



Monday, June 21, 2021
Board of Trustees Strategic Planning Session

Order of the Agenda

Ventura County Community College District

Open Session: 5:00 p.m.

Closed Session: Immediately following Open Session

Link to join Webinar

<https://cccconfer.zoom.us/j/96055617655>

1. Strategic Planning Session 5:00 p.m.

- 1.01 Call to Order.
- 1.02 Pledge to the Flag
- 1.03 Review 2020 VCCCD Board of Trustees Ground Rules
- 1.04 Changes to the Agenda.
- 1.05 Chancellor's Recommendation of the Agenda.
- 1.06 Public Comments - Open Session Agenda Items.

2. Action: Human Resources

2.01 Action to Approve Memorandum of Understanding Between the Ventura County Community College District and the Ventura County Federation of College Teachers, AFT Local 1828, AFL-CIO.

3. Board Professional Development

- 3.01 ACCJC Training - Catherine Webb

4. Presentations

- 4.01 State of the District Update

5. Board Calendar

- 5.01 Review Board of Trustees 2022 Meeting Calendar

6. Board Evaluation

- 6.01 Board of Trustees Annual Evaluation.
- 6.02 Establishment of 2021-2022 Board Performance Goals.
- 6.03 Board Professional Development 2021-2022.

7. Planning

- 7.01 Budget 2021-22 Input from Trustees
- 7.02 COVID-19 Vaccination Recommendation and Action

8. Closed Session

- 8.01 Public Comments - Closed Session Agenda Items.
- 8.02 PUBLIC EMPLOYEE PERFORMANCE EVALUATION - Chancellor (Gov. Code § 54957).

9. Reconvene in Open Session

9.01 Closed Session Report

10. Adjournment

10.01 Adjournment



Agenda Item Details

Meeting	Jun 21, 2021 - Board of Trustees Strategic Planning Session
Category	1. Strategic Planning Session 5:00 p.m.
Subject	1.01 Call to Order.
Access	Public
Type	Procedural

Public Content



Agenda Item Details

Meeting	Jun 21, 2021 - Board of Trustees Strategic Planning Session
Category	1. Strategic Planning Session 5:00 p.m.
Subject	1.02 Pledge to the Flag
Access	Public
Type	Procedural

Public Content



Agenda Item Details

Meeting	Jun 21, 2021 - Board of Trustees Strategic Planning Session
Category	1. Strategic Planning Session 5:00 p.m.
Subject	1.03 Review 2020 VCCCD Board of Trustees Ground Rules
Access	Public
Type	Information, Discussion

Public Content

Background

On August 4, 2020, the Board of Trustees reviewed and agreed to the following Board Ground Rules:

Ground rules are flexible and advance mutual interest in promoting effectiveness, civility, and willingness to cooperate and collaborate in working together to serve the needs of students in the best interests of VCCCD.

1. The manner in which the Board operates matters. How it engages with the Chancellor, college community, and public impacts its effectiveness, the effectiveness of others in the college community, the District's work and educational environments, and accreditation.
2. Trustees and the Chancellor act in good faith on behalf of the District.
3. There is quality, honest, focused, respectful, and patient debate on any matter of concern to a Trustee or the Chancellor that is within the purview of the Board.
4. Decisions are based on sufficient, relevant data, and other reliable sources of information that have been made available to all members. Trustees may make requests for information to the Chancellor, and that information will be provided if it is readily available. Any such information provided will be provided to the full Board. All other Trustees requests for data or information shall be made at Board meetings, and directed to the Board Chair. The Board Chair will then informally poll the Board to see if a majority supports the request. If so, the request will be made to the Chancellor. The request will include a date by which the information will be provided, with the date established collaboratively with the Chancellor. If a date for production cannot be established at the meeting, the Board Chair will work with the Chancellor to establish a timeline after the Chancellor has had an opportunity to confer with staff.
5. Trustees avoid backtracking; once the Board has heard and considered the views of its members and acted, all members will respect the action of the quorum, unless and until the Board takes up the matter again. The Board respects the requests of members to revisit issues when based on new information.
6. Trustees hold each other accountable for following these ground rules. No single Trustee can sidetrack the Board without the Board's acquiescence.
7. Continued Board development occurs through the purposeful application of these agreed-upon ground rules during productive work sessions.
8. The Board and Chancellor lead by example by engaging in transparent professional development activities.

Further Information

Greg Gillespie



Agenda Item Details

Meeting	Jun 21, 2021 - Board of Trustees Strategic Planning Session
Category	1. Strategic Planning Session 5:00 p.m.
Subject	1.04 Changes to the Agenda.
Access	Public
Type	Procedural

Public Content

Further Information
Greg Gillespie



Agenda Item Details

Meeting	Jun 21, 2021 - Board of Trustees Strategic Planning Session
Category	1. Strategic Planning Session 5:00 p.m.
Subject	1.05 Chancellor's Recommendation of the Agenda.
Access	Public
Type	Procedural

Public Content

The Chancellor's Consultation Council is the representative body designed to support the governance processes at each College, assist in District governance through the review and analysis of the Board of Trustees agenda prior to action by the Trustees, and advise the Chancellor. Critical to the integrity of the College and District governance structure is that each member of the District community understands the roles, responsibilities, and accountability of each constituent group in the governance process. Members of the District have the authority and responsibility to make recommendations in matters appropriate in scope. The scope for each constituent group is derived from several sources: the Government Code of California, California Code of Regulations, VCCCD Board Policy, District practices and procedures, and job descriptions.

The items presented to the Board of Trustees have been reviewed within the District's Consultation Council and are hereby presented to the Trustees, without constituent objection.

Administrative Decision-Making Bodies

Chancellor's Cabinet

Members: Chancellor; Vice Chancellor, Business and Administrative Services; Vice Chancellor, Institutional Effectiveness; Vice Chancellor, Human Resources; Administrative Officer to the Chancellor and Board of Trustees; From Each College: President. Non-Voting Member: Executive Assistant to Chancellor

Chancellor's Presidents Council

Members: Chancellor; College Presidents.

Chancellor's Administrative Council

Members: Chancellor; Vice Chancellor, Business and Administrative Services; Vice Chancellor, Institutional Effectiveness; Vice Chancellor, Human Resources; Associate Vice Chancellor, Information Technology; Administrative Officer to the Chancellor and Board of Trustees; From Each College: From Each College: Presidents; Chief Instructional Officers; Chief Student Services Officers; Chief Business Officers

District Advisory and Planning Body

District Consultation Council

Chancellor; Vice Chancellor, Business and Administrative Services; Vice Chancellor, Institutional Effectiveness; Vice Chancellor, Human Resources; Administrative Officer to the Chancellor and Board of Trustees; College Chief Instructional Officer (appointed by the Chancellor); District Classified Representative; Classified Confidential Representative; From Each College: President; Academic Senate President or designee; Classified Senate President or designee; Associated Student Government Representative; From the Collective Bargaining Units: AFT President; SEIU Chief Steward; Non-voting Member: Executive Assistant to the Chancellor

District Advisory Bodies

Administrative Technology Advisory Committee

Associate Vice Chancellor, Information Technology; Vice Chancellor, Business and Administrative Services; Vice Chancellor, Institutional Effectiveness; Vice Chancellor, Human Resources; From Each College: Chief Instructional Officer; Chief Student Services Officer; Chief Business Officer

District Council on Human Resources

Members: Vice Chancellor, Human Resources; College President; Executive Representative from Academic Affairs; Executive Representative from Student Services; Executive Representative from Administrative Services; Human Resources Department Manager(s); AFT Representative; From Each College: Dean; Academic Senate President or

designee; Classified Representative

Institutional Research Advisory Committee

Members: Associate Vice Chancellor, Information Technology; College Institutional Researcher or Manager; Vice Chancellor, Institutional Effectiveness; Director of Software Applications and Development; Senior Programmer Analyst; Data Analyst (DAC); Director, Economic & Workforce Development Division

Governance Recommending Bodies

District Emergency Preparedness Committee

Members: Vice Chancellor of Business and Administrative Services; Director of General Services; Associate Vice Chancellor, Information Technology; Administrative Officer to Chancellor/Board; Director, Fiscal Services; Administrative Officer to the Chancellor and Board of Trustees; From Each College: Chief Business Officer; College Incident Commander; Director of Facilities, Maintenance and Operations; Police Lieutenant; Coordinator, Student Health Services

District Technical Review Workgroup – Enrollment Management

Members: Vice Chancellor, Business and Administrative Services; Faculty Co-Chair; Vice Chancellor, Institutional Effectiveness; College Chief Student Services Officer; College Chief Business Officer; Director of Information Technology, Software and Applications Development; DAC Data Analyst; From Each College: Chief Instructional Officer; Academic Senate President; Dean, Institutional Effectiveness

District Technical Review Workgroup - Instructional

Members: Vice Chancellor, Institutional Effectiveness; From Each College: Chief Instructional Officer; Faculty Co-Chair of the College Curriculum Committee Articulation Officer; Academic Senate President or designee

District Technical Review Workgroup – Student Services

Members: Vice Chancellor, Institutional Effectiveness; From Each College: Dean (Student Services); Associated Student Government Representative; Registrar; Articulation Officer or non-instructional designee; Academic Senate President or designee

District Council on Administrative Services

Members: Vice Chancellor, Business and Administrative Services; AFT Representative; SEIU Representative; College Chief Instructional Officer or College Chief Student Services Officer; From Each College: Chief Business Officer; Academic Senate President; Classified Senate President; Student Representative

Instructional Technology Advisory Committee

Members: Associate Vice Chancellor, Information Technology; District Information Technology Project Support Staff; From Each College: Chief Instructional Officer; Dean representing Distance Education; Instructional Support Staff; Faculty Members

Further Information

Greg Gillespie



Agenda Item Details

Meeting	Jun 21, 2021 - Board of Trustees Strategic Planning Session
Category	1. Strategic Planning Session 5:00 p.m.
Subject	1.06 Public Comments - Open Session Agenda Items.
Access	Public
Type	Procedural

Public Content

The Board Meeting returned in-person beginning in May 2021 but will continue to be available via zoom. Due to COVID restrictions, space is very limited to the public and those wishing to make in-person public comments. If you wish to attend in-person to give your public comments, please contact the Clerk of the Board at boardoftrusteesclerk@vcccd.edu. We will continue to receive public comments (no more than 250 words) using an electronic [Public Comment Card](#) by Noon on Monday, June 21, 2021. Persons may speak on an agenda item or on other matters of interest to the public that are within the subject matter jurisdiction of the Board.

A copy of all submitted public comments will be provided to each Trustee for their review prior to the Board Meeting. An electronic copy of all submitted public comments will be added to this agenda item prior to the start of the meeting.

Per [Board Policy 2350 Speakers](#), those wishing to speak to the Board are subject to the following:

- The Chair of the Board may rule members of the public out of order if their remarks do not pertain to matters that are within the subject matter jurisdiction of the Board, or if remarks consist of personal attacks on others.
- Non-scheduled substitutes may not speak in place of scheduled speakers unless alternates have been submitted on the original request.
- Employees who are members of a bargaining unit represented by an exclusive bargaining agent may address the Board under this policy, but may not attempt to negotiate terms and conditions of their employment. This policy does not prohibit any employee from addressing a collective bargaining proposal pursuant to the public notice requirements of Government Code Section 3547 and the policies of this Board implementing that section.
- Individuals wishing to address the Board shall complete a public speaker card that includes the individual's name, name of organization or group represented, if any, and a statement noting the agenda item or topic to be addressed. The individual can submit the completed public speaker card to the Board Clerk prior to the start of Closed Session, Open Session, or prior to the agenda item he/she has requested to address. A speaker can elect to speak during Public Comments or speak at the time the agenda item is addressed by the Board. Public speakers are required to address unagendaized topics during Public Comments.
- No member of the public may speak without being recognized by the Chair of the Board.
- Each speaker will be allowed a maximum of three (3) minutes per topic; thirty (30) minutes shall be the maximum time allotment for public speakers on any one subject regardless of the number of speakers at any one board meeting. At the discretion of a majority of the Board, these time limits may be extended.
- Each speaker coming before the Board is limited to one (1) presentation per specific agenda item before the Board, and to one (1) presentation per meeting on non-agenda matters.

Pursuant to the federal Americans with Disabilities Act, if you need any special accommodation or assistance to attend or participate in the meeting, please direct your request, as far in advance of the meeting as possible, to:

VCCCD Clerk of the Board, 761 East Daily Drive, Suite 200, Camarillo, CA 93010

(805) 652-5505

boardoftrusteesclerk@vcccd.edu

Further Information

Greg Gillespie



Agenda Item Details

Meeting	Jun 21, 2021 - Board of Trustees Strategic Planning Session
Category	2. Action: Human Resources
Subject	2.01 Action to Approve Memorandum of Understanding Between the Ventura County Community College District and the Ventura County Federation of College Teachers, AFT Local 1828, AFL-CIO, Stipend.
Access	Public
Type	Action
Recommended Action	The Chancellor recommends approval.

Public Content

Presenter

Greg Gillespie, Laura Barroso

Background/Analysis

Section 3.12 of the Collective Bargaining Agreement between the District and AFT provides that:

"Compensation of faculty members for independent research and development activities in excess of those normally considered part of a faculty member's workload, shall continue to be provided in those instances where District or College determines its needs warrant research and development proposals that indicate that such compensation for any research and development project, whether proposed by a faculty member or requested by the District, shall be established by the District on the basis of available budget funds, the probable value of the completed research and development to the District educational programs, and the anticipated amount of work needed to complete such research and development."

In addition to the stipends already set forth in Article 3.5 of the CBA, the MOU provides clarification of Section 3.12 noted above and includes a description of additional stipends to be provided on an "as-needed" basis. College management retains the right to determine the number of stipend assignments and hours based on college need and budget. The stipends listed in the MOU are temporary in nature and not intended to be provided in an ongoing basis and this includes work that is assigned pursuant to Article 3, section 3.1 Further, it is important to note that the parties agree to carry out the provisions of this MOU in accordance with Board Resolution No. 2021-02 regarding the District's Commitment to Diversity, Equity, and Inclusion. Human Resources will track stipend assignments to ensure opportunities are being extended in a fair and equitable manner.

Impact of Approval

Approval of this MOU will ensure that research and development projects can be assigned in a manner that properly compensates faculty for the work performed.

Impact of Non-Approval

If the MOU is not approved, we will not have an appropriate method to compensate faculty for the critical project work that requires their expertise.

Fiscal Impact

This MOU is estimated to be cost neutral and included in college budgets.

Further Information

Greg Gillespie, Laura Barroso

[Stipend MOU - 6.16.21.pdf \(514 KB\)](#)

Memorandum of Understanding
Ventura County Community College District
and
AFT Local 1828

1. The purpose of this MOU is to further define the allowable stipends set forth under Article 3 of the Collective Bargaining Agreement between the parties.
2. In addition to the stipends already set forth in Article 3.5, the following stipends set forth below shall also be provided on an “as-needed” basis. College management retains the right to determine the number of stipend assignments and hours based on college need and budget. The stipends listed below are temporary in nature and not intended to be provided in an on-going basis and this includes work that is assigned pursuant to Article 3, section 3.12.
3. The term of this MOU is through June 30, 2022 and is intended to provide the parties with time and opportunity to continue to discuss an explore a more permanent solution to compensation for the certain additional work contemplated by the MOU. The parties agree to negotiate section 3.12 in the upcoming CBA negotiations that commence Spring of 2022.
4. Any special assignments already agreed to between the District and faculty members through section 3.12 of the CBA or other means in the MOU, and approved by the Board on or before June 15, 2021, shall remain in place.
5. The parties agree to carry out the provisions of this MOU in accordance with Board Resolution No. 2021-02 regarding the District’s Commitment to Diversity, Equity, and Inclusion.
6. Nothing in this Agreement is intended to set a precedent or establish a past practice.

DIRECTING/PRODUCING AND OTHER INSTITUTIONAL SUPPORT/SERVICE	STIPEND FORMULA
Curriculum Research and Development Project (e.g. Creating new curriculum/workshops, performing Curriculum Competence Audits, developing online curriculum components for current/ new courses, etc.)	Up to 50 hours per project
Instructional Support Strategies Research and Development Project (e.g. Research and/or development and implementation of new technology for instructional use, developing new instructional support strategies, development of Zero Textbook Cost, development of new instructional materials, etc.)	Up to 50 hours per project
Instructional Support Project (e.g. instructing new faculty in pedagogy & curriculum development/student services, developing and	Up to 100 hours per project

implementing Professional Development for all faculty, etc.)	
Instructional Service Development (e.g. faculty participation at Professional Development for Instructional Strategies/Student Services, DE training, Cultural Competency/DEI, etc.)	Up to 40 hours per training
Instructional Service Research (e.g. conduct SLO research, cultural competence audits research, conduct grant activities, conduct grant research & evaluation, etc.)	Up to 100hours per research activity

This Agreement may be executed in any number of counterparts. Any such counterpart when executed shall constitute an original of the Agreement and all such counterparts together shall constitute one and the same agreement.

Dated:_____

VENTURA COUNTY COMMUNITY COLLEGE DISTRICT

By:_____

Name:_____

Title:_____

Dated:_____

**VENTURA COUNTY FEDERATION OF COLLEGE TEACHERS, AFT
LOCAL 1828**

By:_____

Name:_____

Title:_____



Agenda Item Details

Meeting	Jun 21, 2021 - Board of Trustees Strategic Planning Session
Category	3. Board Professional Development
Subject	3.01 ACCJC Training - Catherine Webb
Access	Public
Type	Information, Discussion

Public Content

Presenter

Catherine Webb

Further Information

Greg Gillespie

[VenturaCCCD-BOT ACCJC Training June 2021.pdf \(1,144 KB\)](#)

[Guide-to-Accreditation-for-Governing-Boards-September-2020.pdf \(742 KB\)](#)



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Accreditation and Governing Boards: Roles and Responsibilities

June 21, 2021

Dr. Catherine Webb
Vice President, ACCJC



Topics for Today

Accreditation Overview

- Purposes and Context
- ACCJC and Our Processes
- Accreditation Standards

Roles and Responsibilities of Governing Boards

- Expectations outlined in Accreditation Standards
- Institutional Self-Evaluation Report (ISER) & Peer Evaluation

Questions & Dialogue



Accreditation 101

Accreditation is a **practice** of academic quality control

- **Promotes** institutional excellence through application of standards
- **Advances** meaningful and effective **student learning and achievement**
- **Provides** assurance to students, general public, & others of quality of educational offerings

Regular cycles of quality control practices, including:

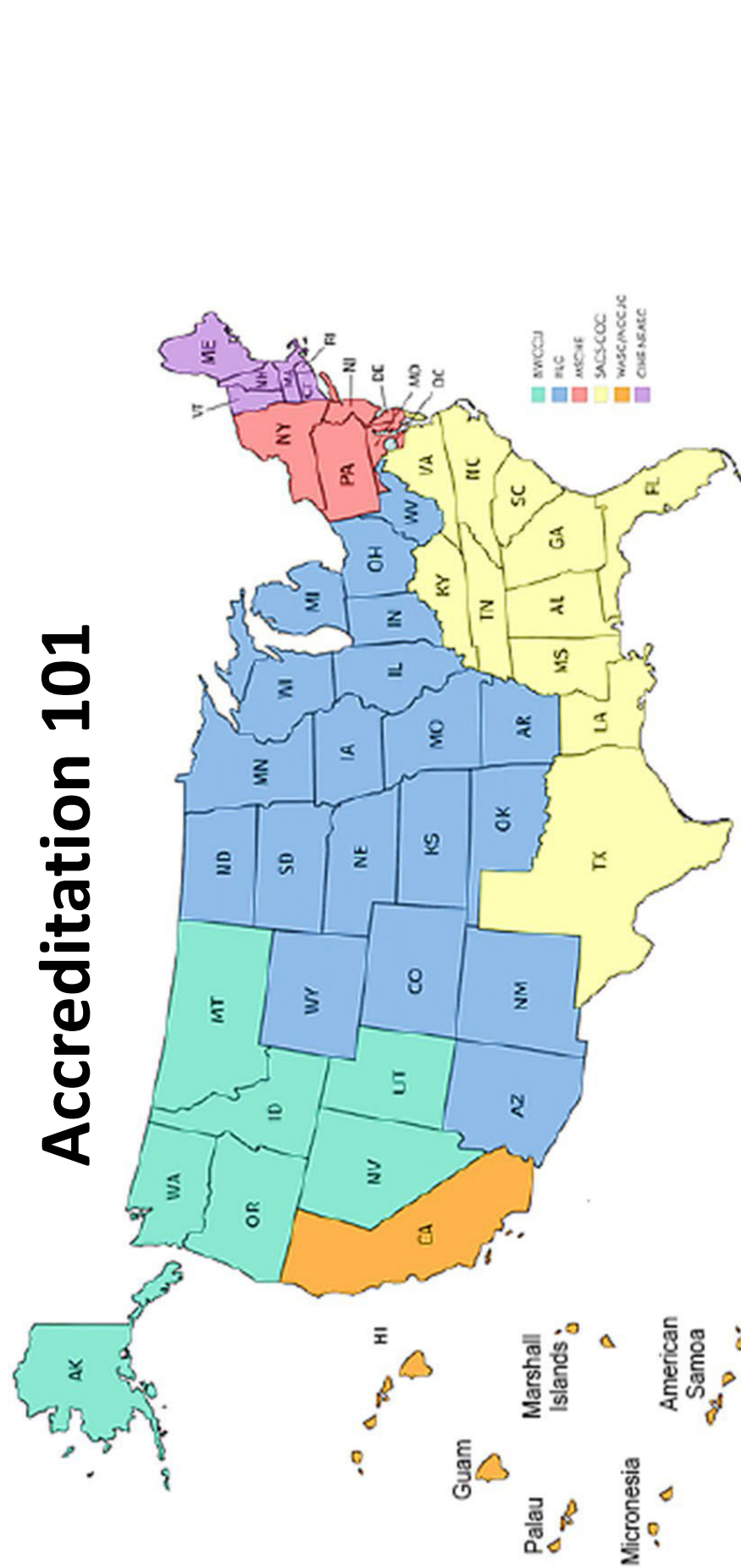
- **Comprehensive review** against Standards (every 7 years)
- **Annual monitoring** of select aspects of institutional performance (e.g., Fiscal health, headcount growth/decline, student achievement, substantive changes)



Accreditation 101

Benefits of this practice:

- Gives **credibility to degrees and credentials** awarded to students
- Stimulates **institutional innovation and improvement**
- Enables access to **Title IV (Federal Student Aid)**
- Provides **quality assurance** to students, the public, and other institutions that your Colleges are achieving their missions



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Outcomes | Innovation | Improvement



ACCJC's Mission & Values

Mission Statement

The Accrediting Commission for Community and Junior Colleges **supports its member institutions to advance educational quality and student learning and achievement.** This **collaboration fosters institutional excellence and continuous improvement** through innovation, self-analysis, peer review, and application of standards.

Core Values

Integrity | Quality Assurance | Institutional Improvement
Peer Review | Student Learning & Achievement | Collegiality



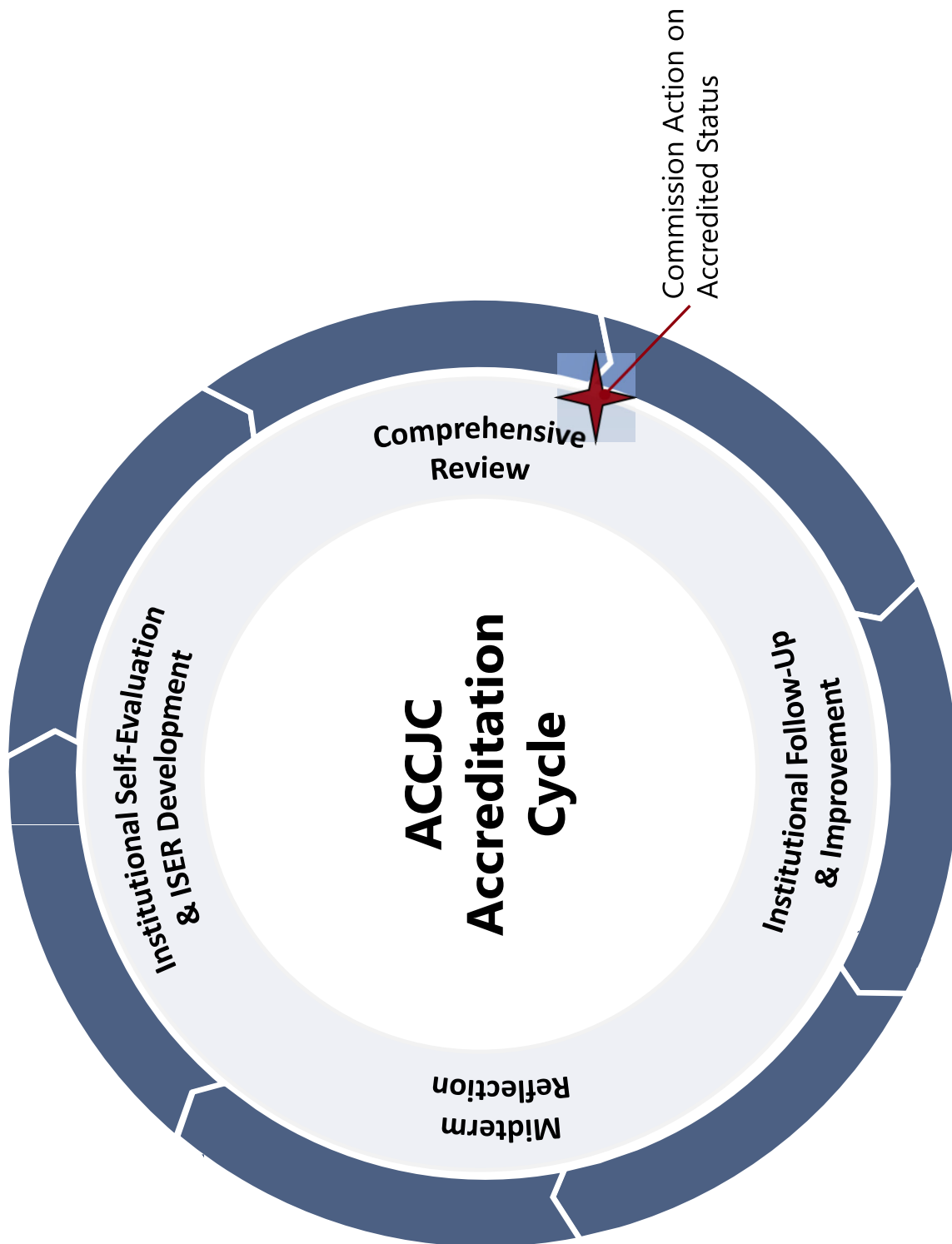
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ACCJC Mission & Values in Action

- VP Portfolio Model
- Improved Trainings and Support Resources
 - “Personalized” Trainings
 - Webinars & Video Trainings
 - Improved Guides & Manuals
- Streamlined Reporting Processes
- New processes for comprehensive review
- Review & Revision of Accreditation Standards





Elements of the Comprehensive Review

Self-Reflection
(ISER)

Peer Review
(Team ISER Review & Visit)

Affirmation
(ACCJC Action)

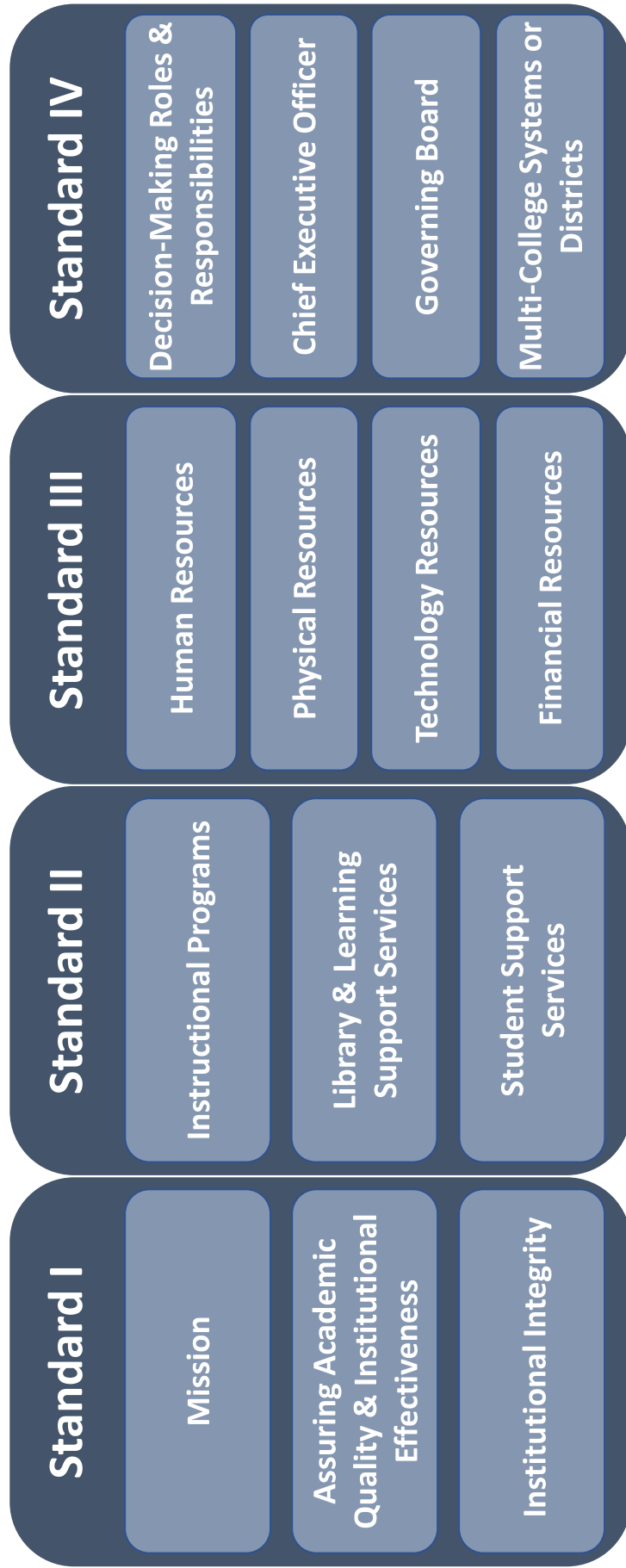
Ongoing Commitment to Improvement & Educational Excellence




Key Concepts Woven throughout Standards

- Focus on achieving institutional mission
- Integrity and honesty in institutional policies and actions
- Focus on student outcomes
 - Student achievement: Completion of meaningful educational goals
 - Student learning: Attainment of demonstrable knowledge and skills
- Metrics and evidence used to assess institutional quality
- Ongoing internal quality assurance practices
- Continuous improvement for high performance

Four Interlocking Standards





Roles & Responsibilities of Trustees & Advice for Board Excellence



Two Challenges for Governing Boards:

1. Mission-Directed Leadership (IV.C.1, IV.C.5)
2. High Performance of the Board and the District/Colleges (IV.C.10)

Establishing expectations of excellence and measuring performance linked to the District's goals will help meet both challenges. To perform well, Trustees must be accountable as well as hold others accountable.



What Does Board Accountability Look Like?

- Policy leadership, representing the entire District and its stakeholders
- Establishing expectations for mission and vision fulfillment
- Delegating responsibility for implementation to the CEO
- Assuring that College/District goals are achieved
- **Focus on the “what” not the “how”**



Ensuring Educational Quality: Seven Roles for Boards

1. Develop board capacity for ensuring educational quality.
2. Ensure that policies and practices promote educational quality.
3. Ensure that learning is assessed, data are used, and improvements tracked.
4. Approve and monitor necessary financial resources.
5. Develop an understanding of academic programs.
6. Focus on the total educational experience.
7. Understand accreditation.

Association of Governing Boards, *Overseeing Educational Quality*. 2014



Accountability for Student Success

- How do you know that the mission and goals are being achieved?
(i.e., maintaining awareness of Strategic Plan)
- How frequently do you receive data & analyses? When in the cycle?
(i.e., meaningful evidence for decision-making)
- What types of data do you receive?
(i.e., institutional trends, lagging/leading indicators, program review, etc.)
- How do you communicate your expectations for student success?
(i.e., clear and consistent communication with/through the Chancellor)

Expectation for Ongoing Board Improvement

- Ask: “What can I/we do...
 - ...to make our Board more effective?”
 - ...to help our CEO be successful?”
 - ...to help our Colleges be successful?”
- Then ask: “What can our Board do better?”





Common Accreditor Concerns Regarding Boards

Is the Board:

- Balancing the budget, planning for ongoing fiscal stability?
- Staying at the “policy level” and not intruding into daily operations?
- Acting as a collective entity, free from undue influence?
- Acting consistently with its policies, bylaws, and code of ethics?
- Delegating appropriately to the District CEO?
- Remaining engaged in strategic, integrated planning?
- Maintaining awareness and accountability for student success?



Fiduciary Responsibility: Representing the Public Trust

(B)oard members do not represent specific constituencies in the sense of taking board actions in favor of their interests. All governing board members, appointed or elected, have a fiduciary responsibility to the institution and are expected to bring to board deliberations a broad understanding of the college's role in serving all students and the institution's multiple stakeholders. There must be no implied obligation for any governing board member to serve the interests of a specific constituency over the interests of the broad mission of the college.

ACCJC Guide to Accreditation for Governing Boards, p. 7



Context for Board Role in ISER Review

Standard IVC13:

The governing board **is informed** about the Eligibility Requirements, the Accreditation Standards, Commission policies, accreditation processes, and the college's accredited status, and **supports through policy the college's efforts to improve and excel**. The board participates in evaluation of governing board roles and functions in the accreditation process.

Certification of the ISER, attesting:

- 1) effective participation by the campus community, and
- 2) ISER accurately reflects the nature and substance of this institution



Resources

ACCJC's Accreditation Standards:

<https://accjc.org/wp-content/uploads/Accreditation-Standards-Adopted-June-2014.pdf>

ACCJC's Guide to Accreditation for Governing Boards:

<https://accjc.org/wp-content/uploads/Guide-to-Accreditation-for-Governing-Boards-September-2020.pdf>

Association of Community College Trustees (ACCT):

<https://www.acct.org/governance-basics>

Association of Governing Boards (AGB):

<https://agb.org/knowledge-center/boardfundamentals/board-roles-responsibilities/>



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Lingering Questions? Clarifications?

Thank You!!



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Guide to Accreditation for Governing Boards

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Introduction

The *Guide to Accreditation for Governing Boards* is designed for college governing board members as an introduction to accreditation and to the Accrediting Commission for Community and Junior Colleges, Western Association of Schools and Colleges (ACCJC). Governing boards have leadership responsibilities for college mission, institutional quality and improvement, institutional integrity and, ultimately, for student success. Accreditation Standards define the important role of governing boards in ensuring student success and the Standards place responsibility on the Board for its institutional leadership role. Governing boards develop policy and delegate responsibility for institutional operations to the Chief Executive Officer (CEO). It is the CEO's role to implement governing board policies and plans and to manage the internal operations of the institution. Defining the policy role of governing boards and distinguishing that role from the delegated role of institutional operations is a fundamental principle that informs effective governing board practice, and is clearly articulated in the ACCJC Accreditation Standards.

Section 1 of this *Guide* begins with general information on accreditation, including its history, purpose, goals, and organizational structure. This section also introduces the purposes and structure of ACCJC.

Section 2 introduces the Eligibility Requirements, Accreditation Standards, and Commission policies (together ACCJC's Standards), as well as an overview of ACCJC's peer review procedures and processes.

Section 3 focuses on the roles and responsibilities of governing boards in accreditation. This section emphasizes the leadership role the governing board plays in defining the college/district/system mission and policies, as well as their role in ensuring academic quality, student success, and appropriate governance structures and practices.

1. U.S. Accreditation and ACCJC

1.1 Accreditation: History, Purpose, and Structure

In the United States, accreditation is the primary process for assuring and improving the quality of institutions of higher education. Accrediting commissions across the country carry out the accreditation of the nation's colleges and universities through the peer review process. These accrediting agencies are nongovernmental, nonprofit, and essentially voluntary membership associations. Because the concept of the community college had become solidified in American higher education by the time the Western Association of Schools and Colleges (WASC) was organized in 1962, California and the western region chose to have two higher education accrediting commissions. One commission serves institutions primarily awarding associate degrees (ACCJC) and the other serves colleges and universities that primarily award bachelor's degrees and/or graduate degrees (WSCUC).

Accreditation in the United States is based on a peer review process in which professional educators and persons representing the public interest review an institution using rigorous standards that represent good institutional practice and high academic quality. Accreditation arose from the academy; it did not descend from the government. While each accrediting commission develops its own standards and policies, the ideas and content of the standards are broadly shared across the national higher education community. This leads to broad acceptance of institutional credits and degrees among accredited institutions across the country.

Colleges are reviewed within the context of their unique institutional mission. This requires accreditation standards to be broadly applicable to a variety of institutional missions. A central focus of an institutional review is the degree to which the institution meets its own mission.

Following a review by a team of peers, accrediting commissions determine the accreditation status of the institution. Colleges seek reaffirmation of accreditation on a regular basis. They are also required to prepare an application for review when they seek to make substantive changes to the institution's mission, programs, location, mode of delivery, or population served.

The US Department of Education (ED) relies on accrediting commissions to verify institutional quality and integrity and, in so doing, bases its decisions to award federal financial aid on the accredited status of an institution. For this reason, accrediting commissions must be recognized by the Department as reliable judges of educational quality. Accrediting commissions petition for renewal of recognition every five years. ED also sets regulations for institutional quality, some of which are incorporated into the accreditation standards of all recognized accrediting commissions. Participation in federal financial aid processes brings additional federal requirements.

While the standards of each accrediting commission might be organized differently or use different wording, overall commissions follow very similar practices and have very similar standards of quality. Today's accreditation enterprise is based on decades of experience and refinement, both leading and reflecting the evolution of American higher education. Current accreditation standards go beyond the historical emphasis on inputs and processes. *There is a consistent emphasis on student outcomes as a key measure of quality.* Accreditors work with colleges and universities in monitoring completion rates and developing student learning outcome metrics, all with the goal of improving institutional effectiveness.

1.2 Accrediting Commission for Community and Junior Colleges (ACCJC)

ACCJC accredits public, private non-profit, and private for-profit associate degree-granting institutions in California, Hawai'i, and the Pacific Islands. The ACCJC accreditation process assures the public that member institutions meet ACCJC's Standards, ensuring that the credentials earned at these institutions are of value to the students who earned them, to employers and trade or profession-related licensing entities, and to other colleges and universities.

ACCJC Commissioners make decisions on the accredited status of institutions and set policies and Accreditation Standards. Commissioners, whose work is voluntary, represent the interests of the public and member institutions. Commissioners are elected by ACCJC membership for three-year terms and generally serve two terms. The Commission is led by a Chair who serves for two years. If elected to an officer position, a Commissioner may serve the time necessary to complete the officer role(s).

ACCJC's staff is led by the President, who is hired by the Commission. Much like colleges and universities, the Commission delegates the operations to the President and holds them accountable for ensuring consistent adherence to Commission policies and procedures.

2. Eligibility Requirements (ERs), Accreditation Standards, and Commission Policies and Processes

The Accreditation Standards, which include Eligibility Requirements (ERs), Accreditation Standards and Commission policies, are the core of the accreditation process. These standards are developed, adopted, evaluated and revised by the Commission through effective practices derived from years of experience from member colleges and sound educational research and practices. Both the Standards and Commission policies are also informed by federal regulations.

2.1 Focus of ACCJC Accreditation Standards:

Standard I: Mission, Academic Quality and Institutional Effectiveness, and Integrity

- mission and purposes of each institution and institutional effectiveness of achieving the mission
- data-driven assessment and continuous quality improvement of student achievement and learning
- clarity, accuracy and integrity of institutional information and processes

Standard II: Student Learning Programs and Services

- quality and rigor of instruction, student support, learning services
- academic policies and processes

Standard III: Resources

- capacity of human, physical, technological and financial resources to support achievement of mission and maintain institutional integrity

Standard IV: Leadership and Governance

- decision making roles and responsibilities and the capacity of leadership to support and achieve mission and student success
- the effectiveness of the governance structure, the CEO, and the governing board, including leadership roles and responsibilities in multi-college districts or systems

Eligibility Requirements are preaccreditation standards that institutions who are seeking to earn initial accreditation must demonstrate compliance with before they can begin the preaccreditation process. For more information on preaccreditation, please see ACCJC's publication, [Eligibility, Candidacy, and Initial Accreditation Manual](#), which is posted on ACCJC's website.

For institutions seeking reaffirmation of accreditation, the Eligibility Requirements (ERs) are verified as being met through its compliance with the Accreditation Standards as most of the ERs are subsumed (ERs 6 - 21) within the Standards. ERs 1 - 5 are separately addressed in the college's Institutional Self-Evaluation Report (ISER) and confirmed by the peer review team during the comprehensive review process.

ACCJC policies address other requirements and procedures as they apply to different aspects of the institution's operations. The Commission regularly reviews and, if necessary, revises its policies in response to changes in the educational environment, federal regulations, or other Commission findings. Peer review teams ensure the college's compliance with relevant ACCJC policies.

2.2 Accreditation Processes

Obtaining Initial Accreditation

As stated in the previous section, ACCJC publishes the [*Eligibility, Candidacy, and Initial Accreditation Manual*](#) that details the specific steps for an institution to achieve initial accreditation from ACCJC. The process begins with preparation of an eligibility review application to establish the institution's compliance with the Eligibility Requirements (ERs). This application is reviewed by the Commission's Eligibility Review Committee. If the institution meets the ERs, it will be approved to prepare an Institutional Self-Evaluation Report for application for Candidacy status. This step entails a site visit by a peer review team, followed by Commission action. If the institution meets ACCJC's Standards, it will be granted Candidacy status for a period not to exceed four years. During that time, the institution will prepare a second report for Initial Accreditation. Initial Accreditation is granted after a comprehensive institutional review demonstrates the institution is in compliance with the ERs, Accreditation Standards, and Commission policies. Once regarded as a Candidate institution, a nonprofit institution is eligible for federal student financial aid and federal grants and contracts. A for-profit institution must achieve Initial Accreditation before being so eligible.

Comprehensive Review

Per policy, ACCJC institutions undergo a comprehensive review every seven years to verify the degree to which they meet the Commission's Standards. The review process also validates that institutions are engaged in sustainable efforts to improve educational quality and institutional effectiveness. The review process has four steps: institutional self-evaluation, an external review by a team of peers, Commission review and accreditation action, and institutional continuous quality improvement.

The review begins when the institution conducts a self-evaluation using ACCJC's Standards as its evaluative framework. The outcome is expressed in the Institutional Self-Evaluation Report (ISER), which is submitted to the ACCJC peer review team to use. The ISER provides narrative and evaluation, supported by evidence, to affirm the institution meets the accreditation Standards. The ISER also describes the institution's plans for improvement and a Quality Focus Essay that discusses two or three quality-focused projects the institution will engage in to improve student learning and achievement.

The Commission appoints a team of trained peer reviewers, which may include members of governing boards. All members of a peer review team are selected on the basis of their professional expertise in higher education, areas of specialization, and commitment to apply standards objectively to the institution they will review.

The team examines the ISER, visits the institution to clarify and verify the contents of the ISER, and writes a team report stating the team's findings related to the institution's compliance with ACCJC's Standards. The team report may make recommendations where the institution needs to meet Standards, it may also make recommendations for improvement and provide commendations identifying where the institution has exceeded Standards, when appropriate.

After the institution has had an opportunity to correct any errors of fact in the draft report, the chair of the peer review team submits the report to the Commission. The Commission evaluates the ISER and team report, and then makes a decision on the accredited status of the institution. The Commission may also give the institution additional recommendations and direction for improvement. The Commission may impose a sanction and define deadlines for the institution to resolve any noted deficiencies. (See the [Policy on Commission Actions on Institutions](#) for actions the Commission may take on member institutions, which is located on the ACCJC website.)

The Commission communicates its decisions via an action letter to the institution and through public announcements on the Commission website within 30 days following the Commission's January or June meeting. Member institutions are required to share the peer review team report, the ISER, and the Commission action letter by posting these documents on the institution's website.

The final and ongoing phase in the comprehensive review process is continuous quality improvement. The Commission requires the institution to resolve any deficiencies cited as compliance requirements in the peer review team report within a maximum of four years. ACCJC's Standards also require institutions to implement processes for improvement by practicing ongoing, evidence-based assessments of institutional effectiveness and making improvements as needed.

Other Reports and Review Visits

ACCJC requires institutions to submit a Midterm Report in the fourth year after the comprehensive peer review team visit. The Midterm Report includes an update on the status of the institution's plans for improvement and the quality focused projects as described in the Quality Focus Essay, as well as an institutional analysis of the data trends from their Annual and Financial Reports.

Federal regulations require institutions to submit applications and receive approvals for substantive changes to mission, scope of programs, nature of its student constituency, location (or geographical area served), control of the institution, content of programs (when changes are a significant departure from current status), credit awarded for program or course completion, or any other change the Commission deems substantive. A Substantive Change Application is submitted in accordance with the Commission's [Policy on Substantive Change](#) and the [Substantive Change Manual](#), which are posted on the ACCJC website.

3. Roles and Responsibilities of Governing Boards in Accreditation

3.1 Governing Boards and ACCJC Standards

The four Accreditation Standards describe the educational and institutional practices, organizational structures, resources, and institutional decision-making processes necessary for a high quality institution and student success. Standards I and IV describe some of the specific roles of governing boards in achieving these outcomes. A governing board's responsibility for institutional effectiveness is exercised through its policy-making role and the delegation of policy implementation to the institution's Chief Executive Officer (CEO).

The governing board is also responsible for the fiscal integrity of the institution. The board exercises this responsibility through policy development, review of the annual external audit, and approval of the institution's annual spending plans. The governing board is responsible for developing the expertise needed to make sound budgetary decisions that support educational quality. This includes an understanding of an institution's current and projected revenues and expenditures, as well as the institution's long-term obligations created through contractual agreements, obligations for retirement funding, borrowing, or plans for institutional expansion.

Depending on the nature of the institution, governing board members are either elected in a local election, appointed by an oversight body, or recruited and vetted by the existing board through a board development committee. Per Accreditation Standards, and effective governing board practice, board members, once elected (trustees) or appointed, must ensure their allegiance is to the college and not to any constituent person or organization. As such, governing board members do not *represent* specific constituencies in the sense of taking board actions in favor of their interests. All governing board members, appointed or elected, have a fiduciary responsibility to the institution and are expected to bring to board deliberations a broad understanding of the college's role in serving all students and the institution's multiple stakeholders. There must be no implied obligation for any governing board member to serve the interests of a specific constituency over the interests of the broad mission of the college.

The governing board is integral to maintaining an institution's mission-based standards of excellence and performance in alignment with all four Accreditation Standards. For example, the board is responsible for the mission of the institution, and the Standards require regular review of the institutional mission (Standard I.A). The board is not concerned just with the review of the wording of the mission; it should be concerned with the institution's achievement of the mission. That assessment requires data on the outcomes achieved by the students identified in the mission. Similarly, the mission broadly defines the scope of programs and services offered by the institution, and the Standards require institutions conduct regular program reviews of all programs and services to assess their effectiveness (Standard I.B). The governing board should have a program review policy for both the academic and service units and require regular data-supported reports to inform decisions for improvement.

By focusing on the *what* (mission, quality, outcomes, and improvement) and not the *how* (operations and the means to achieve outcomes, which is the responsibility of the CEO), effective governing boards demonstrate their policy-and mission-directed leadership role. ACCJC promotes the use of common measures of institutional effectiveness such as course completion, persistence, completion of certificates and degrees, transfer and job placement, and mastery of learning outcomes. In addition, the Commission requires that colleges generate mission-appropriate standards for student achievement, the achievement of which it then assesses. By focusing on the *what*, governing boards obtain information and data that allow them to fully assess institutional effectiveness.

3.2 Governing Boards and ACCJC Processes

Standard IV.C stipulates, “The governing board is informed about the Eligibility Requirements, Accreditation Standards, Commission policies, accreditation processes, and the college’s accredited status.” Governing boards receive training in these responsibilities. In addition, the governing board participates in the evaluation of its roles and functions in the accreditation process. The board should receive regular reports on the progress of the review process and development of accreditation reports the institution will be submitting to ACCJC.

The board should be informed about institutional reports submitted to the Commission and of communication from the Commission to its institution, including recommendations for compliance or improvement. Board action should indicate a commitment to implementing institutional improvement that has been planned as part of the institutional self-evaluation processes. Those improvement plans should take their place among important institutional priorities that the board ensures are addressed and adequately resourced.

In multi-college/multi-unit districts or systems, the board carries the same responsibilities for institutional mission(s) and for policy as the board in a single-college district/system. In these districts or systems, the district or system CEO is directly responsible to the governing board, while CEOs of colleges within the district or system are responsible to the district/system CEO. The district/system has clearly defined roles of authority and responsibility between the colleges and district/system, and the district/system acts as liaison between the colleges and the governing board. In these district/system configurations, the governing board should maintain and review policies that clearly articulate the delineation and distribution of responsibilities and authorities between the district/system and the colleges/units.

It is important to note that the Commission evaluation is based on ACCJC’s Standards, regardless of organizational structure. All boards are required to meet Accreditation Standards and to support the quality of the institutions they govern.

3.3 Governing Boards and Effective Leadership and Governance

The following principles are drawn from Accreditation Standards, and reflect effective board practice in publications of the Association of Governing Boards (AGB) and the Association of Community College Trustees (ACCT).

Governing Boards Act as a collective entity (IV.C.2) - The board is a corporate body; it governs as a unit with one voice. This principle means that individual board members have authority only when they are acting as a board. They have no power as individuals to act on their own or to direct college employees or operations.

Governing Boards Represent the Common Good (IV.C.4) - The board exists to represent the public or, in the case of private institutions, its owners. The board is responsible for balancing and integrating a wide variety of interests and needs into policies that benefit the common good and the future of all its constituencies.

Governing Boards Set Policy Direction (IV.C.5, 12) - The board establishes policies that give direction and guidance to the CEO and staff of the institution. A major board responsibility is to define and uphold an institutional vision and mission that clearly reflect student and community expectations, as well as a realistic assessment of institutional resources necessary to accomplish the mission and related goals.

Governing Boards Employ, Evaluate and Support the CEO (IV.C.3, 12) - The successful board maintains a good relationship with the CEO. The board empowers the CEO to oversee the operations of the institution and avoids intruding into those operations.

Governing Boards Set Policies for Institutional and Board Operations (IV.C.7, 10, 11) - The successful board adopts policies that set standards for quality, ethics, and prudence in institutional operations and in the operation of the board itself.

Governing Boards Use Resources to Achieve Mission (IV.C.1, 8) - The successful board ensures the institution's mission is periodically evaluated and adequately funded. The successful board also ensures its policies and resource allocations are linked and align with the educational priorities defined through the institutional mission and plans.

Governing Boards have Responsibility for Financial Integrity (IV.C.5) - The successful board regularly monitors financial performance and policy. The board should require institutional leadership to maintain adequate reserves and to quickly address any issues discovered through external audits and reviews. The short- and long-term fiscal sustainability of the institution is a primary board responsibility and is particularly critical at time of financial stress.

Governing Boards Monitor Performance (IV.C.8) - The successful board holds institutions accountable for student success and institutional effectiveness. The board adopts the institution's direction and broad goals as policy and then monitors the progress in achieving those goals. Board policy should set expectations for the use of sound student outcome data in program and institutional reviews and planning. For example, if the board adopts a policy goal that the institution will train workers for a particular industry, the board should receive regular reports on progress toward that goal, including from the target industry.

Governing Boards Create a Positive Climate (IV.C.9, 11, 13) - The successful board sets the tone for the entire institution. Through the behavior of board members and the board's policies, the successful board establishes a climate in which learning is valued (including learning by board members), where assessment and evaluation are embraced, and where student success is the most important goal. Effective boards are ethical and act with integrity, which also promotes a positive climate. The board must have a code of ethics and policies for dealing with behavior that violates its code.

4. IN CONCLUSION

The role of the governing board is closely related to the goals of the accrediting commission as both entities fulfill their commitment to support strong and effective institutions, on behalf of their students.

5. RESOURCES

ACCJC Eligibility Requirements: <https://accjc.org/wp-content/uploads/Eligibility-Requirements-Adopted-June-2014.pdf>

ACCJC Standards: https://accjc.org/wp-content/uploads/Accreditation-Standards_-Adopted-June-2014.pdf

Association of Community College Trustees (ACCT):
<https://www.acct.org/governance-basics>

Association of Governing Boards (AGB): <https://agb.org/knowledge-center/board-fundamentals/board-roles-responsibilities/>



Agenda Item Details

Meeting	Jun 21, 2021 - Board of Trustees Strategic Planning Session
Category	4. Presentations
Subject	4.01 State of the District Update
Access	Public
Type	Information, Discussion

Public Content

Presenter
Greg Gillespie

[2021 06 VCCCD State of the District Chancellor-6.17 - FINAL.pdf \(2,649 KB\)](#)

VENTURA COUNTY COMMUNITY COLLEGE DISTRICT

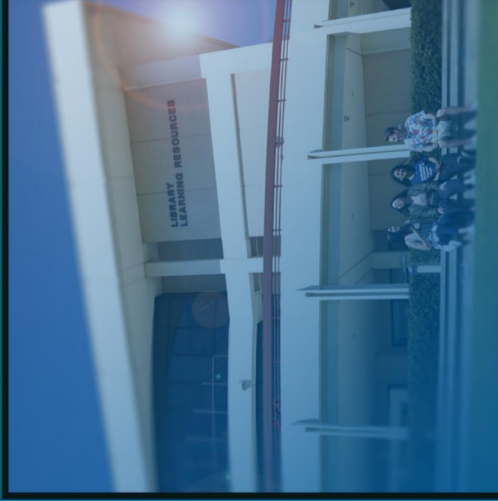
STATE OF THE DISTRICT

JUNE 2021



OVERVIEW

- A YEAR IN REVIEW
- VCCCD STRATEGIC GOALS AND PLAN
- FORWARD THINKING



A YEAR IN REVIEW

- COVID-19 RESPONSE
- SUPPORTING STUDENT SUCCESS
- DIVERSITY, EQUITY AND INCLUSION
- WORKFORCE AND CAREER EDUCATION
- COMMUNITY PARTNERSHIPS AND SERVICE
- FINANCES

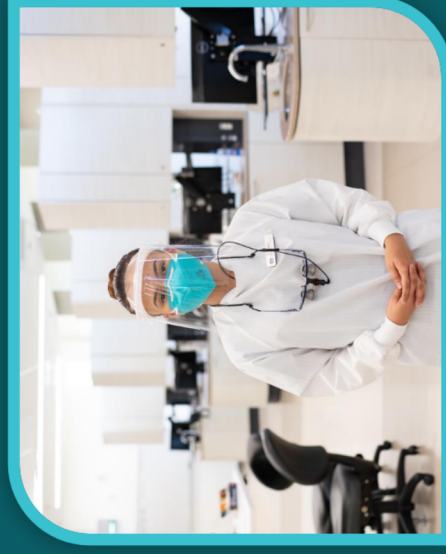
- SUSTAINABILITY
- WEBSITE REDESIGN
- INFORMATION TECHNOLOGY SECURITY
- EMPLOYEE DEVELOPMENT AND SUPPORT
- AWARDS AND RECOGNITIONS
- EMPLOYEE RECOGNITION





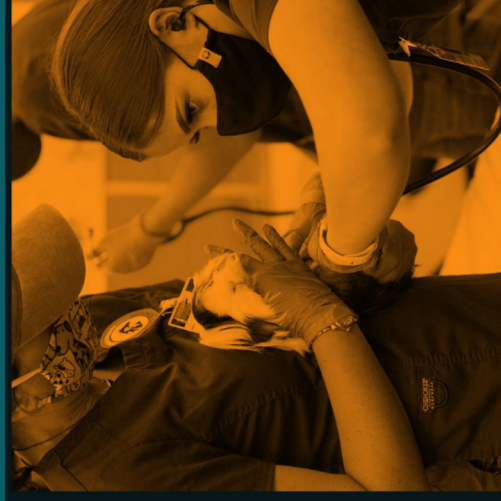
COVID-19 RESPONSE

- DISTRICT AND COLLEGE-LEVEL RESPONSE PLANS
- HEALTHY RETURN TO CAMPUS APP
- COMMUNICATIONS
- BOARD SUPPORT - \$200 TO ALL EMPLOYEES
- COLLABORATION WITH COUNTY AND COMMUNITY PARTNERS
- DISTRICT WEBINAR LICENSE
- INFRASTRUCTURE IMPROVEMENTS
- SUPPORTING STUDENTS



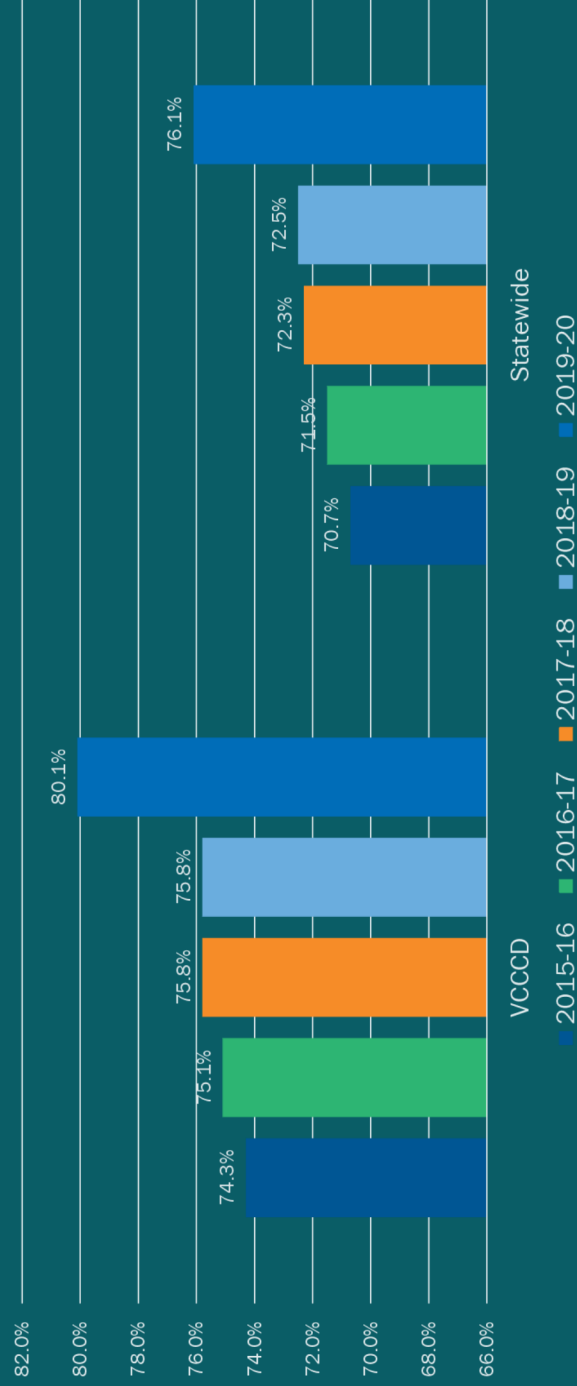
SUPPORTING STUDENT SUCCESS

- FINANCIAL AID
- BASIC NEEDS
- ESSENTIAL ON-SITE EDUCATION
- TECHNOLOGY SUPPORT
- ACCESS TO SERVICES



FIVE-YEAR COURSE SUCCESS RATES

VCCCD Rates Compared to Statewide Rates



Denominator: All courses with a grade of A, B, C, D, F, W, P, NP
 Numerator: All courses with a grade of A, B, C, P



FIVE-YEAR COURSE SUCCESS RATES COMPARISON BY ETHNICITY

	2015-2016		2016-2017		2017-2018		2018-2019		2019-2020	
	VCCCD	Statewide	VCCCD	Statewide	VCCCD	Statewide	VCCCD	Statewide	VCCCD	Statewide
American Indian / Alaskan Native	78%	66%	75%	67%	73%	66%	76%	67%	77%	71%
Asian	80%	78%	80%	79%	83%	80%	82%	80%	87%	84%
Black or African American	65%	59%	66%	61%	68%	62%	68%	62%	73%	67%
Filipino	79%	75%	80%	76%	79%	76%	78%	76%	84%	81%
Hispanic	71%	67%	72%	68%	73%	69%	73%	69%	77%	73%
Pacific Islander or Hawaiian Native	67%	64%	78%	66%	76%	66%	73%	66%	73%	70%
White	79%	76%	80%	76%	80%	77%	80%	78%	84%	81%
Two or More Ethnicities	76%	69%	75%	70%	77%	71%	78%	72%	82%	76%
Unknown / Masked	74%	78%	79%	80%	78%	79%	77%	78%	80%	77%

Denominator: All courses with a grade of A, B, C, D, F, W, P, NP;

Numerator: All courses with a grade of A, B, C, P

Brown Highlighted cells indicate Statewide average is higher than VCCCD



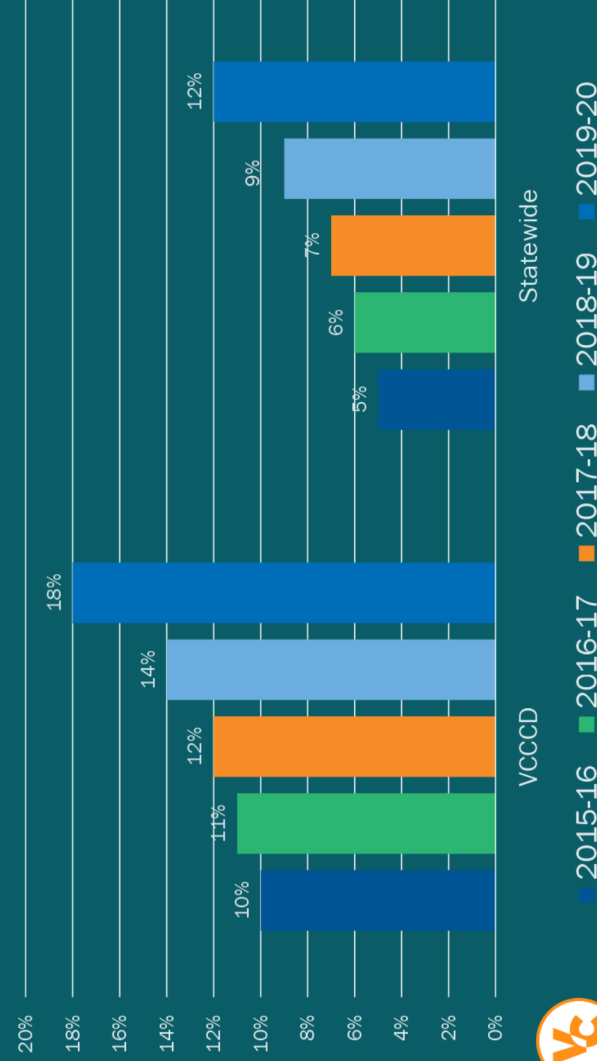


FIVE-YEAR COLLEGE LEVEL MATH & ENGLISH COMPLETION RATES

VCCCD Completion vs. Statewide Math & English Completion Rates

Denominator: All first-time students identified for the academic year

Numerator: All first-time students that successfully completed college level Math and English in their first year



COMPLETION RATES (MATH & ENGLISH) COMPARISON BY ETHNICITY

	2015-2016		2016-2017		2017-2018		2018-2019		2019-2020	
	VCCCD	Statewide	VCCCD	Statewide	VCCCD	Statewide	VCCCD	Statewide	VCCCD	Statewide
American Indian / Alaskan Native	-	3%	-	3%	33%	3%	-	4%	-	7%
Asian	15%	9%	16%	9%	18%	11%	19%	14%	20%	17%
Black or African American	4%	2%	4%	2%	4%	2%	7%	4%	7%	6%
Filipino	14%	9%	17%	11%	18%	12%	23%	16%	26%	20%
Hispanic	9%	4%	10%	5%	12%	6%	14%	8%	18%	11%
Pacific Islander or Hawaiian Native	-	2%	-	4%	44%	4%	41%	6%	-	9%
White	11%	6%	13%	7%	13%	8%	14%	9%	18%	13%
Two or More Ethnicities	11%	6%	10%	8%	15%	9%	15%	11%	20%	14%
Unknown / Masked values	8%	4%	6%	4%	10%	4%	7%	6%	13%	10%

Denominator: All first-time students identified for the academic year

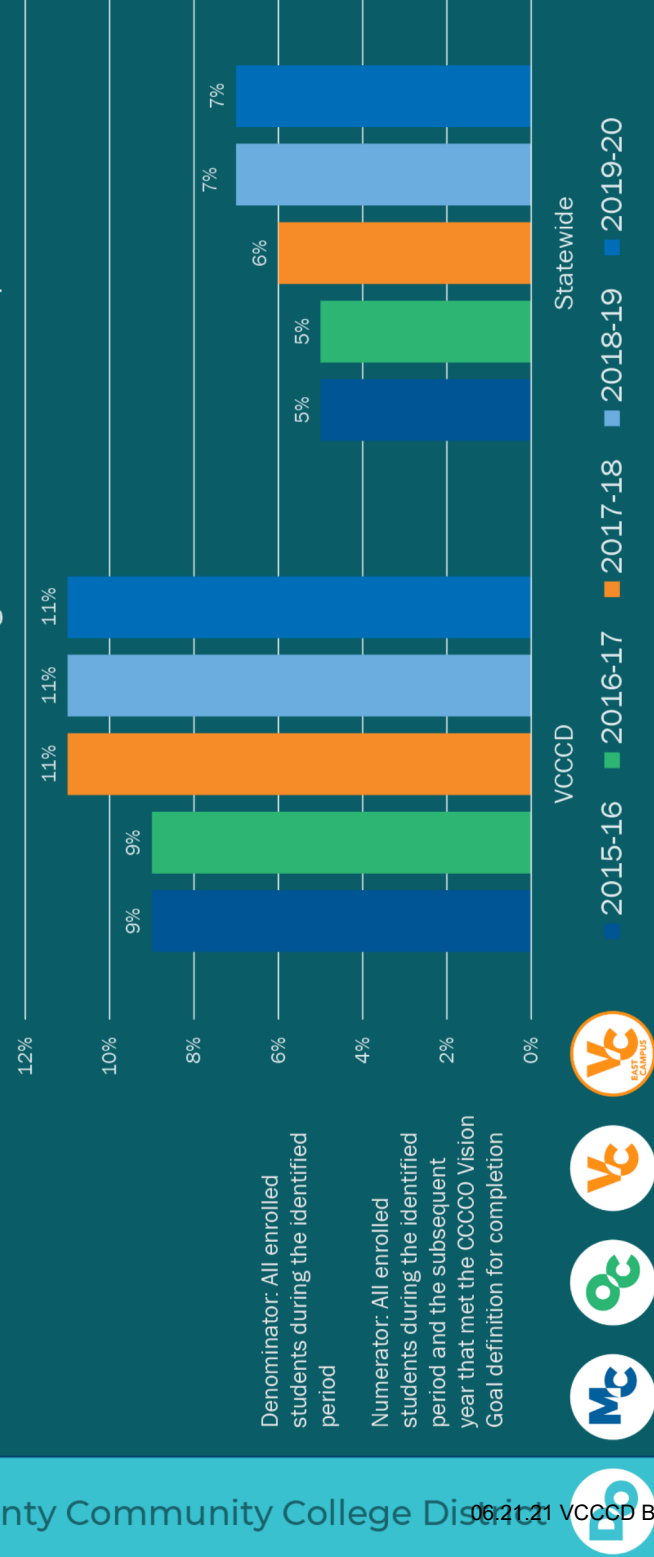
Numerator: All first-time students that successfully completed college level Math and English in their first year

Brown highlighted cells indicate Statewide average is higher than VCCCD



FIVE-YEAR DEGREE & CERTIFICATE COMPLETION RATES

VCCCD vs. Statewide Degree and Certificate Completion Rates



DEGREE & CERTIFICATE COMPLETION RATE COMPARISON BY ETHNICITY

	2015-2016		2016-2017		2017-2018		2018-2019		2019-2020	
	VCCCD	Statewide	VCCCD	Statewide	VCCCD	Statewide	VCCCD	Statewide	VCCCD	Statewide
American Indian / Alaskan Native	14%	5%	10%	5%	10%	5%	13%	6%	-	6%
Asian	8%	5%	8%	5%	11%	6%	10%	7%	11%	8%
Black or African American	8%	4%	8%	5%	9%	5%	7%	5%	9%	6%
Filipino	10%	6%	13%	7%	12%	8%	11%	8%	13%	9%
Hispanic	8%	5%	9%	5%	10%	6%	11%	7%	11%	7%
Pacific Islander or Hawaiian Native	-	5%	-	6%	12%	6%	-	6%	-	6%
White	9%	6%	10%	6%	11%	7%	11%	7%	12%	8%
Two or More Ethnicities	8%	6%	9%	6%	10%	7%	11%	8%	13%	8%
Unknown / Non Respondent / Masked Values	9%	3%	6%	3%	11%	3%	7%	3%	4%	3%

Denominator: All enrolled students during the identified period

Numerator: All enrolled students during the identified period and the subsequent year that met the CCCC Vision Goal definition for completion

Brown highlighted cells indicate Statewide average is higher than VCCCD



DIVERSITY, EQUITY, AND INCLUSION

- BOARD OF TRUSTEES RESOLUTION COMMITMENT TO STUDENT SUCCESS FOR BLACK AND AFRICAN AMERICAN STUDENTS
- BOARD OF TRUSTEES RESOLUTION ON ACCESS AND ACCESSIBILITY
- TRAINING
- SPECIAL EVENTS AND SPEAKERS
- EEO PLAN REVISIONS IN PROGRESS
- COLLEGE-LEVEL GOALS AND ACTIONS
- BOARD POLICY/ADMINISTRATIVE PROCEDURE REVIEW WITHIN DEI



MANAGEMENT HIRING DEMOGRAPHICS

GENDER



RACE/ETHNICITY



FACULTY HIRING DEMOGRAPHICS

GENDER



RACE/ETHNICITY



CLASSIFIED HIRING DEMOGRAPHICS

GENDER



RACE/ETHNICITY



WORKFORCE AND CAREER EDUCATION

- STRENGTHENED RELATIONSHIPS BETWEEN DISTRICT, COLLEGES AND COMMUNITY
- HELD BUSINESS EDUCATION LISTENING SESSION IN FEBRUARY
 - Major Take-Away: Pivot Faster to respond to Business Needs
- MAJOR FOCUS: IN RESPONSE TO BUSINESS FEEDBACK
 - Develop Partnership with Employer Training Institute (ETI) at College of the Canyons to garner a share of their ETP funding
 - Move forward with a 4-year plan to create an ETP program at VCCCD to expand contract education
 - Utilize Strong Workforce funding to create micro-courses in Canvas to be used for contract education while going through the curriculum approval process.
 - Transition micro-courses to FTES generating once curriculum is approved
- EXPANDING APPRENTICESHIP PROGRAMS AND INTERNSHIPS
- CONTINUING TO CREATE “FUTURE-FORWARD” CURRICULUM AND CAREER EDUCATION PATHWAYS AT EACH COLLEGE





COMMUNITY PARTNERSHIPS AND SERVICE

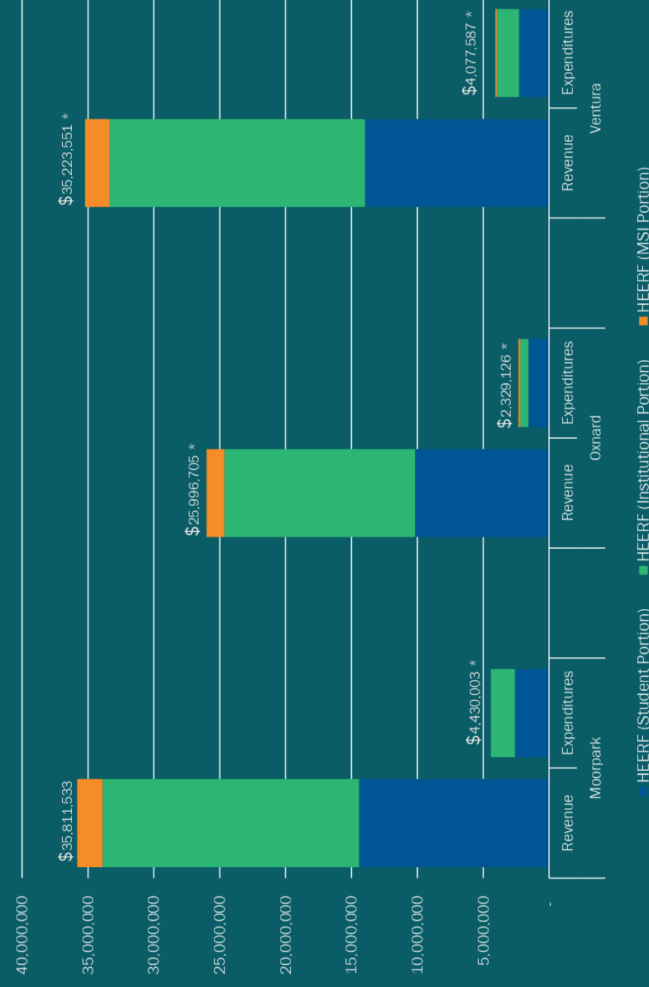
- VCEDA 50TH ANNUAL BUSINESS OUTLOOK CONFERENCE
- VENTURA COUNTY LEADERSHIP ACADEMY JOURNEY TO LEADERSHIP
- PACIFIC COAST BUSINESS TIMES SPECIAL SECTION – HIGHER EDUCATION
- LATINO TOWN HALL
- UNITED WAY
- P-20 COUNCIL
- LOCAL RADIO AND PODCAST INTERVIEWS
- ECONOMIC DEVELOPMENT COLLABORATIVE
- WORKFORCE DEVELOPMENT BOARD OF VENTURA COUNTY
- COUNTY OF VENTURA – COVID-19 RESPONSE
- VENTURA COUNTY CIVIC ALLIANCE



FINANCES: HEERF COVID RELIEF FUNDING

Expenditures

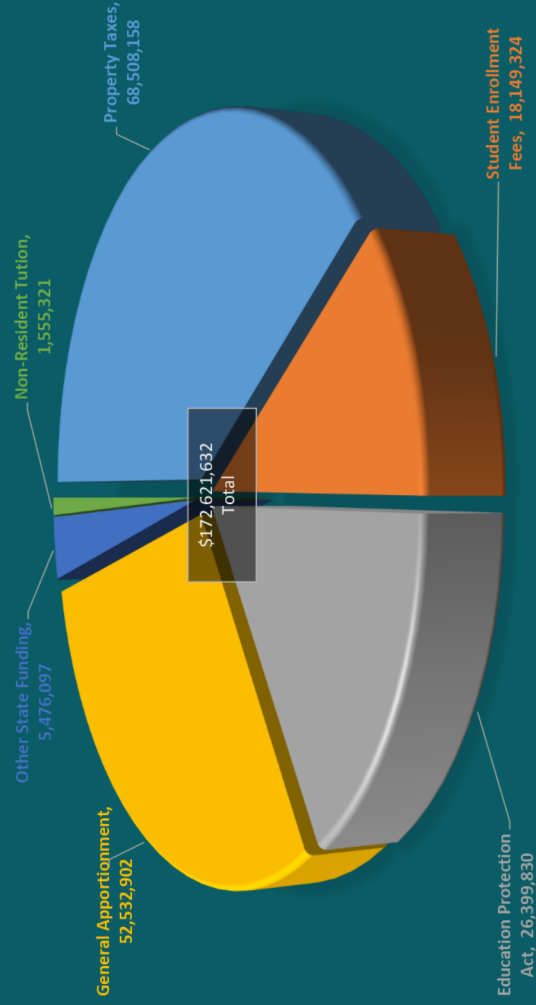
- Must follow Federal guidelines.
- Must be related to the impacts of COVID-19.
- Regulations provide one year to spend the funds.
 - ✓ A one year extension for spending may be requested.
- Student Portion must be used to provide direct grants to students (Student Portion totals \$38,572,837).



HEERF (Student Portion) HEERF (Institutional Portion) HEERF (MSI Portion)

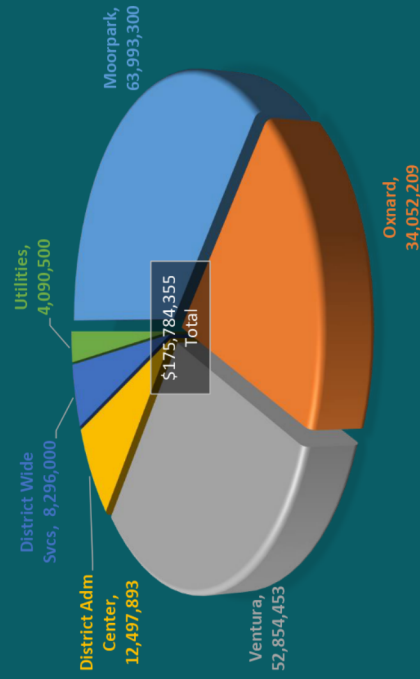
* - Expenditures as of April 30, 2021
(HEERF - Higher Education Emergency Relief Fund)

FINANCES: UNRESTRICTED GENERAL FUND RESOURCES

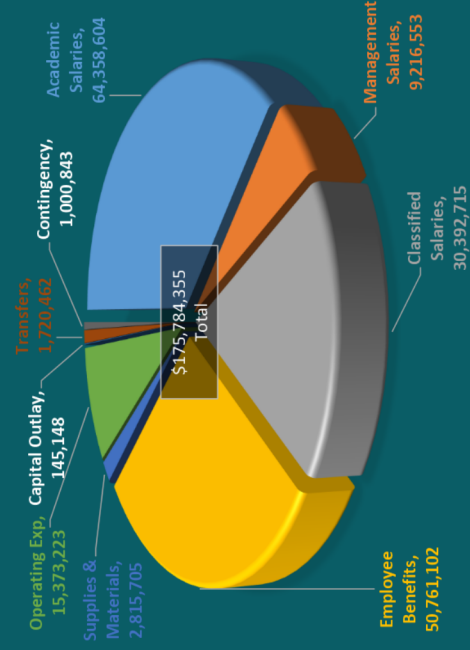


FINANCES: 2021-22 TENTATIVE BUDGET

UNRESTRICTED GENERAL FUND EXPENDITURES
BY LOCATION



UNRESTRICTED GENERAL FUND EXPENDITURES
BY MAJOR OBJECT CODE



DISTRICTWIDE SUSTAINABILITY

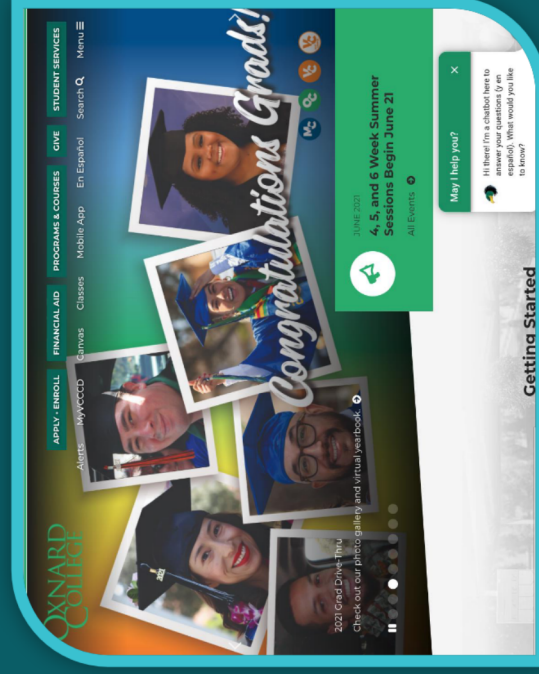
- EIGHT MEGAWATTS SOLAR ARRAYS
- ONE MEGAWATT BATTERY STORAGE
- SCE DEMAND RESPONSE PROGRAM
- VC TRANSPORTATION COMMISSION - HIGHER EDUCATION PARTNERSHIP GRANT (COLLEGE RIDE)
- PRE-CONDUIT FOR ELECTRIC VEHICLE CHARGING STATIONS
- LEVERAGING PAPERLESS OPPORTUNITIES THROUGH BOARDDOCS
- CHROME RIVER PAPERLESS TRAVEL AND EXPENSE MODULE



WEBSITE REDESIGN

LAUNCH OF FOUR REDESIGNED WEBSITES

- Research Stakeholder Input, User Journey Development
- Mobile Responsiveness/User Friendly
- Employee Directory
- Social Media Integration
- Newsroom
- Events Calendar
- Alerts Pages
- Campus maps
- Chatbots
- BoardDocs – Board and Governance Committees
- Ongoing Training
- Marketing Project Management and Digital Asset Archive



INFORMATION TECHNOLOGY SECURITY

- VIRTUAL LEARNING ENVIRONMENTS
- VIRTUAL WORK ENVIRONMENTS
- REMOTE WORKFORCE SUPPORT AND TRAINING
- CYBER SECURITY INITIATIVES
- HEALTHY RETURN TO WORK INITIATIVES
- DISTRICTWIDE EMERGENCY NOTIFICATION IMPLEMENTATION
- INFRASTRUCTURE REFRESH AND REPLACEMENT



EMPLOYEE DEVELOPMENT AND SUPPORT

- PROFESSIONAL DEVELOPMENT
- VIRTUAL WORK ENVIRONMENTS
- LEADERSHIP
- SAFE WORK PLACES
- HIRING COMMITTEE TRAININGS – IMPLICIT BIAS
- ACCJC ACCREDITATION TRAINING



AWARDS AND RECOGNITIONS

- TRUSTEE BERNARDO M. PEREZ ELECTED TO CCCT BOARD
- TRUSTEE DIANNE MCKAY NAMED EDUCATIONAL LEADER OF THE YEAR
- MOORPARK COLLEGE MUSIC PROFESSOR BRANDON ELLIOTT GRAMMY AWARD NOMINEE
- MOORPARK COLLEGE 2020 CHAMPION OF HIGHER EDUCATION - FIFTH CONSECUTIVE YEAR
- MOORPARK COLLEGE FORENSICS TEAM – 11TH TIME PHI RHO PI NATIONAL CHAMPION
- OXNARD COLLEGE FIRE ACADEMY BELLWETHER RECIPIENT
- OXNARD COLLEGE DENTAL BELLWETHER FINALIST
- OXNARD COLLEGE/MOORPARK COLLEGE STUDENT GERALD RICHARDSON RECEIVED JACK KENT COOKE FOUNDATION SCHOLARSHIP
- VENTURA COLLEGE 2020-2021 EXEMPLARY PROGRAM AWARD FOR THE FACULTY ACADEMY FOR “EQUITABLE PRACTICES IN A VIRTUAL EDUCATIONAL ENVIRONMENT.”
- VENTURA COLLEGE PUBLIC/PRIVATE PARTNERSHIP AWARD DURING THE FROM RED TAPE TO RED CARPET AWARDS
- INFORMATION TECHNOLOGY STATEWIDE CISOA TECHNOLOGY EXCELLENCE TEAM AWARD
- PUBLIC AFFAIRS AND MARKETING CCLC CCPCO GOLD AWARD- VIRTUAL YEARBOOKS

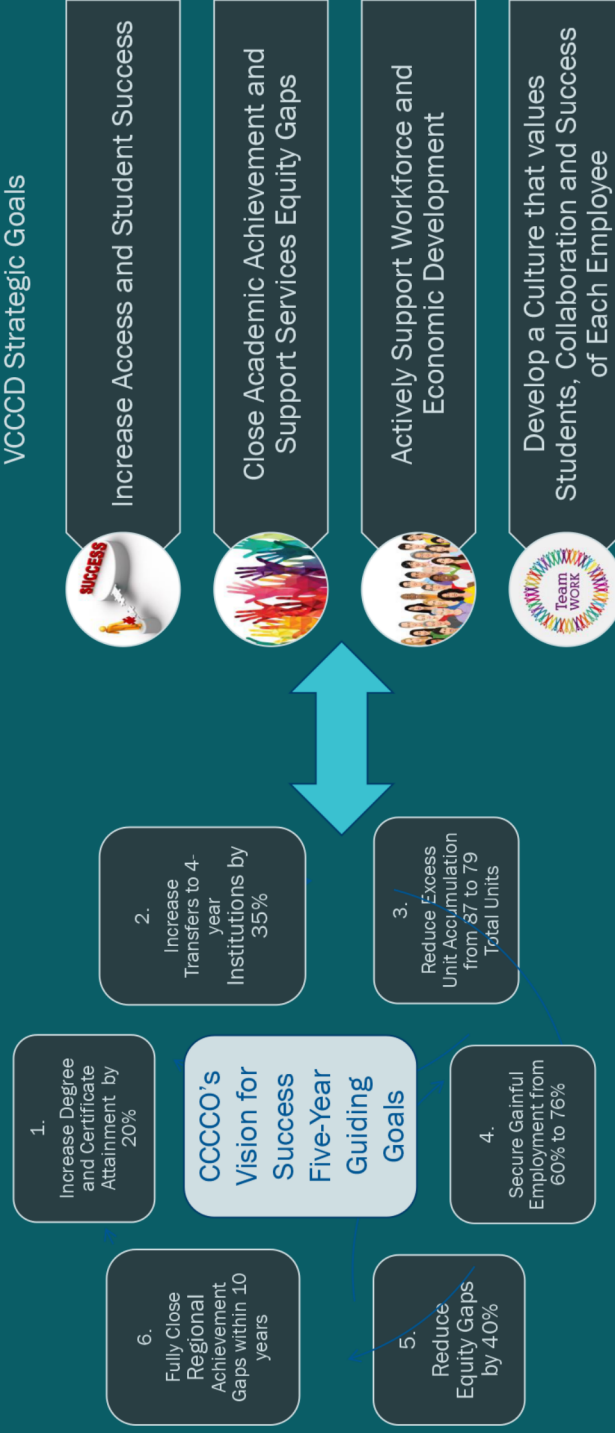


EMPLOYEE RECOGNITION



VISION FOR SUCCESS AND VCCCD GOALS

VCCCD Strategic Goals



STRATEGIC GOAL 1: INCREASE ACCESS AND STUDENT SUCCESS

MEASUREMENTS OF ACHIEVEMENT AND STRATEGIES (EXAMPLE)

MEASUREMENTS OF ACHIEVEMENT...

- A. INCREASE THE UNDUPLICATED COUNT OF STUDENTS THAT ACHIEVE A CHANCELLOR'S OFFICE APPROVED DEGREE AND / OR CERTIFICATE BY 20% FROM 5,199 TO 6,239 BY 2027. (BASE YEAR 2019-20)
- B. INCREASE THE PERCENTAGE OF DEGREE, CERTIFICATE OR TRANSFER SEEKING STUDENTS COMPLETING COLLEGE LEVEL ENGLISH AND MATH WITHIN THEIR FIRST YEAR FROM 25% TO 45% BY 2027. (BASE YEAR 2019-20)



STRATEGIES....

1. IMPLEMENT GUIDED PATHWAYS AND PROMOTE DEGREE AND CERTIFICATE COMPLETION TO STUDENTS.
2. STUDENT-CENTERED IMPLEMENTATION OF AB705 AND SUPPORT TO STUDENTS FOR SUCCESS AND TIMELY COMPLETION OF ALL COLLEGE LEVEL COURSES...





TIMELINE GOING FORWARD...

AUGUST 2021

PRESENT DRAFT TO COLLEGES
AND VET

CONDUCT BOARD STUDY
SESSION ON DRAFT

OCTOBER 2021

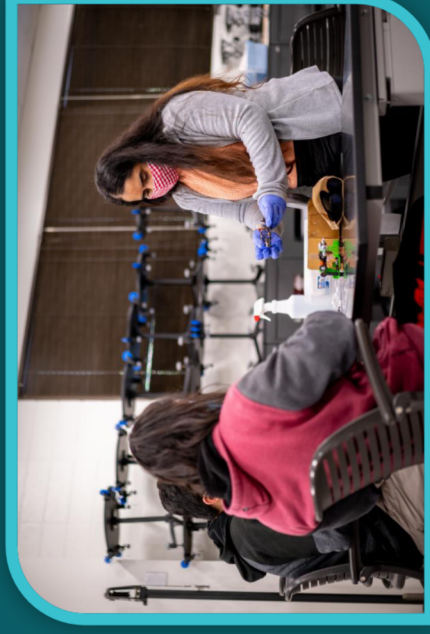
FIRST READING OF VCCCD
STRATEGIC PLAN

NOVEMBER 2021

SECOND READING AND
APPROVAL OF VCCCD
STRATEGIC PLAN

FORWARD THINKING

- TRANSITION TO IN-PERSON INSTRUCTION AND STUDENT SUPPORT
- SUPPORT AND CONTINUE DIVERSITY, EQUITY AND INCLUSION ACTIVITIES
- IMPLEMENT STRATEGIES TO BUILD ENROLLMENT
- DEFINE AND IMPLEMENT OUR NEW NORMAL
- EXPAND CONTRACT EDUCATION AND WORKFORCE EDUCATION
- BUILDING AND MAINTAINING COMMUNITY PARTNERSHIPS
- ACCREDITATION PREPARATION
- COLLECTIVE BARGAINING





Agenda Item Details

Meeting	Jun 21, 2021 - Board of Trustees Strategic Planning Session
Category	5. Board Calendar
Subject	5.01 Review Board of Trustees 2022 Meeting Calendar
Access	Public
Type	Action
Recommended Action	The Chancellor recommends approval.

Public Content

[2022 Board Meeting Calendar DRAFT.pdf \(297 KB\)](#)

Board of Trustees

Ventura County Community College District



Joshua Chancer, Chair
Dianne B. McKay, Vice Chair
Stan Mantooth, Trustee
Bernardo M. Perez, Trustee
Gabriela Torres, Trustee

Greg Gillespie
Chancellor/Secretary to the Board

DRAFT

2022 BOARD OF TRUSTEES MEETINGS
761 East Daily Drive, Thomas G. Lakin Boardroom
Camarillo, CA 93010

DATE	TIME	PURPOSE
January 8, Saturday	9:00 a.m.	Mid-Year Strategic Planning Session
January 18, Tuesday	5:00 p.m.	Regular Meeting Open Session
February 15, Tuesday	5:00 p.m.	Regular Meeting Open Session
March 8, Tuesday	5:00 p.m.	Regular Meeting Open Session
March 19, Saturday	9:00 a.m.	Board Study Session
April 12, Tuesday	5:00 p.m.	Regular Meeting Open Session
May 10, Tuesday	5:00 p.m.	Regular Meeting Open Session
May 24, Tuesday	5:00 p.m.	Special Board Meeting – Tentative Budget Discussion
June 14, Tuesday	5:00 p.m.	Regular Meeting Open Session
June 21, Tuesday	5:00 p.m.	Strategic Planning Session
There is no regular meeting scheduled in July		
August 9, Tuesday	5:00 p.m.	Regular Meeting Open Session
September 13, Tuesday	5:00 p.m.	Regular Meeting Open Session
September TBD		VCCCD State of the District
October 11, Tuesday	5:00 p.m.	Regular Meeting Open Session
October 22, Saturday	9:00 a.m.	Board Study Session
November 8, Tuesday	5:00 p.m.	Regular Meeting Open Session
December 13, Tuesday	5:00 p.m.	Annual Organizational Meeting

Published by the VCCCD Chancellor's Office

lbrower@vcccd.edu



Agenda Item Details

Meeting	Jun 21, 2021 - Board of Trustees Strategic Planning Session
Category	6. Board Evaluation
Subject	6.01 Board of Trustees Annual Evaluation.
Access	Public
Type	Discussion

Public Content

Background

Accreditation Standard IV Leadership and Governance; C.10 Governing Board (ACCJC, 2021) states: "Board policies and/or bylaws clearly establish a process for board evaluation. The evaluation assesses the board's effectiveness in promoting and sustaining academic quality and institutional effectiveness. The governing *board regularly evaluates its practices and performance, including full participation in board training, and makes public the results. The results are used to improve board performance, academic quality, and institutional effectiveness.*"

To meet accreditation standards, VCCCD Board Policy 2745 Board Evaluation outlines the Board's commitment in evaluating its performance by conducting a self-assessment of its performance in meeting performance goals. The annual self-evaluation process provides the Board with an opportunity to review and assess its performance and develop performance and professional development goals to strengthen the Board's effectiveness of promoting and sustaining academic quality and institutional effectiveness.

Trustees completed the survey. Results are agendized for Trustee discussion and will be used to establish a 2021-2022 Board Professional Development Calendar and Performance Goals.

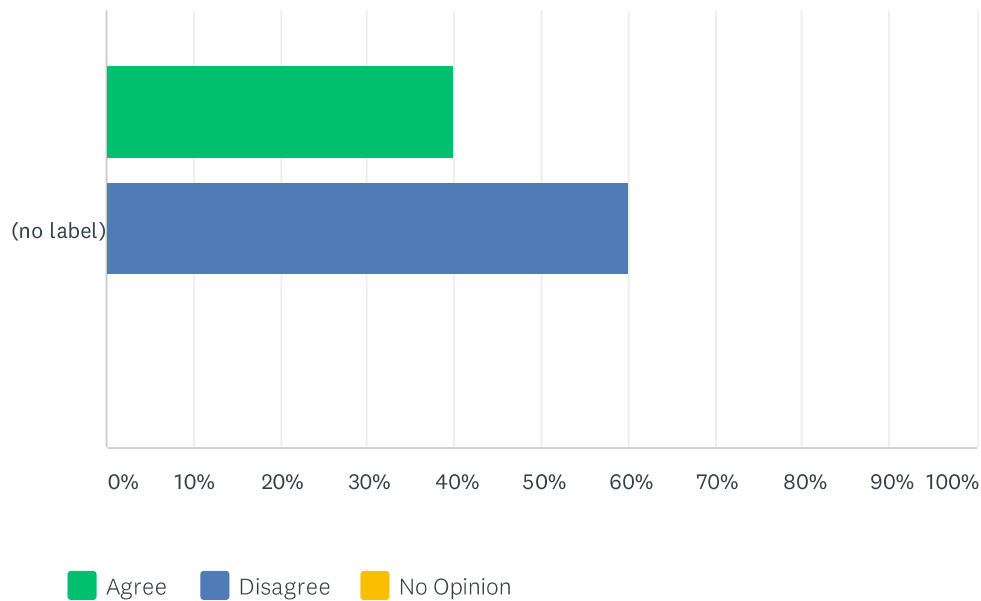
Further Information

Greg Gillespie, Patti Blair

[2021 VCCCD BoT Annual Evaluation Board.pdf \(161 KB\)](#)

Q1 Board Performance Goal 1: The Board achieved increased hiring of diverse employees within the District and its colleges. (SG 1,4)

Answered: 5 Skipped: 0

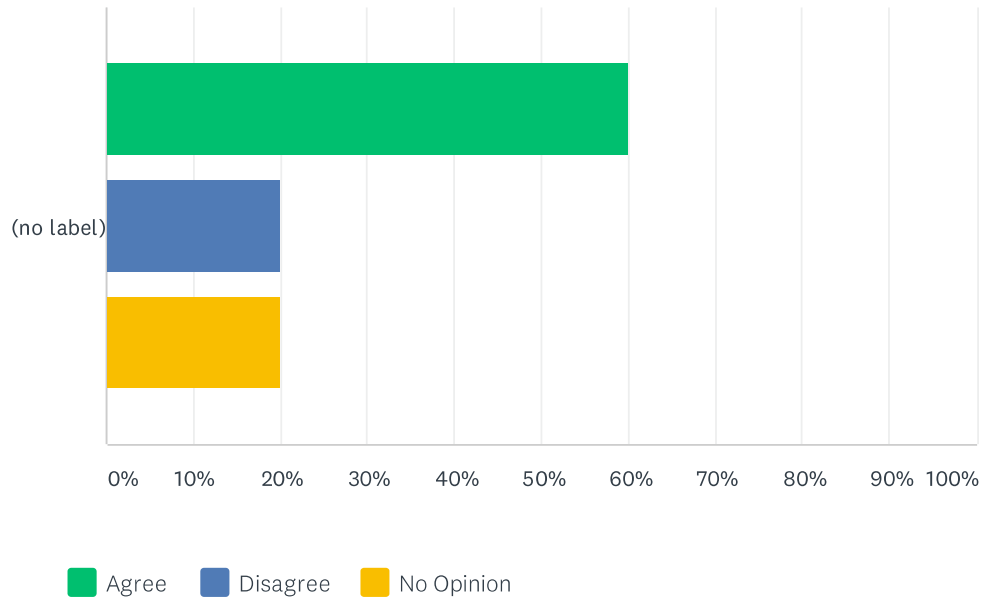


	AGREE	DISAGREE	NO OPINION	TOTAL	WEIGHTED AVERAGE
(no label)	40.00%	60.00%	0.00%		
	2	3	0	5	0.40

#	OBSERVATION AND RECOMMENDATION:
1	The Board has been working towards this goal but the process has not been moved as quickly as it was hoped for. This is an area that needs continued work and monitoring from the Board to understand the setbacks and ensure the work is being accomplished since this is a critical area of DEI work.
2	slow but steady progress seems to occur among classified staff but slower among faculty.
3	While we have made this a priority, we do not have data to support that the faculty or classified hiring has become more diverse. I am hopeful our new PC make-up, in cooperation with HR will review policies and practices that are inherently bias, particularly tests that filter out qualified, diverse candidates that have often been doing the job successfully.
4	Seems we have talked about this but do we have a policy in place that establishes change?
5	Please note in general that these eleven survey responses are based upon my tenure as a board trustee for the past six months only, beginning December 15, 2020.

Q2 Board Performance Goal 2: The Board served as an effective policy-making body and followed the District and Colleges' governance structures and processes. (SG 1,2,3,4)

Answered: 5 Skipped: 0

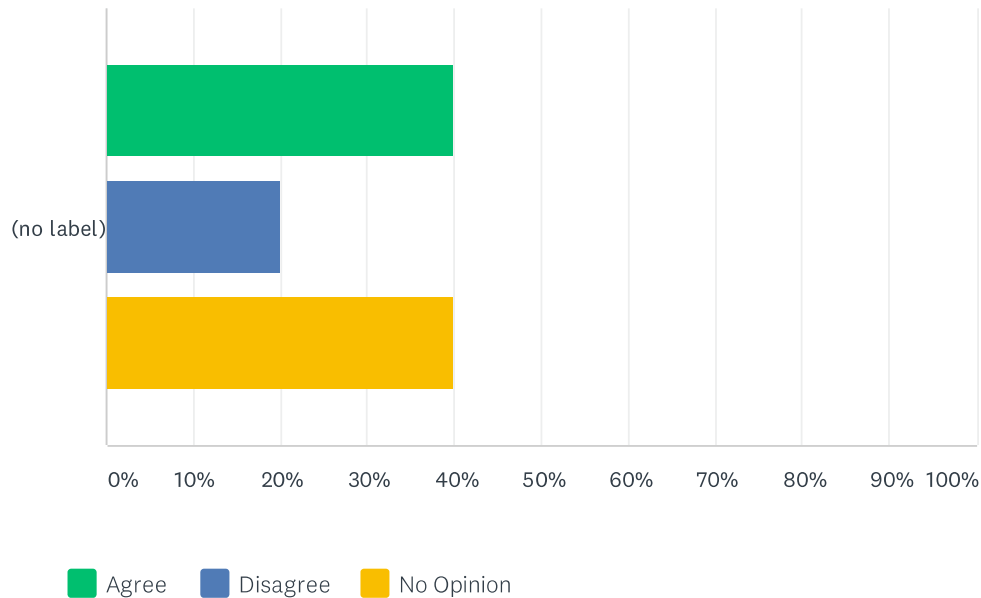


	AGREE	DISAGREE	NO OPINION	TOTAL	WEIGHTED AVERAGE
(no label)	60.00%	20.00%	20.00%	5	0.75
	3	1	1		

#	OBSERVATION AND RECOMMENDATION:
1	Our Board is collaborative in ensuring college perspectives are obtain. However, we must work in incorporating the voice of the communities that our colleges serve as well as the opinion of as many students attending our colleges to ensure we have a collective and inclusive perspective that informs effective equity based policies.
2	General agreement however there seems to be continued misunderstanding of the Board's policy role when votes occur on perfunctory items. For example, when trustees may focus on policy matters when the subject matter is not a policy action, per se. For example on fiscal matters and certain form documents required by the state Chancellor's Office.
3	With a desire to understand more, the board asks questions which can lead to directives of an operational nature. As we work to handle informational items between board meetings, the business of the board can stick to policy and oversight during our meetings. This is a work in progress--always darkest before the dawn. :-)

Q3 Board Performance Goal 3: Working through the Chancellor, the Board consulted with the District Consultation Council and the community to ensure effective communication, partnership, and collaboration. (SG 1,2,3,4)

Answered: 5 Skipped: 0

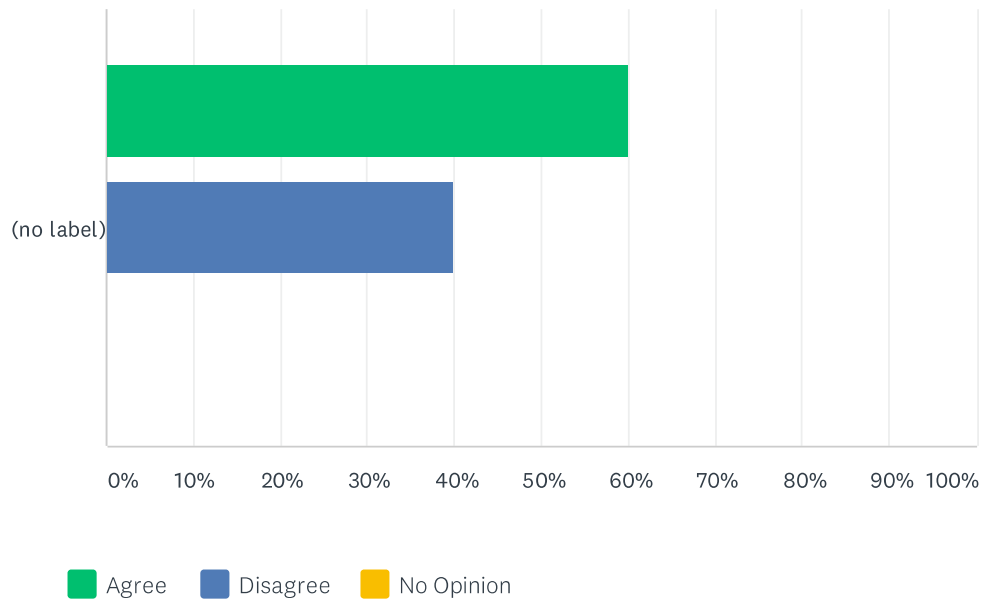


	AGREE	DISAGREE	NO OPINION	TOTAL	WEIGHTED AVERAGE
(no label)	40.00%	20.00%	40.00%	5	0.67
	2	1	2		

#	OBSERVATION AND RECOMMENDATION:
1	I believe that our District has a structured process through participatory governance, but I believe as a Board we need to have an intentional manner to ensure we have input gather from the community before recommendations are brought forward to the Board.
2	There seems to be greater acceptance of the participatory governance structure. Greater involvement and cooperation with the broader community at large is in order.
3	This was a constant during this year. While not meeting in person at any time has made many of our practices more difficult, it also allowed many of us to attend a variety of meetings and events that otherwise may have been difficult due to travel time. With the help of aggressive marketing efforts, we were very visible in the community and supported our partners.
4	The chancellor has clearly not shown support with dcc and his board. We are aligned in student centered goals but not in practice or action. District and board relations need to be mended. This will not happen by itself.
5	Due to lack of firsthand knowledge, I do not have a good a feel for either agreement or disagreement on this item.

Q4 Performance Goal 4: The Board supported the Chancellor in developing the VCCCD 2020-2026 Strategic Plan and implementing key projects and initiatives, including increased student access and completion; prioritization and implementation of CBT Study recommendations; accreditation, sustainable financial and resource management; Guided Pathways; and measurements of institutional effectiveness optimizing performance-based funding model points to increase revenue and aligned to the CCCCO Vision for Success. (SG 1,2,3,4)

Answered: 5 Skipped: 0

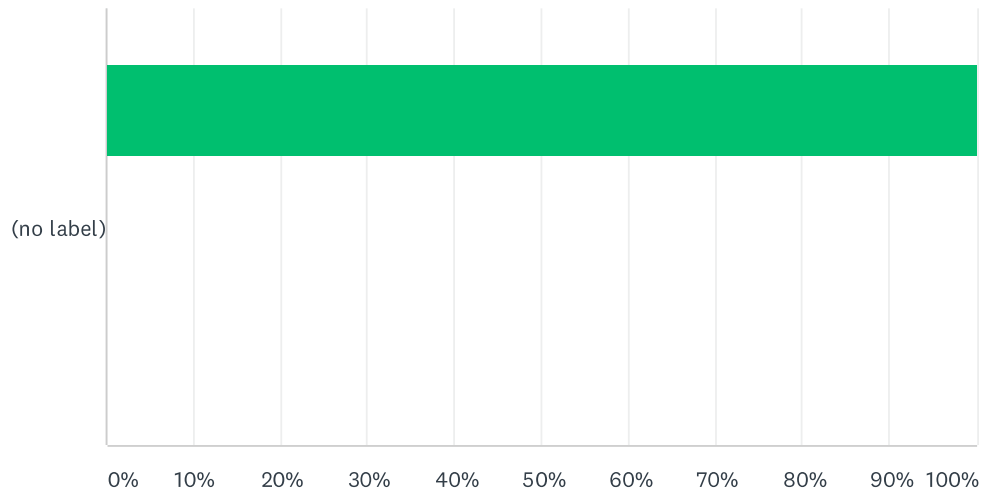


	AGREE	DISAGREE	NO OPINION	TOTAL	WEIGHTED AVERAGE
(no label)	60.00%	40.00%	0.00%	5	0.60
	3	2	0		

#	OBSERVATION AND RECOMMENDATION:
1	We need as a Board to determine the measurements that will be used to monitor DEI work at the District and Colleges.
2	Much of this was lost or not made clear to the board. While we did pass the allocation model that more realistically matched the SCFF, we need clearer information on the CBT recommendations. We definitely need to get our students back. The board made resources available, but online only classes did not provide the student access and success needed.
3	These items were not addressed nor brought to the board for input. It's hard to support things the board can not see.
4	While in agreement that these Strategic Plan activities have been duly developed and implemented, there have been - and continue to be - disparate levels of support for the Chancellor relative to plan objectives and how they are met.

Q5 Board Performance Goal 5: The Board served in local and state leadership roles and participate in ongoing professional development to promote the visibility and desirability of the District and its colleges. (SG 1,2,3,4)

Answered: 5 Skipped: 0



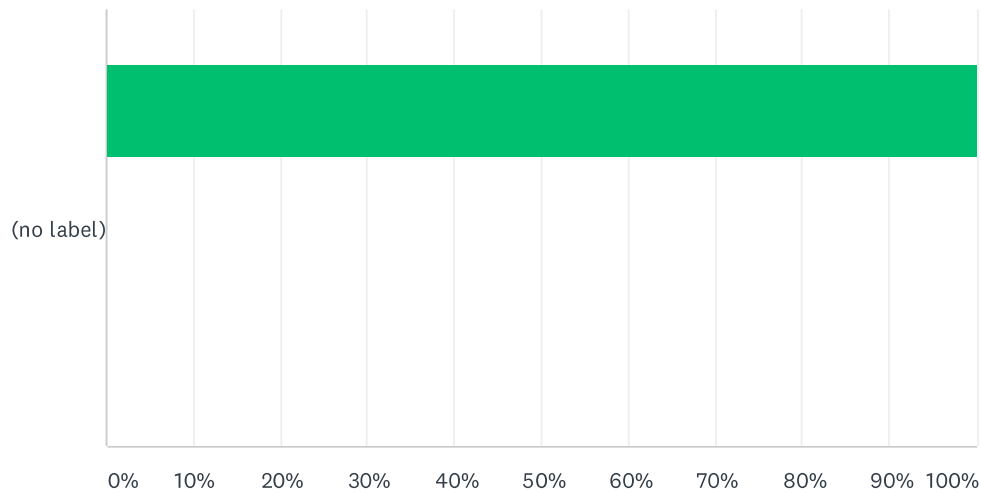
■ Agree
 ■ Disagree
 ■ No Opinion

	AGREE	DISAGREE	NO OPINION	TOTAL	WEIGHTED AVERAGE
(no label)	100.00%	0.00%	0.00%		
	5	0	0	5	1.00

#	OBSERVATION AND RECOMMENDATION:
1	More than ever our board was engaged in statewide initiatives, education opportunities and participation to promote the district.
2	Great to have trustees on the ccct and Clc.

Q6 Academic Year 21 Board Goal 1: The Board supported the enrollment management efforts and strategies through active engagement including meetings with the community; local school district, college, and university outreach; and participation in County of Ventura public agency events to promote and support the VCCCD.

Answered: 5 Skipped: 0



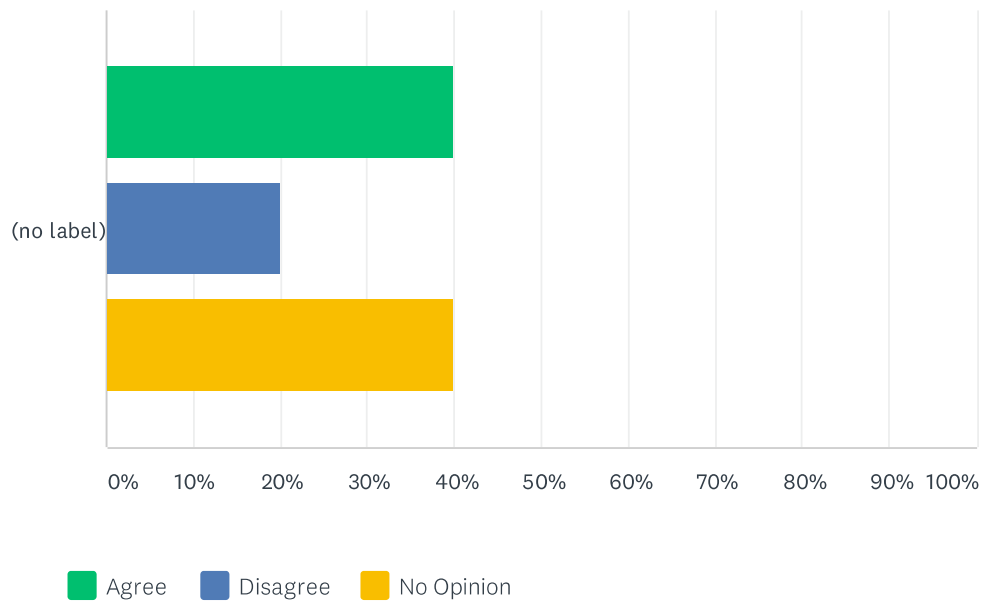
■ Agree
 ■ Disagree
 ■ No Opinion

	AGREE	DISAGREE	NO OPINION	TOTAL	WEIGHTED AVERAGE
(no label)	100.00%	0.00%	0.00%		
	5	0	0	5	1.00

#	OBSERVATION AND RECOMMENDATION:
1	The Board supports the efforts and has been advocating in the past year for student enrollment numbers to be presented in order to develop strategic plans to retain students and bring back the ones who dropped. However, the information was not presented to the Board on a monthly basis until 6 months or more into the pandemic.
2	The District and colleges must strive to continually seek to improve as a matter of standard practice and culture. Hopefully we will continue to outperform the state average in mitigating enrollment loss.
3	We all were able to attend more outreach efforts, though events were virtual rather than in person.
4	Independently this occurred but was not supported by the chancellor. I attended many community meeting without the chancellor and received many complaints from community members regarding the lack of admin presence.
5	Again, while in general agreement I feel that more can always be done in this area in terms of direct engagement and advocacy.

Q7 Academic Year 21 Board Goal 3: Approved District/Board level student success and performance metrics.

Answered: 5 Skipped: 0

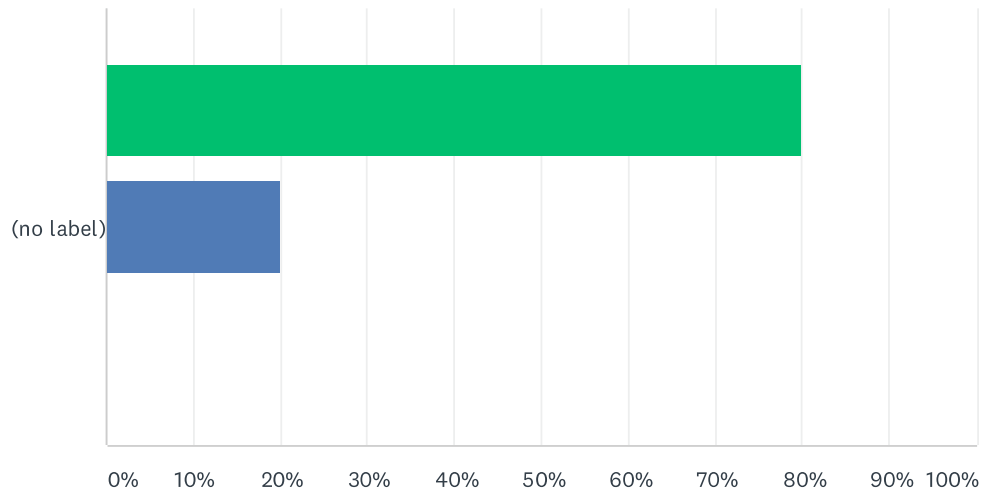


	AGREE	DISAGREE	NO OPINION	TOTAL	WEIGHTED AVERAGE
(no label)	40.00%	20.00%	40.00%	5	0.67
	2	1	2		

#	OBSERVATION AND RECOMMENDATION:
1	The Board supports the work, but we must look at the performance metrics and levels of student success indicators to ensure they are aligned with an equity based lens.
2	Like most CCs in the state we not only didn't see a bump in enrollment due to nearly nationwide online education, our enrollment numbers fell drastically. We have to understand what these metrics mean and how we can improve.
3	We anticipate seeing specific metrics this month - June, 2021.

Q8 Academic Year 21 Board Goal 4: Managed cost increases and continued reoccurring expenses with recurring funding and prioritize the same medical benefits plan for all employees with quality coverage and lower cost.

Answered: 5 Skipped: 0



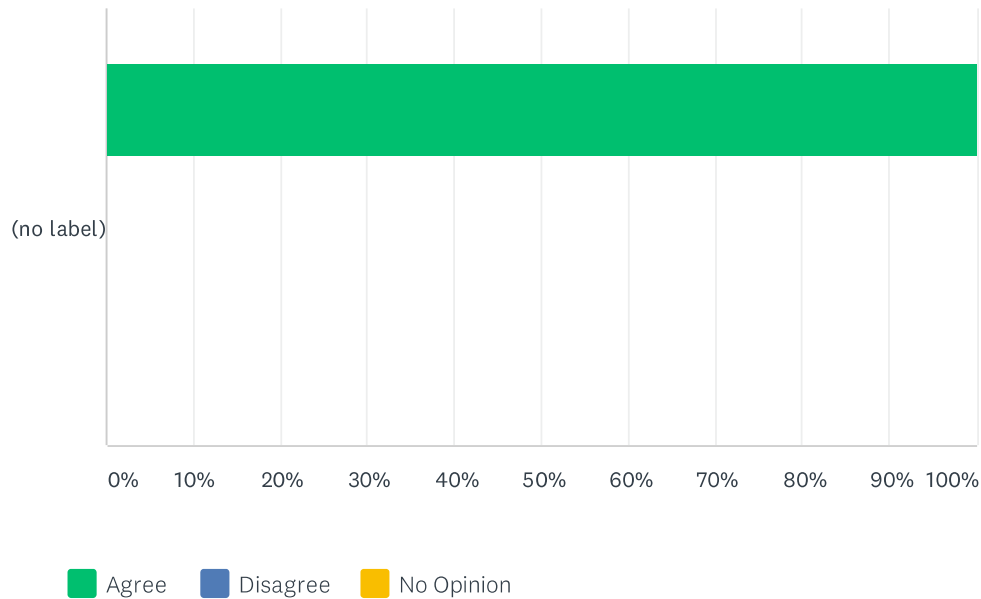
■ Agree ■ Disagree ■ No Opinion

	AGREE	DISAGREE	NO OPINION	TOTAL	WEIGHTED AVERAGE
(no label)	80.00%	20.00%	0.00%		
	4	1	0	5	0.80

#	OBSERVATION AND RECOMMENDATION:
1	Our Budget and Budget Allocation model deserves more time of a study session to include Board input and dialogue to ensure it is created through an equity lens in DEI principles.
2	This was accomplished.
3	We have not seen the data to demonstrate the cost savings of calpers. This piece is not clearly included in the budget even though it should be visible.
4	Strong agreement.

Q9 Academic Year 21 Board Goal 5: Supported student-centered AB705 implementation to help students complete college-level English and math.

Answered: 5 Skipped: 0

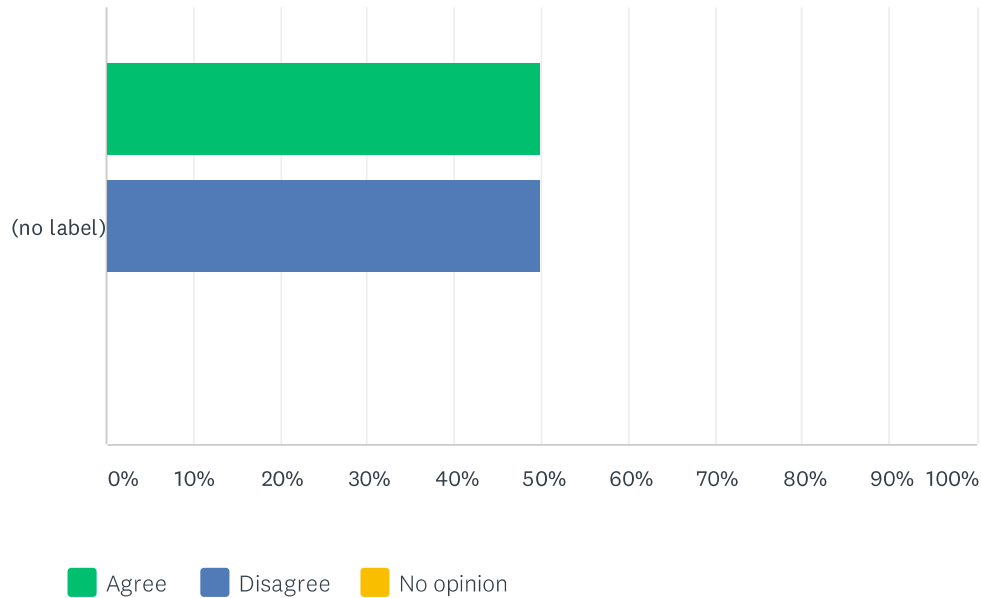


	AGREE	DISAGREE	NO OPINION	TOTAL	WEIGHTED AVERAGE
(no label)	100.00%	0.00%	0.00%		
	5	0	0	5	1.00

#	OBSERVATION AND RECOMMENDATION:
1	As a Board, we need to ensure we are monitoring drop-out rates of students so they can be successful. The data presented to the Board tends to be a success rate, which deserves to be celebrated, but we cannot leave behind our students that are struggling and eventually drop or fail the college-level English and math courses in their first year.
2	We support student-centered completion of ALL college level courses, including successful AB705 implementation.
3	The board had to fight to see this data. Thankful it came to the board.
4	Have seen evidence of student-centered support and success regardless of the AB705 designation, as a strong emphasis and commitment predates the passage of this legislation.

Q10 The Board acts as a cohesive unit and complies with its Code of Ethics policy and Conflict of Interest Policy and corrects the conduct of Board members who violate these policies.

Answered: 4 Skipped: 1

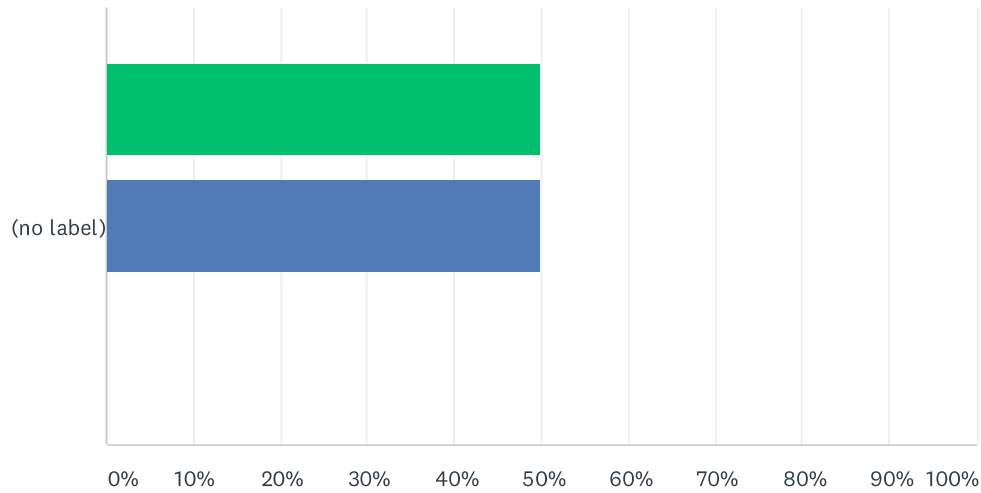


	AGREE	DISAGREE	NO OPINION	TOTAL	WEIGHTED AVERAGE
(no label)	50.00%	50.00%	0.00%		
	2	2	0	4	0.50

#	OBSERVATION AND RECOMMENDATION:
1	Our Board has been working cohesively. It has been beneficial in the deliberation process to have diverse perspectives. It is those differences that bring the values of diversity, equity, and inclusion to our Board. We are diverse enough that we can carry rich conversations on items that warrant the discussion.
2	Slow, steady improvement in acting as a unit. This requires constant commitment by some and patience by others.
3	We still seem to be split too often and this makes us weak. We don't all seem so understand each other very well. I'm very hopeful in person meetings will help us stay focused on policy level decisions and let staff do their jobs.
4	When a trustee asks for relevant info or data and it is not provided, it is critical the full board holds the district accountable within that intentional action. Ex 30 million dollar budget swings that are not accurate. Ex student fees collected. Ex multi year projections. Ex utility costs
5	This question unfortunately can be answered in two ways. I am not aware of any ethical or conflict of interest violations yet more work is needed in the area of "cohesion" and coming together as a group. As a result, because I both agree and disagree I cannot provide a clear response either way.

Q11 Board meetings are efficient and professional with civility and respect.

Answered: 4 Skipped: 1



	AGREE	DISAGREE	NO OPINION	TOTAL	WEIGHTED AVERAGE
(no label)	50.00%	50.00%	0.00%	4	0.50
	2	2	0		

#	OBSERVATION AND RECOMMENDATION:
1	There has been extensive dialogue in our meetings due to Re-opening plans of our colleges and the many additional items that require the attention of the Board. I have appreciated the opportunity to listen to the perspectives from my colleagues as together we work on re-structuring our meetings.
2	It is a focus of the board to improve in this area.
3	The board had tried multiple ideas on this issue. I am hopeful new ideas will help get us to a more efficient place.
4	Again, this question is conflicting. Meetings are far from "efficient", yet trustees are overtly both civil and respectful. In future, I would recommend that selected questions in the evaluation instrument be constructed to enable more focused deliberation.



Agenda Item Details

Meeting	Jun 21, 2021 - Board of Trustees Strategic Planning Session
Category	6. Board Evaluation
Subject	6.02 Establishment of 2021-2022 Board Performance Goals.
Access	Public
Type	Discussion

Public Content

Reference 2019 - 2020 Board Performance and Academic Year 2019-2020 Board Goals

Ongoing Board Performance Goals

Ongoing Board Performance Goals are aligned with the Board Strategic Goals and support the Mission, Vision, and Values of the Board.

1. Achieve increased hiring of diverse employees within the District and its colleges.
2. Serve as an effective policy-making body and follow the District and Colleges' governance structures and processes.
3. Working through the Chancellor, the Board will consult with the District Consultation Council and the community to ensure effective communication, partnership, and collaboration.
4. Support the Chancellor in developing the VCCCD 2020-2026 Strategic Plan and implementing key projects and initiatives, including increased student access and completion; prioritization and implementation of CBT Study recommendations; accreditation, sustainable financial and resource management; Guided Pathways; and measurements of institutional effectiveness optimizing performance-based funding model points to increase revenue and aligned to the CCCCCO Vision for Success.
5. Continue to serve in local and state leadership roles and participate in ongoing professional development to promote the visibility and desirability of the District and its colleges.

Academic Year 2019-20 Board Goals

1. Support the enrollment management efforts and strategies through active engagement including meetings with the community; local school district, college, and university outreach; and participation in County of Ventura public agency events to promote and support the VCCCD.
2. Assist the Chancellor in establishing connections with individuals and organizations across Ventura County with a strong focus on establishing the VCCCD as a leader in economic and workforce development.
3. Approve District/Board level student success and performance metrics.
4. Manage cost increases and continued reoccurring expenses with recurring funding and prioritize the same medical benefits plan for all employees with quality coverage and lower costs and competitive wages for all employees.
5. Support student-centered AB705 implementation to help students complete college-level English and math.

[2021 - 27 VCCCD Strategic Goals \(Feb 2021\) \(002\).pdf \(580 KB\)](#)

VCCCD 2021 – 2027 Strategic Goals

1. Increase access and student success.
2. Close academic achievement and support services equity gaps across all racial, ethnic, socioeconomic, and gender groups.
3. Actively support workforce and economic development in Ventura County through partnerships and relevant programs and pathways leading from education to careers.
4. Develop a culture that values students, collaboration, and the success of each employee.

Goal 1: Increase access and student success.

Strategies:

1. Implement Guided Pathways and promote degree and certificate completion to students.
2. Student-centered implementation of AB705 and support to students for success and timely completion of college level courses.
3. Support communication and student awareness of programs, course offerings, deadlines, services, resources, and events.
4. Expand dual enrollment agreements with county school districts and establish CCAP and non-CCAP classes with county high schools.
5. Evaluate and implement the use of technology and training to increase the number of online classes, certificates, and degrees along with online services to support access and completion.
6. Adjust the local funding allocation model to align with the Student Centered Funding Formula and prioritized needs.
7. Provide resources and training to enhance student learning outcomes, development, and assessment and improvement in curriculum, teaching, and learning.

Goal 2: Close academic achievement and support services equity gaps across all racial, ethnic, socioeconomic, and gender groups.

Strategies:

1. Promote diversity, equity, and inclusion and support elimination of equity gaps by reviewing and revising District policies and procedures and college instruction and support services to address institutional barriers and systems of oppression.
2. Develop and use culturally relevant curriculum and instruction across all subject areas.
3. Provide professional development programs that support employees in promoting inclusivity and social justice.
4. Implement recruitments to establish diverse applicant pools and train employees to be aware of and able use strategies to mitigate bias.
5. Establish a district diversity, equity, and inclusion work group and a Director of Diversity, Equity, and Inclusion position.
6. Develop and implement an EEO plan with clear goals, timelines, and metrics for accountability.

Goal 3: Actively support workforce and economic development in Ventura County through partnerships and relevant programs and pathways leading from education to careers.

Strategies:

1. Marketing of CTE programs to students, employers, and community partners.
2. Maintain existing and establish new relationships with employers and private, governmental, and educational institutions to actively engage in and support workforce and economic development.
3. Expand work-based learning opportunities and support CTE job placement services.
4. Support the ongoing review of current and establishment of new career education certificates and degrees and specialized training to meet local workforce needs and establish aligned career pathways with K-12 and higher education partners.

Goal 4: Develop a culture that values students, collaboration, and the success of each employee.

Strategies:

1. Implement the VCCCD Leadership Academy and establish coordinated district/college new employee orientation.
2. Support professional development activities, engagement in participatory governance committees, and employee training on safety, discrimination/harassment, Title IX, and ethics as examples.
3. Promote implementation of safety mechanisms and communication networks and protocols to quickly and effectively respond to emergency situations and protect the safety and health of employees and students.
4. Support the maintenance and/or installation of facilities to provide effective, relevant, and safe educational, work, and community spaces
5. Support implementation of the college-level sustainability plans and promote efforts to positively impact the environment and climate.
6. Review organizational structure and processes to establish equitable workloads and support structures for the success of employees and all operations by prioritizing and establishing new positions and revisions of current positions and structures.
7. Provide timely and open communication on district plans, initiatives, actions, emergency situations, and news items of interest including student and employee success stories.



Agenda Item Details

Meeting Jun 21, 2021 - Board of Trustees Strategic Planning Session

Category 6. Board Evaluation

Subject 6.03 Board Professional Development 2021-2022.

Access Public

Type Discussion

Public Content

Proposed 2021-2022 Board Professional Development Discussion	
DATE	EVENT
TBD	Implicit Bias Training
September 2021	California Workforce Association Meeting of the Minds
Oct 13-16, 2021	Association of Community College Trustees Leadership Conference – San Diego
Nov 16-19, 2021	Community College League of California Annual Convention - Virtual
October 25-27, 2021	HACU 35 th Annual Conference [virtual]
Jan 28-31, 2022	Community College League of California Effective Trusteeship Workshop/Annual Legislative Conference – Sacramento Sheraton
Feb 6-9, 2022	Association of Community College Trustees National Legislative Summit – Washington, D.C.
April 29-May 1, 2022	Community College League of California Annual Trustees Conference – Laguna Cliffs Marriott
Nov 17-19, 2022	Community College League of California Annual Convention – Hyatt Regency SFO



Agenda Item Details

Meeting	Jun 21, 2021 - Board of Trustees Strategic Planning Session
Category	7. Planning
Subject	7.01 Budget 2021-22 Input from Trustees
Access	Public
Type	Action
Recommended Action	The Chancellor recommends approval.

Public Content

Presenter

David El Fattal

Further Information

Greg Gillespie



Agenda Item Details

Meeting	Jun 21, 2021 - Board of Trustees Strategic Planning Session
Category	7. Planning
Subject	7.02 COVID-19 Vaccination Recommendation and Action
Access	Public
Type	Discussion

Public Content

Further Information
Greg Gillespie

[2021-01 Advisory - Mandated COVID-19 Vaccinations\(790281.1\).pdf \(279 KB\)](#)

[Mandatory Vaccine \(Oakley email\).pdf \(496 KB\)](#)

From: Chief Executive Officers <CEO-ALL@LISTSERV.CCCCO.EDU> **On Behalf Of** Oakley, Eloy
Sent: Friday, April 23, 2021 10:52 AM
To: CEO-ALL@LISTSERV.CCCCO.EDU
Subject: Mandatory Vaccinations

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Colleagues,

Many of you saw the news that come Fall 2021, UC and CSU plan to make the COVID-19 vaccine mandatory for students and staff. This will be conditioned upon full approval of one or more vaccines by the U.S. Food and Drug Administration (FDA), as well as adequate availability of the fully approved vaccines. Yesterday, my office sent out the attached statement in response to the UC/CSU action. We are encouraging all students, staff and faculty to get vaccinated. The Office of General Counsel is developing guidance on mandating vaccinations for districts. As you are aware, neither the Chancellor's Office nor the Board of Governors can mandate vaccinations. That is the purview of districts. However, we want to use the UC/CSU action along with the guidance being developed to strongly encourage districts to follow a similar vaccine mandate. I am also encouraging the Governor's Office to include vaccine mandate in their guidance for higher education.

Thank you for your leadership

Eloy

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MARC LEFORESTIER
General Counsel
Office of the General Counsel

Date: May 7, 2021

To: CEOs Listserv
CSSOs Listserv
CBOs Listserv

From: Marc LeForestier
General Counsel

2021-01 Advisory - Mandated COVID-19 Vaccinations in California community colleges

It is more than a year since the onset of the COVID-19 pandemic, which has infected more than 32 million Americans, and killed more than 572,000 of us. In response to the pandemic, California community colleges have operated almost entirely remotely and taken numerous steps to adapt to our new reality. There are signs that California will return to some semblance of normal in the not-too-distant future.

As of today, California has administered 12 million vaccinations, and 30.3 percent of the population is fully vaccinated. All people above the age of 16 are now eligible for vaccination,¹ and California has the lowest infection rate of any state in the Nation. According to a recent New York Times report, 89 vaccines are in human clinical trials and 23 are in the final testing phase. The Governor has announced a June 15 target date for full reopening, depending on vaccination supply and a low and stable hospitalization rate.

¹ The Pfizer vaccine is authorized and recommended for individuals 16 years of age and older. The Moderna and Janssen (Johnson & Johnson) vaccines are authorized for individuals 18 years of age and older. News reports indicate approval of the Pfizer vaccine for 12-15 year olds is anticipated within days. And today, Pfizer announced that it is requesting priority review of its vaccine for approval, and within a few weeks the FDA will set a goal date for approval. Under the priority review process, FDA action generally occurs within 6 months.

This positive news is somewhat offset by other developments. Around the World, and in the United States, more contagious and potentially dangerous variants of the virus continue to spread. Existing vaccines appear to be effective in protecting against variants, but this is not certain. Questions remain about whether vaccinated individuals may spread the virus. In addition, 37 percent of adults under 40 in the United States population claim they will refuse vaccination for religious, medical, political, or other reasons, likely providing a viral reservoir as an ongoing source of re-infection and new variants.

Colleges and universities around the country are now grappling with whether to impose a vaccination requirement as a condition for individual students and employees to return to campus. Widespread vaccination will be the most effective way to ensure campus safety, yet the emergency status of the vaccines and implementation concerns have prevented a clear consensus about the advisability of such mandates. The vast majority of institutions of higher education are at least “strongly encouraging” all members of their respective communities to be vaccinated, but it is likely that a significant number of students and employees will remain unvaccinated. On April 23, the University of California and the California State University both announced that they would impose a vaccination requirement upon students, faculty, and staff at the beginning of the fall 2021 term, provided a vaccine has obtained regular approval from the Food and Drug Administration, and is sufficiently available.²

This advisory provides community college districts with an explanation of their authority to impose a vaccination requirement, surveys factors districts should consider when determining whether and how a vaccine mandate could be implemented, and directs districts to resources for more in-depth consideration of the issues a vaccine mandate will raise.

² The Chronicle of Higher Education is tracking the colleges and universities that are requiring vaccinations. Its list includes more than 200 institutions at this time. [College Covid-19 Vaccination List](https://www.chronicle.com/blogs/live-coronavirus-updates/heres-a-list-of-colleges-that-will-require-students-to-be-vaccinated-against-covid-19?cid=gen_sign_in), available here: https://www.chronicle.com/blogs/live-coronavirus-updates/heres-a-list-of-colleges-that-will-require-students-to-be-vaccinated-against-covid-19?cid=gen_sign_in (last visited May 4, 2021).

Note that this advisory is not formal legal advice. Whether and how a vaccine mandate should be implemented within a community college district, or on a campus, will require consideration of many local, college-specific, and individual factors. It will be critical for districts to consult with their legal counsel to address the delicate issues a vaccine requirement will raise.

A. Vaccination Authority Rests with Community College Districts

Provisions of California law, taken together, indicate that the responsibility for determining whether to impose a vaccination requirement is within the authority of community college districts. First, the California Constitution and the Education Code make clear that community college districts have authority to “act in any manner that is not in conflict with or inconsistent with, or preempted by, any law and that is not in conflict with the purposes for which community college districts are established.” (Ed. Code, § 70902, subd. (a)(1); Cal. Const., art. IX, § 14.) We are aware of no California law that is inconsistent with community college districts having authority over the vaccination of their campus populations. To the contrary, where the Legislature has enacted relevant statutes, it has refrained from regulating community college district authority over vaccinations, but has identified community college districts as having authority over communicable diseases.

The Health and Safety Code states that the California Department of Public Health must adopt regulations over the enforcement of vaccine requirements “in consultation with the Trustees of the California State University, and the Regents of the University of California.” This section makes no reference to consultation with the California Community Colleges Board of Governors or the Chancellor’s Office, implying this authority rests with community college districts. (Health & Safety Code, § 120390.) The Legislature has also mandated that the University of California and California State University “require the first-time enrollees at those institutions who are 18 years of age or younger . . . provide proof of full immunization against the hepatitis B virus prior to enrollment.” (Health & Safety Code, § 120390.5.) Again, this provision does not purport to regulate community colleges districts.

In contrast, the Education Code expressly contemplates community college district responsibility over the management of communicable diseases. Governing boards of community college districts are required “to cooperate with the local health officer in measures necessary for the prevention and control of communicable diseases in students”

(Ed. Code, § 76403) and “may exclude ... students suffering from contagious or infectious diseases” (Ed. Code, § 76020, subd. (a)). Districts must also require newly-employed faculty to demonstrate they are free from communicable diseases, and may require a medical exam for this purpose. (Ed. Code, § 87408.) Taken together these responsibilities demonstrate that decisions regarding on-campus control of disease, including matters related to vaccination, has been left to the local governance of community college district officials, according to their local policy structures, and in coordination with local health officials.

B. Mandating an FDA Approved Vaccine Would be Lawful

United States Supreme Court precedent and federal and state laws provide a strong basis for districts to impose a vaccine mandate on their employees and students to protect public health and safety. It has been established for at least 100 years that vaccine mandates are a lawful public safety measure that will withstand challenges based on civil liberty concerns. (*Jacobson v. Massachusetts*, 197 U.S. 11 (1905).) In addition, federal and state occupational safety laws impose a general duty upon employers to keep the workplace free from recognized hazards likely to cause death or serious physical harm. (See, e.g., 8 Cal. Code Regs. § 3203.) Recent guidance from the Equal Employment Opportunity Commission (EEOC) indicates that a mandatory COVID-19 employee vaccination program would be lawful, but that employers must make reasonable accommodations for employees with medical conditions or sincerely held religious beliefs that prevent vaccination.

One of the difficult legal questions that surrounds a COVID-19 vaccine mandate relates to an individual’s right to refuse vaccination under federal regulations related to the emergency use of vaccines. All available COVID-19 vaccines are “unapproved,” but distributed under a Federal Drug Administration “emergency use authorization.” The FDA may authorize unapproved medical products for use on an emergency basis to prevent life-threatening conditions caused by biological threats, provided certain criteria are met and there are no adequate, approved, and available alternatives. (12 U.S.C., § 21 U.S.C. § 360bbb-3(e).) One of these criteria is that individuals must be informed that they may refuse a vaccine made available under an emergency use authorization. (21 U.S.C. § 360bbb-3(e)(1)(A)(ii)(III).)

The American Council on Education has stated that even under the emergency use authorizations, “the legal right of institutions to require COVID-19 vaccination for students seems likely to be upheld as vaccine availability increases.” This conclusion is based on the

rationale that because students are on campus voluntarily, they are under no compulsion to be vaccinated. However, it is also possible that a vaccine mandate under the emergency use authorizations could be viewed as undermining an individual's federal right to refuse, if educational benefits or employment rights would be adversely affected by a refusal. In addition, such a vaccination requirement may invite litigation alleging that the district is facilitating unlawful human experimentation.³ Accordingly, colleges and universities may decide to impose a vaccine mandate only after vaccines receive regular approval, and there is adequate availability. According to the Chronicle of Higher Education, regular vaccine approval might begin to occur in the late spring or summer, 2021, but there is no clear timeline that assures vaccinations will be approved prior to the fall term, 2021.

B. Implementing a Vaccine Mandate

Although districts may impose a vaccine requirement, whether such a step should be taken will depend on the unique circumstances facing each college district. In addition, the circumstances surrounding the pandemic will continue to evolve over time, as will recommendations from federal, state, and local health officials. Districts should consult the latest available information when considering vaccination requirements, their implementation, and other mitigation measures.

District officials will want to consider how the risks and benefits of a vaccine requirement should be weighed against a number of factors, including administrative burdens, enforcement, the campus population, enrollment, collective bargaining, the availability of other safety measures, and the views of campus stakeholders.

³ An organization calling itself “California Educators for Medical Freedom” has sued the Los Angeles Unified School District, contending that the school district’s COVID-19 vaccine mandate violates the prohibition against nonconsensual human experimentation, and analogizes Nazi medical experimentation during the Second World War. (*CEMF v. LAUSD*, United States District Court, Central District of California, Case No. 21-cv-02388.) The district court will hear CEMF’s preliminary injunction motion on May 17, 2021.

1. *Litigation Risk*

One of the prominent themes in vaccine mandate discussions is the threat of litigation, and its avoidance. Realistically, because COVID-19 vaccination has been politicized, litigation risk will not be reduced to zero, no matter what decisions colleges make surrounding a vaccine mandate. The anti-vaccination community and others may look for test cases involving vaccine mandates; and individuals may sue if they believe they acquired an infection on campus due to the absence of a mandate, or to lax enforcement of a mandate.

Districts should focus decision-making on their core mission to serve the educational interests of their students, and to do so in a safe and secure environment for learning. If these considerations are central to district decision-making, are memorialized in district policies based on rational criteria, and supported by training that requires consistent application across campus units, districts will position themselves well to defend against litigation. These policies should be widely communicated so that students, faculty, and staff are aware of the measures taken to protect them, the limitations of such measures, and understand their own obligations to protect themselves and others.

2. *Federal and state law requires vaccine mandate exemptions and accommodations.*

Federal and state civil rights laws will require that any district vaccine mandate must include exemptions for medical necessity and sincerely held religious beliefs.⁴ Whether to extend exemptions to other students will be within the discretion of district officials. Whatever threshold a district chooses for offering an exemption, they will impose potentially significant administrative burdens on community colleges. These burdens may be exacerbated if anti-vaccine sentiment causes significant numbers of students and staff to claim these exemptions without having a medical necessity or a sincerely held religious belief.

⁴ The rationale and legal standards applicable to these exemptions and their accommodation are explained in guidance provided by the Equal Employment Opportunity Commission (EEOC) that has been echoed in legal memoranda circulated throughout the California Community Colleges. These details are not repeated here, but the EEOC materials are linked in the resources section below.

Among the exemption-related issues college districts will need to consider, are the following:

- whether to allow a “personal exemption” in addition to medical and religious exemptions;
- identifying the individuals entitled to claim these exemptions;
- whether to require a doctor’s note,⁵ or disclosure of religion⁶ to verify a person’s entitlement to an exemption;
- whether to allow self-certification of an exemption, or an opt-out under which the basis of an exemption is not stated;
- how to address marginalized groups and individuals who may be distrustful of the vaccines due to our history of discrimination;
- how to reduce barriers to vaccination experienced by non-traditional or low-income students;
- for individuals claiming an exemption, the district will need to provide an individualized interactive process to identify appropriate accommodations, which may involve adjustments to job duties, remote work or learning, isolation of individuals in campus locations, ventilation, limiting interactions, mask requirements, social distancing, testing, symptom reporting, and contact tracing;
- how to minimize burdens on students in the accommodations process to reduce the risk of creating new barriers to student success;

⁵ Several conditions may prevent an individual from being vaccinated, including underlying medical conditions that currently may include HIV, comorbidities, autoimmune disorders, immunocompromised, pregnancy and breastfeeding, and serious allergic reactions. Districts need not inquire into what medical condition an individual may have; if proof will be required, it is sufficient that a medical doctor indicate their patient is exempt.

⁶ Vanderbilt University Medical Center has compiled a list of religions and their positions on vaccines. [VUMC, Immunizations & Religion](https://www.vumc.org/health-wellness/news-resource-articles/immunizations-and-religion) (available at <https://www.vumc.org/health-wellness/news-resource-articles/immunizations-and-religion>, last visited Apr. 2, 2021). Although consideration of a religion’s formal tenets might be a reasonable starting place to evaluate a person’s sincerely-held religious beliefs, the EEOC advises employers to assume that assertions of sincerely-held religious beliefs are made in good faith, unless there is an objective basis for questioning the beliefs. If a district intends to pursue this inquiry, there are multiple factors to consider that are outlined in the EEOC guidance linked in the Resources Section below.

- how accommodations should change based on local community or campus transmission rates;
- whether accommodations issues can be avoided by designating positions or classifications of employees as remote; and
- whether the framework for accommodations will require positions or classifications to be designated as requiring in-person, on campus work.

One issue that has been widely discussed is that some employees will contend that because they have performed their work remotely during the pandemic, remote work should become their permanent norm. In some circumstances, this contention may be at odds with the mission of the college and the interests of students, which should be at the center of these decisions. Districts should apply rational criteria to determine whether job duties can be performed as remote work, or should be performed in-person or may be performed as a hybrid.

3. *Enforcement of a Vaccine Mandate*

Districts that choose to adopt a vaccine mandate will need to consider how to enforce the mandate. One obvious implication of a mandate is that districts should assume that the college population is returning to campus in reliance upon a higher level of safety than if no vaccine mandate was imposed. Accordingly, districts will want to establish how the vaccine mandate will be enforced, draft formal enforcement policies that are shared with the campus community.

Aspects of enforcement districts should consider include the following:

- whether non-vaccinated people can rely upon an honor system of vaccine reporting;
- whether to require proof of vaccination (copy of vaccination card, personal attestation, or other);⁷
- whether vaccination should be required as a condition of enrollment;
- whether and how vaccination records will be maintained;

⁷ Confirmation that someone has been vaccinated does not require the disclosure of confidential medical information.

- how to coordinate a vaccine requirement with local K-12 districts for dual enrollment students;
- whether and what form of discipline should be imposed on students and employees who violate the mandate;
- what administrative process will ensure due process leading to the imposition of discipline for violations, how long it will take, how much it will cost, and how likely it will contribute to litigation risk;
- how to ensure district policies will be applied uniformly to avoid discrimination allegations;
- how the mandate will apply to, and be enforced against, a general public that is accustomed to having access to community college campuses;
- who will be responsible for various elements of enforcement; and
- how enforcement procedures should be adjusted based on local community or campus transmission rates.

4. *Collective Bargaining*

The Educational Employment Relations Act (EERA) of 1976 requires collective bargaining within California community college districts. The scope of employee representation includes wages, hours of employment, and other “terms and conditions of employment” which is broadly defined and would include most of the issues referenced in this advisory that would impact community college district employees. (Gov. Code § 3543.2, subd. (a)(1).)

Just as districts entered into negotiations with their employee organizations to adjust the terms and conditions of employment at the beginning of the pandemic, to the extent districts need to modify the terms and conditions of employment to prepare for a return to campus, further negotiations will be required. Special attention should be given to whether the accommodation and enforcement of a vaccine requirement will necessitate employees performing new or non-traditional duties.

5. *Other OSHA and Workers’ Compensation Considerations.*

The Occupational Safety and Health Act generally requires employers to maintain a workplace free of hazards that may cause death or serious injury. (29 U.S.C. § 654(a)(1).) Mandating or strongly encouraging employees to receive the COVID-19 vaccine may be

required under this general duty. Employees may not refuse to comply with a valid safety rule and expect to be protected from discipline. (29 Code. Fed. Regs. § 1977.22.) However, an employee who refuses vaccination based on a “reasonable belief” that their medical condition creates a real danger of death or serious injury from a vaccine may be protected under OSHA’s anti-retaliation provisions.

OSHA requires districts to maintain records of work-related injuries. A vaccine mandate will likely establish that an adverse reaction to a required COVID-19 vaccine will constitute a work-related injury that triggers this record-keeping requirement. (29 Code Fed. Regs. § 1904.7.)

Similarly, adverse reactions to a mandated COVID-19 vaccine will very likely be a compensable injury under California’s workers’ compensation laws. (*Maier v. Workers’ Compensation Appeals Bd.* (1983) 33 Cal.3d 729, 734-735; *Roberts v. U.S.O. Camp Shows, Inc.* (1949) 91 Cal.App.2d 884, 885.) This factor probably should not weigh heavily in a district’s decision to require vaccination. First, the value to a workers’ compensation award for the typical adverse reaction would likely be insignificant to negligible. Secondly, it is not clear that eschewing a mandate in favor of a “strong recommendation” of vaccination would protect districts from workers’ compensation awards for adverse reactions.

6. *What vaccines should satisfy a vaccine mandate?*

Any vaccine that is approved by the FDA or authorized by the FDA for emergency use should satisfy a district vaccine mandate. However, another category of vaccines should also be considered. As more vaccines are approved around the World, international students may receive vaccines that are not distributed or widely known in the United States. The World Health Organization is tracking the development of vaccinations internationally, and maintains a guidance document that shows their approval status.⁸ Presumably, these vaccinations will also provide a level of protection that should satisfy a district mandate.

⁸ World Health Organization, [Vaccines Guidance Document](https://extranet.who.int/pqweb/sites/default/files/documents/Status_COVID_VAX_04May2021.pdf), available here: https://extranet.who.int/pqweb/sites/default/files/documents/Status_COVID_VAX_04May2021.pdf (last visited, May 4, 2021).

In contrast, the Federal Trade Commission has issued a number of advisories warning the public about scam COVID-19 cures.⁹ Districts obviously should not view scam treatments as satisfying a vaccine mandate. Familiarity with the latest guidance from the Center for Disease Control, the World Health Organization, and the Federal Trade Commission should help districts distinguish between legitimate international vaccines and scam treatments.

7. *Communications with the Campus & Policy Adoption.*

Districts that choose to implement a campus vaccine mandate should continue to remain apprised of the latest available information about the safety, effectiveness, and availability of vaccines. Districts should adopt and regularly update policies that explain their vaccine requirements, the benefits of their adoption, their limitations, and the responsibilities of students and employees to assist in their implementation. Information about COVID-19, vaccinations, and district policies should be widely distributed and available, and all members of the campus community should have meaningful avenues to express their concerns.

8. *Supporting Administrative and Enforcement Costs.*

Community college districts should also consider the immediate and ongoing funds necessary to support the administrative and enforcement costs of a vaccine requirement. State funding is available in the form of unrestricted state general funds, California State Lottery funds for technology, and the COVID-19 Response Block Grant. The federal government has also provided substantial funding in the institutional portion of the three tranches of the Higher Education Emergency Relief Fund (HEERF).

C. Additional Resources

Community college districts should remain up-to-date on COVID-19 related developments, including local conditions. The California Department of Public Health website includes a

⁹ Federal Trade Commission, [FTC continues to crack down on companies peddling fake COVID treatments and cures](https://www.consumer.ftc.gov/blog/2021/04/ftc-continues-crack-down-companies-peddling-fake-covid-treatments-and-cures), Apr. 29, 2021, available here: <https://www.consumer.ftc.gov/blog/2021/04/ftc-continues-crack-down-companies-peddling-fake-covid-treatments-and-cures> (last visited May 4, 2021).

page that identifies local health department. This, and other important resources, are linked below.

- American Council on Education, [Issue Brief: Requiring \(or Urging\) COVID-19 Vaccinations at Colleges and Universities for Fall 2021](#), available at: <https://www.acenet.edu/Documents/Issue-Brief-COVID-Vaccines-March-2021.pdf>, last visited May 4, 2021).
- California Community Colleges Chancellor's Office, [COVID-19 Resource Page](#), available here: <https://www.cccco.edu/About-Us/Chancellors-Office/Divisions/Communications-and-Marketing/Novel-Coronavirus/co-communications-to-colleges> (last visited May. 4, 2021).
- California Department of Public Health (CDPH), [Local Health Departments Page](#), available here: <https://www.cdph.ca.gov/Pages/LocalHealthServicesAndOffices.aspx>, last visited Apr. 1, 2021).
- CDPH, [COVID-19 Industry Guidance, Higher Education](#), available at: <https://files.covid19.ca.gov/pdf/guidance-higher-education--en.pdf> (last visited May. 4, 2021).
- California Department of Industrial Relations (CalOSHA), [COVID-19 Guidance and Resources](#), available at: <https://www.dir.ca.gov/dosh/coronavirus/> (last visited May 4, 2021).
- Center for Disease Control (CDC), [State School and Childcare Vaccination Laws](#), available here: <https://www.cdc.gov/phlp/publications/topic/vaccinations.html> (last visited May 4, 2021).
- CDC, [COVID-19 Vaccine](#), available at: <https://www.cdc.gov/vaccines/covid-19/index.html> (last visited May 4, 2021).
- CDC, [Workplace Vaccination Program](#), available at: <https://www.cdc.gov/coronavirus/2019->

[ncov/vaccines/recommendations/essentialworker/workplace-vaccination-program.html](https://www.cdc.gov/nCoV/vaccines/recommendations/essentialworker/workplace-vaccination-program.html) (last visited May 4, 2021).

- Chronicle of Higher Education, [Reopening Campus, How to Do It Safely and Successfully](https://store.chronicle.com/products/reopening-campus), available at: <https://store.chronicle.com/products/reopening-campus> (last visited May 4, 2021).
- Equal Employment Opportunity Commission (EEOC), [Updated COVID-19 Technical Assistance Publication](https://www.eeoc.gov/newsroom/eeoc-issues-updated-covid-19-technical-assistance-publication-3), available at: <https://www.eeoc.gov/newsroom/eeoc-issues-updated-covid-19-technical-assistance-publication-3> (last visited May 4, 2021).
- EEOC, [What You Should Know About COVID-19 and the ADA, the Rehabilitation Act, and Other EEO Laws](https://www.eeoc.gov/wysk/what-you-should-know-about-covid-19-and-ada-rehabilitation-act-and-other-eeo-laws), available at: <https://www.eeoc.gov/wysk/what-you-should-know-about-covid-19-and-ada-rehabilitation-act-and-other-eeo-laws> (last visited May 4, 2021).
- EEOC, [Guidance on Religious Discrimination](https://www.eeoc.gov/laws/guidance/section-12-religious-discrimination#h_9546543277761610748655186), available at https://www.eeoc.gov/laws/guidance/section-12-religious-discrimination#h_9546543277761610748655186 (last visited Apr. 2, 2021).
- Federal Trade Commission, [Coronavirus Advice of Consumers](https://www.ftc.gov/coronavirus/scams-consumer-advice), available here: <https://www.ftc.gov/coronavirus/scams-consumer-advice> (last visited May 4, 2021).
- Food and Drug Administration (FDA), [COVID-19 Vaccination Information Page](https://www.fda.gov/emergency-preparedness-and-response/coronavirus-disease-2019-covid-19/covid-19-vaccines), available at: <https://www.fda.gov/emergency-preparedness-and-response/coronavirus-disease-2019-covid-19/covid-19-vaccines> (last visited, May 4, 2021).
- FDA, [Emergency Use Authorization for Vaccines Explained](https://www.fda.gov/vaccines-blood-biologics/vaccines/emergency-use-authorization-vaccines-explained), available at: <https://www.fda.gov/vaccines-blood-biologics/vaccines/emergency-use-authorization-vaccines-explained> (last visited May 4, 2021).
- OSHA, [Guidance on Mitigating and Preventing the Spread of COVID-19 in the Workplace](https://www.osha.gov/coronavirus/safework), available at: <https://www.osha.gov/coronavirus/safework> (last visited May 4, 2021).

- University of California, [Draft SARS-CoV-2 \(COVID-19\) Vaccination Program](https://universityofcalifornia.edu/sites/default/files/review-draft-sars-cov-2-vaccination-program-participation-policy-04212021.pdf), available here: <https://universityofcalifornia.edu/sites/default/files/review-draft-sars-cov-2-vaccination-program-participation-policy-04212021.pdf> (last visited May 4, 2021).
- World Health Organization, [Vaccine Information Page](https://www.who.int/news-room/feature-stories/detail/manufacturing-safety-and-quality-control), available here: <https://www.who.int/news-room/feature-stories/detail/manufacturing-safety-and-quality-control> (last visited May 4, 2021).

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Agenda Item Details

Meeting	Jun 21, 2021 - Board of Trustees Strategic Planning Session
Category	8. Closed Session
Subject	8.01 Public Comments - Closed Session Agenda Items.
Access	Public
Type	Procedural

Public Content

The Board Meeting returned in-person beginning in May 2021 but will continue to be available via zoom. Due to COVID restrictions, space is very limited to the public and those wishing to make in-person public comments. If you wish to attend in-person to give your public comments, please contact the Clerk of the Board at boardoftrusteesclerk@vcccd.edu. We will continue to receive public comments (no more than 250 words) using an electronic [Public Comment Card](#) by Noon on Monday, June 21, 2021. Persons may speak on an agenda item or on other matters of interest to the public that are within the subject matter jurisdiction of the Board.

A copy of all submitted public comments will be provided to each Trustee for their review prior to the Board Meeting. An electronic copy of all submitted public comments will be added to this agenda item prior to the start of the meeting.

Per [Board Policy 2350 Speakers](#), those wishing to speak to the Board are subject to the following:

- The Chair of the Board may rule members of the public out of order if their remarks do not pertain to matters that are within the subject matter jurisdiction of the Board, or if remarks consist of personal attacks on others.
- Non-scheduled substitutes may not speak in place of scheduled speakers unless alternates have been submitted on the original request.
- Employees who are members of a bargaining unit represented by an exclusive bargaining agent may address the Board under this policy, but may not attempt to negotiate terms and conditions of their employment. This policy does not prohibit any employee from addressing a collective bargaining proposal pursuant to the public notice requirements of Government Code Section 3547 and the policies of this Board implementing that section.
- Individuals wishing to address the Board shall complete a public speaker card that includes the individual's name, name of organization or group represented, if any, and a statement noting the agenda item or topic to be addressed. The individual can submit the completed public speaker card to the Board Clerk prior to the start of Closed Session, Open Session, or prior to the agenda item he/she has requested to address. A speaker can elect to speak during Public Comments or speak at the time the agenda item is addressed by the Board. Public speakers are required to address unagendaized topics during Public Comments.
- No member of the public may speak without being recognized by the Chair of the Board.
- Each speaker will be allowed a maximum of three (3) minutes per topic; thirty (30) minutes shall be the maximum time allotment for public speakers on any one subject regardless of the number of speakers at any one board meeting. At the discretion of a majority of the Board, these time limits may be extended.
- Each speaker coming before the Board is limited to one (1) presentation per specific agenda item before the Board, and to one (1) presentation per meeting on non-agenda matters.

Pursuant to the federal Americans with Disabilities Act, if you need any special accommodation or assistance to attend or participate in the meeting, please direct your request, as far in advance of the meeting as possible, to:

VCCCD Clerk of the Board, 761 East Daily Drive, Suite 200, Camarillo, CA 93010

(805) 652-5505

boardoftrusteesclerk@vcccd.edu



Agenda Item Details

Meeting	Jun 21, 2021 - Board of Trustees Strategic Planning Session
Category	8. Closed Session
Subject	8.02 PUBLIC EMPLOYEE PERFORMANCE EVALUATION - Chancellor (Gov. Code § 54957).
Access	Public
Type	Closed Session

Public Content

Further Information
Greg Gillespie



Agenda Item Details

Meeting	Jun 21, 2021 - Board of Trustees Strategic Planning Session
Category	9. Reconvene in Open Session
Subject	9.01 Closed Session Report
Access	Public
Type	Report

Public Content



Agenda Item Details

Meeting	Jun 21, 2021 - Board of Trustees Strategic Planning Session
Category	10. Adjournment
Subject	10.01 Adjournment
Access	Public
Type	Procedural

Public Content