

# Florida College System **Trustee Manual**

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# INTRODUCTION

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**T**rustees play a unique and vital role in college governance, and the Florida College System (FCS) has been built on a strong system of local control vested in the District Board of Trustees for each college. It is the trustees, collectively, who carry the fiduciary and policy responsibility for their respective colleges. Trustees literally “hold in trust” their institutions on behalf of the citizens of Florida and their local regions.

While each college provides an orientation and on-going educational program, trustees also need to be knowledgeable of the mission and organizational structure of the Florida College System as a whole and as it fits into Florida’s higher education system.

Within the system, there is a long tradition of collaboration and cooperation between the 28 colleges, the Division of Florida Colleges, and the Association of Florida Colleges for the common good of the FCS.

This manual is intended to provide an overview of the Florida College System, a description of how the FCS operates within the higher education structure of Florida, and statements of “good practices” for FCS college trustees.

*The Association of Florida Colleges Trustees Commission*

*The Florida College System, Division of Florida Colleges*

*The Florida College System Council of Presidents*







## THE FLORIDA COLLEGE SYSTEM

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**T**his section contains a timeline history of the Florida College System, information that describes the current system, a list of Florida College System institutions, presidents and their board chair, and a list of staff at the Division of Colleges. Additionally, Appendix 5.1 contains a brief history of the Florida Community College system and Appendix 5.2 contains a brief history of the 12 historically black junior colleges in Florida.

## 1.1 HISTORY OF THE FLORIDA COLLEGE SYSTEM

<b>1927</b>	<b>St. Petersburg Junior College</b> founded as private, two-year college
<b>1933</b>	<b>Palm Beach Junior College</b> founded as first public college.
<b>1939</b>	Legislature passes law allowing counties to petition for the establishment of public colleges.
<b>1947</b>	Drs. Morphet and Johns include section on “junior colleges” in report to legislature.
<b>1947-1948</b>	<p><b>St. Petersburg Junior College</b> becomes part of Florida's public system</p> <p>Legislature approves creation of three new colleges:</p> <p><b>Palm Beach Junior College</b>  <b>Chipola Junior College</b>  <b>Pensacola Junior College</b></p>
<b>1948</b>	Creation of <b>Florida Association of Public Junior Colleges</b> (forerunner to FACC)
<b>1955</b>	Legislature created <b>Community College Council</b> to formulate long-range plans
<b>1957-1958</b>	<p><b>Community College Council</b> issues report to legislature which recommended state plan for 28 community/junior colleges</p> <p>Legislature approves creation of six new colleges</p> <p><b>Gulf Coast Community College</b>  <b>Central Florida Community College</b>  <b>Daytona Beach Community College</b>  <b>Manatee Junior College</b>  <b>North Florida Junior College</b>  <b>St. Johns River Community College</b></p>
<b>1957-1958</b>	<p>Legislature approves statutory revisions permitting junior colleges to separate from K-12</p> <p>Legislature establishes the <b>Division of Community Colleges</b></p>
<b>1960</b>	<p>Legislature approves creation of four new colleges</p> <p><b>Brevard Community College</b>  <b>Broward Community College</b>  <b>Miami Dade Community College</b>  <b>Indian River Community College</b></p>
<b>1962</b>	<p>Legislature approves creation of three new colleges</p> <p><b>Edison Community College</b>  <b>Lake City Community College</b>  <b>Lake-Sumter Junior College</b></p>
<b>1963</b>	Legislature approves creation of <b>Polk Community College</b>

<b>1964</b>	Legislature approves creation of <b>Okaloosa-Walton Community College</b>
<b>1966</b>	Legislature approves creation of five new colleges <b>Florida Keys Community College</b> <b>Florida Community College at Jacksonville</b> <b>Santa Fe Community College</b> <b>Seminole Community College</b> <b>South Florida Community College</b>
<b>1967</b>	Legislature approves creation of two new colleges <b>Valencia Community College</b> <b>Tallahassee Community College</b>
<b>1968</b>	Legislature approves creation of <b>Hillsborough Community College</b> Legislature approves measure allowing community colleges to be governed under local boards
<b>1972</b>	Legislature approves creation of <b>Pasco-Hernando Community College</b>
<b>1979</b>	Legislature creates <b>Community College Coordinating Board</b>
<b>1983</b>	Legislature replaces <b>Community College Coordinating Board</b> with <b>State Board of Community Colleges</b>
<b>1990s</b>	Legislature adds economic development as primary mission of the colleges
<b>1996</b>	Colleges become first state agency in Florida to embrace performance based budgeting
<b>1998</b>	Commissioner of Education eliminated from cabinet position
<b>2000</b>	Florida higher <b>Education Reorganization Act</b> restructures higher education systems <b>Division of Community Colleges</b> merged with <b>Division of Workforce Development</b>
<b>2001</b>	SB 1162 eliminates <b>State Board of Community Colleges</b> , creates <b>State Board of Education</b> , and creates local boards of trustees <b>St. Petersburg, Edison, Miami Dade, and Chipola</b> approved to offer baccalaureate degrees
<b>2002</b>	New statutes give more control to local boards
<b>2003</b>	<b>Okaloosa-Walton</b> approved to offer baccalaureate degrees
<b>2004</b>	Legislation outlines process for community colleges to create baccalaureate degrees Community colleges allowed to change names to reflect expanding mission
<b>2009</b>	The <b>Florida Community College System</b> is renamed <b>The Florida College System</b>



## 1.2 FLORIDA COLLEGE SYSTEM FACTS AT A GLANCE

### ❖ How many public colleges are in Florida, 2012-13?

Colleges	28
Campuses	68
Sites	178
College-Owned Buildings	2,139
Acres of Land	13,212
Capital Assets	\$7.3 billion

### ❖ How many people work in the Florida College System (as of October 2012)?

Employees	47,486
Faculty Members Total:	24,941
Full-time	5,939
Part-time	19,002

### ❖ What was the amount of funding for the Florida College System, 2012-13?

General Revenue	\$870 million
Student Fees	\$872 million
Lottery Funding	\$181 million

### ❖ What do students in the Florida College System look like?

**Total Annual Student Headcount (2012-13)** 843,733 students

#### **Student Profile (Fall 2012 College Credit Students):**

Full-time students	37%
Part-time students	63%
Average student age	26 years
Gender	59% female
Minority	55%

**Enrollment by Program** *(During the year, students may enroll in more than one program)*

Bachelors Degree Program	25,389
Associate in Arts Degree	355,393
Associate in Science Degree	115,244
College & Vocational Preparatory	171,873
College Credit Certificates	21,631
Vocational Certificates	27,548
Life Long Learning	2,186

*(Additional college students are enrolled: in apprenticeship courses, in courses related to employment, as general freshmen or for other personal objectives.)*

❖ **How well do students in the Florida College System perform?**

Total Degrees/Certificates Annually Awarded, 2012-13:	105,886
Bachelors Degree Program	5,009
AA Degrees	57,690
AS Degrees (majority enter the workplace)	15,464
Vocational & College Credit Certificates	26,772
Educator Preparation Institutes (EPIs)	907

❖ **What is the annual student headcount in Florida College System institutions?**

Academic Year	Annual Student Headcount
2005-06	870,352
2006-07	871,897
2007-08	907,907
2008-09	939,307
2009-10	972,091
2010-11	961,607
2011-12	944,505
2012-13	843,733

Source: <http://www.fldoehub.org/CCTCMIS/c/Documents/Fact%20Books/fb2013.pdf>

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## FLORIDA COLLEGE SYSTEM GOVERNANCE

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**T**his section contains statutes and information related to the governance of the Florida College System. A brief overview of public higher education is provided along with a listing of current State statutes related to FCS governance and an overview of the statutory provisions related to the FCS. Additionally, two charts are provided which show how the various parts of the public higher education system in Florida relate to one another. A list of current members of the State Board of Education is also contained in this section.

## 2.1 FLORIDA COLLEGE SYSTEM GOVERNANCE

The Florida College System is comprised of 28 institutions, including colleges, state colleges, and community colleges. Governed by local boards of trustees, the colleges fall under the jurisdiction of the State Board of Education for legislatively specified activities such as state budget requests and baccalaureate degree approval. The purpose of this document is to give a brief overview of Florida higher education governance as it relates to The Florida College System (FCS).

The Florida Legislature, composed of the Senate and House of Representatives, is responsible for Florida Statutes related to public higher education in the state. The K-20 Education Code, specifically chapters 1000-1013, lays out relevant statute. Furthermore, the Legislature annually allocates funding for the FCS under the General Appropriations Act.

The roles and responsibilities of the State Board of Education (SBOE) are outlined in section (s.) 1001.01, Florida Statute (F.S.). The SBOE is the chief implementing and coordinating body of public education in Florida (excluding the State University System) with a focus on high-level policy decisions, strategic planning, and budget recommendations, among other responsibilities. Per s. 1001.70, F.S., the Board of Governors is the SBOE's counterpart for the 11 public universities in the State University System.

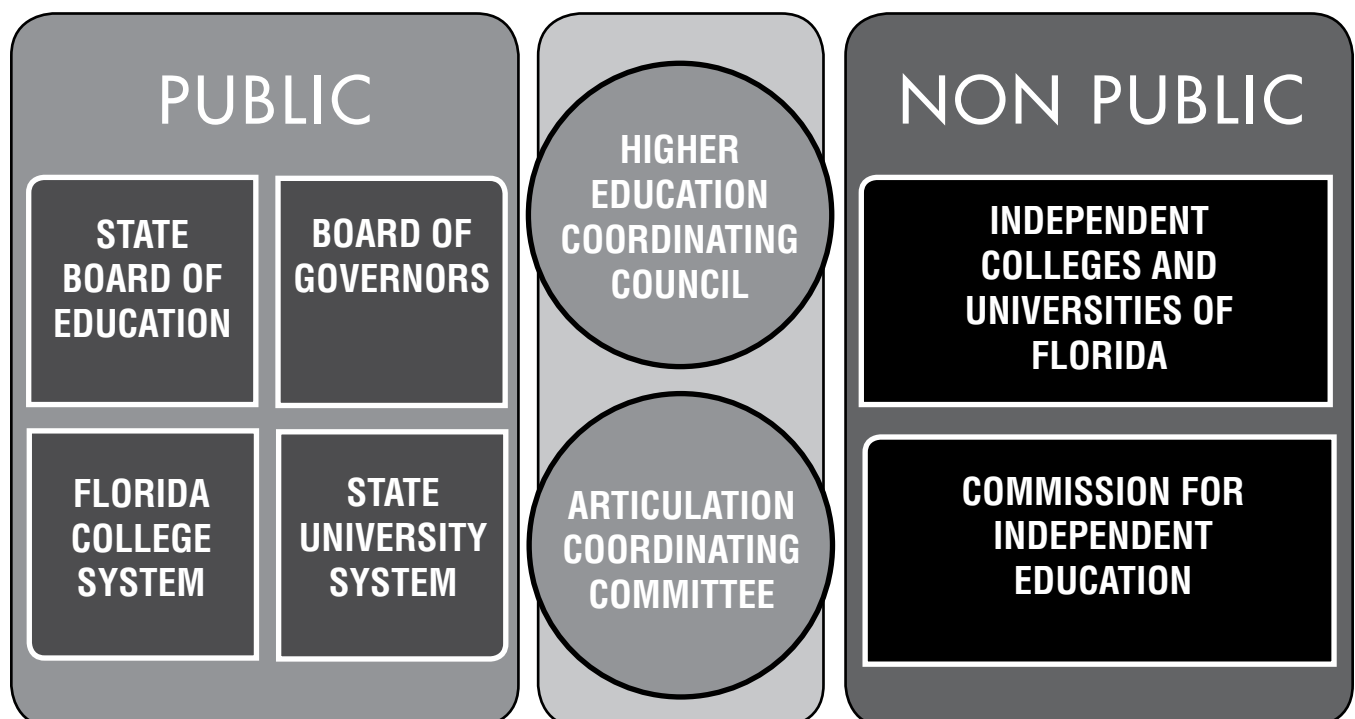
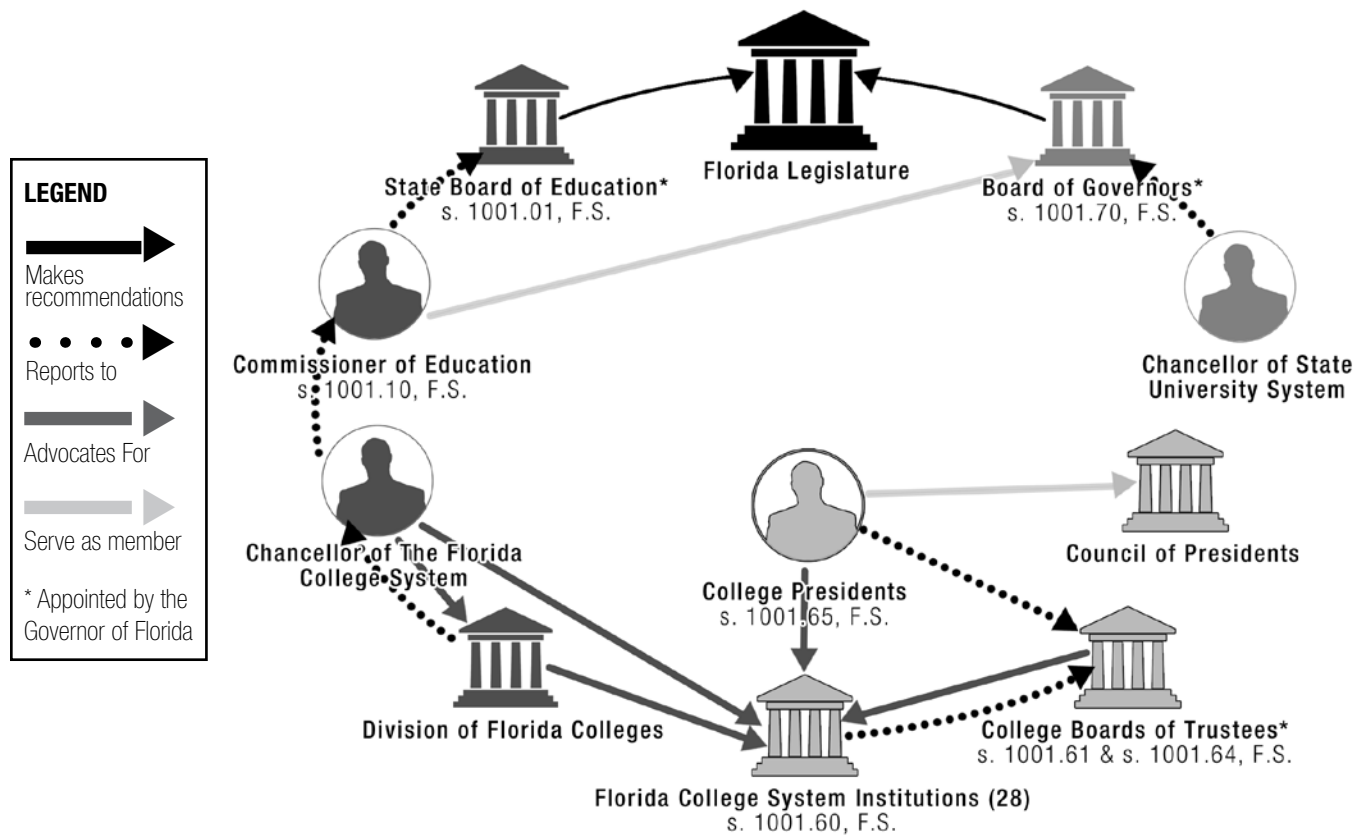
The Commissioner of Education is the chief educational officer in the state of Florida. The Commissioner's responsibilities include functions necessary to support the SBOE. Per s. 1001.10, F.S., these responsibilities include, but are not limited to, strategic planning and budget development, general administration, assessment, and accountability.

Along with the Chancellor of the State University System, the Commissioner of Education has the responsibility of appointing members of the Articulation Coordinating Committee (ACC). The ACC makes recommendations related to statewide articulation policies to the Higher Education Coordinating Council, the State Board of Education, and the Board of Governors (per s. 1007.01, F.S.). The Chancellor of the State University System, the Commissioner of Education, and the Chancellor of The Florida College System – along with other higher education stakeholders – also serve on the Higher Education Coordinating Council (HECC). The purpose of HECC, per s. 1004.015, F.S., is to identify unmet needs and facilitate solutions to disputes regarding the creation of new degree programs and the establishment of new institutes, campuses, or centers and making recommendations to the legislature.

The Chancellor of The Florida College System is housed in the Florida Department of Education's Division of Florida Colleges and acts as an advocate for the system. The Division of Florida Colleges provides leadership and advocacy to promote education innovation and continuous improvement within the FCS.

Each FCS institution is governed by a local board of trustees, per s.1001.61, F.S. The powers of the boards of trustees are outlined in s. 1001.64, F.S. Boards of trustees work closely with college presidents who, per s. 1001.65, F.S., are chief executive officers of their respective FCS institutions. College presidents also constitute the Council of Presidents, an organization designed to promote and represent the interests of the Florida College System. Below is a graphic display of Florida's higher education governance system structure.

## 2.2 GRAPHIC REPRESENTATION OF FLORIDA HIGHER EDUCATION GOVERNANCE





## 2.3 CURRENT FLORIDA STATUTES REGARDING THE FCS

### **1001.60 Florida College System.—**

- (1) **PURPOSES.**—In order to maximize open access for students, respond to community needs for postsecondary academic education and career degree education, and provide associate and baccalaureate degrees that will best meet the state's employment needs, the Legislature establishes a system of governance for the Florida College System.
- (2) **FLORIDA COLLEGE SYSTEM.**—There shall be a single Florida College System comprised of the Florida College System institutions identified in s. 1000.21(3). A Florida College System institution may not offer graduate degree programs.
- (a) The programs and services offered by Florida College System institutions in providing associate and baccalaureate degrees shall be delivered in a cost-effective manner that demonstrates substantial savings to the student and to the state over the cost of providing the degree at a state university.
- (b)1. With the approval of its district board of trustees, a Florida College System institution may change the institution's name set forth in s. 1000.21(3) and use the designation "college" or "state college" if it has been authorized to grant baccalaureate degrees pursuant to s. 1007.33 and has been accredited as a baccalaureate-degree-granting institution by the Commission on Colleges of the Southern Association of Colleges and Schools.
2. With the approval of its district board of trustees, a Florida College System institution that does not meet the criteria in subparagraph 1. may request approval from the State Board of Education to change the institution's name set forth in s. 1000.21(3) and use the designation "college." The State Board of Education may approve the request if the Florida College System institution enters into an agreement with the State Board of Education to do the following:
- Maintain as its primary mission responsibility for responding to community needs for postsecondary academic education and career degree education as prescribed in s. 1004.65(5).
  - Maintain an open-door admissions policy for associate-level degree programs and workforce education programs.
  - Continue to provide outreach to underserved populations.
  - Continue to provide remedial education.
  - Comply with all provisions of the statewide articulation agreement that relate to 2-year and 4-year public degree-granting institutions as adopted by the State Board of Education pursuant to s. 1007.23.
- (c) A district board of trustees that approves a change to the name of an institution under paragraph (b) must seek statutory codification of such name change in s. 1000.21(3) during the next regular legislative session.
- (d) A Florida College System institution may not use the designation "university."
- (3) **LOCAL BOARDS OF TRUSTEES.**—Each institution within the Florida College System shall be governed by a local board of trustees as provided in s. 1001.64. The membership of each local board of trustees shall be as provided in s. 1001.61.

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### **1001.61 Florida College System institution boards of trustees; membership.—**

- (1) Florida College System institution boards of trustees shall be comprised of five members when a Florida College System institution district is confined to one school board district; seven members when a Florida College System institution district is confined to one school board district and the board of trustees so elects; and not more than nine members when the district contains two or more school board districts, as provided by rules of the State Board of Education. However, Florida State College at Jacksonville shall have an odd number of trustees.
- (2) Trustees shall be appointed by the Governor and confirmed by the Senate in regular session.

(3) Members of the board of trustees shall receive no compensation but may receive reimbursement for expenses as provided in s. 112.061.

(4) At its first regular meeting after July 1 of each year, each Florida College System institution board of trustees shall organize by electing a chair, whose duty as such is to preside at all meetings of the board, to call special meetings thereof, and to attest to actions of the board, and a vice chair, whose duty as such is to act as chair during the absence or disability of the elected chair. It is the further duty of the chair of each board of trustees to notify the Governor, in writing, whenever a board member fails to attend three consecutive regular board meetings in any one fiscal year, which absences may be grounds for removal.

(5) A Florida College System institution president shall serve as the executive officer and corporate secretary of the board of trustees and shall be responsible to the board of trustees for setting the agenda for meetings of the board

**1001.62 Transfer of benefits arising under local or special acts.—**

All local or special acts in force on July 1, 1968, that provide benefits for a Florida College System institution through a district school board shall continue in full force and effect, and such benefits shall be transmitted to the Florida College System institution board of trustees.

History.—s. 78, ch. 2002-387; s. 19, ch. 2011-5.

**1001.63 Florida College System institution board of trustees; board of trustees to constitute a corporation.—**

Each Florida College System institution board of trustees is constituted a body corporate by the name of “The District Board of Trustees of (name of Florida College System institution) , Florida” with all the powers and duties of a body corporate, including the power to adopt a corporate seal, to contract and be contracted with, to sue or be sued, to plead and be impleaded in all courts of law or equity, and to give and receive donations. In all suits against a board of trustees, service of process shall be made on the chair of the board of trustees or, in the absence of the chair, the corporate secretary or designee of the chair.

History.—s. 79, ch. 2002-387; s. 20, ch. 2011-5.

**1001.64 Florida College System institution boards of trustees; powers and duties.—**

(1) The boards of trustees shall be responsible for cost-effective policy decisions appropriate to the Florida College System institution’s mission, the implementation and maintenance of high-quality education programs within law and rules of the State Board of Education, the measurement of performance, the reporting of information, and the provision of input regarding state policy, budgeting, and education standards.

(2) Each board of trustees is vested with the responsibility to govern its respective Florida College System institution and with such necessary authority as is needed for the proper operation and improvement thereof in accordance with rules of the State Board of Education.

(3) A board of trustees shall have the power to take action without a recommendation from the president and shall have the power to require the president to deliver to the board of trustees all data and information required by the board of trustees in the performance of its duties. A board of trustees shall ask the Commissioner of Education to authorize an investigation of the president’s actions by the department’s inspector general if the board considers such investigation necessary. The inspector general shall provide a report detailing each issue under investigation and shall recommend corrective action. If the inspector general identifies potential legal violations, he or she shall refer the potential legal violations to the Commission on Ethics, the Department of Law Enforcement, the Attorney General, or another appropriate authority.

(4)(a) The board of trustees, after considering recommendations submitted by the Florida College System institution president, may adopt rules pursuant to ss. 120.536(1) and 120.54 to implement the provisions of law conferring duties upon it. These rules may supplement those prescribed by the State Board of Education if they will

contribute to the more orderly and efficient operation of Florida College System institutions.

(b) Each board of trustees is specifically authorized to adopt rules, procedures, and policies, consistent with law and rules of the State Board of Education, related to its mission and responsibilities as set forth in s. 1004.65, its governance, personnel, budget and finance, administration, programs, curriculum and instruction, buildings and grounds, travel and purchasing, technology, students, contracts and grants, or college property.

(5) Each board of trustees shall have responsibility for the use, maintenance, protection, and control of Florida College System institution owned or Florida College System institution controlled buildings and grounds, property and equipment, name, trademarks and other proprietary marks, and the financial and other resources of the Florida College System institution. Such authority may include placing restrictions on activities and on access to facilities, firearms, food, tobacco, alcoholic beverages, distribution of printed materials, commercial solicitation, animals, and sound.

(6) Each board of trustees has responsibility for the establishment and discontinuance of program and course offerings in accordance with law and rule; provision for instructional and noninstructional community services, location of classes, and services provided; and dissemination of information concerning such programs and services. New programs must be approved pursuant to s. 1004.03.

(7) Each board of trustees has responsibility for: ensuring that students have access to general education courses as identified in rule; requiring no more than 60 semester hours of degree program coursework, including 36 semester hours of general education coursework, for an associate in arts degree; notifying students that earned hours in excess of 60 semester hours may not be accepted by state universities; notifying students of unique program prerequisites; and ensuring that degree program coursework beyond general education coursework is consistent with degree program prerequisite requirements adopted pursuant to s. 1007.25(5).

(8) Each board of trustees has authority for policies related to students, enrollment of students, student records, student activities, financial assistance, and other student services.

(a) Each board of trustees shall govern admission of students pursuant to s. 1007.263 and rules of the State Board of Education. A board of trustees may establish additional admissions criteria, which shall be included in the district interinstitutional articulation agreement developed according to s. 1007.235, to ensure student readiness for postsecondary instruction. Each board of trustees may consider the past actions of any person applying for admission or enrollment and may deny admission or enrollment to an applicant because of misconduct if determined to be in the best interest of the Florida College System institution.

(b) Each board of trustees shall adopt rules establishing student performance standards for the award of degrees and certificates pursuant to s. 1004.68.

(c) Boards of trustees are authorized to establish intrainstitutional and interinstitutional programs to maximize articulation pursuant to s. 1007.22.

(d) Boards of trustees shall identify their core curricula, which shall include courses required by the State Board of Education, pursuant to the provisions of s. 1007.25(6).

(e) Each board of trustees must adopt a written antihazing policy, provide a program for the enforcement of such rules, and adopt appropriate penalties for violations of such rules pursuant to the provisions of s. 1006.63.

(f) Each board of trustees may establish a uniform code of conduct and appropriate penalties for violation of its rules by students and student organizations, including rules governing student academic honesty. Such penalties, unless otherwise provided by law, may include fines, the withholding of diplomas or transcripts pending compliance with rules or payment of fines, and the imposition of probation, suspension, or dismissal.

(g) Each board of trustees pursuant to s. 1006.53 shall adopt a policy in accordance with rules of the State Board of Education that reasonably accommodates the religious observance, practice, and belief of individual students in regard to admissions, class attendance, and the scheduling of examinations and work assignments.

(9) A board of trustees may contract with the board of trustees of a state university for the Florida College System institution to provide college-preparatory instruction on the state university campus.

(10) Each board of trustees shall establish fees pursuant to ss. 1009.22, 1009.23, 1009.25, 1009.26, and 1009.27.

(11) Each board of trustees shall submit an institutional budget request, including a request for fixed capital outlay, and an operating budget to the State Board of Education for review in accordance with guidelines established by the State Board of Education.

- (12) Each board of trustees shall account for expenditures of all state, local, federal and other funds in the manner described by the Department of Education.
- (13) Each board of trustees is responsible for the uses for the proceeds of academic improvement trust funds pursuant to s. 1011.85.
- (14) Each board of trustees shall develop a strategic plan specifying institutional goals and objectives for the Florida College System institution for recommendation to the State Board of Education.
- (15) Each board of trustees shall develop an accountability plan pursuant to s. 1008.45.
- (16) Each board of trustees must expend performance funds provided for workforce education pursuant to the provisions of s. 1011.80.
- (17) Each board of trustees is accountable for performance in certificate career education and diploma programs pursuant to s. 1008.43.
- (18) Each board of trustees shall establish the personnel program for all employees of the Florida College System institution, including the president, pursuant to the provisions of chapter 1012 and rules and guidelines of the State Board of Education, including: compensation and other conditions of employment; recruitment and selection; nonreappointment; standards for performance and conduct; evaluation; benefits and hours of work; leave policies; recognition; inventions and work products; travel; learning opportunities; exchange programs; academic freedom and responsibility; promotion; assignment; demotion; transfer; ethical obligations and conflict of interest; restrictive covenants; disciplinary actions; complaints; appeals and grievance procedures; and separation and termination from employment.
- (19) Each board of trustees shall appoint, suspend, or remove the president of the Florida College System institution. The board of trustees may appoint a search committee. The board of trustees shall conduct annual evaluations of the president in accordance with rules of the State Board of Education and submit such evaluations to the State Board of Education for review. The evaluation must address the achievement of the performance goals established by the accountability process implemented pursuant to s. 1008.45 and the performance of the president in achieving the annual and long-term goals and objectives established in the Florida College System institution's employment accountability program implemented pursuant to s. 1012.86.
- (20) Each board of trustees is authorized to enter into contracts to provide a State Community College System Optional Retirement Program pursuant to s. 1012.875 and to enter into consortia with other boards of trustees for this purpose.
- (21) Each board of trustees is authorized to purchase annuities for its Florida College System institution personnel who have 25 or more years of creditable service and who have reached age 55 and have applied for retirement under the Florida Retirement System pursuant to the provisions of s. 1012.87.
- (22) A board of trustees may defray all costs of defending civil actions against officers, employees, or agents of the board of trustees pursuant to s. 1012.85.
- (23) Each board of trustees has authority for risk management, safety, security, and law enforcement operations. Each board of trustees is authorized to employ personnel, including police officers pursuant to s. 1012.88, to carry out the duties imposed by this subsection.
- (24) Each board of trustees shall provide rules governing parking and the direction and flow of traffic within campus boundaries. Except for sworn law enforcement personnel, persons employed to enforce campus parking rules have no authority to arrest or issue citations for moving traffic violations. The board of trustees may adopt a uniform code of appropriate penalties for violations. Such penalties, unless otherwise provided by law, may include the levying of fines, the withholding of diplomas or transcripts pending compliance with rules or payment of fines, and the imposition of probation, suspension, or dismissal. Moneys collected from parking rule infractions shall be deposited in appropriate funds at each Florida College System institution for student financial aid purposes.
- (25) Each board of trustees constitutes the contracting agent of the Florida College System institution. It may when acting as a body make contracts, sue, and be sued in the name of the board of trustees. In any suit, a change in personnel of the board of trustees shall not abate the suit, which shall proceed as if such change had not taken place.
- (26) Each board of trustees is authorized to contract for the purchase, sale, lease, license, or acquisition in any manner, including purchase by installment or lease-purchase contract which may provide for the payment of interest on the unpaid portion of the purchase price and for the granting of a security interest in the items purchased, subject

to the provisions of subsection (38) and ss. 1009.22 and 1009.23, of goods, materials, equipment, and services required by the Florida College System institution. The board of trustees may choose to consolidate equipment contracts under master equipment financing agreements made pursuant to s. 287.064.

(27) Each board of trustees shall be responsible for managing and protecting real and personal property acquired or held in trust for use by and for the benefit of such Florida College System institution. To that end, any board of trustees is authorized to be self-insured, to enter into risk management programs, or to purchase insurance for whatever coverage it may choose, or to have any combination thereof, in anticipation of any loss, damage, or destruction. A board of trustees may contract for self-insurance services pursuant to s. 1004.725.

(28) Each board of trustees is authorized to enter into agreements for, and accept, credit card, charge card, and debit card payments as compensation for goods, services, tuition, and fees. Each Florida College System institution is further authorized to establish accounts in credit card, charge card, and debit card banks for the deposit of sales invoices.

(29) Each board of trustees may provide incubator facilities to eligible small business concerns pursuant to s. 1004.79.

(30) Each board of trustees may establish a technology transfer center for the purpose of providing institutional support to local business and industry and governmental agencies in the application of new research in technology pursuant to the provisions of s. 1004.78.

(31) Each board of trustees may establish economic development centers for the purpose of serving as liaisons between Florida College System institutions and the business sector pursuant to the provisions of s. 1004.80.

(32) Each board of trustees may establish a child development training center pursuant to s. 1004.81.

(33) Each board of trustees is authorized to develop and produce work products relating to educational endeavors that are subject to trademark, copyright, or patent statutes pursuant to chapter 1004.

(34) Each board of trustees shall administer the facilities program pursuant to chapter 1013, including but not limited to: the construction of public educational and ancillary plants; the acquisition and disposal of property; compliance with building and life safety codes; submission of data and information relating to facilities and construction; use of buildings and grounds; establishment of safety and sanitation programs for the protection of building occupants; and site planning and selection.

(35) Each board of trustees may exercise the right of eminent domain pursuant to the provisions of chapter 1013.

(36) Each board of trustees may enter into lease-purchase arrangements with private individuals or corporations for necessary grounds and buildings for Florida College System institution purposes, other than dormitories, or for buildings other than dormitories to be erected for Florida College System institution purposes. Such arrangements shall be paid from capital outlay and debt service funds as provided by s. 1011.84(2), with terms not to exceed 30 years at a stipulated rate. The provisions of such contracts, including building plans, are subject to approval by the Department of Education, and no such contract may be entered into without such approval.

(37) Each board of trustees may purchase, acquire, receive, hold, own, manage, lease, sell, dispose of, and convey title to real property, in the best interests of the Florida College System institution.

(38) Each board of trustees is authorized to enter into short-term loans and installment, lease-purchase, and other financing contracts for a term of not more than 5 years, including renewals, extensions, and refundings. Payments on short-term loans and installment, lease-purchase, and other financing contracts pursuant to this subsection shall be subject to annual appropriation by the board of trustees. Each board of trustees is authorized to borrow funds and incur long-term debt, including promissory notes, installment sales agreements, lease-purchase agreements, certificates of participation, and other similar long-term financing arrangements, only as specifically provided in ss. 1009.22(6) and (9) and 1009.23(11) and (12). At the option of the board of trustees, bonds issued pursuant to ss. 1009.22(6) and (9) and 1009.23(11) and (12) may be secured by a combination of revenues authorized to be pledged to bonds pursuant to such subsections. Revenue bonds may not be secured by or paid from, directly or indirectly, tuition, financial aid fees, the Florida College System Program Fund, or any other operating revenues of a Florida College System institution. Lease-purchase agreements may be secured by a combination of revenues as specifically authorized pursuant to ss. 1009.22(7) and 1009.23(10).

(39) Each board of trustees shall prescribe conditions for direct-support organizations to be certified and to use Florida College System institution property and services. Conditions relating to certification must provide for audit



review and oversight by the board of trustees.

(40) Each board of trustees may adopt policies pursuant to s. 1010.02 that provide procedures for transferring to the direct-support organization of that Florida College System institution for administration by such organization contributions made to the Florida College System institution.

(41) The board of trustees shall exert every effort to collect all delinquent accounts pursuant to s. 1010.03.

(42) Each board of trustees shall implement a plan, in accordance with guidelines of the State Board of Education, for working on a regular basis with the other Florida College System institution boards of trustees, representatives of the university boards of trustees, and representatives of the district school boards to achieve the goals of the seamless education system.

(43) Each board of trustees has responsibility for compliance with state and federal laws, rules, regulations, and requirements.

(44) Each board of trustees may adopt rules, procedures, and policies related to institutional governance, administration, and management in order to promote orderly and efficient operation, including, but not limited to, financial management, budget management, physical plant management, and property management.

(45) Each board of trustees may adopt rules and procedures related to data or technology, including, but not limited to, information systems, communications systems, computer hardware and software, and networks.

(46) Each board of trustees may consider the past actions of any person applying for employment and may deny employment to a person because of misconduct if determined to be in the best interest of the Florida College System institution.

(47) A board of trustees may not enter into an employment contract that requires the Florida College System institution to pay a Florida College System institution president an amount from state funds in excess of 1 year of the president's annual salary for termination, buyout, or any other type of contract settlement. This subsection does not prohibit the payment of leave and benefits accrued by the president in accordance with the Florida College System institution's leave and benefits policies before the contract terminates.

History.—s. 80, ch. 2002-387; s. 75, ch. 2004-357; s. 4, ch. 2005-146; s. 74, ch. 2007-217; s. 1, ch. 2008-163; s. 2, ch. 2009-60; s. 21, ch. 2011-5; ss. 4, 12, ch. 2011-177.

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#### **1001.65 Florida College System institution presidents; powers and duties.—**

The president is the chief executive officer of the Florida College System institution, shall be corporate secretary of the Florida College System institution board of trustees, and is responsible for the operation and administration of the Florida College System institution. Each Florida College System institution president shall:

(1) Recommend the adoption of rules, as appropriate, to the Florida College System institution board of trustees to implement provisions of law governing the operation and administration of the Florida College System institution, which shall include the specific powers and duties enumerated in this section. Such rules shall be consistent with law, the mission of the Florida College System institution, and the rules and policies of the State Board of Education.

(2) Prepare a budget request and an operating budget pursuant to s. 1011.30 for approval by the Florida College System institution board of trustees at such time and in such format as the State Board of Education may prescribe.

(3) Establish and implement policies and procedures to recruit, appoint, transfer, promote, compensate, evaluate, reward, demote, discipline, and remove personnel, within law and rules of the State Board of Education and in accordance with rules or policies approved by the Florida College System institution board of trustees.

(4) Govern admissions, subject to law and rules or policies of the Florida College System institution board of trustees and the State Board of Education.

(5) Approve, execute, and administer contracts for and on behalf of the Florida College System institution board of trustees for licenses; the acquisition or provision of commodities, goods, equipment, and services; leases of real and personal property; and planning and construction to be rendered to or by the Florida College System institution, provided such contracts are within law and guidelines of the State Board of Education and in conformance with policies of the Florida College System institution board of trustees, and are for the implementation of approved programs of the Florida College System institution.

(6) Act for the Florida College System institution board of trustees as custodian of all Florida College System

institution property and financial resources. The authority vested in the Florida College System institution president under this subsection includes the authority to prioritize the use of Florida College System institution space, property, equipment, and resources and the authority to impose charges for the use of those items.

- (7) Establish the internal academic calendar of the Florida College System institution within general guidelines of the State Board of Education.
- (8) Administer the Florida College System institution's program of intercollegiate athletics.
- (9) Recommend to the board of trustees the establishment and termination of programs within the approved role and scope of the Florida College System institution.
- (10) Award degrees.
- (11) Recommend to the board of trustees a schedule of tuition and fees to be charged by the Florida College System institution, within law and rules of the State Board of Education.
- (12) Organize the Florida College System institution to efficiently and effectively achieve the goals of the Florida College System institution.
- (13) Review periodically the operations of the Florida College System institution in order to determine how effectively and efficiently the Florida College System institution is being administered and whether it is meeting the goals of its strategic plan adopted by the State Board of Education.
- (14) Enter into agreements for student exchange programs that involve students at the Florida College System institution and students in other institutions of higher learning.
- (15) Approve the internal procedures of student government organizations and provide purchasing, contracting, and budgetary review processes for these organizations.
- (16) Ensure compliance with federal and state laws, rules, regulations, and other requirements that are applicable to the Florida College System institution.
- (17) Maintain all data and information pertaining to the operation of the Florida College System institution, and report on the attainment by the Florida College System institution of institutional and statewide performance accountability goals.
- (18) Certify to the department a project's compliance with the requirements for expenditure of PECO funds prior to release of funds pursuant to the provisions of chapter 1013.
- (19) Provide to the law enforcement agency and fire department that has jurisdiction over the Florida College System institution a copy of the floor plans and other relevant documents for each educational facility as defined in s. 1013.01(6). After the initial submission of the floor plans and other relevant documents, the Florida College System institution president shall submit, by October 1 of each year, revised floor plans and other relevant documents for each educational facility that was modified during the preceding year.
- (20) Establish a committee to consider requests for waivers from the provisions of 1s. 1008.29 and approve or disapprove the committee's recommendations.
- (21) Develop and implement jointly with school superintendents a comprehensive articulated acceleration program, including a comprehensive interinstitutional articulation agreement, for the students enrolled in their respective school districts and service areas pursuant to the provisions of s. 1007.235.
- (22) Have authority, after notice to the student of the charges and after a hearing thereon, to expel, suspend, or otherwise discipline any student who is found to have violated any law, ordinance, or rule or regulation of the State Board of Education or of the board of trustees of the Florida College System institution pursuant to the provisions of s. 1006.62.
- (23) Submit an annual employment accountability plan to the Department of Education pursuant to the provisions of s. 1012.86.
- (24) Annually evaluate, or have a designee annually evaluate, each department chairperson, dean, provost, and vice president in achieving the annual and long-term goals and objectives of the Florida College System institution's employment accountability plan.
- (25) Have vested with the president or the president's designee the authority that is vested with the Florida College System institution.

History.—s. 81, ch. 2002-387; s. 22, ch. 2011-5.

1Note.—Repealed by s. 21, ch. 2009-59.

## 2.4 SELECTED STATUTORY PROVISIONS RELATED TO FINANCE

### The Florida College System

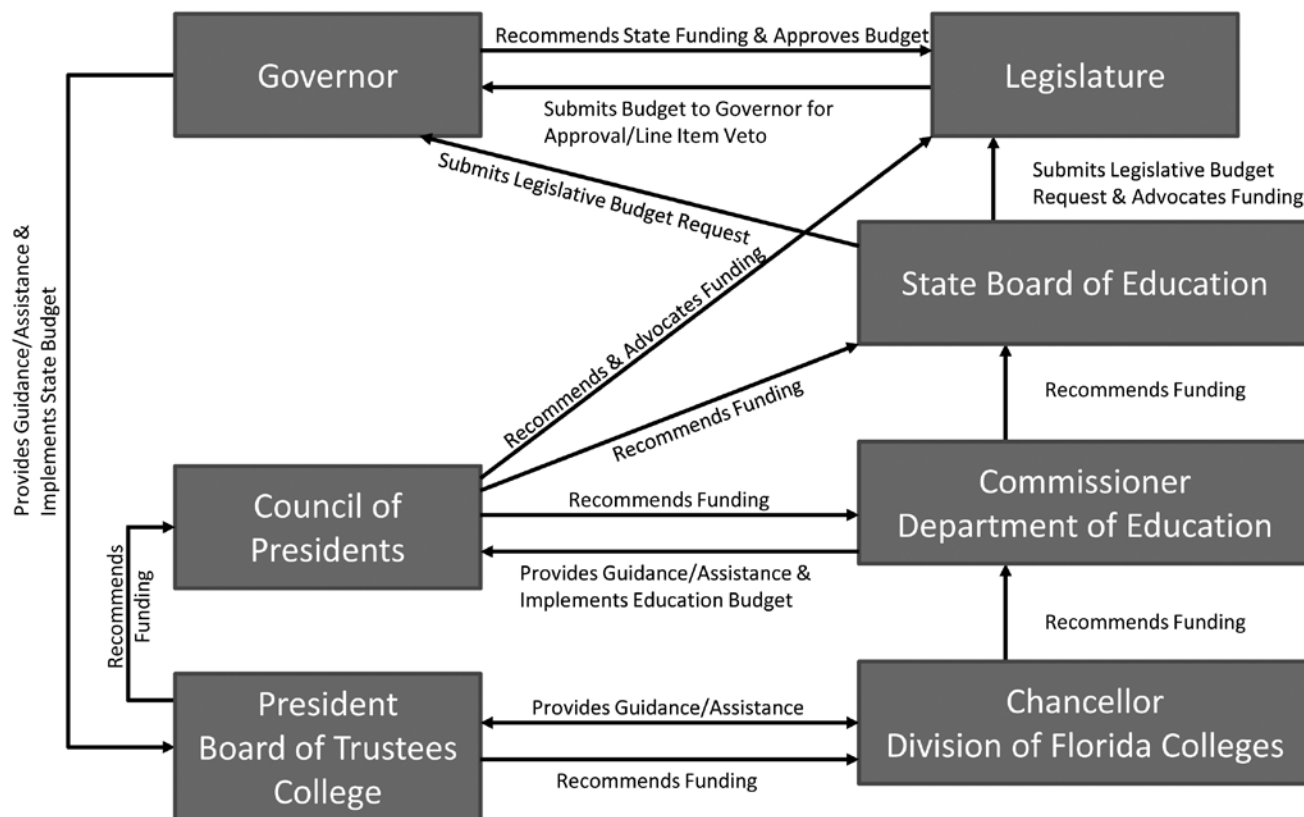
#### Selected Statutory Provisions Related to Finance

- The Florida College System institution boards of trustees are responsible for cost-effective policy decisions appropriate to the college. *Section 1001.64, F.S.*
- Each board of trustees is responsible for the institution's financial and other resources and is authorized to adopt rules, procedures, and policies, consistent with law and rules of the State Board of Education, relating to budget and finance. *Section 1001.64, F.S.*
- Florida Colleges must prepare and maintain financial records and accounts as prescribed by law and rules of the State Board of Education. *Section 1010.01, F.S.*
- All funds accruing to a Florida College must be received, accounted for, and expended in accordance with law and rules of the State Board of Education. *Section 1010.02, F.S.*
- Purchases and leases by Florida Colleges must comply with law and rules of the State Board of Education. Each board of trustees must adopt rules for purchasing. *Section 1010.04, F.S.*
- Each Florida College must provide an annual report on the cost of operations. *Sections 1010.23 and 1011.84, F.S.*
- The Florida College System Program Fund (formerly Community College Program Fund – CCPF) comprises all appropriations made by the Legislature for the support of the current operating program. *Section 1011.81, F.S.*
- The apportionment to each college is determined annually in the General Appropriations Act. *Section 1011.84, F.S.*
- Statute provides a list of components that may be considered in determining each college's apportionment. *Section 1011.84(3), F.S.*
- Any funds allocated to the college through the Program Fund must be expended only for the purpose of supporting that college. *Section 1011.84(4), F.S.*
- A college must provide written notification to the State Board of Education if the unencumbered balance in the college's general fund goes below 5 percent. *Section 1011.84(3)(e), F.S.*

#### Resource Allocation Funding Model

- The Florida College System developed a Resource Allocation Funding Model (Model) in 1999, which includes the components outlined in section 1011.84, Florida Statutes.
- The Model is based on enrollment and cost data, as well as applicable state and national standards.
- The Model is reviewed regularly by a Funding Committee comprised of college personnel. Changes to the model are approved by the Council of Presidents.
- Each year, the Council of Presidents makes recommendations to the Legislature on funding allocations to the colleges, including whether to use the Model to allocate any of the appropriated state funds.

## FLORIDA COLLEGE SYSTEM STATE FUNDING PROCESS



Florida College System - Annual Legislative Budget Request Cycle  
(During Non-reportment Years)

	June	July	August	September	October	November	December	January	February	March	April	May
<b>Enrollment Activity</b>	Enrollment Projections for the Next Fiscal Year Developed	Final Enrollment Report for the Just Completed Fiscal Year (FTE-3 Report) Completed	Corrections Made to Prior Year Estimates - Creating Prior Year Actual Enrollment Reports		First Enrollment Estimate for the Current Year (FTE-1A Report) Completed Based on Prior Year and Early Fall Registration - Enrollment Estimating Conference Held	Enrollment Projections are Adjusted and Become Enrollment Estimates for the Year				Second Enrollment Estimate for the Current Year (FTE-2A Report) Completed Based on Full Fall and Early Spring Registration - Enrollment Estimating Conference Held		
<b>Legislative Budget Request (LBR) Activity</b>	Preliminary LBR Production Prepared Relative to the State Board of Education (SBOE) and Florida College System (FCS) Strategic Plans, in Collaboration with the Community Residents (COP)	Division of Florida Colleges (DFC) Staff Complete Final (FCS) Input into the SBOE LBR	FCS LBR Rolled Up into the DOE LBR	SBOE Approval of the DOE LBR	Fall Legislative Committee and Legislator Briefings on the LBR (in non-election years)	Fall Legislative Committee and Legislator Briefing on the LBR Continue (in non-election years)	Fall Legislative Organizational Session and Committee Meetings - Briefings on the LBR Continue (election years only)	Legislative Committee and Legislator Briefings on the LBR and Other Areas of Legislative Interest Continue	Legislative Committee and Legislator Briefings on the LBR and Other Areas of Legislative Interest Continue	Legislative Session Begins	Legislative Session Continues - Through the End of the Month	Calendar and Guidelines for the Next Fiscal Year LBR Preparation Released by DOE
<b>State-Level Budget Activity</b>	Close Out Prior Fiscal Year	Begin New Fiscal Year	Annual Financial Report (AFR) Data from Colleges Reviewed by DFC Staff	AFR Data Sent to Department of Financial Services for Inclusion in the State's Comprehensive Annual Financial Report	Cost Analysis Data from Colleges Reviewed by DFC Staff	Revenue Estimating Conference Held (General Revenue, Lottery and Education Capital Outlay Trust Fund)		Governor's Recommended Budget Released Late in the Month (no later than 30 days prior to session)	Funding and Allocation Methodologies Developed by COP and Transmitted to Appropriations Committee and Staff	House and Senate Preliminary Budget Proposals and Conforming Bills Released Beginning/ Middle of March	House and Senate Conference Budget and Conforming Bills Approved by the End of the Session	Budget and Conforming Bills Approved by Governor with/without Vetoes
<b>Institutional Level Budget Activity</b>	Close Out Prior Fiscal Year	Begin New Fiscal Year	Annual Financial Report (AFR) Data Reviewed/ Approved by District Board of Trustees	Three-Year Financial Outlook Approved by Legislative Budget Commission	Cost Analysis Data Submitted to DOE	Revenue Estimating Conference Held (General Revenue, Lottery and Education Capital Outlay Trust Fund)			Revenue Estimating Conference Held (General Revenue, Lottery and Education Capital Outlay Trust Fund)		Briefings for COP and COBA on Final Budget/ Conforming Bills	Briefings for COP and COBA on Governor's Actions
	College Operating Budget Approved by District Board of Trustees	Annual Financial Report (AFR) Data Reviewed/ Approved by District Board of Trustees	Approved Operating Budget Submitted to DOE									College Operating Budget Approved by District Board of Trustees



## 2.5 FLORIDA STATE BOARD OF EDUCATION

Mr. Gary Chartrand  
Chair, State Board of Education  
Ponte Vedra Beach, Florida  
Term: May 16, 2011 - December 31, 2014

Mr. John R. Padget  
State Board of Education, Member  
Key West, Florida  
Term: May 13, 2009 - December 31, 2016

Mrs. Sally Bradshaw  
State Board of Education, Member  
Havana, Florida  
Term: September 6, 2011 - December 31, 2013

Dr. Ada Armas  
State Board of Education, Member  
Coral Gables, Florida  
Term: February 7, 2013 - December 31, 2016

Mrs. Barbara S. Feingold  
State Board of Education, Member  
Delray Beach, Florida  
Term: July 18, 2011 - December 31, 2013

Mr. John Colon  
State Board of Education, Member  
University Park, Florida  
Term: February 7, 2013 - December 31, 2014

Ms. Kathleen Shanahan  
State Board of Education, Member  
Tampa, Florida  
Term: January 6, 2006 – December 31, 2013

Pam Stewart  
Florida Department of Education, Commissioner  
325 W. Gaines Street  
Suite 1514  
Tallahassee, Florida 32399  
Phone: (850) 245-0505  
Fax: (850) 245-9667



## COLLEGE TRUSTEES IN THE FLORIDA COLLEGE SYSTEM

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**T**he continuing success of the Florida College System depends in large measure on an effective system of local college governance, and it is the trustees who have the greatest responsibility to assure that local governance works as it should. This section contains several statements, mostly adapted from statements of the Association of Community College Trustees, which describe the essential responsibilities of trustees. The Florida Sunshine Law is also described in this section, as is a brief overview of the FCS budget process and notes on selecting a new president.

*The following three sections are reprinted with permission: Association of Community College Trustees (2012). Guide to Trustee Roles and Responsibilities. Retrieved from <http://www.acct.org/resources/center/roles-responsibilities.php>.*

## 3.1 STATEMENT ON ROLES AND RESPONSIBILITIES

Community college boards of trustees are responsible for ensuring that their colleges are integral parts of their communities and serve their ever-changing needs. Boards are accountable to the community for the performance and welfare of the institutions they govern.

Effective boards consist of people who come together to form a cohesive group to articulate and represent the public interest, establish a climate for learning and monitor the effectiveness of the institution. Boards of trustees do not do the work of their institutions; they establish standards for the work through the policies they set. Their specific responsibilities are to:

### **Act as a Unit**

The board is a corporate body. It governs as a unit, with one voice. This principle means that individual trustees have authority only when they are acting as a board. They have no power to act on their own or to direct college employees or operations.

In order for boards to be cohesive and well-functioning units, trustees must work together as a team toward common goals. Boards should have structures and rules for operating that ensure they conduct their business effectively and efficiently, board agendas are clear and informative, and board meetings are run in an appropriate manner.

The power of governance is expressed through one voice. As individuals, trustees make no commitments on behalf of the board to constituents, nor do they criticize or work against board decisions.

To be effective boards must:

- Integrate multiple perspectives into board decision-making
- Establish and abide by rules for conducting board business
- Speak with one voice, and support the decision of the board once it is made
- Recognize that power rests with the board, not individual trustees

### **Represent the Common Good**

Boards of trustees exist to represent the general public. They are responsible for balancing and integrating the wide variety of interests and needs into policies that benefit the common good and the future of their region.

Therefore, board members learn as much as they can about the communities they serve. They gain this knowledge by studying demographic, economic and social trends, by being aware of issues facing the community, and by talking with other community leaders and members of other boards. They use what they learn to make decisions that respond to community interests, needs and values.

Boards discuss multiple viewpoints and issues in public, and have strategies to include the public in the policy-making process. Effective trustees and boards:

- Know community needs and trends
- Link with the community
- Seek out and consider multiple perspectives when making policy decisions
- Debate and discuss issues in public
- Serve the public good

### **Set the Policy Direction**

Governing boards establish policies that provide direction and guidance to the president and staff of the College. A major board responsibility is to define and uphold a vision and mission that clearly reflect student and community expectations. This responsibility challenges boards to think strategically, concentrate on the “big picture,” and focus on the future learning needs of their communities. It requires that boards consult widely with community groups as well as the administration, faculty, staff, and students of the college. Trustees engage in exciting, creative, thoughtful discussions as they explore the future and envision what they want their communities to be. They:

- Are proactive, visionary and future-oriented
- Learn about and communicate with many different groups
- Focus on community needs and trends
- Establish the vision, mission and broad institutional goals as policy

### **Employ, Evaluate and Support the Chief Executive Officer**

Successful governance depends on a good relationship between the board and the chief executive officer (CEO). The chancellor or president is the single most influential person in creating an outstanding institution. Therefore selecting, evaluating and supporting the CEO are among the board's most important responsibilities.

The CEO and board function best as a partnership. The CEO implements board policies, while the board depends on the CEO for guidance and educational leadership. This occasionally paradoxical relationship works best when there are clear, mutually agreed-on expectations and role descriptions. The partnership thrives on open communication, confidence, trust, and support. To be effective, trustees and boards must:

- Select and retain the best CEO possible
- Define clear parameters and expectations for performance
- Conduct periodic evaluations; provide honest and constructive feedback
- Act ethically in the relationship with the CEO
- Support the CEO; create an environment for success

### **Define Policy Standards for College Operations**

Successful boards of trustees adopt policies that set standards for quality, ethics and prudence in college operations. Once policy standards are established, boards delegate significant authority to the CEO, allowing the CEO and staff the flexibility they need to exercise professional judgment. The policies:

- Define expectations for high quality educational programs
- Define expectations for student achievement and fair treatment of students
- Require wise and prudent use of funds and management of assets
- Set parameters to attract and retain high quality personnel and ensure fair treatment of employees

### **Create a Positive Climate**

Boards set the tone for the entire system or institution. Through their behavior and policies, successful boards establish a climate in which learning is valued, professional growth is enhanced, and the most important goals are student success and adding value to the community. Alternatively, boards fail their institutions when they act in such a way that they create a stifling, negative, or dysfunctional atmosphere.

Boards of trustees create a positive climate when they look to the future, act with integrity, support risk-taking, and challenge the CEO and college staff to strive for excellence. Effective boards and trustees:

- Model a commitment to learning for students
- Focus on outcomes
- Support professional growth
- Seek consultation in developing policy
- Are ethical and act with integrity

### **Monitor Performance**

Boards are responsible for holding colleges accountable for serving current and future community learning needs. The board adopts the college direction and broad goals as policy, and then monitors the progress made toward those goals. For instance if a board adopts a policy goal that the college programs will result in skilled employees for area business, then the board should ask for periodic reports on how that goal is being met.

Boards also monitor adherence to their policies for programs, personnel, and fiscal and asset management. They receive periodic reports from staff and review reports by and for external agencies, such as accreditation, audit, and state and federal accountability reports. All monitoring processes culminate in the evaluation of the CEO as the institutional leader.

A board's ability to monitor its institution is enhanced when it defines the criteria and standards to be used well in advance of when reports are required, so that the CEO and staff are clear about what is expected. Effective boards and trustees:

- Monitor progress toward goals
- Monitor adherence to operational policies
- Use pre-established criteria for monitoring
- Schedule a timetable for reports

#### **Support and Be Advocates for the College**

Trustees are essential links with their communities. They govern on behalf of the public and ensure that the College meets the needs of external constituents. They are also advocates and protectors of the College. They promote the College in the community, and seek support for the college from local, state, and national policymakers. They support the college foundation in seeking community contributions.

Competent boards protect the College from undue pressure on the institution from political and special interests. They support the professional freedom of administrators and faculty to create quality learning environments that incorporate many different perspectives. They protect the ability of the College to fulfill its mission and promise to their communities. Effective trustees and boards:

- Promote the College in the community
- Foster partnerships with other entities in the community
- Advocate the needs of the College with government officials
- Support the foundation and fundraising efforts
- Protect the College from inappropriate influence

#### **Lead as a Thoughtful Educated Team**

Good trusteeship requires the ability to function as part of a team, and a team functions best when all members are encouraged to contribute their unique strengths and are committed to working together.

Effective boards are thoughtful and educated. Trustees on those boards listen well, ask good questions, analyze options, think critically, and clarify their most important values and priorities. They explore issues thoroughly and make policy decisions based on thorough deliberation and comprehensive understanding.

The best boards are future-oriented. They recognize that today's world requires flexible institutions and personnel who are willing to adapt and grow in response to the changing needs of society. Trustees who act with vision, with intelligence, with curiosity and with enthusiasm create a board that is an agent for positive change. Effective boards and trustees:

- Engage in ongoing learning about board roles and responsibilities
- Are curious and inclusive
- Are positive and optimistic
- Support and respect each other

## 3.2 STATEMENT ON ETHICAL GOVERNANCE

Governing boards function better when the ethical standards for trustee behavior are clear. ACCT recommends that boards explore and adopt a set of standards, often called a “code of ethics” or “standards for good practice.” In fact some regional accrediting commissions for community colleges require that boards have a code of ethics or similar statement.

ACCT has developed the following model code. Boards of trustees are encouraged to use it as a starting point for discussion in developing a code or policy. It is important for trustees to explore together expectations for their own behavior.

*As a governing board member, I am responsible to:*

1. Devote time, thought and study to the duties and responsibilities of a community college board member, so that I may render effective and creditable service;
2. Work with my fellow board members in a spirit of harmony and cooperation in spite of differences of opinion that arise during vigorous debates of points of issue;
3. Base my personal decision upon all available facts in each situation; vote my honest conviction in every case, un-swayed by partisan bias of any kind; and abide by and uphold the final majority decision to the board;
4. Remember at all times that as an individual I have no legal authority outside the meetings of the board, and to conduct my relationships with the community college staff, the local citizenry, and all media of the community on the basis of this fact;
5. Resist every temptation and outside pressure to use my position as a community college board member to benefit myself or any other individual or agency apart from the total interest of the community college district;
6. Recognize that it is as important for the board to understand and evaluate the educational program of the community college as it is to plan for the business of college operation;
7. Bear in mind under all circumstances that the primary function of the board is to establish the policies by which the community college is to be administered;
8. Welcome and encourage active cooperation by citizens, organizations, and the media of communication in the district with respect to establishing policy on current college operations and proposed future developments;
9. Support the state and national community college trustees associations;
10. Finally, strive step by step toward ideal conditions for the most effective community college board service to my community, in a spirit of teamwork and devotion to public education as the greatest instrument for the preservation and the perpetuation of our representative democracy.

### 3.3 STATEMENT ON SELF-ASSESSMENT

#### **Why Should Boards Engage In Self-Assessment?**

- In order to identify where they are performing well as a board, and where they might improve.
- Discussion about board roles and responsibilities can strengthen communication and understanding among board members. The discussions can lead to stronger, more cohesive working groups.
- A board's willingness to engage in self-assessment is a model for the rest of the institution. It indicates that board members take their responsibilities very seriously.
- Their interest in self-improvement sets a tone for others in the college to engage in an ongoing review of how education is delivered.

#### **What Should We Expect From a Self-Assessment?**

Well-conducted board self-assessments lead to better boards. The results include:

- a summary of board accomplishments
- a better understanding of what it means to be an effective board
- clarification of what trustees expect from each other and themselves
- improved communications among trustees and between the board and CEO
- identification of problems, potential issues, and areas to improve
- an opportunity to discuss and solve problems that may hurt board performance
- identification of strategies to enhance board performance
- renewed dedication to the board
- agreement on board roles and trustee responsibilities
- board goals and objectives for the coming year

Evaluating the performance of the board is not the same as evaluating individual trustee performance. The purpose of the evaluation is to look at the board as a whole, although a side benefit may be that individual board members gain appreciation for the roles and responsibilities of trusteeship.

#### **How Should Boards Evaluate Themselves?**

The process generally involves the use of self-assessment instruments. The results of the survey instruments then become the basis for discussion.

#### **Who Should Be Involved In The Evaluation?**

Each and every board member should participate in the self-evaluation by completing a board self-assessment instrument (if used), and be involved in the discussion.

The CEO is also an important resource. Varying levels of involvement by the CEO are appropriate, from being a full participant in the process, to contributing advice and support for the process, to providing comments on the board/CEO relationship. Most boards conduct the board and CEO evaluations in tandem, since the success of one entity depends on the effectiveness of the other. .

In addition, boards may consider inviting comments from those who are part of the management team. Their perspectives can add valuable insight to the board process. However, evaluations that involve others need to be carefully designed so that the information is based on a board established criteria of effectiveness.

#### **Should the Board and CEO Evaluations be Linked?**

The board and CEO work together in leading the institution - the board governs, and the CEO leads and administers on a day-to-day basis. It is difficult to evaluate the board without reference to the CEO's contributions, and vice versa.

No matter the process, boards should recognize that when evaluating the CEO, their support of the CEO is an important contribution to the success of the CEO. Conversely, when conducting self-assessments, the CEO's support and advice contributes to board success.



### **How Often Should Boards Evaluate Themselves?**

Formal self-assessments should occur annually. Getting into the habit of regular evaluations makes the process part of the board and college culture, and lessens resistance to self-assessment.

New boards, or boards with a significant number of new members, may wish to hold sessions more often as the members are learning to work together as a team.

### **What Criteria Should We Use?**

A basic self-assessment question is: “Are we doing what we said we will do?” If the purpose of the evaluation is to answer that question the criteria used in the self-assessment process includes what the board has defined as its roles and the policies the board has for its own operations and behavior.

Another question is: “How does the board rank itself against commonly accepted standards of boardsmanship?” In this case, the criteria used may be those established by national and state associations.

In either case, some possible categories and sample questions are listed below.

- Board Organization
- Community Representation
- Policy Direction
- Board-CEO Relations
- College Operations
- Monitor Institutional Performance
- Board Behavior
- Advocacy
- Board Education

### **How Do We Design an Instrument?**

The first step in designing an instrument is to identify what the board wants to get from the evaluation. If the major question is “Are we doing what we said we will do?” then whoever is designing the instrument needs to review board policies, practices and other statements that set out the board’s expectations for itself.

For instance, if the board has a policy or practice that the board represents the community in its policy discussions, the evaluation instrument or checklist may include items that read:

1. The board has a comprehensive understanding of community educational needs.
2. The board considers the interests and needs of the community in its policy discussions.

On the other hand, if the major question is “How do we compare with state or national standards for governing boards?” then the instrument will be based on other standards, including the ACCT code of ethics and Standards for Effective Governance.

### **Sample Structures**

#### *Rating Scales*

Trustees and others doing the evaluation will rate statements on an instrument according to how well they perceive the board performing. Every college has staff members who can assist with setting up rating scales. Following are a few examples of rating a statement on the effectiveness of the board self-assessment process. Respondents would be asked to circle or write the letter of the response.

#### *Agreement*

Respondents rate how strongly they agree or disagree with a statement

#### *Performance*

Respondents rate the quality of a particular item (i.e. excellent, fair, poor, etc.)

#### *Meets Standards*

Respondents may be asked to simply state “yes” or “no” in response to a standard

#### **Board Self-Assessment Instrument Item Bank**

The Board Self-Assessment Instrument Item Bank is a composite of sample items that may be used in board self-assessment forms. Self-assessment instruments generally have 30-40 items. Boards should select statements from the item bank that are most useful to them. Possible question topics include:

- Board Organization
- Policy Role
- Community Relations
- Policy Direction
- Board-CEO Relations
- College Operations
- Institutional Performance
- Board Leadership
- Advocating the College
- Board Education
- Open-ended Questions

To see a complete list of sample questions go to [www.acct.org/services/assessment/self-assessment-item-bank.php](http://www.acct.org/services/assessment/self-assessment-item-bank.php)

#### **How Should We Use The Results of a Board Self-Assessment?**

The average ratings on a board self-assessment instrument, a summary of interviews, or key points in a group discussion identify the strengths of the board and areas for improvement.

The strengths should be celebrated and boards should congratulate themselves on their good work. The strengths are used to help the board improve.

Areas of improvement should be explored to identify the dynamics that contribute to any problems or weaknesses. Strategies to address the issues may include board retreats or workshops on a specific topic, study sessions or reading in an area where knowledge or clarification is needed.

Three to six board goals or activities for the coming year may be established, based on the evaluation and performance on prior year goals. These goals become the basis for the board’s long-range or annual agenda.

## 3.4 THE FLORIDA “SUNSHINE” LAW

### Overview of Florida Law Relating to Public Meetings and Public Records

#### PUBLIC MEETINGS

##### Scope

Section 286.011 F.S. provides a right of access to governmental proceedings at both the state and local level. The law is equally applicable to elected and appointed boards and applies to any gathering of two or more members of the same board to discuss some matter which may foreseeably come before that board for action.

##### Basic Requirements

- Meetings of public boards or commissions must be open to the public.
- Members of the boards or commissions may not discuss matters which may foreseeably come before the board for action with other members of the board except in a properly noticed public meeting of the board.
- Appropriate notice of such meetings must be given.
- Minutes of the meetings must be taken.

##### Application to Various groups

- Advisory Boards
  - Advisory boards which make recommendations to the public agency may be subject to the Sunshine Law
  - Fact – finding committees which make no recommendations generally are not subject to the Sunshine Law.
- Private Organizations
  - Private organizations, which perform a public purpose delegated by a public agency, are subject to the Sunshine Law.
- Staff
  - Meetings of staff are not ordinarily subject to the Sunshine Law; however when a staff committee performs a function which is delegated authority that normally resides with the public board or commission, the Sunshine Law is applicable.

##### Miscellaneous Issues

- Communications between board member and others
  - Correspondence by one board member to other members may not be a violation of the Sunshine Law if prior to the meeting there is no response or other interaction related to the communication among board members. Such communications should be avoided in an abundance of caution.
  - Communication between board members by telephone, fax, e-mail, etc are subject to the Sunshine Law limitations.
  - Communication with staff and third parties by board members are not Sunshine Law violations unless the staff of the third parties are used as conduits to communicate information between board members.

##### Exceptions

- Collective bargaining discussions subject to certain limitations.
- Attorney – client discussions regarding litigation under certain circumstances.

#### Penalties

1. Knowingly violating of the Sunshine Law is a misdemeanor of the second degree. (Section 286.011 (3) (b) F.S.)
2. Removal from office may occur after a conviction.
3. Non-criminal fines up to \$500.00 may be imposed along with reasonable attorney's fees.
4. Injunction or declaration relief may be obtained.

#### PUBLIC RECORDS

##### A. Documents which constitute public records

1. Section 119.011 (1) F.S. defines "public records" to include:  
all documents, papers, letters, maps, books, tapes, photographs, films, sound recording, data processing software, or other material, regardless of the physical form, characteristics, or means of transmission, made or received pursuant to law or ordinance or in connection with the transaction of official business by any agency.
2. All public records, as defined above, must be provided to the public promptly upon request.
3. Any agency document, however prepared, if circulated for review comment or information, is a public record regardless if whether it is an official expression of policy or marked "preliminary", "draft", "confidential", or otherwise. Notes taken for one's own use and not to be circulated are not public records.
4. Certain records of private entities acting on behalf of a government entity may be subject to public access.
5. Certain limited exceptions for copyrighted or "sensitive" software, trade secret information, and certain audit materials are examples of exceptions to the public records access requirements.

##### B. Access to Records

1. No unreasonable delay may be allowed in response to a request for records.
2. Anyone may request records.
3. Statutory fees may be charged for production of records.

##### C. Penalties

1. Violation is a misdemeanor of the first degree.
2. Non-criminal fines of up to \$500.00 may be assessed.
3. Attorney's fees may be assessed.
4. Suspension or removal from office may be imposed.

### 3.5 PREPARING TO SELECT A PRESIDENT

One of the most important tasks for a board is selecting a new president and the board should prepare for this before there is a need to do so. Presidents may die in office or become incapacitated and boards should have a plan for addressing these possibilities.. To do so also gives the board a valid reason to discuss how it would hire a new president, regardless of the circumstances.

A workshop would be a good place for this discussion. Below are some of the elements the board would discuss in developing an informal procedure, and Appendix 5.5 contains a sample policy:

- Who would be named as interim president?  
The president might discuss with the board chair annually who he or she would recommend as an interim president to serve immediately in the event of an emergency. The board could also discuss how they might select a long-serving interim president, should that be necessary.
- What is the role of the board chair?  
In the event of the president dies or becomes incapacitated, the board chair would likely need to assume a role in helping the college and community cope with the change of leadership.
- Who should be notified of what?  
The interim president and board chair would need to work together to notify important constituents and plan a memorial service, etc.
- What is the role of the board?  
The board plays a very important role in helping to stabilize the institution. Most immediately, the board would need to meet to formally appoint an interim president (who would serve in a transition role), decide how to appoint a longer-term interim president, should that be necessary.
- What are the things to consider in hiring a new president?  
The board will need to decide whether to hire a search firm to coordinate the search process or handle the search process internally. In the event the board decides to use an external search firm (and that is the most typical approach for boards to choose)), the board will need to decide how to select a search firm.

The board then needs to decide the qualifications and experiences it wants in a new president. While the board needs to seek broad input into this process, it is the board who will ultimately determine what kind of new president would best serve the college.

- Other considerations  
Hiring a new president is a great opportunity for a board. The search procedure itself can be bring the board closer together and prepare the way for the new president to be successful.





## TRUSTEES COMMISSION PROFESSIONAL DEVELOPMENT

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**I**t is important that trustees grow in their roles and there are numerous for professional development for trustees. This section contains a brief description of the Trustee Commission of the Association of Florida Colleges, the Association of Community College Trustees, and the Association of Governing Boards of Colleges and Universities.



## 4.1 THE ASSOCIATION OF FLORIDA COLLEGES TRUSTEES COMMISSION

The Association of Florida Colleges, which has been in existence since 1949, is a 501C-6 organization open to all employees of the Florida College System. Currently, there are 8,100 members of the AFC. The Association, which is governed by a Board of Directors, is structured into commissions representing the interest of faculty, staff, and administrators among all 28 colleges.

One of the Commissions of the AFC is the Trustees Commission. All current trustees of the Florida College System are automatically members of the Trustees Commission. As per the Trustees Commission by-laws (See Appendix 5.3), the purpose of the commission, “shall be to promote and enhance the Florida College System of the State of Florida by serving in a liaison capacity with the State Board of Education, by serving as liaison with the general membership of the Association of Florida Colleges (AFC), and by providing trustees within the Florida College System with education opportunities with regard to their duties and responsibilities, by keeping such trustees informed about matters of concern to all of the community colleges, and by providing a forum for such trustees to discuss the issues common to the Florida College System.”

The Association of Florida Colleges, Inc. is the professional association of Florida’s 28 public member institutions of the Florida College System, their Boards, employees, retirees and associates, and the employees of the Division of Florida Colleges. The mission of the Association is to actively promote, represent, and support members and institutions as they provide their students and the citizens of Florida with a world-class college system.

**Value Statement:** The Mission of the Association is driven by the following values:

- 1) Professional Growth and Development
- 2) Advocacy
- 3) Leadership
- 4) Community
- 5) Innovation
- 6) Networking

The Association fulfills its mission by accomplishing the following goals:

- 1) Develop and support professional development, education, and leadership opportunities for the Association’s members (Values 1, 2, 3, 5, 6).
- 2) Advocate for policies, budgets, and programs on behalf of the Association’s institutional and individual members (Value 2).
- 3) Communicate public policy and legislative issues and engage in cooperative research activities related to those issues (Values 2, 3).
- 4) Increase public awareness of the mission, purpose, and accomplishments of the Florida College System (Values 2, 4, 6).
- 5) Showcase and reward exemplary programs, practices, activities, and individuals (Values 1, 3, 5, 6).
- 6) Enhance, encourage and facilitate communication, cooperation, professionalism, and camaraderie among individual and institutional Association members (Values 1, 4, 6).
- 7) Promote membership by providing professional development and services that ensures an active and vital Association (Values 1, 3, 4, 6).
- 8) Maintain a fiscally sound organization that is efficiently and effectively managed (Value 3).
- 9) Provide opportunities for and engage in services to benefit the external community (Values 1, 3, 4, 6).

### Trustee Commission Contacts

Tami Cullens, Chair  
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600 West College Dr.  
Avon Park, FL 33825  
PH: 863-381-0753

Wendy Link, Chair-Elect  
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4200 Congress Avenue  
Lake Worth, FL 33461  
PH: 561-838-4100

## 4.2 ASSOCIATION OF COMMUNITY COLLEGE TRUSTEES

The Association of Community College Trustees (ACCT) is a non-profit educational organization of governing boards, representing more than 6,500 elected and appointed trustees who govern over 1,200 community, technical, and junior colleges in the United States and beyond.

These community professionals, business officials, public policy leaders, and leading citizens offer their time and talent to serve on the governing boards of this century's most innovative higher education institutions-community, junior, and technical colleges-and make decisions that affect more than 1,200 colleges and over 11 million students annually.

**ACCT's Board Leadership Services exists to:**

**Enhance** the ability of community college boards to effectively carry out their roles and responsibilities.

**Support** community college boards in their efforts to govern and develop policies that focus on meeting community needs.

**Build** community college boards' capacity through education and training programs.

**Assist** community college boards in the recruitment, selection and retention of chief executive officers of the highest caliber.

J. Noah Brown

*President and Chief Executive Officer*

ACCT

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## 4.3 ASSOCIATION OF GOVERNING BOARDS OF UNIVERSITIES AND COLLEGES

The Association of Governing Boards of Universities and Colleges (AGB) is the only national association that serves the interests and needs of academic governing boards, boards of institutionally related foundations, and campus CEOs and other senior-level campus administrators on issues related to higher education governance and leadership. Its mission is to strengthen, protect, and advocate on behalf of citizen trusteeship that supports and advances higher education.

### Members

AGB serves more than 34,000 individuals, including:

- trustees and regents
- campus and public college and university foundation CEOs
- board professional staff members
- senior-level administrators (vice presidents for finance, development, student services, academic affairs; enrollment management and institutional research professionals; and chief legal counsel)

AGB has more than 1,200 member institutions--colleges and universities of all types (independent and public, four-year and two-year, and general and specialized) plus public college and university foundation boards.

### Purpose

AGB advances the practice of citizen trusteeship and helps ensure the quality and success of our nation's colleges and universities. To do so, AGB delivers programs and services that

- strengthen partnerships between presidents and governing boards
- define and clarify the responsibilities of governing board members
- provide guidance to trustees, board leaders, and campus leaders in their governance-related roles
- encourage a level of professionalism for trusteeship, a voluntary function
- monitor issues that affect higher education and governance and provide guidance for boards and campus leaders
- foster cooperation among all education stakeholders
- AGB, founded in 1921, is located in Washington, D.C.



## APPENDICES

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## 5.1 A SUCCINCT HISTORY OF THE FLORIDA COMMUNITY COLLEGE SYSTEM

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By Dr. James L. Wattenberger, Distinguished Service Professor Emeritus, University of Florida  
and

Dr. Harry T. Albertson, Former Chief Executive Officer,  
Florida Association of Community Colleges

The community college is uniquely American. Its roots can be traced to William Rainey Harper, the president of the University of Chicago, and a few others who believed that the substantial academic resources of the nation's universities could be better utilized if they were not burdened with the tasks of teaching the basic learning and thinking skills taught during the freshman and sophomore years. Instead, these pioneers suggested that there should be a different kind of institution which could bridge the gap between high school and higher education. From these thoughts, the nation's first publicly supported junior college, Joliet Junior College in Joliet, Illinois, was born in the year 1901.

However, even before the birth of Joliet Junior College, there existed several private two-year colleges. Perhaps in response to financial pressures, or perhaps as a means to accommodate the flood of new high school graduates, many of these private two-year colleges were originally small four-year institutions that discontinued the junior- and senior-year programs.

Similarly, the birth of Florida's Community College System can be traced to the private sector. In 1927, St. Petersburg Junior College was founded as a private, two-year college on Florida's central, Gulf Coast. Shortly thereafter, several other private two-year colleges including Jacksonville Junior College, Orlando Junior College, Casements Junior College, and Edison Junior College were organized. All of these early private junior college efforts in Florida failed except for St. Petersburg Junior College.

Florida's first public junior college, Palm Beach Junior College, was established in 1933 by approval of the local Board of Public Instruction. In 1939, the legislature adopted a law which provided that a county or group of counties with a population of 50,000 or more could petition the State Board of Education for the establishment of public junior college. From 1933 until 1947, Palm Beach Junior College remained the only public two-year college in the state. However, in 1947, Dr. Edgar Morphet and Dr. R.L. Johns, who were consultants to the Florida Citizens Committee on Education, included a section on "junior colleges" in their report to the Florida Legislature. Mr. Howell Watkins, the principal of Palm Beach High School and dean of Palm Beach Junior College, was charged with the junior college section of the report, and he assigned the task to a graduate student from the University of Florida, James Wattenberger, who was also a graduate of Palm Beach Junior College.

Among other things, the Florida Citizens Committee Report on Education to the 1947 Florida Legislature included Wattenberger's recommendation that junior colleges should become an operational component of the local school systems provided that the County Boards of Public Instruction received approval from the State Board of Education to operate a junior college. This recommendation and many of the other provisions in the Florida Citizens Committee Report on Education were included in the Minimum Foundation Program Law supported by Senator LeRoy Collins and passed by the 1947 Legislature.

Upon passage of the Minimum Foundation Program in 1947, the Pinellas County Board of Public Instruction requested the State Board of Education's approval to make St. Petersburg Junior College a public junior college by incorporating the two-year college into its school system. Likewise, in 1948 the Jackson County School Board joined by the School Boards of Calhoun, Holmes, and Washington Counties received permission to take control of Chipola Junior College which had operated as a private junior college in Marianna for only one year. That same year, the Escambia County School Board (joined later by the Santa Rosa County School Board) requested and received authority to establish a new public junior college, Pensacola Junior College.

Thus, by the end of 1948, Florida's emerging community college system included four publicly funded institutions — Palm Beach Junior College, St. Petersburg Junior College, Chipola Junior College, and Pensacola Junior College. These four junior colleges became the focus for Florida's new approach to postsecondary education.

In 1948, Dr. John I. Leonard, who served as both the superintendent of public instruction in Palm Beach County and as president of Palm Beach Junior College, met with Dr. Leon N. Henderson from the University of Florida's College of Education to plan a series of conferences for junior college administrators. The conferences were held in January, May, July, and October 1949 and included the presidents as well as faculty members from the state's four public junior colleges. At the October meeting, the participants formally organized as the Florida Association of Public Junior Colleges (FAPJC), the forerunner of the Florida Association of Community Colleges (FACC).

During the next few years, an increased interest in the expansion of junior colleges developed rapidly in Florida. In 1949, Washington Junior College was authorized as the state's fifth public junior college in connection with Booker T. Washington High School in Pensacola. The Junior College Steering Committee of the State Advisory Council on Education presented a study by Dr. C.C. Colvert and Dr. James W. Reynolds from the University of Texas in 1951 to the State Board of Education. The study recommended the establishment of new junior colleges, a position strongly supported by former Senator and now Governor LeRoy Collins, without specifying where or how many. In 1953, the legislature authorized the Board of Control (the operating/coordinating board for the state's universities) to establish the Council for the Study of Higher Education, and in the same year the University of Florida Press published its first education-oriented book, *A State Plan for Public Junior Colleges*, by Dr. James L. Wattenbarger, now a faculty member at the University of Florida. In 1955, the Board of Control issued its initial report to the legislature which urged the establishment of a separate study for junior colleges in Florida.

As a result of the Board of Control's report, and at the urging of the members of FAPJC, the 1955 Legislature created the Community College Council to "formulate a long-range plan for the establishment and coordination of community colleges." During the same legislative session, the members of FAPJC also supported a bill that appropriated \$4.2 million for junior college construction funds during the 1955-57 biennium. The funds were appropriated by the legislature to Pensacola Junior College (\$1.25 million), Chipola Junior College (\$.6 million), Palm Beach Junior College (\$1.05 million), and St. Petersburg Junior College (\$1.3 million).

The Community College Council was organized in the fall of 1955, and Dr. James Wattenbarger was granted a leave of absence from the University of Florida to direct the study of the council. After nearly two years of study, the council issued its report to the 1957 Legislature. The report, titled *The Community Junior College in Florida's Future*, recommended a state plan that would provide twenty-eight junior colleges located within commuting distance of 99 percent of the state's population. The 1957 Legislature accepted the report as the master plan for Florida's community/junior colleges and at the same time approved six new community college districts to begin implementing the master plan. The six colleges approved by the 1957 Legislature were Gulf Coast Community College, Central Florida Community College, Daytona Beach Community College, Manatee Junior College, North Florida Junior College, and St. Johns River Community College.

The 1957 Legislature also approved statutory revisions that permitted the junior colleges to begin a separate existence apart from the K-12 programs, and the Division of Community Colleges was established as a separate division within the Florida Department of Education. Dr. James Wattenbarger was appointed as the Division Director.

During the next ten years, sixteen of the eighteen new public community/junior colleges visualized in the ten-year master plan were opened. They were Brevard Community College (1960), Broward Community College (1960), Indian River Community College (1960), Maimi-Dade Community College (1960), Edison Community College (1962), Lake City Community College (1962), Lake-Sumter Junior College (1962), Okaloosa-Walton Community College (1964), Polk Community College (1965), Florida Keys Community College (1966), Florida Community College at Jacksonville (1966), Santa Fe Community College (1966), Seminole Community College (1966), South Florida Community College (1966), Valencia Community College (1967), and Tallahassee Community College (1967). In 1968, Hillsborough Community College was authorized by the legislature, and in 1972, twelve years after the Community College Council issued its report to the legislature, Pasco-Hernando Community College was opened to complete the twenty-eight community/junior college system in Florida.

In the mid 1960's, Florida faced a period of desegregation in all of education. As part of the state's desegregation plan, the state decided to merge the twelve black community colleges (which had been established in association with local formerly black high schools by their local school boards) with the newly created community/junior colleges in those twelve districts. This limited each district to one community college; but,

permitted multiple centers to be created in order to serve the whole population of the district. As such, Booker T. Washington Junior College was merged with Pensacola Junior College, Carver Junior College was merged with Brevard Community College, Collier-Blocker Junior College was merged with St. Johns River Community College, Gibbs Junior College was merged with St. Petersburg Junior College, Hampton Junior College was merged with Central Florida Community College, Jackson College was merged with Chipola Junior College, Johnson College was merged with Lake-Sumter Junior College, Lincoln College was merged with Indian River Community College, Roosevelt College was merged with Palm Beach Community College, Rosenwald College was merged with Gulf Coast Community College, Suwannee River College was merged with North Florida Community College, and Volusia Community College was merged with Daytona Beach Community College.

Although the 1957 legislature approved the Master Plan for the orderly development of Florida's Community College System, as well as several statutory revisions which created the Division of Community Colleges as a separate entity within the Department of Education apart from the K-12 system, the colleges remained under the jurisdiction of local school boards. Many community college advocates questioned the efficacy of this arrangement, and in 1961-62 Dr. Samuel R. Neel, Jr., FAPJC president and president of Manatee Community College, reported on several FAPJC sponsored meetings designed to prepare the way for making community/junior colleges independent legal entities functioning under their own boards. Finally, during the 1967-68 fiscal year, the legislature approved measures which released the colleges from the jurisdiction of local boards of public instruction and established locally autonomous district boards of trustees to govern and operate each of the state's public community/junior colleges.

Dr. James Wattenbarger announced his resignation as Director of the Community/Junior College Division of the Florida Department of Education during the 1966-67 fiscal year. Dr. Lee G. Henderson, Wattenbarger's assistant, was named the new Director of the Department of Education's Division of Community Colleges.

During the 1969-70 academic year, FAPJC pushed for legislation that would make the terms "community" and "junior" college synonymous in state law. That same year, the FAPJC assembly of delegates, in an effort to represent more adequately the comprehensive nature of the state's community/junior colleges, voted at their November Annual Convention to change the name of the Association from the Florida Association of Public Junior Colleges (FAPJC) to the Florida Association of Community Colleges (FACC). Similarly, in 1970 the Board of Trustees of Lake-Sumter Junior College changed the college's name to Lake-Sumter Community College, and over the next few years several other colleges that used "junior" instead of "community" followed suit.

By 1971-72, the Florida Association of Community Colleges has grown to almost two-thousand members and continued to retain the institutional membership of all 28 community colleges in the state. As such, the Board of Directors hired the Association's first full-time staff assistant, John B. "Jack" Armstrong, who became the Association's Executive Director and perhaps the main lobbyist for Florida's community colleges. The Association was provided offices at Tallahassee Community College. Mr. Armstrong continued to serve as the Association's Executive Director until April 1, 1976, when he resigned to become a candidate for the State's 2nd Congressional District. The Board of Directors appointed Dr. Jim Burnette, the Executive Vice President for Edison Community College, Interim Executive Director, and he served in that capacity until December of 1976 while the Board conducted a national search for a new Executive Director. At the 1976 Convention, the Board selected a former FACC President and Valencia Community College administrator as its second Executive Director, Dr. James Kellerman. Dr. Kellerman took office in January of 1977.

Through 1979, the Community College Council continued to function as the state-wide advisory council for the community college system. In 1979, however, the legislature created the Community College Coordinating Board in an effort to answer questions regarding the management and coordination of higher education in Florida.

The Community College Coordinating Board functioned through 1983 when the legislature replaced the Coordinating Board with the State Board of Community Colleges. The State Board of Community Colleges was charged with "statewide leadership in overseeing and coordinating the individually governed public community colleges" while ensuring that "there shall continue to be maximum local autonomy in the governance and operation of individual community colleges."

At the same time the Community College Coordinating Board was replaced by the State Board of Community Colleges, Dr. Henderson announced his retirement as director of the Division of Community Colleges. Mr. John Blue, Chairman of the Manatee Community College District Board of Trustees and a member of the Community College Coordinating Board, was appointed interim Director of the Division of Community Colleges while a



national search was conducted to find a replacement for Dr. Henderson. In 1984, after an exhaustive search, the State Board of Community Colleges selected a former state senator and representative, Clark Maxwell, Jr., as the Board's first Executive Director and the state's first Executive Director of the Community College System.

In late 1981, Dr. James Kellerman announced his plans to resign as FACC's Executive Director by January 1, 1982 to assume the role of Executive Director of the California Community and Junior College Association. By December of 1981, however, the FACC Board had already selected Dr. Kellerman's replacement, Mr. L. Frank Casey, a former FACC President and an administrator from Daytona Beach Community College.

Under Mr. Casey's dynamic leadership the Association grew to just over 4,000 members and embarked on an ambitious plan to build a home for FACC in Tallahassee. In 1991-92, land was purchased across the street from the Education Building. The address was 816 South Martin Luther King Boulevard. By 1993 the plans for the building were completed, and a massive fund raising drive was undertaken by Pasco-Hernando Community College President, Dr. Milton O. Jones, to raise money to pay off the land and begin construction on the 4,000 square foot, two-story, red-brick building. In December of 1993, Mr. Casey resigned as FACC's Executive Director and the Board of Directors named Dr. William "Bill" Odom as the Interim Executive Director. Dr. Odom served in that capacity until April 1, 1994 when Dr. Harry T. Albertson, an Administrator from Pasco-Hernando Community College, was selected as the Association's fourth Executive Director. Dr. Albertson oversaw the completion of the construction of the new facilities and arranged financing to pay the remaining cost of construction in the amount of almost \$400,000 with the Miami-Dade Community College Foundation. The Association moved into its new home in July and August of 1994, and with the tremendous support of the Association's membership and the College presidents, FACC paid the fifteen year mortgage off in five years.

Since 1984, the Florida Community College System has continued to evolve as the state's most effective and efficient educational delivery system. The mission of Florida's Community College System has also continued to evolve far beyond the vision of providing the first two years (two-plus-two) of the baccalaureate degree. The system provides over 750 associate in arts and associate in science degrees, and almost 500 certificate programs of varying lengths. It is a national model for the articulation agreement with the state's universities which provides that all community college associate in arts degree graduates can enter a state university at the junior level. In the early 1990's the legislature added economic development as a primary mission of the colleges, and the substantial role of the colleges in workforce development has been addressed by both the 1996 and the 1997 Legislatures. In 1996, the colleges became the first state agency in Florida to embrace performance-based budgeting.

During 1996, the state's twenty-eight colleges served nearly one million students in credit and non-credit programs. Based on 1994-95 graduation data, Florida's community college system lead the nation in terms of the number of associate degree awards, seven of the nation's top ten liberal arts and sciences associate degree producers were Florida community colleges, and Florida's community colleges also ranked among the nation's best in terms of degrees awarded to minority and non-traditional students.

In December of 1997, Mr. Clark Maxwell retired as the Executive Director of the Florida Community College System. He was replaced on an interim basis by the Assistant Executive Director of the Florida Community College System, Mr. David Armstrong. Mr. Armstrong served in this capacity while a national search was conducted for a new Executive Director of the system. In May of 1998 the State Board of Community Colleges interviewed three finalists for the position who were recommended by a Search Committee. At the conclusion of the interviews, the Board decided that none of the finalists were as qualified as Mr. Armstrong to lead the system, and even though Mr. Armstrong was not in the applicant pool, the Board unanimously offered the position to Mr. Armstrong who accepted the offer.

In November of 1998, the voters of Florida approved Constitutional revisions reducing the number of elected members of the Florida Cabinet from seven to four effective January of 2003. Specifically the revisions eliminated the Secretary of State and the Commissioner of Education from the Cabinet and combined the positions of Comptroller and Treasurer. The cabinet also served as the State Board of Education; however the revision approved by the voters eliminated the role of the Cabinet as the State Board of Education and instead established a new board to oversee education which includes seven members appointed by the Governor and confirmed by the Senate.

Despite arguments by both the Community College System and the State University System that the Constitutional revision was aimed at a reorganization of the K-12 system, the 2000 Legislature adopted HB 2263 (the Florida Education Governance Reorganization Act of 2000) which reorganized the governance structure

for all educational delivery systems in the State of Florida. The bill delineated that there will be a seven member “super-board” called the Florida Board of Education” (FBE) appointed by the Governor to oversee all of education in Florida; a Commissioner of Education (Secretary of Education until January of 2003) appointed by the FBE; and, Chancellors for the K-12 System, the University System, and the Community College System appointed by the Commissioner. Pending the recommendations of a “Transition Task Force,” the bill also eliminated the State Board of Community Colleges and the Board of Regents in January of 2003, and very subtly merged the Division of Workforce Development under the Division of Community Colleges, renaming the Division of Community Colleges the Division of Community Colleges and Career Preparation.

The eleven member Transition Task Force, appointed in 2000, was charged with the duty “to identify issues, conduct research, develop necessary procedural and substantive framework, and make recommendations to the legislature for an orderly 3-year phase-in for a seamless education continuum and a single or coordinated kindergarten through graduate school budget in accordance with the policies and guiding principles of s. 229.002, so that the Florida Board of Education may immediately begin its work on January 7, 2003.” The task force was chaired by an Orlando businessman, Mr. Phil Handy, and its recommendations to the legislature were to be completed by March 1st, 2001.

As the work of the Transition Task Force commenced, arguments that the 1998 Constitutional Amendment was aimed at “free public education” and not the state’s system of higher education were pronounced. Nevertheless, most of the work of the Transition Task Force resulted in recommendations to the legislature that restructured the governance of higher education in Florida with few recommendations for the state’s system of “free public education.” Most of the recommendations of the Transition Task Force were incorporated into SB 1162 which was considered by the 2001 Legislature.

Though SB 1162 became the vehicle for the recommendations of the Transition Task Force, it also became a vehicle for some other initiatives which were driven by the proclivities of some powerful legislators, in particular Sen. Donald Sullivan, who Chaired the Senate Education Appropriations Committee in 2001. As a result of a push by the state university system to increase enrollment in undergraduate programs, the state university system began arguing in the late 1990’s that Florida ranked somewhere between 47th and 49th in the number of baccalaureate degrees produced per 100,000 residents. As a result of this argument, access to the baccalaureate degree became an issue for the legislature and a variety of different approaches to address access to the baccalaureate degree were proposed from increasing enrollment funding for undergraduate programs in the university system, to creating a middle-tier of colleges, to authorizing some community colleges to offer “site-determined, limited access, baccalaureate degrees.” Sen. Sullivan favored the later approach and amended onto SB 1162 language from a separate bill he had sponsored which set-up a process for community colleges to seek authority and funding for “site-determined baccalaureate degrees,” and also specifically authorized in statute the changing of the name of St. Petersburg Junior College to St. Petersburg College with specific authority to offer baccalaureate degrees in nursing, education, and applied science.

SB 1162 became a very controversial bill during the waning hours of the 2001 Legislative Session. In fact, it was the last Bill passed by the House during the 2001 Legislative Session partly because a logistical error had been made which did not allow the House to get to its own Education Governance Reorganization Bill. The version of SB 1162 that passed included Sen. Sullivan’s language related to the process for community colleges to seek authority to offer baccalaureate degrees and also included the language renaming St. Petersburg Junior College as St. Petersburg College with authority to offer baccalaureate degrees. However, the bill made it clear that St. Petersburg College and any other community college that received permission to offer the baccalaureate degree would still be considered a community college for funding purposes except for the baccalaureate degree programs. Importantly, SB 1162 also abolished the State Board of Community Colleges and the Board of Regents effective July 1, 2001, created local boards of trustees for each of the state’s universities similar to the community college system model, separated the Division of Community Colleges from the Division of Workforce Development as approved in the previous legislative session, and centralized all of education under one “super board” called the Florida Board of Education with the charge to create a student-centered, seamless, K-20 system of education in Florida. The bill also established the position of “Chancellor” for the state’s community college system who would be appointed by the Florida Board of Education but report to the Secretary of Education, who would become the Commissioner of Education in January of 2003. The bill provided that the seven member Florida Board of Education and the Secretary (Commissioner) would be appointed by the Governor with ratification by the Senate.

The appointment of the Secretary (Commissioner) by the Governor was a change from previous language passed in 2000 that provided the Florida Board of Education would appoint the Secretary.

For the period 2001 through 2003, the Governor appointed the long-time Chair of the Senate's Appropriations Committee, the Honorable Jim Horne, to serve as the Secretary of the Florida Board of Education. He also appointed a well-known Orlando businessman, Mr. Phil Handy, to serve as the Chair of the Florida Board of Education. In 2003, when the term of the elected Commissioner of Education (the Honorable Charlie Crist) expired, Jim Horne was appointed by Governor Bush as the appointed Commissioner of Education as provided in SB 1162.

During 2001 and 2002, three additional Community Colleges petitioned CEPRI (the Council for Education Policy Research and Improvement that replaced PEPC under SB 1162) and the Florida Board of Education for permission to offer the baccalaureate degree. In addition to an appropriation for St. Petersburg College in the amount of \$1 million, an appropriation of \$5 million dollars had been provided in the 2001 Appropriations Act for use by community colleges which were granted authority to offer the baccalaureate degree. The colleges seeking this authority were Edison Community College, Chipola Junior College, and Miami-Dade Community College. The original recommendation from CEPRI in early 2002, denied the requests for all three institutions; however, the Florida Board of Education granted permission to Chipola Junior College and Miami-Dade Community College to offer Baccalaureate Degrees in the field of education and provided start-up dollars for these programs from the \$6 million appropriation included in the 2001 Budget. While not approving the request from Edison Community College to offer the baccalaureate degree, the Florida Board of Education approved a partnership between Edison Community College and Florida Gulf Coast University for baccalaureate degrees to be offered by Florida Gulf Coast University on the Edison Community College campus in Ft. Meyers.

Perhaps even more significant than the passage of SB 1162 in 2011, was the passage of CS/SB 20-E in a special session of the legislature (2002-E) held in May of 2002. CS/SB 20-E eliminated all of the old statutes regarding education scattered throughout the volumes of Florida Statutes and created fourteen new chapters, FS 1000 through FS 1013 to address the laws governing a seamless K-20 system in Florida. The new statutes made many changes in the governance of higher education in Florida. In fact, in the eyes of many, it increased local control for the state's community colleges and universities while delegating authority to the State Board of Education to set "policy and guiding principles for the Florida K-20 education system."

The State Board of Community Colleges met for the last time at Indian River Community College in May of 2001. Mr. Armstrong was appointed Acting Chancellor of the Florida Community College System from July 1, 2001 until August of 2002. In August of 2002, after an exhaustive national search, Mr. Armstrong was named the first Chancellor of the Florida Community College System by the Florida Board of Education.

With the dissolution of the State Board of Community Colleges as required by SB 1162, and the establishment of the Department of Education, including the old Division of Community Colleges, as an agency of the Governor's office, it became apparent to the state's 28 community college presidents who sit as the Council of Community College Presidents, that changes needed to be made in the way the Council operated. It was especially apparent that the 28 presidents would need to be much more proactive in terms of the advocacy effort and the community college system's legislative agenda. As such, the Council of Presidents began a national search in January of 2001 for a Director of Governmental Relations to serve at the will of the Council under the auspices of the Florida Association of Community Colleges. In July of 2001, the Council had still not reached consensus on an individual to serve as Director of Governmental Relations, nor could they reach consensus on the duties and responsibilities of the position. As such, the Council of Presidents and the FACC Board of Directors entered into a formal Memorandum of Understanding on July 27, 2001 for the Association and the Association's Executive Director, Dr. Harry Albertson, to assume many of the duties that would have been assigned to the Director of Governmental Relations, and for the Association to provide the staff support for the Council of Presidents. In September of 2001, the Council of Presidents revised their by-laws to reflect this relationship between the Council and the FACC, and also revised their by-laws to establish a Policy and Advocacy Committee under the umbrella of FACC which would include all community college presidents and some members of the FACC Board of Directors. At the Annual Meeting of the FACC in 2001, the Assembly of Delegates approved changes to the FACC By-laws also establishing the Policy and Advocacy Committee as a permanent standing committee of the Association.

Upset with the dissolution of the Board of Regents to govern the State University System, former Florida Governor and Florida's senior United States Senator, the Honorable Bob Graham, collaborated with a former Chair of the Board of Regents, Mr. E. T. York, and others to pass a Constitutional Amendment by voter referendum

to re-establish a governing body for the state's university system in the form of a Board of Governors. The Constitutional Amendment was approved overwhelmingly by the voters of Florida in November of 2002 and left in doubt the authority of the boards of trustees at each of the state's universities. The passage of the amendment also left in doubt many of the provisions of SB 1162 passed by the 2000 Legislature and designed to create a seamless, student oriented, K-20 system of education in Florida under one super board, the Florida Board of Education. For Florida's community colleges, the passage of the amendment creating a separate board to govern the state's universities created other concerns with regard to the board's power to affect agreements and other rules and regulations which are the backbone of the nation's best two-plus-two system.

In March of 2003, Okaloosa-Walton Community College used the procedures outlined in SB 1162 to petition CEPRI for authority to offer a baccalaureate degree in nursing and a Bachelors Degree in Project and Acquisition Management. At the March meeting CEPRI recommended a joint baccalaureate degree in nursing with the University of West Florida and tabled the request for a Baccalaureate Degree in Project and Acquisition Management. However, at the April meeting of CEPRI, the proposal for O-WCC to offer the Baccalaureate Degree in Project and Acquisition Management was approved. Subsequently, the State Board of Education approved both the joint project with the University of West Florida for the Baccalaureate Degree in Nursing and the limited access Baccalaureate Degree in Project and Acquisition Management to be offered by O-WCC. The programs were funded by the 2004 Legislature creating the fourth community college in the state with the authority to offer limited access baccalaureate degrees.

During the 2004 Legislative Session two other important events affecting community colleges also occurred. The community colleges sought legislation which would simplify the process for community colleges to gain authority to offer limited access baccalaureate degrees, and provide a consistent funding model for community college baccalaureate degrees (SB 2388 and HB 303). The bills also included language which changed the names of Okaloosa-Walton Community College to Okaloosa-Walton College, Chipola Junior College to Chipola College, and Miami-Dade Community College to Miami Dade College as required by SACS accreditation standards for institutions offering baccalaureate degree. The Senate Bill cleared the Senate unanimously; however, the companion house bill died on the calendar. Fortunately, an implementing bill (HB 1867 ) was passed by both houses which included language changing the names of the three colleges to meet SACS accreditation standards. The bill also changed the name of Edison Community College to Edison College even though Edison Community College had not received authority to offer baccalaureate degrees.

It was also during the 2004 Legislative Session that SB 2986 cleared both houses of the legislature and was signed by the Governor. The bill was among the first in the country to provide accredited postsecondary institutions (including community colleges) to seek approval from the Department of Education to create Educator Preparation Institutes for the purpose of providing any or all of the following: professional development instruction to assist teachers in improving classroom instruction and in meeting certification or re-certification requirements; instruction to assist potential and existing substitute teachers in performing their duties; instruction to assist paraprofessionals in meeting education and training requirements; and, instruction for baccalaureate degree holders to become certified teachers in order to increase routes to the classroom for mid-career professionals who hold a baccalaureate degree and college graduates who were not education majors. The bill also requires that each approved Educator Preparation Institute that offers "alternative certification programs" for holders of baccalaureate degrees must "enable program participants to meet the educator certification requirements required in statutes, and that each of the programs authorized for this alternative certification must be "competency-based," provide field experience, and a certification ombudsman to facilitate the process and procedures required for eventual certification. Succinctly, the passage of the bill allowed community colleges for the first time in the state to provide programs of instruction for baccalaureate degree holders that lead to certification as a classroom teacher.

On August 17, 2004, The State Board of Education appointed Chief of Staff to Commissioner Horne, John Winn, to head Florida's K-20 Department of Education. Commissioner Jim Horne, who announced his resignation in early August, 2004, stepped down August 31, 2004. Winn assumed the role of Commissioner effective September 1, 2004.

In June of 2004, Dr. Harry T. Albertson, now the Chief Executive Officer of the Florida Association of Community Colleges, suffered a heart attack and earlier in the year had been diagnosed with what doctors believed to be Parkinson's disease. At the same time, Dr. Albertson and the Board of Directors of FACC had begun



negotiations for a larger facility to house the growing needs of the Association and the Council of Presidents. Several properties were identified in downtown Tallahassee, across the street from the Capitol complex and Dr. Albertson began negotiations for the five-story (four-stories and a basement), 18,000 square foot Florida Medical Association Building and found a potential buyer for the Association's current facilities. However, in December of 2004, Dr. Albertson informed the Board that his doctor's thought it best if he retired and he submitted his resignation after twelve years of service to the Association. On February 28, 2005, Dr. Albertson left his duties as CEO inconspicuously and without any fanfare as he had requested, though he agreed to serve as consultant to the Council of Presidents for at least 18 months. The Board of Directors named Mr. Michael Comins, the newly hired Chief Operating Officer for the Association, as interim CEO effective March 1, 2005. Mr. Comins completed the work Dr. Albertson had started on the purchase of the Florida Medical Association Building and the sale of the Association's current facilities. Mr. Comins' final negotiations resulted in the sale of the current facilities, located at 816 South Martin Luther King Boulevard, to Okaloosa-Walton College Foundation for \$650,000. Mr. Comins also closed the deal on the Florida Medical Association building, located at 113 East College Avenue, on May 16, 2005 for a purchase price of \$2.1million, significantly less than the \$3.2 million the Florida Medical Association had invested in the building and property.

Florida's Community College System has become a national and international model for the orderly development of a community college system. Locally controlled by individual district boards of trustees, Florida's "Great 28" community colleges continue to make a notable contribution in assuring that all of the citizens of Florida have access to higher education opportunities. As the community college transitions through the implementation of The Florida Education Governance Reorganization Act of 2000, HB 2263, SB 1162, and the most recent education governance bill, SB 20E passed by the 2002 Legislature and referred to as the School Code Re-write Bill, the ability of Florida's twenty-eight community colleges to meet the higher education needs of local communities and the students within those communities will undoubtedly be impacted. Likewise, the mission and purpose of Florida's Community Colleges will be scrutinized by the new Florida Board of Education and, as already is evident by the Board's approval for baccalaureate degrees at four of the state's twenty-eight colleges, the result of this scrutiny will shape the future history of the Florida Community College System. Through all of the history of changes in the organization and governance of the Florida Community College System, there has remained only one constant, the Florida Association of Community Colleges (FACC). With a membership of nearly 8,000 community college faculty and staff and all 28 of the state's community colleges, it is the largest state-based community college organization in the country and one of the largest associations in the State of Florida.

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## THE FLORIDA COMMUNITY COLLEGE SYSTEM / FLORIDA COLLEGE SYSTEM HISTORICAL UPDATE

by Dr. Willis Holcombe, Former Chancellor and  
President Emeritus of Broward Community College

In 2005-06, Florida's economy, fueled by strong real estate and construction industries, boomed. Employment was high and enrollment in Florida's community colleges flattened out, and in many colleges declined slightly. This counter-cyclical relationship between Florida's employment and enrollment in the system had been understood and anticipated by key decision-makers and the state legislature. State financial support for the system remained strong and, on a per student basis, reached record highs in the 2005 and 2006 legislative sessions.

Programmatically, the colleges continued to expand. New technology-based associate degrees and certificates were introduced to keep up with the impact of the digital age on virtually every area of work and life. Florida's community colleges also responded to the state's need for teachers, particularly in the critical shortage areas of math, science, reading, and exceptional education in two new ways: 1) Educator Preparation Institutes (EPI's), established at our colleges, were providing teacher certification training for hundreds of people who already held bachelor's degrees and wanted to become K-12 teachers in Florida. 2) By the fall of 2007, the State Board of Education had approved six colleges for baccalaureate education degrees in high demand teaching fields.

Charlie Crist was elected Governor of Florida in November, 2006, and 2007 became a year of change in the Department of Education. These changes began with Commissioner of Education John Wynn leaving his position in early March and Jeanine Blomberg becoming the interim Commissioner while the State Board of Education conducted a national search for a permanent successor. In July, David Armstrong left his position as Chancellor of the Community College System to accept the presidency of Broward Community College. Dr. Judith Bilsky served as acting chancellor until Dr. Willis Holcombe, former President of Broward Community College was appointed interim chancellor on Oct. 1 by Commissioner Blomberg. On Nov. 16, 2007, the State Board selected Dr. Eric Smith as Commissioner of Education, and in January, 2008, Dr. Smith appointed Dr. Holcombe Chancellor of the Community College System.

Economically, Florida was changing also; the real estate, lending, and construction boom came to an abrupt halt near the end of 2007, and Florida, like the rest of the country, moved toward a deep and long recession. As a result, in the spring of 2008, the state legislature adopted a conservative budget which contained reductions for education as well as many other state agencies. On the policy front, the legislature also passed a bill that renamed and redefined the Florida Community College System. House Speaker designate, Representative Ray Sansom and Appropriations Chair, Representative Joe Pickens, spearheaded the passage of CS/SB 1716, which had four major provisions:

1. It established the Florida College System, defined as a system of colleges that grant two-year and four-year degrees to meet the employment needs of Florida in a more cost-effective manner to the state and the student than the state university system.
2. It provided criteria and a locally-controlled process for the changing of an institution's name consistent with its degree-granting status.
3. It established the Florida College System Task Force to make recommendations regarding the implementation and funding of the new system.
4. It established the State College Pilot Project, consisting of 9 colleges, also for the purpose of making recommendations on the implementation and funding of the new system.

The Task Force and the Pilot Project were to coordinate with each other, but submit their reports separately to the legislature and other decision-makers prior to the 2009 legislative session.

The Task Force was chaired by Dr. Eric Smith, Commissioner of Education, and was composed of seven community college presidents, one state university president, one independent college and university (ICUF) president, one for-profit college president, and one at-large member. The final report from the Task Force made 27 recommendations on articulation, mission, governance, transition process, program approval criteria, and proposed funding. The report of the Pilot Project had similar recommendations. Both reports were well received

by the legislature, and CS/SB 2682, which codified most of the recommendations, was passed in the 2009 session. Specifically, the legislature:

1. Confirmed the open access mission of the college system, to include approved, employment-related baccalaureate degrees
2. Stated the service districts for each of the colleges in the statutes
3. Affirmed the 2 + 2 articulation rights of students who possess associate degrees
4. Strengthened the program-approval process by requiring more employment needs data, better coordination with other colleges and universities, and a specific time frame for DOE action on a proposal
5. Repealed the State College Pilot Project

Apart from the baccalaureate degree issue, the colleges in the new Florida College System came under tremendous enrollment pressure beginning with the 2007-08 academic year. As employment figures dropped around the state, college enrollments rose. At the same time, state revenues declined, and state appropriations to the system decreased as well. In order to provide resources needed by the colleges to serve the growing student body, the legislature authorized student tuition increases. The budget reductions, tuition increases, and enrollment increases continued through the 2008-09, 2009-10, and 2010-11 academic years. Between 2006-07 and 2010-11, credit enrollment grew by 31%, and state funding declined by 7%. During these same years, tuition increased by 34.5%. These tuition dollars partially replaced the missing state dollars and helped the colleges accommodate the increased student enrollment.

In 2010 the legislature established the Higher Education Coordinating Council as a vehicle to help assure that all sectors of the higher education community, both public and private, were avoiding duplication and operating efficiently to meet the educational needs of the state. It is anticipated that this group's recommendations will be considered carefully by legislators and other policy makers. Articulation is a key concern of the Council as universities struggle to accommodate the increased numbers of associate degree graduates from the Florida College System.

The recession showed signs of easing in 2011 as the unemployment rate dropped and then hovered around 9% in Florida. Florida College System enrollments continued to grow, but at a slower rate. The combined effects of the recession, lower tuitions than the universities, the open-door admission policy, and expanded degree options had increase the percentage of high school graduates in Florida who enrolled in the Florida College System to an all-time high. Two-thirds of the 2009-10 graduates who enrolled in higher education enrolled in an FCS institution.

During this same time period there were leadership changes at FACC and the Department of Education that would also impact the Florida College System. In November, 2010, the FACC board of directors and the membership adopted a new name for the organization that reflected the mission expansion that had been confirmed by the legislature. The name, "Association of Florida Colleges," (AFC) was unveiled at the annual meeting by CEO Michael Brawer. Mr. Brawer had assumed his office in November of 2008 after Michael Comins resigned. He led the organization through the name change process and conducted a very successful membership campaign. At DOE, Dr. Eric Smith resigned as Commissioner of Education in June, 2011, and Mr. Gerard Robinson was selected as the new Commissioner on July 29 by the State Board of Education. In the fall the Council of Presidents appointed Dr. Charles (Chick) Dassance as their first Director of Government Relations to assist in the advocacy effort in Tallahassee. Dr. Dassance had recently retired as President of the College of Central Florida. In November, 2011, Dr. Holcombe retired as Chancellor of the Florida College System, and Commissioner Robinson appointed Tallahassee attorney Mr. Randy Hanna as the new chancellor. Mr. Hanna was a former chair of the State Board of Community Colleges, a former college trustee, and an active leader of the Florida College System Foundation.

In December, 2011, the first Aspen Prize was awarded to the best community college in the United States. Although the criteria were broad ranging, the data collection focused heavily on colleges that had high graduation rates while serving a diverse student population. Fourteen of the FCS colleges were judged to be in the top 10% of community colleges in the country. No other state had such a strong showing. The ultimate winner was Valencia College, followed closely by Miami-Dade College. This national recognition of the outstanding colleges in the Florida College System helped reaffirm that the system remains committed to its long-standing mission of service to Florida. It also indicates the system has successfully incorporated the baccalaureate degree into its broad array of degrees and certificates without compromising its commitment to open-access admissions.



## 5.1 A SUCCINCT HISTORY OF THE FLORIDA COMMUNITY COLLEGE SYSTEM

By the end of 2011, 21 of the 28 colleges had been approved for at least one baccalaureate degree, and these degrees accounted for 2% of the credit enrollment of the system. While the new mission of expanding access to 4-year degrees drew most of the attention during this period of its history, the traditional Florida College System mission of providing access to a quality post-secondary education served Florida well during this turbulent economic time. Serious issues remain, such as: facility funding, tuition affordability, and the restoration of state support and matching money, but the Florida College System has emerged from this recession even more vibrant and important to the state of Florida than it was before it.

## 5.2 FLORIDA'S BLACK JUNIOR COLLEGES: BUILDING BLOCKS OF THE "GREAT 28"

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By Dr. Walter Smith

The Florida Community College System (as it exists today) evolved out of a merger between the formerly segregated African American and white junior colleges that existed in Florida between 1933 and 1967. Ostensibly, the twelve African American two-year colleges were established to provide the African American community with equal access to higher educational opportunities. After all, at that time, only one public institution of higher education, The Florida A&M University in Tallahassee, admitted African American citizens to postsecondary studies in Florida.

When the Community College Council made its 1957 report to the Florida Legislature, "The Community Junior College in Florida's Future," some of its findings were surprising. The report indicated that junior colleges should be developed within commuting distance of most of Florida's population. This could be accomplished by establishing a junior college in 23 new areas in addition to the four that were already in existence. One of these four institutions was the Booker T. Washington Junior College for African Americans that was established in 1949, in Pensacola. The report also noted that 13 of these 31 areas had sufficient Black populations to meet the criteria for a community college. The decision to build such colleges would rest with the local boards of education.

The initial inclination of then Governor LeRoy Collins was to pursue the development of integrated institutions since the Supreme Court of the United States had indicated that segregation by race in our schools was illegal. However, school integration had not yet taken hold in this part of the country at that time. In fact, The Florida Constitution had not been revised since 1885. It clearly stated that "white and colored children shall not be taught in the same school, but that impartial provisions shall be made for both."

With Article XII, Sec. 8 of the Florida Constitutions as the guide, the governor and other educational and legislative leaders decided that an equitable system of two-year colleges could be established with the help of Black leaders.

Fortunately, for Florida, there was a moderate, even-tempered governor to guide the initial process of building the two-year college system. Governor LeRoy Collins had taken the reins of the State of Florida in 1955 and was determined to see that every citizen, regardless of race, would have an opportunity to recognize his or her fullest potential. With the help of the State Superintendent of Public Instructions, the late Dr. Thomas Bailey and Dr. James Wattenbarger, Director of the Community College Council, Governor Collins proceeded to build a meaningful addition to Florida's system of higher education.

The critical stages of developing the community college system of Florida were engineered by Superintendent Bailey and Dr. Wattenbarger. Countless hours were spent reviewing the proposed two-year college program to present to the people of Florida. There was full recognition that developing the Black institutions would meet with great resistance from a segment of the Black community. The *Brown vs. Board of Education* decision had been handed down by the U.S. Supreme court three years earlier, and most members of the Black community believed that only integrated institutions should be built from that day forward. At the same time, it was known that an even larger segment of the white community was not ready to accept integrated colleges. The efforts had to be carefully planned so that the new system would be sufficiently strong and could withstand any efforts to discredit its value and standing in the education community.

The Black institutions were designed so that each new college would be located on the campus of an already existing Black high school. This location would provide immediate access to facilities as well as administrative and academic leadership until the young colleges would merge, and the facilities that were developed could accrue to the existing high schools.

Today's community colleges are created by the state and local governments and function under the guidance and direction of a local board of trustees. At that time, however, each two-year college was planned jointly by the State Department of Education, the local school board, and a local advisory committee. At no time was an institution established before the local board of education requested the state to provide assistance for its development. It was a local initiative, and the local school board was the governing body. However, the State

Board of Education established minimum standards for the institutions and worked closely with the local school districts to assure compliance with prescribed standards. In some areas of the state where a single district could not support a college, several counties joined together in working out a formula to operate a jointly funded institution. This venture often included the development of elaborate transportation systems so that any student within 50 miles of an institution would have access to a college education.

**Booker T. Washington Junior College (BTW)** was the first public African American junior college build in Florida. It was created in 1949, in Escambia County, in response to the needs of the naval base and other government projects as they began to expand and were in need of skilled tradespersons and artisans to build new facilities. Pensacola Junior College has been created in 1948 to meet the needs of the white citizenry. The Black community, through its "Negro Citizens Committee for Junior College," insisted that similar educational resources must be developed for Black citizens.

The founding president and the only president of the institution was Dr. Garrett T. Wiggins. He came to the college from Houston, Texas where he served as Dean of the Graduate School at Texas State College (not Texas Southern University). He was the only educator in Northwest Florida with an earned doctorate degree, and his new challenge included serving as principal of the Booker T. Washington High School and dean of the new college concept. His chore was to design and operate the elongated concept of years thirteen and fourteen, which was to be the new structure of BTW.

After sixteen years of operating, Booker T. Washington Junior College (BTWJC) and Pensacola Junior College (PJC) were finally merged in 1965. At the time of the merger, the enrollment at BTWJC was 361 students. Dr. Wiggins became the Director of Research in the newly designed Pensacola Junior College.

In the fall of 1957, Florida opened its first Black two-year college according to the recommendations of the 1957 report of the Community College Council. That institution was established on the campus of Gibbs High School in St. Petersburg, Florida. The new college was named **Gibbs Junior College (GJC)**.

Dr. John W. Rembert was the founding and the only president of GJC. At the time of the founding of the college, Dr. Rembert was the principal of the Gibbs High School, and against the will of many Black community leaders, he had been a strong advocate for the development of the two-year college.

True to Rembert's prediction, the institution grew rapidly, serving Pasco, Pinellas, Hernando, Hillsborough, Manatee, and Sarasota counties. It grew to become a strong academic college and was fully accredited by the Southern Association of Colleges and Schools in 1964. Its faculty had some of the strongest academic preparation of any of Florida's two-year colleges, and its athletic and music programs were also rated very highly.

The choral group was often called upon to perform at local, state, and national conferences and conventions throughout America. In 1961, the choir performed at the 41st Annual Convention of the American Association of Junior Colleges in Washington, D.C.

At the time of the merger between Gibbs Junior College and St. Petersburg Junior College, GJC had an enrollment of 961 full-time students, and its faculty had a broad array of masters degrees, and several faculty members had completed the requirements for doctorates.

**Volusia County Community College (VCCC)** had the distinction of being the first community college in Florida. Founded in October 1957, the institution formally opened its doors to students in September 1958. The college's founding and the only president was Mr. J. Griffin Greene. At the time of his appointment to the presidency, Mr. Greene was principal of Lincoln Academy High School at Fort Pierce, Florida.

Like Gibbs Junior College, VCCC grew rapidly and had a strong academic program. Additionally, the college had an active adult education program and comprehensive skills and trades development program. Many VCCC students began their development in the General Education Development (GED) Program and continued through the associate degree curricula and certificate programs. Its high production of good quality tradespersons and artisans caught the eye of the developing Cape Canaveral Space Center, and many of the graduates found employment at the space port. Many other industries were developing in Volusia County, and the graduates found employment at these facilities. Most prominent among the vocational-technical programs were practical nursing radio and television repair, auto mechanics, dry cleaning, and electrical wiring. Many programs were taught during the evening. This allowed people who were employed to attend school at night and upgrade their skills and develop in new professions.

At the time of the merger between Daytona Beach Junior College and Volusia County Community College in 1966, this Black institution developed in close proximity to Campbell Street High School, had an enrollment of

over 5,000 students. Its faculty numbered 79 persons and there were eight full-time administrators at the college.

The college's programs included an outstanding array of extra-curricula activities, both intramurals and intercollegiate. Its basketball teams, playmakers' guild, and choir provided many activities, and the institution had become neatly woven into the basic educational and developmental fabric of the community. It had also satisfied the requirements for accreditation.

**Hampton Junior College** was founded as Howard Junior College, adjacent to Howard High School in Ocala, in 1958. Its founding and only president was Mr. William H. Jackson, who at the time of the establishment of the college was serving as principal of the Howard High School. This position he maintained along with the college duties until 1961, when his college responsibilities required his full attention. Only then was a principal selected by the school board to administer the high school.

The name change came during the first year of operation when the advisory board recommended that the college be named for a local Black physician, Dr. L.R. Hampton. His son, Dr. L. R. Hampton, Jr., served as the chairperson of the college's advisory board from its inception until its merger with Central Florida Junior College in 1966.

The college served the three county area of Citrus, Levy, and Marion counties. The nine-person advisory board was made up of three representatives from each of the cooperating counties.

Many Black citizens in Marion County opposed the development of the segregated college. They pointed to the fact that the University of Florida was less than 50 miles away and should be integrated. However, at the time HJC was established, the university had not admitted a single Black undergraduate student. Furthermore, the university had been the center of controversy when Virgil Hawkins, a Black applicant, was denied admission to the Law school. Later in 1957, one African American was admitted to the Law School.

The founding President of Hampton Junior College, at the time of his appointment to the presidency, was also the President of the Florida State Teachers' Association, the Black teachers' organization. In his leadership role in the organization he was at the core of the battle for salary equalization for Black teachers and the desegregation of public schools. Nevertheless, he felt he could create a strong Black two-year college and hoped that this development would help to facilitate desegregation in schools and colleges throughout Florida.

Hampton Junior College did indeed develop into a strong two-year college. The majority of its faculty had masters' degrees, and its academic programs included associate degree programming and vocational-technical training.

By the time the college was planning for merger with Central Florida Junior College, the faculty and staff had already completed its self-study and was preparing for an accreditation visit by the Southern Association of Colleges and Schools. The colleges merged in 1966, and the visit from SACS was not necessary.

At the time of the merger, HJC had an enrollment of nearly 900 students. It produced a number of outstanding graduates who went on to senior colleges and universities within and outside of Florida. Additionally, its academic, core, and extra-curricular activities had infused Ocala and the surrounding areas with a sense of heightened sense of the need for postsecondary education.

**Roosevelt Junior College** at West Palm Beach was established in 1958 on the campus of Roosevelt High School. Like most of the other colleges, its classes were held in the late afternoon and in the evening until permanent facilities could be constructed to accommodate the new college. The Black community strongly opposed the development of Roosevelt Junior College (RFC) because of the movement toward the desegregation of public education and because the all-White Palm Beach Junior College already existed. Nevertheless, the effort to build the college was not thwarted by the heated debates and turmoil that occurred during school board meetings between school board members and leaders in the Black community.

Mr. Britton G. Sayles, the principal of Roosevelt High School, was appointed president of the junior college and was also asked to remain as the principal of the high school. This dual responsibility existed for Mr. Sayles throughout the life of Roosevelt Junior College. As a matter of fact, Mr. Sayles had two offices: one located at the high school and another at the college. Mr. Sayles and his staff developed a very strong academic institution that had a good array of core and extra-curricular activities, including sports, a playmakers' guild, and a community choral group.

After building the new college to an enrollment of nearly 900 students, the president and his staff pursued accreditation. After the college completed its self-study, the SACS sent a visiting team to determine if the college met the standards expected for accreditation. Shortly thereafter President Sayles was notified that Roosevelt had

met the accreditation requirements of the Southern Association of Colleges and Schools. Then lightning struck!

On March 3, 1965, School Board Chairman Louis B. Bills convened the Palm Beach County Board of Public Instruction to indicate there would no longer be a need for two community colleges in the county. As of June 30, 1965, in spite of its high quality, Roosevelt Junior College was deactivated and ceased to exist. It had been granted full status as an accredited institution at the same meeting where the SACS also accredited Brevard Engineering College, Gibbs Junior College, and Central Florida Junior College.

It was almost thirty years after the merger that President Sayles was finally honored for his tireless efforts in helping to establish a unit of Florida's "Great 28." The Palm Beach Community College Board of Trustees dedicated the Britton G. Sayles Social Science Building just days before in death on March 15, 1994. Though frail and very weak, he was present at the dedication ceremony.

**Lincoln Junior College**, located in St. Lucie County, was officially authorized as a two-year college by the County Board of Public Instruction in December 1959. In January 1960, Dr. Leroy Floyd, principal at Lincoln Park Academy, Fort Pierce, was named president of the new college. The institution was established to serve Indian River, Martin, Okeechobee, and St. Lucie counties.

Most of the faculty members had been educated to teach at the secondary level. However, many of them had masters' degrees. A heavy dose on in-service education prepared them quickly for their work at the community college level.

The curriculum was comprised of adult basic education, college parallel programs, and vocational-technical education. The core and extra-curricular activities were well developed, and the college produced a championship level basketball team under the tutelage of Mr. Vernon Floyd.

The college that was developed in separate facilities on the campus of Lincoln Park Academy grew rapidly. Its enrollment grew to nearly 700 students and was at that level when the college was merged with Indian River Junior College in 1965. Upon merger with Indian River Junior College (IRJC), President Leroy Floyd became the Dean of Students. Additionally, several of his faculty and staff members were invited to join the faculty and staff at the new institution.

**Rosenwald Junior College** was founded in Bay County in the Northwestern section of the state in 1958. Mr. Calvin Washington, principal of Rosenwald High School, was named president of the college and retained his duties as supervising principal of the high school for the first six years of the life of the college. The Superintendent of Public Instructions noted that the two institutions had functioned well under the supervision of Mr. Washington and that graduates of the college were entering senior college without difficulty. At this time, he recommended Mr. Washington should be name president of the college. A separate position was then created and filled with another person to carry out the functions of the principal of the high school.

The college grew to a maximum of 200 students and had a well-designed college transfer curriculum. Its only vocational program was a secretarial science curriculum. Its contingent of local students was bolstered by the presence of airman from nearby Tyndall Air Force Base. This gave campus a cosmopolitan ambiance.

In 1966 the Rosenwald Junior College and Gulf Coast Junior College were merged, and President Calvin Washington was reverted to a position at the school board office. Almost three decades after the merger of the two institutions, Gulf Coast Community College, on February 10, 1994, dedicated the Rosenwald Junior College Center on its main campus.

**Suwannee River Junior College**, located in Madison County, was approved to begin its planning operation on June 2, 1958. Dr. James G. Gardener was appointed as the first president of the new college. At the time of his appointment, Dr. Gardener was principal at the Williston Vocational Technical School in Williston, Florida.

In the same board meeting that Suwannee River Junior College (SRJC) as established for Black citizens, North Florida Junior College was established to meet the needs of the white population. Located in a small rural community both colleges were designed to be supported in a cooperative agreement by Hamilton, Jefferson, Lafayette, Madison, and Taylor counties.

The SRJC curriculum was almost entirely a college transfer program. The one exception was the creation of a secretarial science track. The enrollment of the college began slowly with only 90 students present for the opening day. However, when it became believable that the college credits would be accepted by other institutions, the enrollment jumped to over 400 students. They came from as far away as Clay, Bradford, and Dixie counties. There were also enrollees from several South Georgia counties.

When President Gardener departed the college in 1961 to accept a position in Broward County, Mrs. Jenyethal



Merritt, then the Dean of Instructions at SRJC, was named president of the college. This promotion installed Mrs. Merritt as the first female president in higher education in the State of Florida. She remained president until SRJC and NRJC merged.

In 1967 SRJC and NRJC were formally merged to form the institution that is today North Florida Community College. Mrs. Merritt died on the campus of NRJC after suffering a fatal heart attack in the Learning Resource Center, which she directed, after the merger.

**Carver Junior College** was officially created by the Brevard County Board of Public Instructions on November 17, 1959. The board also approved the development of Brevard Junior College for white citizens. Both institutions were approved in 1959 and were scheduled for opening in the fall of 1960. Interestingly, however, Dr. J. Bruce Wilson was named to head the Brevard Junior College in December 1959 and was instructed to begin planning immediately for his institution to open in September 1960. On the other hand, Mr. James R. Greene was not appointed president of Carver Junior College until July 12, 1960 and was directed as well to have his college ready for opening in September 1960. Additionally, President Greene was asked to continue to serve as the principal of Monroe High School.

Carver's enrollment grew slowly and reached just over 200 students at its peak. Its primary programs were geared toward college transfer, and the college had only three graduating classes before its merger with Brevard Junior College in 1964. In spite of its short existence as an institution of higher education, Carver Junior College placed a number of Black students into higher education who would not have had the chance to attend college without its presence.

Under the leadership of Dr. Maxwell King, President of Brevard Community College, Carver Junior College has been commemoratively reclaimed through the dedication of the new administrative facility. The new center is named the George Washington Carver Administration Center, and portraits of Dr. George W. Carver and President Greene have been placed in the facility. Unfortunately, President James R. Greene did not live to see his portrait nor the plaque which was erected on the BCC campus in his honor.

**Collier-Blocker Junior College (C-BJC)** was established in Putnam County, Palatka, Florida in 1960. Mr. Albert Williams was appointed the foundation president, and the institution was designed to serve students from Clay, Flagler, Putnam, and St. Johns counties. At the time of his appointment to the presidency of C-BJC, President Williams was serving as Dean at the Florida Industrial and Memorial College in St. Augustine, Florida.

The college never really had a chance for survival. Its location in a rural community thwarted its potential to develop any programs other than a college transfer curriculum. Further, the advisory board and the founding president never really worked well together, and the enrollment reached just over 100 students at its highest peak. President Williams left the college shortly after the first graduation, and the superintendent recommended "Professor" Fred R. Brooks as the Dean and acting president. Brooks was paid a salary supplement of \$500 per year to serve as the principal of Central Academy High School and president of C-BJC. C-BJC existed only four years and was merged with St. Johns River Junior College in 1965.

**Jackson Junior College**, located in Marianna, was established in 1960 on the campus of the Jackson County Training School. Mr. William H. Harley, then the principal of the training school, was also named president of the Jackson Junior College.

JJC had a peak enrollment of 150 students. Its curriculum was basically standardized for students to transfer to Florida A&M University and Bethune-Cookman College. Counseling services, then, were designed with the transfer function as the basic model. The small enrollment numbers did not allow the college to hire a cadre of guidance people. Therefore, the faculty had to become an intimate part of the guidance and counseling team. Shortly after the college opened its doors, adult basic education was added to assist mature adults in their efforts to return to school and obtain CED certificates and to improve their basic skills.

The establishment of the college was a cooperative effort supported by Calhoun, Jackson, and Washington counties. Its activities were an asset to the rural counties. However, the college never realized its full potential, and in 1965 it was merged with Chipola Junior College. As with the other presidents of the Black institutions, President Harley was reverted to a lesser position. He became principal of the high school under the supervision of a white supervising principal.

**Johnson Junior College (JJC)**, established by an act of the legislature in 1961, was located in Leesburg, Florida. Mr. Perman Williams, at that time the Supervisor of Negro Education in Lake County, was named the president of the new institution. The college was placed on the campus of Carver Heights High School.

The president's greatest concern was the absence of Black representation on the advisory board. Throughout the life of the college, the all-white advisory board that guided the direction of the all-white Lake-Sumter Junior College also guided the direction of JJC. The advisory group had to be formulated to serve Lake and Sumter Counties. The school board members chose not to place a single African American on the new board. Said Williams, "This was tantamount to taxation without representation."

At any rate, the college grew from its original intake of 250 students to approximately 500 enrollees by 1965 and developed transfer curricula as well as vocational-technical programs. The enrollment was enhanced by President Williams' purchase of a school bus from his personal funds to provide travel for students between Orlando and Leesburg. The bus also picked up students in Apopka. Without this convenience, many students would not have been able to get to the college.

The official dedication and open house for the new facilities at Johnson Junior College took place on March 21, 1965. Present at the program were a number of state dignitaries, including Secretary of State Tom Adams, Speaker of the Florida House of Representatives, and an array of community leaders. At this ceremony, resplendent with all the pomp and expectancy of longevity, President Williams was presented the college medallion by Superintendent Jack Morgan. However, this activity seemed to have sounded the death knell for the college. On March 25, 1965, only four days following the dedicatory activities, President Perman Williams was told that the college would be merged with Lake-Sumter Junior College and that he would become the dean of the old site. He would now function under the supervision of President Paul Williams. In anger, President Williams left the college and became a consultant for the Florida Department of Education.

Unfortunately, President Perman Williams did not live to see the dedication of a building in his honor on the present campus of Lake-Sumter Community College. The dedicatory activity took place on February 25, 1996, approximately thirty years after the merger of the two institutions.

As we approach the mid-point of the 1997-98 academic year, all Floridians should proudly salute the history of Florida's former Black Junior College System. It was a part of public higher education and was restricted only by the legal evils of racial segregation. In many instances it appears that there are efforts to forget that much of the foundation of today's "Great 28" contains the heart of a magnificent group of colleges that were stripped of their own development. Further, these institutions were forced into a system that often forgot some aspects of the meaning of "Equal Educational Opportunity."

Hopefully, we'll not allow this thirty-year period to elapse without appropriate recognition of the contributions of these institutions and their founders. Florida, America, and the world are all better off because these institutions produced some of our great leaders who happen to be African American.

Special Notation: This article was drawn from the book titled: *The Magnificent Twelve: Florida's Black Junior Colleges*, Walter L. Smith (1994). Orlando, Florida, Four-G Publishers. All references pertaining to personal interviews and review of public records are contained in the book.

## 5.3 AFC TRUSTEE COMMISSION BY-LAWS

# ASSOCIATION OF FLORIDA COLLEGES

## BY-LAWS OF TRUSTEES COMMISSION

### ARTICLE I: NAME

The name of this organization shall be the Trustees Commission of the Association of Florida Colleges.

### ARTICLE II: PURPOSE

The purpose of this organization shall be to promote and enhance the community college system of the State of Florida by serving in a liaison capacity with the State Board of Education, by serving as liaison with the general membership of the Association of Florida Colleges (AFC), and by providing trustees within the community college system with education opportunities with regard to their duties and responsibilities, by keeping such trustees informed about matters of concern to all of the community colleges, and by providing a forum for such trustees to discuss the issues common to the community college system.

### ARTICLE III: MEMBERS

Each duly commissioned trustee of a public community college of the State of Florida is a member in good standing of the Association of Florida Colleges and a member of the Trustees Commission.

### ARTICLE IV: OFFICERS

- SECTION 1     The officers shall consist of a chairman, chairman-elect, secretary, treasurer, and the immediate past chairman. The offices of secretary and treasurer may be held by the same individual.
- SECTION 2     The chairman shall serve for a one year term and shall be succeeded in office at the completion of said term by the chair-elect. The chair-elect shall be elected for a one year term to this office at the annual meeting of the Trustees Commission. All other officers shall be elected at the annual meeting of the Trustees Commission for a one-year term. No officer may serve in the same office for more than two consecutive terms.
- SECTION 3     Officers shall be elected at the annual meeting of the Trustees Commission at the AFC annual convention and shall assume office on July 1st following the annual convention, and serve until June 30 of the following year. Officer-elects in November 2009 shall each serve an additional six months term between January 1, 2010 and June 30, 2010.
- SECTION 4     The chairman shall appoint a nominating committee to present nominees to the membership for the offices subject to election at the annual meeting. There may be nominations from the floor.
- SECTION 5     If a vacancy should occur in the office of chairman, the chairman-elect shall assume the office of the chairman. If vacancies should occur in the offices of both the chairman and the chairman-elect, the immediate past chair shall assume the office of chairman until the next regularly scheduled odd number year annual meeting election. All other vacancies shall be filled by the Executive Board and shall serve until the next annual meeting of the Trustees Commission.



SECTION 6 Duties of officers:

a. Chairman

- 1) The chairman shall preside at all Commission and Executive Board meetings.
- 2) The chairman shall serve as liaison with the State Board of Education and with the Council of Presidents.

b. Chairman-elect

The chairman-elect shall act in the absence of the chairman or as directed.

c. Secretary/Treasurer

The secretary/treasurer shall record minutes of the Commission and work with the AFC CEO to account for all commission monies

ARTICLE V: EXECUTIVE BOARD

The Executive Board shall consist of the chairman, chairman-elect, secretary, treasurer and immediate past chairman, and shall act for the membership between annual and special meetings. The chairman shall appoint, with confirmation by the Executive Board, no less than 5 or more than 10 members-at-large who will serve in an ex-officio, advisory capacity to the Executive Board. These at-large members shall constitute the Advocacy and Governmental Relations Committee.

ARTICLE VI: MEETINGS

SECTION 1 There shall be an annual meeting of the Trustees Commission, which shall be held at the same time as the annual meeting of the Association of Florida Colleges.

SECTION 2 The Trustees Commission shall meet jointly with the Council of Presidents at least annually to discuss legislative and other matters of mutual concern.

SECTION 3 Each community college trustee in attendance shall be entitled to one vote at all meetings of the Trustees Commission.

SECTION 4 Special meetings of the Commission may be called at the discretion of the chairman of the Trustees Commission or by the written request of at least fifteen chairmen of the District Boards of Trustees.

SECTION 5 Representation of eight community colleges at any meeting shall constitute a quorum.

SECTION 6 The rules contained in the current edition of Robert's Rules of Order shall govern the Commission in all cases to which they are not inconsistent with these bylaws and any special rules of order that the Commission may adopt.

ARTICLE VII: COMMITTEES

The chairman is authorized to establish committees, at his or her discretion, to carry out the purposes of the commission.

## ARTICLE VIII: AWARDS

The chairman is authorized to establish a committee for the purpose of selecting the recipient of the Trustees Commission Trustee of the Year award and to make the award annually at the AFC Convention.

## ARTICLE IX: AMENDMENTS

These bylaws may be amended at the annual meeting or at a special meeting by a majority of voting members provided the proposed change(s) have been submitted in written form to the Executive Board at least thirty days prior to the meeting.

## ARTICLE X: ANTI-CONFLICT PROVISION

Nothing contained herein shall be construed in such manner as to conflict with the bylaws of the Association of Florida Colleges.

Amended:      November, 1993  
                    October, 1995  
                    November, 1996  
                    November, 1998  
                    October, 2003  
                    November, 2009  
                    November, 2010

# ASSOCIATION OF FLORIDA COLLEGES STAFF

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# ASSOCIATION OF FLORIDA COLLEGES COMMISSIONS

Commissions bring together college employees with similar job responsibilities to enhance their professional skills and knowledge and to network, share, and recognize exemplary practices with colleagues from around the state.

**Administration:** Offers professional development opportunities for administrative and business affairs staff.

**Adult and Continuing Education:** Facilitates the development and promotion of concepts and programs related to adult and continuing education.

**Career and Professional Employees:** Promotes professional growth and exchange of information among the non-administrative, non-faculty college employees.

**Communications and Marketing:** Provides a forum to share best practices in marketing and public relations as well as peer recognition through awards and accolades.

**Equity:** Offers an exchange of ideas, advice and counsel on Equal Access/Equal Opportunity matters within the Florida College System.

**Facilities:** Creates a collaborative environment for sharing ideas within the multiple disciplines associated with the construction and management of our colleges' facilities.

**Faculty:** Promotes quality leadership by articulating the interests and concerns of the Florida College System and provides for effective participation in seeking solutions to matters relating to faculty.

**Healthcare Education:** Informs members of legislative developments and educational advancements in the field of healthcare.

**Institutional Effectiveness, Planning, and Professional Development:** Discusses ways to improve institutional effectiveness, planning, and research.

**Instructional Innovation:** Provides for the participation of the faculty members, administrators, and other concerned personnel in all areas relating to curriculum.

**Learning Resources:** Increases the awareness of the role that libraries, learning resource centers and learning support service centers play in student learning and success.

**Occupational and Workforce Education:** Supports the improvement and development of educating an effective workforce system in Florida.

**Retirees:** Represents the interests of Florida College System retirees.

**Rural Campuses:** (Provisional) Provides an avenue to address the education, training and economic issues that are unique to rural communities.

**Student Development:** Involves members of the Student Affairs offices in carrying out the goals and objectives of the student personnel philosophy.

**Technology:** Addresses all aspects of technology management, planning, information sharing and innovation.

**Trustees:** Provides trustees with education and information that will enhance their role in governance and policymaking.

## 5.5 GUIDELINES REGARDING REPLACEMENT OF PRESIDENT IN EVENT OF DEATH OR DISABILITY

NOTE: This document was developed by Dr. Charles R. Dassance and the Board of Trustees at the College of Central Florida and is intended here as a sample of the kind of document a board may want to consider developing. Some of the references are specifically related to internal documents related to the College of Central Florida.)

### GUIDELINES REGARDING REPLACEMENT OF PRESIDENT IN EVENT OF DEATH OR DISABILITY

This procedure is designed as a general outline for the Board to follow in the event of the death or disability of the President. The procedure is intended as a guideline only and will be reviewed annually by the President and the Board Chair.

#### A. Appointment of Acting President

1. Each July, the president will recommend to the incoming Board Chair an individual to serve as “Acting President” in the event of the President’s death or disability.
2. The Board Chair will serve as the spokesperson on all matters relating to the immediate designation of an Acting President.
3. The role of the Acting President is to act as a short term substitute for the President upon Board request during temporary absence or incapacity of the President or during emergencies, including, but not limited to, the President’s death. Should the Acting President serve for longer than 30 days, the Board will negotiate compensation appropriate to the duties involved. At the end of an absence by the President of 180 days because of disability, if the position of President remains vacant, the Board will appoint an Interim President and negotiate a contract for such period until the position of President is filled.

#### B. Death of the President

1. The Board Chair should immediately contact the individual designated as the “Acting President” and inform the individual that he or she is now the Acting President. The Board Chair should work with the Acting President on all the remaining parts of this procedure.
2. Of most immediate concern will be the College’s role in funeral/memorial arrangements, communication with College community, communication with the press, and communication with external constituents.
  - a. Internal Community
    - (i) The Board Chair will, with the assistance of the Acting President, prepare a memorandum to be sent to all full-time employees to “calm the waters.” (See Appendix I)
  - b. External Community
    - (i) The following individuals should be contacted immediately: Board members and College Attorney (by Board Chair); Foundation Board (by CEO of Foundation); Chancellor of the Community College System (by Acting President);
    - (ii) The Chancellor will be requested to inform his staff and community college presidents (by e-mail from Acting President); Executive Director of FACC (by Acting President); key college supporters (decision by appropriate Vice Presidents.)
  - c. Funeral/Memorial
    - (i) Acting President or Board Chair should contact spouse or next of kin to discuss those arrangements. For whatever service is planned, notification will need to be sent to external constituents and, for some, special seating planned (i.e. state dignitaries, other presidents, and so on.)

3. As soon as practical, the Board should do the following:
  - a. Officially designate an “Interim President” and designate the Board Chair to work out a contract for that service subject to Board approval. The Interim President may be the individual serving as Acting President.
  - b. Discuss the process for a presidential search process. Current Board consensus on this matter is to use an external search firm to assist with the process. Thus, the Board will need to develop an RFP and establish a process to review and select a search firm.
  - c. Once a search firm is selected, the Board will work with that firm to establish job description, process, and deal with other matters related to the search. Keeping with the college’s commitment to inclusion and openness, the process should include representation from all segments of the college and the community.

### C. Disability

1. In the event the President is unable to perform his/her duties:
  - a. The President will notify the Board that the Acting President should assume his duties until he/she can resume them.
  - b. In the event the President is mentally or physically incapable of so notifying the Board, the Board, by a super majority vote, shall require the President to submit to a medical examination by two (2) physicians licensed to practice medicine in Florida including, but not limited to, a psychological evaluation, following the procedures set forth in the President’s current contract for medical examinations. The purpose of the examination will be to determine if the President is capable, both physically and mentally, of performing the duties of the presidential office.
2. Should the President or the physician determine that he/she is not able to perform his duties, either temporarily or permanently, the Board shall call a “Special” or “Emergency” meeting for the purpose of informing the Acting President of his duties and placing the President on leave of absence for 180 days or until the President is able to perform his/her duties, whichever shall first occur. The President shall not resume the performance of his/her duties without a second medical examination performed according to the terms set forth in the President’s contract and the concurrence of both physicians that he/she is capable of doing so.
3. At the end of 180 days, if the two physicians do not agree that the President is capable of resuming his/her duties, the Board may grant an extension of the leave of absence with or without pay or terminate the President’s contract for cause as set forth under the terms of the President’s contract.
4. In the event of termination, the Board will follow the procedures set forth in Section B in regard to Board action following the death of the President.



