO Profile

Most community college boards will undertake the analysis of institutional needs from which will flow specific criteria for the selection of a CEO. The board should request advice from constituencies from within the college and from the community at large during the needs-assessment process, and then solicit

reactions to the proposed selection criteria. The board should incorporate the final criteria into a “CEO profile” which is relevant to the current and future conditions of the college.

In forming the profile, the board should ask itself if the college needs a strong change-oriented leader, a financial wizard, a caretaker, an educational visionary, a fundraiser, or some combination of these and other abilities. The desired qualities stated in the profile should match the needs of the college and be so articulated to applicants for the position.

The CEO selection process should result in the matching of an individual to the institution’s needs at that time in its history. The candidate who is ideal for one institution might be a complete failure at another institution. In the end, the board must be certain that the chosen individual can provide the leadership that will move the college effectively toward its goals and who has the personal traits to develop a productive working relationship with the board.

The CEO Contract

When hiring a college president, the governing board and the prospective chief executive must agree on a wide range of terms of employment (Appleberry, 1988). Discussions between the president and the governing board should include at least the items listed below (Appleberry, 1996).

- Nature, scope of authority and responsibility vested in office of the president by the governing board.
- Conditions of employment.
 - Length of appointment or contract.
 - Time frame for renewal consideration, if appropriate.
 - Academic rank.
 - Academic tenure, or how obtained.
 - The process and procedure to be followed for assessing the performance of the president, including any due-process procedures.
- Compensation
 - Base salary.
 - Deferred compensation.
 - Purchase of annuity to limit of tax laws.
 - Amount held to be distributed at a future time, such as the end of tenure as president.
 - Retirement plans.
 - Who pays.
 - How much is contributed.
 - Voluntary deduction for additional plans.
 - Is the plan tied to Social Security.
 - Other sources of compensation (i.e., foundation support).
 - Consulting opportunities.
 - Service on corporate and other paying boards.
 - Financial agreement upon leaving the presidency, whether leaving the campus or staying in a different role; any long-range financial payments accrued during the presidency that are paid after separation from the institution should be spelled out.
- Insurance.
 - Health.
 - Spouse.

- Dependents (to what age).
 - Major medical (to what limits).
 - Yearly medical examination.
 - Life.
 - Disability.
 - Professional liability; bridge policy between personal and that purchased or provided by the institution.
 - Travel insurance (accidental death or disability).
 - Automobile (institution owned) insurance; does institutional insurance cover rental cars.
- Housing.
 - If housing is provided:
 - Which bills are paid by institution.
 - Requirements regarding family vs. official use.
 - Redecorating (how many dollars, who decides what).
 - Building addition (how many dollars, who decides what).
 - Lawn and grounds care.
 - Maid and/or housekeeping service.
 - Opportunities to acquire personal residential real estate.
 - Replacement or repair of personally owned furniture.
 - If housing is not provided:
 - Housing allowance.
 - Lawn and grounds care.
 - Housekeeping service.
 - Replacement or repair of personally owned furniture.
- Travel.
 - If a car is provided:
 - What size.
 - What expenses.
 - What about personal use.
 - If car is not provided:
 - Mileage reimbursement rate (mechanism for adjustment).
 - Travel-related expenses to be covered.
 - Payment for spouse travel.
 - Attendance at meetings (what kind, how many, where).
 - International travel.
- Leaves.
 - Vacation:
 - Accrue at what rate.
 - Accumulate to what limit.
 - Payment for non-use or upon separation.
 - Sick:
 - Accrue at what rate.
 - Accumulate at what rate.
 - Payments for non-use or upon separation.
 - Professional development:
 - Length.
 - Salary.
 - Status upon return.

- Other considerations.
 - Social responsibilities.
 - How paid, and what limits.
 - Payment for off-campus and on-campus obligations.
 - Who performs social coordinator responsibilities, and how remunerated.
 - Expectations by, for, and about spouse:
 - Campus expectations.
 - Community expectations.
 - Extent of involvement with institution.
 - Outside employment.
 - Campus employment.
 - Secretarial and other support when conducting institutional business.
 - Entertainment expense (on and off campus).
 - Club dues.
 - Professional memberships.
 - Service on boards.
 - Acceptance of leadership positions (local, state, national).
 - Research and writing assistance.
 - Tickets to institutional and no institutional events.
 - Moving expenses.
 - Financial counseling.
 - Family use of facilities and payment for services.
 - Tuition.
 - Babysitting.
 - Day care for minor children.
- Leaving the presidency.
 - Length of notice required by the president and/or the governing board.
 - Due-process requirements.
 - Position of responsibility if the president stays with the institution.
 - How is salary determined.
 - Office, secretary, expense allowance, other perks.
 - Outplacement service.
 - Relocation expense.
 - Separation package, agreement or allowance.
 - Retraining opportunities (leave with pay, how long).

Excerpted from Appleberry, J. B. (1996). The presidential search and condition of employment. Washington, D.C.: American Association of State Colleges and Universities.

Districts might wish to consult with other districts regarding separation and buy-out policies.

Board – CEO Relations

To provide some additional guidance in the selection process, we include George Potter’s “Ten Principles of Good Board-President Relations”.

- Principle One: Select a president who can meet the college’s needs.
- Principle Two: Select a president who is compatible with the trustees.

- Principle Three: Establish appropriate lines of authority.
- Principle Four: Do not undermine the president's authority.
- Principle Five: Maintain open and honest communication with the president.
- Principle Six: Protect the president.
- Principle Seven: Develop a relationship with the president based upon mutual respect and trust.
- Principle Eight: Respect the president's right to make administrative decisions.
- Principle Nine: Provide the president with sufficient authority to manage college personnel and resources.
- Principle Ten: Evaluate the president periodically.

Reprinted from: Potter, G. E. (1986). Trusteeship: Handbook For Community And Technical College Trustees. Association of Community College Trustees, www.acct.org.
Also see: Smith, C. J. (2000). Trusteeship in Community Colleges. Association of Community College Trustees, www.act.org.

COMMUNITY COLLEGE FINANCE

Primary and Secondary Tax Valuations

Arizona's property tax system uses two types of property values for taxing purposes: primary valuations and secondary valuations.

Primary Property Taxes

Primary values are limited, that is, these values may not increase more than 10 percent per year or 25 percent of the difference between the past primary value and the new secondary value, whichever is greater. Exceptions to this valuation do exist in the cases of new construction, change in use or errors in assessments.

Primary values are used to calculate primary property taxes. These taxes are used by political subdivisions such as school districts, community college districts, counties, cities and state government to fund maintenance and operation expenses.

Under the Arizona Constitution, each taxing jurisdiction, including community college districts, is restricted in the amount of local tax money that it can raise through a tax levy. Each county provides to the taxing jurisdiction a copy of the maximum allowable levy increase per year. Generally, the levy limit may increase no more than two percent annually, plus any new assessed valuation that may be added to the tax rolls. New valuation results from taxing new construction or escaped property.

Secondary Property Taxes

Secondary values, or “unlimited” values, track the full cash value of the property. They are unlimited because no restrictions on the growth rate of the value or on the amount of taxes that may be assessed against these values exist. All property must be valued annually at its full cash, or market, value.

Secondary values are used to pay off secondary property taxes that are collected for debt service, budget overrides and special districts. Although no statutory limitation exists on the assessment of secondary property taxes, such taxes must be voter approved. The secondary rate is set by all taxing entities based on their need to meet the obligation for which the secondary tax is assessed.

District Assessment

Assessment

There are two types of classification property assessments: centrally assessed property and locally assessed property. Centrally assessed property includes mines, railroads, utilities, etc., that are doing business or located in more than one county. These properties are assessed by the state. Locally assessed property is property that is assessed by each county assessor for that jurisdiction.

Tax Ratios

Our tax system also classifies certain property according to usage. Some property types carry a greater tax burden than others. Arizona has several classes of property and each class of property has an assessment ratio. This ratio is applied to the limited (primary) value to produce the primary assessed valuation and to the full cash (secondary) value to produce the secondary assessed valuation.

Expenditure Limitation

On June 3, 1980, Arizona electors amended the State Constitution to impose expenditure limitations on community college districts (Arizona Constitution Article IX, Section 21). This amendment provides that each community college district can only expend the same amount of “local revenues” expended in fiscal year 1979-1980, adjusted by the Economic Estimates Commission (EEC) to reflect changes in “student population” and the cost of living [Arizona Constitution, Article IX, Section 21 (1)]. Student population is defined in the State Constitution as “the number of actual, full-time or the equivalent of actual full-time students enrolled in the. . . community college district determined in a manner prescribed by law” [Arizona Constitution, Article IX, Section 21 (4)].

The Legislature defined the term “full-time equivalent student” (FTSE) as “student enrollment for fifteen community college units per semester” [A.R.S. section 15-1401 (8)]. Each CC District is required to submit to the EEC prior to January 10 of each year, the estimated number of full-time equivalent students for each community college district. The calculation of this FTSE is specified in statute. [A.R.S. 15-1466.01].

The EEC then calculates expenditures for the districts (A.R.S. section 41-563). To determine the expenditure limitations for the community college districts, the EEC uses the following formula:

$$\begin{array}{ccccccc} \text{Current FY} & & \text{Prior GNP IPD for} & & \text{1979-1980} & & \text{Current FY} \\ \text{Student Population} & \times & \text{Current Calendar Year} & \times & \text{Base Limit} & = & \text{Expenditure Limit} \\ \text{1979/1980 Student Population} & & \text{1978 GNP IPD} & & & & \end{array}$$

These fiscal expenditure limits must be supplied by April 1 (Arizona Constitution, Article XI, Section 20; A.R.S. Section 41-563). For each fiscal year, the 1979-1980 base limits will be adjusted for changes in

the population and the cost of living between 1978 and the preceding calendar year of current fiscal year.

Assessed Valuation and Equalization Aid

The law recognizes a minimum assessed valuation for a county to qualify as a community college district. In 1992, the Legislature changed the minimum primary assessed valuation required to organize a community college district to \$448,017,200. This amount increases by the yearly percentage changes in total primary assessed valuation for all districts with a population of less than 500,000 persons. A community college district that has less than the amount of assessed valuation required for the formation of a district receives “equalization aid” from the state annually in an amount that is prescribed by statute. The calculation of equalization aid is based on the lesser of an average primary tax rate for rural districts or the district’s actual prior year primary property tax rate.

Operational Revenue

Operational revenue is derived from the following:

- **State Aid.** Calculated by a statutorily prescribed formula that includes increases and decreases in FTSE count. The Legislature appropriates these dollars directly to the districts.
- **Student Tuition.** Set by the local governing board.
- **Property Taxes.** Based on statutorily and constitutionally prescribed limitations.
- **Miscellaneous Revenues.** Including, but not limited to, such revenues as interest from investments, contract accounts, building rental and overhead funds earned from auxiliary projects.

Capital Revenue

Capital revenue for equipment is derived from a state aid formula based on FTSE, institutional fund balances and voter approved secondary property tax. State aid capital and institutional fund balances can be used for building and grounds projects, and equipment purchases. County tax funds can only be used for equipment purchases.

Fund Accounting; Purposes of Basic Funds

Community college districts maintain accounting systems in accordance with the principles of fund accounting to ensure observance of limitations and restrictions placed on the uses of the resources available. The principles of fund accounting require that resources be classified, for accounting and reporting purposes, into funds in accordance with the activities or objectives specified for the resources.

A fund is an independent accounting entity with a separate self-balancing set of accounts for its assets, liabilities, fund balance, revenues and other additions, and expenditures and other deductions. Funds with similar characteristics are combined into fund groups for accounting and reporting purposes.

Current Unrestricted Funds

The governing board has flexibility in terms of its allocation and use of unrestricted funds.

- The Current General Fund accounts for all current financial resources not required to be

accounted for in other current funds.

- The Current Auxiliary Enterprises Fund accounts for transactions of substantially self-supporting auxiliary activities that perform a service primarily to students, faculty and staff, but are not themselves educational activities. Such activities include bookstores, cafeterias, dormitories and intercollegiate athletics.

Current Restricted Fund

Restricted funds are used for specific purposes.

- The Current Restricted Funds account is for resources that are expendable for operating purposes, but restricted by donors or by other outside agencies to a specific purpose for which they may be expended.
- The Loan Funds group accounts for the resources available for loans to students, faculty and staff. This fund group may be divided into separate funds for loans to students, faculty and staff.
- The Endowment and Similar Funds group includes the Endowment Fund, Term Endowment Fund and Quasi-Endowment Fund. This group accounts for assets that are maintained and invested by the district and, at least temporarily, cannot be expended. The income from these investments may, however, be transferred to another fund and expended.

The Endowment Fund, the most common of these funds, accounts for assets subject to restrictions of donor gift instruments requiring the principal to be invested permanently and the income to be used for a specified purpose. The Term Endowment Fund is similar to the Endowment Fund except that, upon the passage of a stated period of time or the occurrence of a particular event, the board may expend all or part of the principal.

The Quasi-Endowment Fund is comprised of monies allocated by the district governing board, rather than a donor or external agency, to be retained and invested. Since this fund is not restricted by an external source to be used as an endowment fund, the governing board has the discretion to expend the principal and income. If allowed by the donor, the board may use restricted funds to establish a Quasi-Endowment Fund. However, the use of the funds is still subject to any donor-imposed restrictions, even though the donor did not specify that the board retain and invest monies in an endowment fund.

- The Plant Fund group accounts for transactions relating to the investment in district property, buildings and equipment. It includes the Unexpended Plant Fund, Retirement of Indebtedness Plant Fund and Investment in Plant Fund.

The Unexpended Plant Fund accounts for resources available to finance the acquisition, construction or improvement of plant assets for the district. Staff also records resources restricted for renewals and replacements of existing district assets in the Unexpended Plant Fund. Staff accounts for construction in progress in this fund until the end of the fiscal year and then transfers it to the Investment in Plant Fund.

- The Retirement of Indebtedness Plant Fund accounts for the accumulation of resources for payment of principal, interest and other debt service charges, including contributions for sinking funds relating to plant fund indebtedness.

- The Investment in Plant Fund accounts for the costs of property, buildings and equipment of the district and the associated liabilities, except for assets accounted for in Endowment and Similar Funds. Assets recorded in the Investment in Plant Fund may be purchased from resources in the Unexpended Plant, Current Auxiliary Enterprises and Current Restricted Funds.
- Agency Funds account for resources held by the district as custodian or fiscal agent for students, faculty, staff and other organizations.

SECTION III.
LEGISLATIVE ADVOCACY

LEGISLATIVE ADVOCACY

Community colleges are local institutions. However, in the legislative process, community colleges must speak with one voice. The cornerstone of the Arizona Community College Association legislative strategy is the consolidation of the individual district's efforts into single, statewide effort. It is based upon lobby efforts by governing board members, chief executive officers and community leaders. This section will help to guide advocacy efforts by explaining some of the basic principals of legislative advocacy, providing an overview of the legislative process and suggesting a timeline to help coordinate advocacy efforts.

This guide proposes a college legislative team as the organizational structure for community college staff, board member and community member efforts. The local community will determine the organization of your legislative team. Local districts can develop their schedule of advocacy activities between now and the legislative session.

The Role of the Governing Board Member

As a part of a legislative team, the locally elected governing board members play an essential role. Voters elect them to govern community colleges. Board members also often hold other key positions in the community.

Board members can be effective legislative advocates because they are both policy setters and community leaders. They are responsible for the formal adoption of college policies, and are well acquainted with other community opinion leaders. Board members also effectively promote the college as a community resource and help marshal community support for college legislative priorities. Locally elected officials can establish, by resolution, that the legislative agenda be considered a top priority, and they can assure that it be taken seriously.

The Role of the CEO

The CEO is central to establishing legislative advocacy on campus. CEO's are in a position to coordinate their college legislative action program by orchestrating, delegating and monitoring activities for maximum effectiveness. CEO's can work in partnership with a campus team, giving direction, setting the campus tone and developing the legislative activity schedule.

CEO's also can provide the necessary expertise to explain community college issues during legislative hearings. The CEO's participation in committee hearings and in small group meetings with legislative leaders and staff strengthens the community colleges' legislative effectiveness.

The Role of the Districts

Community colleges have gained recognition as a political force at the Legislature. However, the community college system must continue to work to become more effective and to maintain that effectiveness. Our system competes with other special interest groups. As the budget becomes tighter, the competition intensifies. Districts must organize to effectively compete with those interests that also need a greater portion of a smaller pot. Community colleges must prove that they have the capability and the staying power to meet their goals. Presenting a single, coordinated front will help to enhance community college effectiveness.

The key to using the strength of the system lays in the individual district, at the campus located in the community whose needs it meets. If each district makes a firm commitment to do the job, the system can develop an effective legislative advocacy network and enhance its ability to influence the legislative process.

See: *The Trustee's Role in Effective Advocacy.* (2009) Association of Community College Trustees, Washington, D.C., www.acct.org

SETTING THE LEGISLATIVE AGENDA

With the dissolution of the ACCA in 2008, setting the common legislative agenda has fallen to the ACCPC. At the time of this printing, the process of common legislative agenda setting does not include District Governing Board members in a systematic way.

The strength of the combined lobbying effort rests with the locally elected board members, CEO's and staff. Legislators, elected by the same constituency who elects governing board members, are most interested in the impact that statewide agenda items have on their local college. The better informed a member is prior to the session, the more likely the member is to become a community college advocate during the session.

SERVICES FORMERLY PROVIDED BY ACCA

Prior to 2008, ACCA provided a number of services some of which have fallen back to individual districts and some of which have been taken over by ACCPC. These services are listed from the Second Edition to serve as a reminder of topics of important to state wide coordination of community college advocacy.

- Monitor the daily progress of legislation contained in the community college platform and of other bills that affect the community college system.
- Provide a weekly summary of the progress of key legislation for CEO's, board members, government relations representatives.
- Respond to the ever-changing political environment by drafting position statements for legislators on platform issues and on other legislation on which the districts have taken a position.
- Since legislative contacts are local and decentralized, districts must have a consistent message. The districts must coordinate the development of a single, coherent, understandable message.
- Monitor the "signals" from the legislative and executive branches of the government and develops both day-to-day and long-range legislative strategies.
- Coordinate committee testimony, lobby local legislators and develop legislative strategy.
- Provide staff on request to provide various forms of support for districts' legislative activities.
- Provide help with luncheon or dinner reservations, hotel reservations, and other activities to help

facilitate districts' legislative advocacy efforts.

THE LEGISLATIVE PROCESS

Boardsmanship involves more than setting policy for your local community college. Often, the governing board member plays a key role in the legislative process. Board members are particularly effective in influencing legislation because they have close ties to the electorate and are influential in their county. They play a unique role in helping the CEO to promote legislation favorable to the college, as well as to oppose unfavorable legislative proposals. Board members are encouraged to be a part of all stages of the legislative process and to build relationships with their legislators throughout the year. A brief overview of key aspects of the legislative process will help board members to better understand the operation of Arizona's Legislature.

A brief history of the Arizona Constitution, the lawmaking bodies will give governing board members additional perspective on the State's political process.

The Arizona State Constitution

Delegates originally adopted the Constitution of Arizona on December 9, 1910. Forty of the 52 delegates approved the Constitution, while 12 delegates opposed its provisions. The proposals that created the opposition established the initiative, referendum and recall processes. A Congressional-enabling act, signed by President William H. Taft, on June 20, 1910, authorized the formulation of the Arizona Constitution.

The conclusion of the labors of the Constitutional Convention did not automatically admit Arizona into the Union. Admittance depended upon ratification of the Constitution by the people of Arizona, and, in compliance with unusual requirements of the Enabling Act, its approval by the Congress and the President, or by only the President, if Congress failed to act in its ensuing session.

At a February 9, 1911, election, Arizona voters ratified the Constitution and Congress adopted a resolution of approval. However, President Taft vetoed the Congressional action, due primarily to his opposition to the recall provision that allowed the people to recall not only elected officials, but judicial officers, as well.

Congress then adopted a second resolution, which the President subsequently approved, that set the price of statehood -- an election at which the people of Arizona would adopt an amendment removing judicial officers from the recall provision. Arizona's voters complied with this demand at an election on December 12, 1911. On February 14, 1912, President Taft issued a proclamation declaring Arizona an equal State of the Union, thus giving effect to the amended Constitution. (At the first election following statehood, Arizona voters placed the recall provision back in the Constitution in its original form.)

The Arizona Legislature

The Arizona Legislature meets annually beginning the second Monday in January. It consists of two chambers.

- The Senate has 30 members elected to two-year terms; the presiding officer is the President of the Senate.
- The House of Representatives has 60 members, also elected for two-year terms; the presiding officer is the Speaker of the House.

The Legislature draws district lines so that each legislative district contains approximately the same number of people (about 120,000). After each census, the Legislature must “redistrict” so that district lines reflect increases and decreases in population. Each district contains two House seats and one Senate seat.

The Legislature establishes specific dates by which certain activities must occur. Under House and Senate rules, the Legislature must adjourn “sine die” (without day) by the Saturday in the week in which the 100th day of session falls. The Legislature adjourns daily; however, it adjourns to a day and time certain. When it adjourns sine die, it does not adjourn to a day and time certain, and the session is over for that year.

Legislative Council drafts bills for, and provides legal advice, to legislators. Legislative Council prepares the “introductory set” of bills that will ultimately become the legislation that a legislator introduces.

Legislation is available at the information desk at either the House or the Senate. Calendars, agendas, and amendments are also available at the information desk. The Chief Clerk’s Office is very helpful, as well. It can provide conference committee reports and “blue sheets.” Blue sheets track legislation that the other chamber returns to the house of origin, after the other chamber has amended the legislation.

The Joint Legislative Budget Committee (JLBC) develops the budget recommendation for the Legislature, based on the limits set by the Appropriations Chairs, and House and Senate leadership. This Committee also makes revenue estimates.

Legislative Format

The Legislature may express its will in a number of ways.

- A “Bill” is the most common form and is a proposal for the enactment of a new law, an amendment of an existing law, or a request for an appropriation of money. H.B. is the abbreviation for a bill that originates in the House of Representatives. S.B. is the abbreviation for a bill that originates in the Senate.
- A Joint Resolution is used to correct clerical errors in laws and to express the joint will of the Legislature and the Governor. The Joint Resolution requires a roll call vote in the Legislature and approval of the Governor. H.J.R. is the abbreviation for a joint resolution that originates in the House. S.J.R. is the abbreviation for a joint resolution that originates in the Senate.
- A Concurrent Resolution expresses facts, principles, opinions or the legislative will that do not require the Governor’s approval. A concurrent resolution is used to ratify a proposed amendment to the United States Constitution, submit proposed amendments to the Arizona Constitution to the electorate, authorize legislative investigations where no appropriation is required, or express sorrow at the death of a person who served in both legislative branches. H.C.R. is the abbreviation for a concurrent resolution that originates in the House. S.C.R. is the abbreviation for a concurrent resolution that originates in the Senate.
- A Resolution is an expression of the will, view or opinion of only one legislative body. It does not require the Governor’s signature or action by the other chamber. H.R. is the abbreviation for a resolution that originates in the House. S.R. is the abbreviation for a resolution that originates in the Senate.

- A Memorial is a petition, usually addressed to the President of the United States, the Congress, or some official or department of the federal government requesting a specified action. H.M. is the abbreviation for a memorial that originates in the House. S.M. is the abbreviation for a memorial that originates in the Senate. A memorial may be adopted by both houses if it is a Concurrent Memorial. H.C.M. is the abbreviation for a concurrent memorial that originates in the House. S.C.M. is the abbreviation for a concurrent memorial that originates in the Senate.

How a Bill Becomes Law

The simplest explanation of how a bill becomes law is “31 and 16,” that is, a bill must pass the House with 31 “aye” votes and pass the Senate with 16 “aye” votes. It then goes to the Governor, and if he or she does not veto the bill, it becomes law.

A bill may amend existing law, repeal existing law or propose an entirely new law. A single legislator or a group of legislators must introduce a bill.

The presiding officer assigns bills to committees. Standing committees do most of the technical work on legislation, although legislators may amend a bill on the chamber floors during Committee of the Whole.

A bill must pass both the House and the Senate to become law. The Governor can, however, veto a bill. The respective bodies must re-pass the bill with a two-thirds vote to override the veto.

Most bills become law 90 days after the session. However, if legislation passes with an “emergency clause”, thereby requiring a two-thirds majority vote, the bill goes into effect immediately upon passage.

Legislators introduce more than 1,000 bills each session. Most of these bills do not become law. The progress of legislation as it moves toward becoming law may end in a number of ways. Committees may not hear the bill. The committee chair may hold a bill so it never gets out of the committee. A bill also could be assigned to a subcommittee that may never report. Consequently, many bills do not reach the floor of the House or Senate.

In addition to bills which propose law, resolutions, concurrent resolutions and memorials can come from the House, the Senate, or both. House and Senate members may use bills for a variety of other matters, such as referring constitutional amendments to the voters, or expressing an opinion to Congress.

The process by which a bill becomes law has a number of very specific steps.

- Each legislative measure must have a legislator, or legislators, as a sponsor(s) to introduce the measure. Board members may become involved in this process by asking legislators to sponsor bills.
- Generally, a legislative measure must be introduced within a time period specified by the Legislature. However, a measure may be introduced at a different time if permission is obtained. A pre-filing procedure exists so that measures may be introduced before the legislative session formally begins in mid-January of each year.
- Each legislative measure is assigned a number when it is introduced. House Bills are all preceded with the prefix H.B. and are assigned a number, beginning with 2001. Senate Bills are designated S.B. and, begin with the number 1001.
- After introduction in each house, a bill is referred to standing committees by the presiding officer

in each house. The number of standing committees may vary from Legislator to Legislator. Some examples of standing committees are Appropriations, Education, Judiciary, Rules and Transportation.

- Committee membership is appointed by the presiding officer in each house. In the senate, it is the President of the Senate. In the House, it is the Speaker of the House. The chair and vice chair of each committee are also appointed by the Speaker and the President. They are typically members of the majority party in each house and they wield great power with regard to the bills assigned to their committee.
- The President of the Senate and the Speaker of the House assign legislative measures to appropriate committees for consideration.
- All legislative committee meetings are open to the public. Generally, the public is invited to provide testimony. Board members may be especially helpful by testifying at committee hearings. Committees generally meet at an assigned time on a weekly basis during the session. For in-depth analysis, a bill may be assigned to a subcommittee. Not all bills assigned to a committee are heard or considered for a variety of reasons.
- Each committee makes a recommendation to the full house based upon the majority vote. The recommendation may be: a) “DP,” or do pass as introduced; b) “DPA,” or do pass as amended. Failure to adopt a motion for do pass or do pass as amended means the bill will not usually be passed on to the full house for a vote.
- All legislative measures are assigned to the Rules Committee of each house to ensure that each measure is constitutional and in proper form.
- After a legislative measure has been approved by the Rules Committee in each house and discussed in the caucus of each political party, the measure may be placed on the calendar of the Committee of the Whole (COW) for consideration and debate by all members of the house.
- The Committee of the Whole may act favorably on a measure, act unfavorably, return the measure to a committee for more study, amend the measure or retain the measure on the calendar.
- If a measure is acted on favorably during COW, then it may be placed on the Third Reading Calendar. A roll call vote is taken at this time.
- If a measure is voted on favorably in the one house, it moves to the second house and must go through the same procedures a second time.
- If a measure is amended in the second house, it must be returned to the originating house for concurrence in the amendments. If concurrence is not given by a vote of the originating house, the measure may be assigned to a Conference Committee. A Conference Committee is composed of members of both houses appointed by the presiding officer of each house. A Simple Conference Committee may consider points of disagreement between the two houses only. A Free Conference Committee may consider any aspect of the measure. Once a decision is reached by a Conference Committee, both houses must concur in the changes before the measure is adopted and sent to the Governor.
- All bills and some other legislative matters are submitted to the Governor for approval. The Governor has five days to approve or veto a bill during the legislative session or ten days after the

Legislature has adjourned. If the Governor fails to take any action on a bill, the bill becomes law without the Governor's signature. The Governor's veto may be overridden by a two-thirds vote of both houses of the Legislature.

- Copies of all bills that become law or are vetoed are available from the Secretary of State's Office.

The following provisions may be included in legislation.

- Unless otherwise specified, the effective date of all legislation passed in a session is ninety days after the date of adjournment. This is known as the general effective date.
- Bills that have an emergency clause attached become law immediately if the bill was passed with a two-thirds vote in each house. The Secretary of State will note whether an emergency clause was enacted or not on the bill.
- Conditional enactment clauses are added to bills if the effectiveness of the bill is conditioned upon the occurrence of some other act or action. For example, enactment conditioned upon ratification of the voters or upon passage of some other legislation.

The Legislature, or 5 percent of the qualified electors, may order the submission to the electorate, of any measure, item, section or part of any measure enacted by the Legislature before it becomes effective.

A special session of the Legislature may be called by the Governor or at the request of two-thirds of all members of the Legislature.

COLLEGE LEGISLATIVE TEAM

Since legislators relate best to their local colleges, initiating the lobbying strategy at the local level is important. Every college has Senators and Representatives to represent it. The concept of a team approach involving CEO's, board members, faculty, staff and community members makes sense. The College Legislative Team can be an effective vehicle to communicate community colleges' needs and opinions.

Organization by Legislative District

The Legislature is comprised of legislative districts; it is essential to convert the community colleges' districts into a legislative district structure. There are many advantages to this structure.

- It creates manageable units and puts like people with like people.
- It provides for quick action when necessary.
- It ensures that legislative activities will continue for the entire session.
- It can be used for "target lobbying."
- Legislators respond mainly to their own constituents, those people who reside, and vote, in their legislative district.

Organizing the College Legislative Team

The following steps are helpful when organizing the College Legislative Team within each community college district:

- Establish its purpose.
- Identify the membership, how they are to be selected, when the team meets, etc..
- Select a chair.
- Identify a contact point; the CEO's Office is the most appropriate communication center since most district and state communications go through this office and generally, it is also responsible for lobbyist registration.

Sort-by-District

College Legislative Teams can increase their effectiveness by dividing up the legislative responsibilities by legislative district.

- Get a legislative district map from the county or counties in your service area.
- Identify individuals in your on-campus "family;" using the map, assign them to their legislative district using their home address.
- Start with board members and administration.
- Do the same with faculty and classified staff; officers of those organizations may designate a leader from each legislative district.
- Add foundation members, citizen advisory committee members and other community leaders.

The district now has the basic working tool that will make possible quick action by legislative district. The College Legislative Team can be a nucleus for future calls and letters to the right legislator at the right time from the right constituent.

LOBBYING REGULATIONS

The statutes governing lobbyist activities are lengthy and detailed. Before engaging in lobbying activities, please contact your governmental relations department or the CEO's Office to determine who in your district is responsible for lobbyist registration.

If you have specific questions regarding certain activities and registration requirements, contact the Secretary of State's Office directly or write a letter requesting clarification:

Office of the Secretary of State
1700 West Washington, 7th Floor
Phoenix, Arizona 85007

WEB page: <http://www.sosaz.gov>

(602) 542-4285

Each district should have a copy of the Lobbyist Handbook for Public Bodies. The Handbook includes the forms that districts must fill out and submit to the Secretary of State for registration and for reporting lobbying expenditures. These Handbooks are available through the Secretary of States' Office.

THE TOOLS OF THE ADVOCATE

The first step to establishing effective legislative relations is simply getting to know the district's House and Senate members. The better CEO's and board members know these individuals, the easier it will be to communicate with them. Legislators may be a former community college governing board member, an alumnus of the college, a parent with students at your community college or a small businessperson who has used the services of your Small Business Development Center.

Advocacy is a two-way street. Districts want their legislators to take pride in their local community college. Frequently inviting legislators to the campus and involving them in campus activities helps them build pride in your institution. By experiencing firsthand the many fine programs that community colleges provide, legislative members can become strong advocates for the community college agenda.

Personal Visits

Face-to-face, personal contact is one of the best ways to meet and understand legislators. Such meetings are also one of the easiest ways to develop access to a legislator.

Legislators have offices in Phoenix, when the Legislature is in session, but often CEO's and governing board members can arrange visits with them at home when the Legislature is not in session. The more contact that districts can make prior to the start of the session, the better. Because of the hectic legislative pace, predicting a legislator's availability when the Legislature is in session is difficult. Nevertheless, if legislators know that their constituents have traveled to Phoenix, they will try to see them. It is always best to call first and make an appointment. They are generally more available at the beginning of the session.

Approach your legislators as a two-part community team:

- As the college: The CEO, governing board members, faculty, students, and/or community college graduates; and
- As the community: The community leaders who view the college as a community resource – mayors, county supervisors, chambers of commerce (with endorsements in hand), hospital administrators (use the nursing graduates), foundation leaders, advisory committee members and associations (law enforcement, dentists, etc.). This group should include a CEO and a governing board member.

The following checklist can help to structure Legislative meetings:

- Know the Issues. Do research before the visit and stick to one issue.
- Send a confirmation letter in advance. Outline who's who in the visit.
- Visit a legislator or legislators in small groups. Three people are optimum and keep visits brief – 10 to 15 minutes maximum.

- Be on time for the appointment. However, do not expect legislators to be on time. Hearings and other meetings often make schedules uncertain.
- Identify district representatives as constituent. If any member of the college's contingency has any family, social, business or political ties to the legislators, these relationships may serve as identification when discussing the community college point of view.
- Have a firm, but friendly, exchange of views. Never slam the door with an ultimatum; there is always a legislative tomorrow. The legislator who votes against a community college issue today, may be a supporter tomorrow. Politely express disappointment and offer a closing argument to support your views.
- Present a short written statement of the position. It should explain what the bill does and why the legislator should support your viewpoint. Provide a copy to the staff also, preferably before the appointment.
- Identify the bill by name and number whenever possible. Give the legislator some key words so your member is not embarrassed if he or she does not know the issues associated with a particular bill.
- Do not forget to close the deal. Get a commitment if at all possible, but do not try to force legislators into changing their minds or committing themselves when they do not want to. Threats isolate legislators, particularly members who have been supporters on other issues. It is fair to ask them their position on an issue.
- Do "post-mortem" debriefing. What do you think he or she told you? What are the next steps?
- Send a brief letter expressing thanks. Use the letter of thanks as an opportunity to restate your position.

Telephone Calls

When the Legislature is in session, contact your legislators in Phoenix. The toll free number is: 1-800-352-8404.

The following suggestions may help to make your contact more meaningful:

- Identify yourself by name and address.
- Identify the bill you want to discuss by name and number.
- Briefly state your position and how you would like your member to vote.
- Ask for the legislator's view on the bill or issue; ask for a commitment to vote for your position. Do not argue if the legislator takes a position against you or is unwilling to take a stand.
- If your legislator requires further information, supply it as quickly as possible. The Legislature moves very quickly during the legislative session.
- Do not be abusive and do not threaten your legislator. Again, legislative liaisons shift. You could

lose a future supporter.

- If the Legislature is in session, your legislator is probably at his or her desk on the floor of the chamber or at a committee hearing, and you may not be able to contact them directly. When talking with a secretary or legislative support staff, identify yourself, the bill that you want to discuss, by name and number, and state how you would like your Legislator to vote. Legislative staff is very reliable and will let your legislator know that you called and what you said.
- Follow-up the call with a note thanking them for their time. Use this note to briefly restate your position.

E-mails

Legislator e-mail addresses are included with their phone numbers on the “Member” lists of the Arizona WEB page: <http://www.azleg.state.az.us>. Legislators are making increasing use of e-mails and most members check them regularly.

Letters

Although letters are more time consuming than calls, letters are important to a legislative advocacy campaign. Not only do legislators use letters as a source of local information, letters often are quoted on the chamber floors. Legislators keep count of the mail on important issues before the Legislature.

About 99 percent of legislators answer a constituent’s letter. For his or her part, the legislator gets much political mileage from letters. If a legislator votes favorably on your request, the member can send out a letter “to thank you for expressing your views” and to let you know that the member supported your position. From this direct, one-on-one literary effort, you may establish a relationship with your legislator.

The following suggestions may help you to be more effective in your letter writing campaign:

- Be brief. Limit your letter to one page if at all possible. Write on only one subject at a time.
- Do not send a postcard or form letter. Legislators generally respond more favorably to a single letter written by a constituent than they do to a barrage of magenta postcards.
- Describe yourself. Use your title and identify yourself as a registered voter in the member’s district.
- Refer to the proposed legislation. You might refer to the operating budget, the capital budget, the bill number and short title, etc.
- Explain the effects of the legislation. Give the positive or negative impact on your district.
- Do not try to give “expert” opinion. Descriptions based on your local experience and knowledge are extremely valuable in their own right. Legislators are generally far more concerned about the effect on their local constituencies than they are on the opinion of a national expert.
- Request that your legislator takes a specific action. Be sure that your letter makes your needs clear.
- Direct the letter to your member’s office in Phoenix during the legislative session.

- Send a thank you note if the legislator supports or votes in support of your position. Tell the legislator that you “have taken note of his or her position and have posted the letter on the college’s bulletin board.”
- If you ask the legislator a question and do not get a reply to your letter, follow it up with another letter asking for a response. Legislators sometimes question the credibility of letters if a follow-up letter is not sent when the first letter goes unacknowledged.
- Send a copy of your letter to your College Legislative Team for file or reaction. Keeping communication lines open will enhance the legislative effort.
- Do not try to become the legislator’s pen pal. If you write too often, you can become a nuisance.

Testimony Before Committees

Arizona’s community colleges are local institutions. If you are called to testify on a bill directly by a legislator or staff, please let the ACCPC know so that we will not duplicate testimony and to assure that we will have a coordinated presentation.

All bills are referred to a committee. It is at the committee level that public testimony is presented and considered by the legislators.

The following suggestions can help to make a committee presentation go more smoothly:

- Submit written comments with your oral testimony. Prepare a short one- or two-page typed statement of your position.
- Supportive documents may be attached as appendices. Statistical data, media accounts, published reports, etc. are helpful as background material, but presentations should be brief and to the point.
- Bring enough copies of your testimony. Each member of the committee, legislative staff, the secretary and members of the press should receive a copy of the testimony. Twenty-five copies will usually be sufficient. You may want to provide the information to staff prior to the hearing so that staff can distribute the information to the members, or you may choose to hold the information until just prior to your testimony and ask that it be distributed at that time. Legislative staff or a page will distribute it. You should also sign in at the attendance sheet prior to going in to the hearing room. You will also need to fill out a brief form if you want to testify. On that form, you will indicate if you are for or against the legislation and if you want to testify, or only testify “if necessary.” Try to keep your testimony to five minutes or less, particularly if you are called on to testify toward the end of a lengthy hearing.
- Remember that you are in a legislative forum, not an educational forum. Many people in a committee hearing do not understand educational jargon. Try to avoid acronyms. New members in particular can quickly become lost if too much jargon is used. Sensitivity to new members is particularly important in the first few weeks of their first term.
- Begin by identifying yourself. “Mr. Chairman,” or “Madam Chair, my name is _____, and I am the _____ of _____.”
- Be brief in your opening statement. Give a clear and concise statement of your position: “We are opposed to/support House Bill 2125 and urge you to vote against/for it.” Summarize the main

points of your written testimony. Avoid reading it, if possible. Maintain eye contact. If the committee is running short of time, be prepared to shorten your testimony even further.

- Avoid repetition. If your points have been made by someone who testified earlier, note those comments to the chair and either waive your presentation or use your time to respond to an earlier committee question you can answer better than the person who first addressed the question, or both.
- Give reasons for your position. Explain the legislation affects on your district. State why changes in the law are not necessary, or why they are necessary, depending upon your position. If you are opposing the legislation, ask questions that the proposed legislation leaves unanswered. If the legislation needs to be changed, tell the committee how it should be changed.
- “I don’t know, but I will get that information and provide it to you” is an acceptable answer. If necessary, defer to another witness.
- If you are asked a hostile or personal question, avoid a public confrontation. Diffuse the hostility by remaining “unruffled.”
- Do not antagonize. A hearing is an opportunity to provide information to legislators, not to engage them in debate.
- Always go through the chair. Preface your comments with “Mr. Chairman” or “Madam Chair” and then, “members of the committee”, if the question came from the Chair or “Senator So-and-so”, if the question came from a Senate committee member.
- Follow-up the next day with a memo containing the information that you were unable to provide during the hearing. This memo also provides you with an opportunity to restate your position.

LEGISLATIVE STRATEGY

A key component of a good legislative strategy is the enhanced visibility of community colleges in their local communities. The system can then leverage the local visibility to support the statewide agenda as a system.

District boards may use the summaries of the legislative process, lobbyist registration and the basic tools of lobbying to give context to the districts overall strategies. A number of components comprise a legislative strategy. This section suggests legislative activities, goals, timelines, suggested activities and follow-ups to help implement an effective legislative strategy.

Legislative Contacts

Contacts with legislators should occur throughout the year, but should vary depending upon whether the Legislature is in or out of session.

Ongoing Activities:

- Goal: Initiate greater involvement of legislators and candidates in campus activities to help them to better understand the benefits and services that community colleges provide to the local community.

- Timeline: Ongoing.
- Suggestions: The following activities may comprise a part of your ongoing strategy of involving legislators and candidates. It is certainly not an exhaustive list. As you plan other activities, let us know so that we can share them with other colleges. In some of the suggested activities, it is appropriate to invite both incumbent legislators and candidates. Some of the other activities are more appropriate for incumbents.

Prior to the Legislative Session:

- Goal: Alert legislators and candidates, in an informal way, of our upcoming legislative request. We can begin to sensitize legislators to our funding needs, as well as other issues that affect us.
- Timeline: August and September.
- Suggestions: Sponsor a candidates' forum and have a brief discussion of issues.

Arrange one-on-one meetings with individual legislators; these meetings can be divided between CEOs, governing board members and staff.

Have a phone conversation with legislators and candidates about major issues facing community colleges and let them know you will be making a formal presentation of legislative requests at a later date.

Write a letter outlining the thrust of the proposal and its applicability to the local college.

Just Prior to the Legislative Session:

- Goal: Schedule time with legislators and candidates to have an in-depth discussion outlining the legislative proposal and its impact on the college. This discussion is more detailed and extensive than the earlier discussions.
- Timeline: October to December.

The earlier districts have these discussions, the better. Early discussions will help address problems prior to the session and help identify advocates and opponents. Occasions exist where the involvement of candidates is uncomfortable, particularly when the incumbent has been a strong supporter of the college. It is important to assure that every candidate is aware of our proposal. In delicate situations, you may want to do one-on-one briefings, rather than large group events.

- Suggestions: Hold forum-type meetings, small group coffees, or one-on-one briefings. Involve CEO's, board members, staff, community leaders, business and industry, and students. Stress the impact on access and program reductions to the community college budget and emphasize infrastructure needs. Prepare a local informational packet for legislators using local success stories and crises. Invite local press to attend events. Do a press release after meetings and get quotes of support from legislators.

During the Legislative Session:

- Goal: These meetings should occur on a regular basis during the legislative session. Legislators

generally do not make final budget decisions until the end of the session, so districts need to keep issues in front of the legislators until sine die.

- Timeline: January through sine die.
- Suggestions: Attend in-district meetings with legislators. Attend an event where a legislator is scheduled to appear. Assign a CEO, board members, and/or staff to keep in touch with one legislator on a regular basis. Get to know key staff people and call on them on a regular basis. Visit your legislators in Phoenix.

Community College Legislative Day:

- Goal: Organize an all district legislative function early in the legislative session so that CEO's and governing board members can set aside a specific time to meet with their legislators and promote the community college agenda.
- Timeline: Mid-January or Early February.
- Suggestions: Arrange a breakfast meeting for community college CEO's and governing board members to review legislative strategy prior to meeting with legislators. Arrange individual meetings with legislators and, if possible, take the member to lunch. Attend the floor session and ask legislator to introduce your delegation. Schedule the legislative day to coincide with an Education Committee or Appropriations Committee meeting at which legislators will address community college issues.

Media Relations

Communications Network

- Goal: Strengthen the linkages between the state legislative agenda and the media relations of the local college so that discussions at the local level reflect the themes in the system legislative agenda.
- Timeline: Ongoing.
- Suggestions: Be sure your college's Public Information Office is included in the communications task force. Encourage the use of themes found in the legislative agenda: access, work force, accountability, etc. in publications and press releases of the college, catalogs, schedules, posters, etc. Involve the Public Information Office and communications staff in the local college's legislative team efforts.

Editorial Boards

- Goal: Encourage local papers to write editorials in support of the community college legislative agenda which address governance and funding issues.
- Timeline: August to December.
- Suggestion: Involve key business leaders whose districts have been briefed on the agenda and who are supportive. New businesses that said they would not have located in the region were it not for a community college would be excellent choices. Use the legislative packet to promote the

State agenda and themes.

Support of the Community College Agenda

Local Sponsorship

- Goal: Secure support from community leaders. Ask influential community leaders to write letters to your local legislators in support of community college funding. Include an explanation of the impact that the community college has had on them and their enterprises. These comments can be general. They do not need to address in detail the community college request. Try for ten per college.
- Timeline: Completed by January 1.
- Suggestion: Key community leaders include business advisory council members, Jaycees, Lions, Booster Clubs, Chambers of Commerce, foundation contributors, economic development organizations, county supervisors and city officials.

Sponsorship of Community College Agenda

- Goal: Secure support and sponsorship of the legislative agenda by state organizations, such as trade associations, industry associations, literacy coalitions and labor organizations.
- Timeline: October to December.
- Suggestion: Use ACCPC as a method to coordinate the agenda.

Educational Resources

Community College District Governing Board Member Handbook

- Goal: The Arizona Community College District Governing Board Member Handbook provides board members and staff with a quick reference on key lobbying points.
- Timeline: Third edition completed by January 2010; periodic updates.

AADGB Events

- Goal: Full participation in the AADGB-sponsored events. These events will give participants the opportunity to network and coalesce as an advocacy force.
- Timeline: On-going.

Communications

- Goal: Provide daily information to AADGB members and legislators regarding local community college issues.
- Timeline: Term of legislative session(s).
- Suggestions: Participate in the AADGB e-mail conversations and meetings.

APPENDIX A.

**COMMUNITY COLLEGES:
A HISTORICAL PERSPECTIVE**

COMMUNITY COLLEGES: A HISTORICAL PERSPECTIVE

Nationally, the community college movement dates back to the late 1800's. At that time, President Tappen of the University of Illinois, President Harper of the University of Chicago and Alexis Lange of the University of California urged universities to develop junior college certificates which would be required of students before entrance into junior, senior and graduate school years. During this same time period, Harper urged underfinanced four-year liberal arts colleges to reorganize and to offer only the first two years of a college education.

From this set of parents, the community college movement received faculty ranking systems, subject-matter specialists and a desire for substantial faculty voice in the decision-making processes of the college. In 1882, the school system of Joliet Township, Illinois, established the first public community college. This development represents the other major influence on community colleges. Many schools, especially ones located in rural areas, established either community college departments within the high school or separate schools controlled by the local Board of Education.

A focus on the teaching-learning process, primary interest in students and an administratively-controlled structure were inherited from this set of parents. Much of the history of the community college movement has been an attempt to reconcile the conflicts that have arisen from the desire of community college faculty to be subject matter specialists with a voice in the decision-making process and the autocratically controlled administrative structure calling for subject matter generalists.

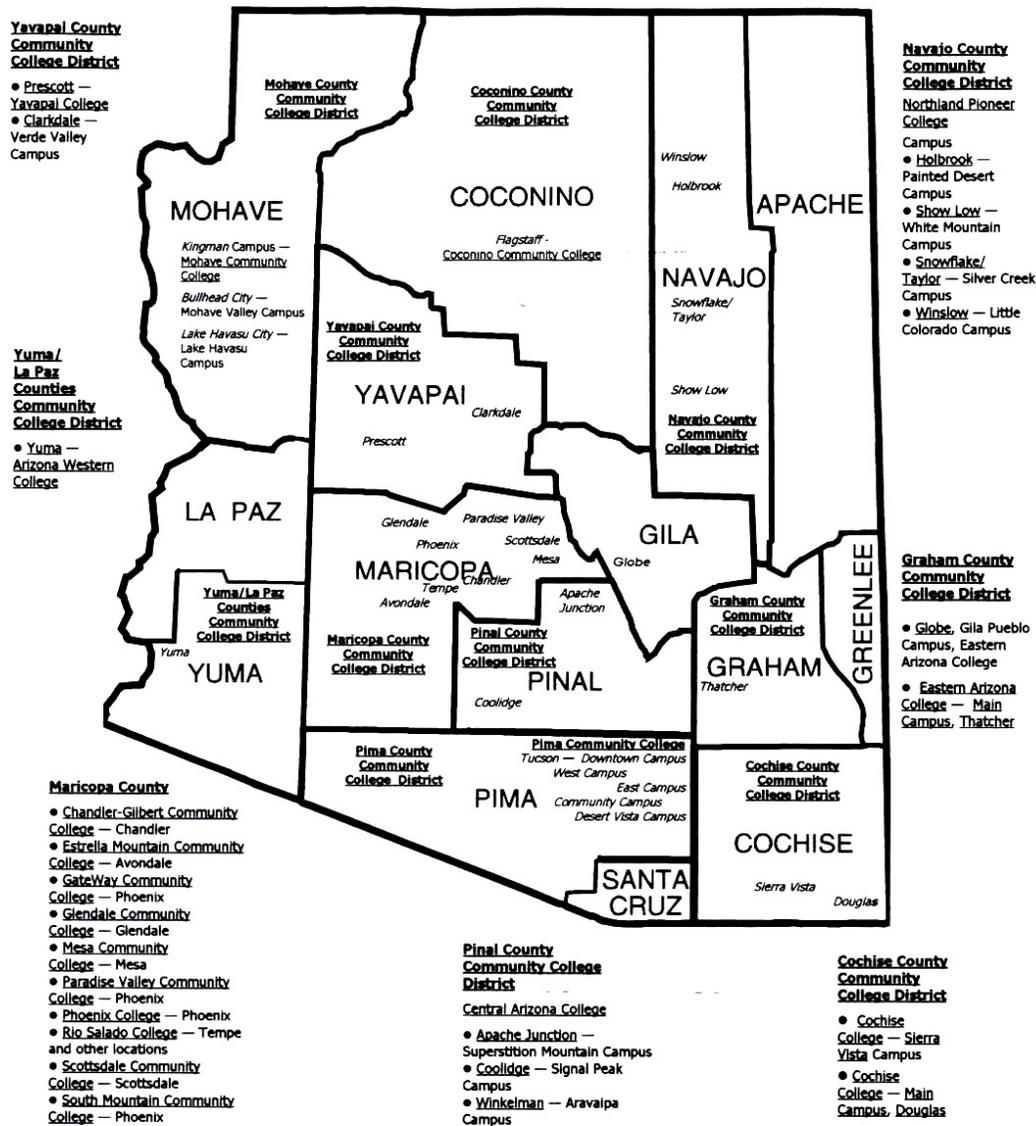
It has been 40 years since the Truman Commission on Higher Education developed groundbreaking recommendations on community colleges. In 1947, as its work was completed, there were 640 junior colleges in the United States enrolling 497,065 college credit students. The development of community colleges in Arizona was much like the development in other areas in the country.

After the completion of the feasibility study and passage of Senate Bill 43, in 1960, the Arizona Community College System was born with the appointment of the first State Board and the incorporation of Eastern Arizona College and Phoenix College into the system. Eastern Arizona College's charter was granted in 1888, and it was founded as an adjunct to the Church of Jesus Christ of Latter Day Saints; Phoenix College was founded in 1920 as an adjunct to Phoenix Union High School. The Arizona Community College System grew with the addition of these districts:

Cochise County Community College District	
Cochise College	1962
Coconino County Community College District	
Coconino County Community College	1990
Graham County Community College District	
Eastern Arizona College	1960
Maricopa County Community College District	
Chandler-Gilbert Community College	1985
Estrella Mountain Community College	1997
GateWay Community College	1968
Glendale Community College	1961
Mesa Community College	1965
Paradise Valley Community College	1985
Phoenix College	1960
Rio Salado Community College	1978
Scottsdale Community College	1969
South Mountain Community College	1979
Mohave County Community College District	
Mohave Community College	1974
Navajo County Community College District	
Northland Pioneer College	1974
Pima County Community College District	
Pima Community College	1969
Pinal County Community College District	
Central Arizona College	1962
Yavapai County Community College District	
Yavapai College	1966
Yuma/LaPaz Counties Community College District	
Arizona Western College	1961

The system now contains ten districts and nineteen colleges.

MAP OF ARIZONA COUNTIES



APPENDIX B.
STATUTES AND REFERENCES

STATUTES PERTAINING TO THE COMMUNITY COLLEGE SYSTEM

The arrangement of the Arizona Revised Statutes is by Title, Chapter, Article, and Numbered statute. For example, Title 15 is Education and Chapter 12 is Community Colleges. Example of Article names include General Provisions and Community College District Boards each followed by individual numbered statutes pertaining to the Title and Article.

In this Appendix, relevant statutes are listed by number and name for quick reference and easy access on line at <http://www.azleg.state.az.us/ArizonaRevisedStatutes> for the complete text. The Titles are also listed below since all relevant statutes are not listed under Title 15. For example, Title 38, Public Officers and Employees, contains the conflict of interest statutes. Updating of the online A.R.S. listings are completed by January 1 of each year.

TITLE 15, CHAPTER 12 - COMMUNITY COLLEGES

Article 1 General Provisions for and Establishment of Community College Districts

15-1401 Definitions

15-1402 Community college districts; requirements

15-1403 Procedure to form a district

15-1404 Election to determine formation of district; notice; canvass

15-1405 Presentation of plan to legislature by county board of supervisors

15-1406 District board members and employees; compensation; payment of expenses for employment candidates

15-1407 Formation of new district by subdivision of existing district; division of assets

15-1408 Use of community college district resources or employees to influence elections; prohibition; civil penalty; definition

15-1409 Provisional community college districts; formation; provisional community college district governing board; powers and duties

15-1410 Credit and noncredit courses

Article 2 State Board of Directors for Community Colleges (Although the State Board no longer exists, the heading remains and the Annual Reports are now the responsibility of the individual districts.)

15-1427 Annual report

Article 3 Community College District Boards

15-1441 Selection of precincts; district board members; terms; qualifications; vacancies

15-1442 Nominating petitions; election; returns; results; certificate of election; statement of contributions and expenditures

15-1443 Meetings; officers; immunity

15-1444 General Powers of district governing boards

15-1445 Administrative powers of district governing boards

15-1446 Lease-purchase agreements

15-1447 Reports by president or chancellor

15-1448 Employment of legal counsel; opinions of counsel

15-1449 Control of vehicles and nonpedestrian devices on community college property by district board; sanctions; compliance with emissions inspection; definition

15-1450 District board members; participation in employee benefit plan

15-1451 Optional retirement plans

15-1452 Evaluation of vocational and technological education programs

Article 4 Community College District Finance

15-1461 District budget; annual estimate; computation; notice; hearing; adoption

15-1461.01 Truth in taxation notice and hearing; roll call vote on tax increase; definition

15-1462 Special tax levy for maintenance or capital outlay of district; proration of monies

15-1463 State contribution for capital outlay for initial or additional campus

15-1464 State aid per capita distribution for capital outlay; capital outlay fund; appropriation

15-1465 Election; issuance and sale of bonds for capital outlay; disposition of proceeds; proration of expenditures by counties

15-1466 State aid; eligibility; limitations

15-1466.01 Calculation of full-time equivalent student enrollment

15-1466.02 Record keeping requirements for full-time equivalent student enrollment

15-1467 State aid appropriations; disbursement procedure; district fund

15-1468 Equalization aid for community college districts

15-1469 Attendance of nonresident state students; payment of cost by county of residence

15-1469.01 Payment of community college nonresident state student cost

15-1470 Community college courses; intergovernmental agreement

15-1471 Expenditure limitations; overrides

15-1472 Community college district workforce development accounts; reports

15-1473 Uniform system of accounting for community college districts; duties of auditor general

Article 5 Issuance of Bonds for Revenue Producing Buildings

15-1481 Definitions

15-1482 Powers

15-1483 Issuance of bonds

15-1484 Powers to secure bonds

15-1485 Monies of institution

15-1486 Validity of bonds

15-1487 Prohibitions against obligating the state of Arizona

15-1488 Bonds obligations issued for and on behalf of institutions

15-1489 Certification of bonds by attorney general

15-1490 Excision of unconstitutional or ineffective parts of article

15-1491 Supplemental nature of article; construction and purpose

TITLE 38, CHAPTER 3 - PUBLIC OFFICERS AND EMPLOYEES

Article 8 Conflict of Interest of Officers and Employees

38-501 Application of article

38-502 Definitions

38-503 Conflict of interest; exemptions; employment prohibition

38-504 Prohibited acts

38-505 Additional income prohibited for services

38-506 Remedies

38-507 Opinions of the attorney general, county attorneys, city or town attorneys and house and senate ethics committee

38-508 Authority of public officers and employees to act

38-509 Filing of disclosures

38-510 Penalties

38-511 Cancellation of political subdivision and state contracts; definition

LIST OF ARIZONA REVISED STATUTE TITLES

Title 1 General Provisions

Title 2 THIS TITLE HAS BEEN REPEALED

Title 3 Agriculture

Title 4 Alcoholic Beverages

Title 5 Amusements and Sports

Title 6 Banks and Financial Institutions

Title 7 Bonds

Title 8 Children

Title 9 Cities and Towns

Title 10 Corporations and Associations

Title 11 Counties

Title 12 Courts and Civil Proceedings

Title 13 Criminal Code

Title 14 Trusts, Estates and Protective Proceedings

Title 15 Education

Title 16 Elections and Electors

Title 17 Game and Fish

Title 18 THIS TITLE HAS BEEN REPEALED

Title 19 Initiative, Referendum and Recall

Title 20 Insurance

Title 21 Juries

Title 22 Justices of the Peace and Other Courts Not of Record

Title 23 Labor

Title 24 THIS TITLE HAS BEEN REPEALED

Title 25 Marital and Domestic Relations

Title 26 Military Affairs and Emergency Management

Title 27 Minerals, Oil and Gas

Title 28 Transportation

Title 29 Partnership

Title 30 Power

Title 31 Prisons and Prisoners

Title 32 Professions and Occupations

Title 33 Property

Title 34 Public Buildings and Improvements

Title 35 Public Finances

Title 36 Public Health and Safety
Title 37 Public Lands
Title 38 Public Officers and Employees
Title 39 Public Records, Printing and Notices
Title 40 Public Utilities and Carriers
Title 41 State Government
Title 42 Taxation
Title 43 Taxation of Income
Title 44 Trade and Commerce
Title 45 Waters
Title 46 Welfare
Title 47 Uniform Commercial Code
Title 48 Special Taxing Districts
Title 49 The Environment