



Saturday, January 8, 2022
Board of Trustees Special Meeting

Order of the Agenda
Ventura County Community College District
761 East Daily Drive
Camarillo, CA 93010
Open Session: 9:00 a.m.
Link to join Webinar
<https://vcccd-edu.zoom.us/j/99206006793>

1. VCCCD Special Board Meeting 9:00 a.m.

- 1.01 Call to Order
- 1.02 Changes to the Agenda
- 1.03 Public Comments - Open Session Agenda Items only

2. Study Session - Facilitator Helen Benjamin

- 2.01 Review of Outcomes and Ground Rules. Opening Activity-Sharing (9:15 a.m.)
- 2.02 Current and Future State of the Board (9:45 a.m.)
- 2.03 Board Roles and Responsibilities (11:45 a.m.)
- 2.04 Standard IV.C - Board Performance (1:00 p.m.)
- 2.05 Chancellor Search Discussion (2:00 p.m.)

3. Public Comments

- 3.01 General Public Comments

4. Adjournment

- 4.01 Adjournment (2:30 p.m.)



Agenda Item Details

Meeting Jan 08, 2022 - Board of Trustees Special Meeting
Category 1. VCCCD Special Board Meeting 9:00 a.m.
Subject 1.01 Call to Order
Access Public
Type Procedural

Public Content



Agenda Item Details

Meeting Jan 08, 2022 - Board of Trustees Special Meeting
Category 1. VCCCD Special Board Meeting 9:00 a.m.
Subject 1.02 Changes to the Agenda
Access Public
Type Procedural

Public Content

Further Information
Greg Gillespie



Agenda Item Details

Meeting	Jan 08, 2022 - Board of Trustees Special Meeting
Category	1. VCCCD Special Board Meeting 9:00 a.m.
Subject	1.03 Public Comments for Agenda Items
Access	Public
Type	Procedural

Public Content

The Special Board Meeting will be held via Zoom. Please note, if you wish to provide a public comment, please fill out the [Public Comment Card](#) by noon on Friday, January 7, 2022. Your written comments will be read at the meeting, and oral comments can be made through the Zoom link. Due to the recent COVID-19 surge, guests and speakers are encouraged to attend via Zoom. 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 unagenda items 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	Jan 08, 2022 - Board of Trustees Special Meeting
Category	2. Study Session - Facilitator Helen Benjamin
Subject	2.01 Review of Outcomes and Ground Rules. Opening Activity-Sharing (9:15 a.m.)
Access	Public
Type	Discussion

Public Content

The Board of Trustees will share an experience from being a student at any level (K-12, college) that could have contributed them to becoming a community college Trustee.

Presenter

Helen Benjamin, Collaborative Brain Trust

Dr. Benjamin is the former Chancellor of the Contra Costa Community College District (District) and spent 27 years as an employee of the District. She began her career at the District in 1990 when she joined Los Medanos College as Dean of Language Arts and Humanistic Studies and Related Occupations, and has held progressively higher level positions including District Vice Chancellor, Educational Programs and Services, interim President of Los Medanos College and President of Contra Costa College.

Dr. Benjamin has a B.S. degree in English and Spanish from Bishop College in Texas where she graduated magna cum laude and earned her master's and doctoral degrees from Texas Woman's University in Denton, Texas. She has never lost sight of her roots as a teacher, having taught high school English in the Dallas Independent School District and looks for opportunities to turn challenges into teachable moments.

Since retiring, Dr. Benjamin established HSV Consulting, Inc., and she has worked with dozens of colleges, boards, and CEOs to advance student-centered organizational and leadership improvement. She is past chair of the Board of Trustees of Excelsior College and is a member of the Texas Woman's University Foundation Board of Directors. She now resides in Dallas.

Further Information

Greg Gillespie



Agenda Item Details

Meeting	Jan 08, 2022 - Board of Trustees Special Meeting
Category	2. Study Session - Facilitator Helen Benjamin
Subject	2.02 Current and Future State of the Board (9:45 a.m.)
Access	Public
Type	Discussion

Public Content

Dr. Benjamin will lead Board discussion on addressing issues raised on Board performance.

- Each Board member shares one word that clearly describes the current state of the Board.
- Each Board member explains in detail why they chose that word. Provide examples to support your explanation.
- Board members develop a vision statement of what the Board would look like if it were performing at maximal level.

Members participate in a facilitated discussion in which they develop strategies for addressing issues raised as a result of the sharing.

Presenter
Helen Benjamin

Further Information
Greg Gillespie

[Ventura County Community College District BOT Report - Final 12-13-2021.pdf \(164 KB\)](#)

**A Report to the
Ventura County Community College District
Board of Trustees on the
Current Operation of the Board and
Strategies for Improved Board Performance**

**Conducted as part of the contract between the VCCCD and CBT by Senior
Consultant Brice W. Harris**

December 13, 2021

***A Review of the Current Operation of the
Ventura County Community College District Board of Trustees
And Strategies for Improving the Functioning and Performance of the Board***

December 7, 2021

Overview and Background: The Ventura County Community College District has a long and proud history of service to the community and education of area citizens. However, in recent years the Board has expressed concern over their ability to work together and recently sought outside assistance to assess their work together and to facilitate opportunities for improved Board performance.

As part of that effort the District engaged The Collaborative Brain Trust (CBT), and specifically Senior Consultant Brice Harris to conduct an assessment of Board performance, facilitate a retreat including recommendations for improved Board performance, and conduct follow-up review of the Board's work. The CBT/VCCCD contract called for the following specific tasks:

- Review documents related to Board conduct and operation over the past six months
- View past meetings of the Board to analyze the conduct of the Board in their public meetings
- Conduct individual interviews with the District Trustees in advance of a Board retreat
- Prepare for a Board retreat
- Conduct a Board retreat designed to help the Board better understand their challenges in working together to oversee and lead the District, and to develop strategies for improvement of Board performance
- After the Board retreat, observe three regular meetings of the Board to determine if improvement strategies are having the desired effect

The brief report that follows is designed to set the stage for the upcoming Board retreat scheduled for January 8, 2022 and facilitated by CBT consultant Dr. Helen Benjamin. The purposes of the retreat will be to:

- Help the Board assess its current level of performance
- Provide the Board with strategies for improving their work together and the conduct of their public meetings
- Further assist the Board in preparation for the District's upcoming accreditation visit
- Begin preparing the Board for the process of replacing the retiring District Chancellor

Analysis of Current Board Operation:

Over the past six weeks CBT consultant Brice Harris reviewed several hours of several of the most recent regular meetings of the Ventura Board of Trustees, interviewed each trustee individually, reviewed internal Board communications, and interviewed key stakeholders in the district including classified and academic senate leaders, college presidents, the Chancellor and other key District Office managers. The result of this review is summarized in the points below.

- **The Ventura CCCD Board of Trustees is currently experiencing significant difficulty working together and the individual members feel that the Board is functioning below an acceptable level.** The Board members uniformly expressed concern and frustration over the current operation of the Board. Many expressed mixed feelings when asked if they were enjoying their service as a trustee.
- **There is a significant lack of trust among members of the Board and between members of the Board and the Chancellor.** In the interviews of trustees and stakeholders the issue of trust, and a lack of trust, came up frequently. Numerous respondents implied that some members of the Board do not trust one another, that there is a lack of trust between the Chancellor and the Board and that people in the organization are increasingly worried about the impact of this trust issue on the culture of the organization. There is no one trustee responsible for the erosion of trust. In fact, there seems to be more than enough “blame” to go around.
- **Both the members of the Board and the stakeholders generally feel the Board is functioning less effectively than at this same time last year.** Of the interviews conducted almost no one felt as if the operation of the Board was improving, and many – including most members of the Board – felt as if it was in decline.
- **There is a dramatic difference of opinion on the operation of the Board and the role of a trustee resulting in a frequent 3/2 split among members.** Although the Board has few split votes on business of the District, many respondents felt there is a clear 3-2 dynamic on the Board which has increasingly led to an uncomfortable environment during most Board meetings. Trustees find themselves trying to “sway” one another on many issues. This results in lengthy discussions where the same issues and opinions are repeated over-and-over in an attempt to change the minds of other trustees. As this continues, occasionally for hours, everyone involved becomes frustrated.
- **Although trustees often agree on desired outcomes of the district, they frequently have significant disagreement on how to achieve those outcomes resulting in a high level of frustration of all Board members.** Trustees seem uniformly committed to student access, student success, diversity/equity/inclusion (DEI), fiscal responsibility and the role of the District in the community. However, those same individuals dramatically disagree on how the district should achieve those outcomes. This disagreement has caused some trustees to feel as if their opinions are not valued, and others to feel as if their colleagues are resisting change. The result of this environment is frequent “filibustering” among members, a continual comparison of this Board to past Boards and the way things were done in the past, and some trustees who become so frustrated that they simply do not engage in the discussions.
- **There is a significant level of concern both among trustees and stakeholders that the Board is occasionally micromanaging and often functioning outside their appropriate roles.** Board members do not have a common understanding of, and commitment to, the role of the Board or the role of an individual trustee. Although all members of the Board say they do not micromanage, they often go on to say they think some or all of their colleagues do just that.

- **There are members of the Board who feel that there is a significant resistance to change among other members of the Board, as well as the Chancellor and organization.** Significant disagreements on process among trustees results in equally significant disagreements on the willingness to change and the speed of change. Some trustees feel as if their colleagues on the Board rely too often on the way things have always been done and are unwilling to change. Other trustees feel strongly that agreed-upon processes must be followed or changed. This situation is often interpreted among Board members as either using the process to stop needed change or ignoring the process to accomplish things with which the rest of the Board does not agree. Over time, individual Board member's view of this situation has hardened, relationships have been damaged and it has become increasingly difficult for them to work together.
- **Although the Board and organization seem committed to Diversity, Equity and Inclusion (DEI), members of the Board and stakeholder leaders feel as if those discussions too often overpower other equally-important discussions during Board meetings.** Trustees and stakeholders relate their concerns that the Board has become overly focused on this single issue and that it has caused the Board to reduce other important discussions and in fact made addressing DEI less effective because people fear saying something which could be taken the wrong way.
- **The Board has an increasing credibility problem with internal stakeholders, and their reputation is suffering as a result.** Increasingly, the Board is viewed as ineffective and dysfunctional. Meetings of the Board are overly long and very intense causing those participating in, and observing, the meetings to feel as if the Board has trouble conducting even the simplest tasks. Further, stakeholders feel as if the situation is worsening rather than improving.
- **Board meetings are overly long and Trustees and staff are often frustrated and exhausted by the end of the meetings.** Observing the extremely long public meetings of the Board it is clear that they are frustrating for everyone involved. As the meetings progress past two, three and four hours that frustration often turns into exhaustion and too often the actual business of the Board is conducted very late in the meetings.
- **Trustees ask for numerous reports from staff which are not always supported by a majority of the Board, and the creation of these reports results in significant staff time that is often not used in decision making.** Although the Board has previously agreed not to request reports and research from staff unless a majority of the trustees agree with that request, a review of the meetings and internal communications reveals that this frequently happens. Key staff members express concern over this added work not because of the work itself, but because of the burden it places on their ability to get the regular work of the district completed.
- **Although the Board has generally taken the process of accreditation seriously, there is an uneven level of confidence in the outcome and the organization has serious concerns about the governance standard and how the Board will be perceived by the visiting team.** Trustees express concern over accreditation as do stakeholders. Those

writing the self-study (ISER) documents were concerned enough to write two versions of the Governance Standard. One version detailed the current situation and the other the desired state. Trustees reacted differently regarding this approach with some feeling it was a good strategy to help the Board focus on improvement and others feeling as if the Board was being called to task. All members of the Board must work together to address this critical issue and understand that the accreditation of the colleges is an extremely serious and important issue.

- **Although the Board understands the importance of the process of replacing the Chancellor, there is an uneven level of understanding of, and commitment to, that process.** Trustees are uniformly aware of the importance of their responsibility to identify and employ the next Chancellor of the District. They are also committed to the process. However, they are in varying states of readiness for the task and have different levels of understanding of what is involved.

Strategies for Enhancing Board Performance:

Over the next year the Board will undertake two of the most important responsibilities they have in leading the District. First, they will participate in the important process of seeking reaccreditation of the District's colleges. Second, they will undertake the process of replacing the Chancellor of the District, their only employee. In its current state, the Board is not ready for either of those undertakings. They must employ strategies to improve their relationships, reach a common understanding of their role, prepare for accreditation, and understand and undertake a Chancellor's search. This report is not the first to attempt to address the situation. The Board has previously had in-service training by the Community College League of California, the Accrediting Commission for Community and Junior Colleges, and has repeatedly attempted to address their differences. Yet those differences persist, and the time for addressing the issues is running out. The strategies listed below will aid the Board in working together and in preparing for these important challenges.

1. **The Board should conduct an open discussion among its members about the roles and responsibilities of the Board and reach a clear and common understanding of those roles.** Trustees have all worked to better understand the role of a community college trustee, but they have vastly different understanding of those roles. For example, they all say that the Board is responsible for policy development, but how this is undertaken and to what level of detail they are involved is significantly different among trustees. They also all agree that the only employee of the Board is the Chancellor, and yet some of trustees will go around that employee directly to other members of the staff. The Board also agrees that they have overall fiduciary responsibility. However, to some members this means asking questions about specific purchases while others consider that responsibility to be vested in staff. The Board must reach a level of understanding and trust that both allows them to ensure the finances of the District are sound, while leaving specific financial decision making up to the professional staff given that responsibility. Regardless of the issue, individual trustees must be willing to compromise and find common ground.

2. **Trustees should have a discussion about working relationships with one another. Specifically, the Board must talk about their individual frustrations in working together and with the Chancellor and work to find common ground so they can work for the betterment of the District, students and community.** This conversation is likely to be uncomfortable, but necessary. Until trustees talk out their frustrations with one another, agree to put those frustrations in the past and work to compromise with each other, this problem is likely to continue. It is not uncommon for elected officials to struggle to work with their colleagues. However, this cannot be used as an excuse to maintain a dysfunctional environment. The organization, students and community depend on the elected trustees to work together for the betterment of the District even if they do not always like one another. This conversation can be conducted along with the discussion about Board roles and responsibilities.
3. **The Board should assert control of their public meetings and reduce their length significantly.** Although the Board has worked over the past several months to evaluate their performance in conducting their business, including discussing the issue at each meeting, their meetings continue to be far too lengthy and focused too often on issues other than those on the regular agenda. The Board can maintain their strong desire to encourage public input, while exercising appropriate limits on that input which allows them to ensure the public's business is conducted within a reasonable length of time. There are far too many reports at each meeting and those reports are often too lengthy. The Board should make their expectations well known to all stakeholders and be willing to exercise their authority to limit discussion and input. They should consider alterations to their agendas to ensure that the business of the Board is conducted early in the meetings. This may occasionally mean that some audience members have to wait until later in the meeting to make reports and comments on items not on the agenda, but it will ensure that the Board has an adequate amount of time to discuss and deliberate on the most important items brought before their considerations. As part of the revision of the conduct of their meetings the Board should provide clear direction to the Chancellor on their expectation on reports from constituent groups and executive staff members.
4. **Individual trustees must follow agreed-upon protocol in their work outside regular meetings of the Board.** In past months individual trustees have gone around the Chancellor to conduct conversations with other district and constituent leaders. Although trustees can legally talk with anyone they choose, they damage the structure of the organization and the agreed-upon governance processes when they do not go through their only employee – the Chancellor – to conduct those discussions. If the Board members feel as if they must go outside the normal process because they fear they are not getting accurate and complete information, then this is an issue related to the evaluation of the Chancellor rather than an excuse to ignore agreed-upon protocols. This review documented significant issues of trust among trustees, between the Board and Chancellor and within key stakeholders, the Board and the management team. These issues will not be addressed as long as back-channel communication continues. Also, individual trustees request reports and research resulting in significant demands on precious staff time needed to complete the regular business of the district. The Board can only act as a whole, and any and all requests for staff work must be supported by a majority of the Board as has been agreed-to previously by the Board.

5. **The Board should conduct further discussions regarding the upcoming accreditation visit and specifically address the desired vs current draft of the self-study (ISER) of the standard on governance.** The Board has participated in in-service training provided by the Accrediting Commission for Community and Junior Colleges (ACCJC), but should have further conversations regarding the recent work done by the writing team for the College's self-study or ISER documents. Some Board members expressed concerns over the two versions of the standard while others thought it was an effective way of getting the Board to address the issues. The colleges have legitimate concerns over the impact of the Board's performance on their accreditation and deserve to have the Board work to minimize or eliminate those issues.

6. **The Board should move quickly to ensure the search for a new Chancellor remains on schedule and have a special meeting to further discuss this important process.** The District has issued the RFP for proposals for search firms for the search process. They need to move quickly to review those firms, discuss the calendar and make decisions on the firm and the timeline. They will need to decide if they intend to use an interim or if they believe they can meet the current deadline for Chancellor Gillespie's retirement. They should also conduct a Board workshop or study session on this topic, preferably facilitated by the search firm of their choice. It is still possible to conduct a robust search that insures an opportunity for input from all stakeholders. However, the front-end input is very important and should take place as soon as the faculty return in the Spring semester. There is adequate time to conduct forums to solicit input on the profile for the next Chancellor, advertise the post for 30-60 days, conduct initial interviews, narrow the final group, conduct public forums and ultimately employ a new Chancellor to report on or soon after July 1, 2022, but the Board must make this process an immediate priority.

Summary:

The individual members of the Ventura County Community College District Board of Trustees are all committed to their service as a trustee for the right reasons. They uniformly speak of their desire to serve the students, the community and the District. It is not uncommon for trustees to serve in elected office for inappropriate reasons, but that is in no way evident among members of this Board. However, the Board is clearly struggling. Those struggles have resulted in not only challenges in conducting the Board's business, but in the relationships among trustees and with the Chancellor. Unless trustees take these issues seriously and dedicate themselves to the compromise and understanding required to improve, the organization will continue to suffer.



Agenda Item Details

Meeting	Jan 08, 2022 - Board of Trustees Special Meeting
Category	2. Study Session - Facilitator Helen Benjamin
Subject	2.03 Board Roles and Responsibilities (11:45 a.m.)
Access	Public
Type	Discussion

Public Content

The Board of Trustees will review the following Board Policies:

- BP 2200 Board Duties and Responsibilities
- BP 2215 Role of Board Chair
- BP 2430 Delegation of Authority to the Chancellor
- BP 2434 Chancellor's Relationship with the Board

The Board of Trustees will participate in the following activities:

- Activity 1: Review Related Board Policies
- Activity 2: Review Board/CEO Responsibilities Quiz

Presenter

Helen Benjamin

Further Information

Greg Gillespie

[BP 2200 Board Duties and Responsibilities.pdf \(39 KB\)](#)

[BP 2215 Role of the Board Chair.pdf \(40 KB\)](#)

[BP 2430 Delegation of Authority to the Chancellor.pdf \(42 KB\)](#)

[BP 2434 Chancellor's Relationship with the Board.pdf \(37 KB\)](#)

[Ventura CCCD Quiz.pdf \(188 KB\)](#)



Book	VCCCD Board Policy Manual
Section	Chapter 2 Board of Trustees
Title	BP 2200 Board Duties and Responsibilities
Code	BP 2200
Status	Active
Legal	ACCJC Accreditation Standard IV California Education Code, Section 70902
Adopted	November 3, 2009
Last Revised	March 7, 2017

The Board of Trustees governs on behalf of the citizens of the Ventura County Community College District in accordance with the authority granted and duties defined in Education Code Section 70902.

These responsibilities include, but are not limited to:

- Establish rules and regulations not inconsistent with the regulations of the Board of Governors and the laws of this state.
- Establish policies for and approve comprehensive, academic, and facilities plans.
- Establish policies for and approve courses of instruction and educational programs.
- Establish academic standards and graduation requirements.
- Employ all personnel and establish employment practices.
- Determine budget within legal constraints, and determine the needs for tax and bond elections.
- Manage and control District property.
- Establish procedures for effective involvement in the local decision-making process.
- Establish rules for student conduct.
- Establish fees as required by law.
- Accept grants, gifts, and scholarships.
- Provide auxiliary services as necessary.
- Determine the academic calendar.
- Participate in the Board of Governors' state consultation process.

The Board fulfills its responsibilities through, but not limited to:

- The establishment of policies consistent with the District's mission statement.
- The improvement in the quality, integrity, efficiency, and effectiveness of District student learning programs and services.
- The stability and sustainability of the system's finances necessary to support student learning programs and services consistent with the District's mission.
- The selection and evaluation of the District's Chancellor consistent with policy.
- The selection of college presidents consistent with policy in collaboration with the District's Chancellor.
- The exercise of final accountability for the District's educational quality, legal matters, and financial integrity.

The Board develops policy and provides broad oversight for the District. The Board of Trustees delegates authority to the Chancellor to implement its policies and perform District duties and obligations, except where prohibited by law.

No administrative procedure is required.



Book	VCCCD Board Policy Manual
Section	Chapter 2 Board of Trustees
Title	BP 2215 Role of the Board Chair
Code	BP 2215
Status	Active
Legal	Accreditation Standard IV.C California Education Code, Section 72000
Adopted	November 3, 2009
Last Revised	March 7, 2017

The role of Board Chair is important to Board effectiveness, the Chancellor/Trustee relationship, and to success of the District. The Chair is the facilitator of Board process.

Selection of the Chair

When the Board selects its Chair, consideration shall be given to the candidate's willingness to commit the time and effort required to fulfill responsibilities as Board Chair. The selected Trustee must be willing to commit the extra energy and time required to fulfill the responsibilities and possess the necessary skills to be effective. It is important to consider the complementary working and leadership styles with the chief executive officer.

Responsibilities

The Board Chair, as all Board members, has no legal authority as an individual Board member, other than that specifically delegated by the Board. He or she is a member of the Board, but has the duty to create a positive climate, lead the Board, and work closely, harmoniously and effectively with the Chancellor. Specific responsibilities include:

- Develop the Board by ensuring a climate of mutual respect and trust that will result in effective teamwork and communication.
- Address Board members who are disruptive or not contributing to the Board as a unit. When required, inform members of legal, ethical, and appropriate Board behavior.
- Advocate for the District and its colleges with locally elected officials and other community, state, and national governments. The Chair must represent only the Board's actions.
- On behalf of the Board, support and provide counsel for the Chancellor. The Board Chair should communicate regularly with the Chancellor and clearly state Board expectations on behalf of the Board. The Chair will ensure the Chancellor is regularly evaluated, serve as a sounding board, and work with the Chancellor to monitor Board requests and related workload impact on employees.
- Preside over Board meetings, ensure that discussion and decision-making are orderly, deliberate, and appropriate. The Chair must continually seek a balance between facilitating open exploration of diverse opinions, conduct meetings efficiently, and reach closure on issues.
- Work with the Chancellor to set meeting dates, times, and agendas and be familiar with pertinent issues. The Chair must ensure that all Trustees adhere to their role as policy-makers, refrain from involvement or participation in operational or administrative actions and functions, and support the mission and goals of the District.
- Following discussions by the Board, appoint members to standing and ad hoc committees, as circumstances warrant.
- Speak on behalf of the Board in matters of District business.
- Represent the Board at events, ceremonies and meetings. This responsibility may be delegated by the Chair to other Board Members.

No administrative procedure is required.



Book	VCCCD Board Policy Manual
Section	Chapter 2 Board of Trustees
Title	BP 2430 Delegation of Authority to Chancellor
Code	BP 2430
Status	Active
Legal	ACCJC Standards IV.B.5; IV.C.12; IV.D.! California Education Code Section 72400 California Education Code Section 70902, Subdivision (d)
Adopted	December 8, 2009
Last Revised	April 13, 2021
Last Reviewed	June 16, 2020

The Board delegates to the Chancellor full authority to operate and control District business consistent with law and California regulations. The Chancellor has the executive responsibility for administering the policies adopted by the Board and executing all decisions of the Board requiring administrative action. The Governing Board shall not delegate any power that is expressly made non-delegable by statute.

The Chancellor has the authority to supervise the general business procedures of the District to assure the proper administration of property and contracts; the budget, audit and accounting of funds; the acquisition of supplies, equipment, services, and property; and the protection of assets and persons. All transactions shall comply with applicable laws and regulations, and with the California Community Colleges Budget and Accounting Manual.

The Chancellor is authorized to award vendor contracts with the exception of those for legal services, auditors, and irrevocable trust managers. The Chancellor shall seek Board input regarding how to proceed before these services are sought and selected.

No contract shall constitute an enforceable obligation against the District until it has been approved or ratified by the Board. (See Board Policy 6340.) The Chancellor shall make appropriate periodic reports to the Board and shall keep the Board fully advised regarding the financial status of the District.

The Chancellor has the authority to authorize employment, fix job responsibilities, and perform other personnel actions provided that all federal and state laws and regulations, Board policies, and administrative procedures, Personnel Commission Rules and collective bargaining agreements have been followed and these actions are subject to approval by the Board or ratification when necessary.

The Chancellor may delegate any powers and duties entrusted to him or her by the Board including the administration of colleges and centers, but will be specifically responsible to the Board for the execution of such delegated powers and duties.

The Chancellor will ensure that District college presidents have primary authority for institutional quality and provide effective leadership in planning, organizing, budgeting, selecting, and developing employees and assessing campus effectiveness.

The Chancellor shall act as the professional advisor to the Board in policy formation. The Chancellor is empowered to reasonably interpret board policy without Trustee interference. In situations where there is no board policy direction, the Chancellor shall have the power to act, but such decisions shall be subject to review by the Board. It is the duty of the Chancellor to inform the Board of such action as soon as practicable and to recommend written board policy if one is required.

The Chancellor is expected to perform the duties contained in the Chancellor's job description and fulfill other responsibilities as may be determined in annual goal-setting or evaluation sessions. The job description and goals and objectives for performance shall be developed by the Board in consultation with the Chancellor.

The Chancellor serves as the Board's administrative agent for District legal matters. The Chancellor shall ensure that all relevant laws and regulations are complied with, and that required reports are submitted in timely fashion.

The Chancellor shall make available any information or give any report requested by a Board majority at a public meeting. Individual Trustee requests for information shall be met if, in the opinion of the Chancellor, they are not unduly burdensome or disruptive to District operations. Information provided to any Trustee shall be provided to all Trustees.

The Board recommends and continues to authorize the Chancellor to take initiative on legislative letters of support, as per the delegated authority of the Chancellor.

No administrative procedure is required.



Book	VCCCD Board Policy Manual
Section	Chapter 2 Board of Trustees
Title	BP 2434 Chancellor's Relationship with the Board
Code	BP 2434
Status	Active
Legal	Accreditation Standard IV.B.1.j
Adopted	November 3, 2009
Last Reviewed	March 13, 2012

The Board has the responsibility for selecting and evaluating the Chancellor. The Board delegates full responsibility and authority to him or her to implement and administer Board policies without Board interference and holds him or her accountable for the leadership and operation of the District and the colleges.

The Chancellor shall take direction from the Trustees only when sitting in a duly held meeting of the Board. No individual Trustee shall give any direction or instructions to the Chancellor. However, the provisions of this policy shall not be construed to prevent any Trustee from discussing matters of the District with the Chancellor.

Neither the Board nor any of its Trustees shall give direction or instructions to any subordinate of the District Chancellor. Behavior inconsistent with this policy would be considered a violation of [BP 2715 Code of Ethics/Standards of Practice](#).

No administrative procedure is required.

Board-CEO Roles Quiz

Listed below is a mixture of responsibilities for either the college president or the Board. (In some cases, you may want to argue for both.) Identify each as one or the other by marking **B** for Board responsibility or **P** if the stated item is in the purview of the college president. Be prepared to defend your choice in the retreat.

Organizational Structure

- _____ 1. Establish policies that (1) define criteria for the organizational structure and (2) delegate authority to the CEO to determine the organizational structure.
- _____ 2. Determine, in consultation with key college personnel, an organizational structure that (1) is designed to achieve institutional goals and (2) meets board standards for effective organization.

Board Operations

- _____ 3. Prepare meeting agenda items that engage trustees in broad policy-level discussions.
- _____ 4. Define meetings and meeting practices.
- _____ 5. Adopt and follow policies that (1) define structure and role of the board and its officers and (2) establish standards for trustee and board behavior,
- _____ 6. Define the level of information and support desired from the president; study and discuss the information provided.

General Oversight

- _____ 7. Lead the institution through effective governing policies.
- _____ 8. Ensure that board policies are up to date and followed.
- _____ 9. Implement and comply with board policy.
- _____ 10. Lead and administer the institution.
- _____ 11. Create a positive climate for effective leadership through supporting institutional leaders and modeling integrity, vision, and ethical behavior.

Policy Making

- _____ 12. Identify and discuss broad policy-level values inherent in issues before the board.
- _____ 13. Reference and use current policy when making decisions.
- _____ 14. Identify broad policy implications inherent in issues and agenda items presented for board discussion.
- _____ 15. Seek general input from the board prior to drafting policy.
- _____ 16. Establish and manage a system for periodic review of board policy.
- _____ 17. Periodically review policies to ensure they are up-to-date.

Planning

- _____ 18. Ensure that the policy direction meets current and future community needs.
- _____ 19. Anticipate and articulate future trends and needs.
- _____ 20. Adopt policies that require and set parameters for effective planning.
- _____ 21. Contribute to the development of the policy direction (mission, vision, and goals).
- _____ 22. Lead and manage a visionary and comprehensive planning processes.
- _____ 23. Ensure that college operations and budgets are aligned with plans. Ensure that the policy direction meets current and future community needs.

Educational Programs and Services

_____ 24. Lead and administer the delivery of high-quality educational programs and services, including planning, development, program review, and staffing.

_____ 25. Adopt policies that define and delegate clear and appropriate authority and responsibility for educational programs and services to the president.

Fiscal Affairs

_____ 26. Establish policies that set standards for fiscal affairs.

_____ 27. Approve budgets and expenditures as required by laws and board policy.

_____ 28. Establish and enforce administrative procedures that implement board policy and ensure the legal, ethical, and prudent management of college resources.

_____ 29. Monitor the fiscal health of the institution by establishing a monitoring schedule and studying reports.

_____ 30. Approve budgets and expenditures as required by laws and board policy.

_____ 31. Present clear and informative budgets and reports to the board.

_____ 32. Establish and enforce administrative procedures that implement board policy and ensure the legal, ethical, and prudent management of college resources.

_____ 33. Require regular reports on the fiscal status of the institution.

Human Resources

_____ 34. Ensure that personnel recruitment and hiring processes are fair, legal, comply with laws; result in good applicant pools; and reflect well on the institution.

_____ 35. Establish policies that require selection of the best qualified personnel; administrative, faculty, and staff diversity; and competitive salaries and working conditions, within budget constraints.



Agenda Item Details

Meeting	Jan 08, 2022 - Board of Trustees Special Meeting
Category	2. Study Session - Facilitator Helen Benjamin
Subject	2.04 Standard IV.C - Board Performance (1:00 p.m.)
Access	Public
Type	Discussion

Public Content

The Board of Trustees will evaluate and discuss Board performance on Standard IV.C. items.

Presenter

Helen Benjamin

Further Information

Greg Gillespie

[ACCJC Standard IVC.pdf \(98 KB\)](#)

ACCJC Standard IVC
Leadership and Governance: Governing Board

For each standard, indicate whether you think your Board meets or does not meet each standard.

Standards	Meets	Does Not Meet
1. The institution has a governing board that has authority over and responsibility for policies to assure the academic quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. (ER 7)		
2. The governing board acts as a collective entity. Once the board reaches a decision, all board members act in support of the decision.		
3. The governing board adheres to a clearly defined policy for selecting and evaluating the CEO of the college and/or the district/system.		
4. The governing board is an independent, policy-making body that reflects the public interest in the institution's educational quality. It advocates for and defends the institution and protects it from undue influence or political pressure. (ER 7)		
5. The governing board establishes policies consistent with the college/district/system mission to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them. The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity and stability.		
6. The institution or the governing board publishes the board bylaws and policies specifying the board's size, duties, responsibilities, structure, and operating procedures.		
7. The governing board acts in a manner consistent with its policies and bylaws. The board regularly assesses its policies and bylaws for their effectiveness in fulfilling the college/district/system mission and revises them as necessary.		
8. To ensure the institution is accomplishing its goals for student success, the governing board regularly reviews key indicators of student learning and achievement and institutional plans for improving academic quality.		
9. The governing board has an ongoing training program for board development, including new member orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office.		
10. 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.		
11. (a) The governing board upholds a code of ethics and conflict of interest policy, and individual board members adhere to the code.		
(b) The board has a clearly defined policy for dealing with behavior that violates its code and implements it when necessary.		
(c) A majority of the board members have no employment, family, ownership, or other personal financial interest in the institution.		
(d) Board member interests are disclosed and do not interfere with the impartiality of governing body members or outweigh the greater duty to secure and ensure the academic and fiscal integrity of the institution. (ER 7)		

12. The governing board delegates full responsibility and authority to the CEO to implement and administer board policies without board interference and holds the CEO accountable for the operation of the district/system or college, respectively.		
13. 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.		



Agenda Item Details

Meeting	Jan 08, 2022 - Board of Trustees Special Meeting
Category	2. Study Session - Facilitator Helen Benjamin
Subject	2.05 Chancellor Search Discussion (2:00 p.m.)
Access	Public
Type	Discussion

Public Content

The Board of Trustees will review the Chancellor job description and discuss desired traits and characteristics.

Presenter

Helen Benjamin

Further Information

Greg Gillespie

[Chancellor Job Description.pdf \(130 KB\)](#)



Chancellor

Class Code:
MA001

Bargaining Unit:

VENTURA COUNTY COMMUNITY COLLEGE DISTRICT

Established Date: Sep 1, 2004

Revision Date: Feb 5, 2016

SALARY RANGE

\$297,330.00 Annually

BASIC FUNCTION:

The Chancellor serves as the Executive Officer to the Board of Trustees and oversees district programs and services involving student learning, human resources, business services, and fiscal affairs. The Chancellor provides visionary educational leadership, represents the Board of Trustees, and supports district policies in relations with state and local constituencies.

REPRESENTATIVE DUTIES:

Direct the overall operation and general administration of the district pursuant to policies and procedures established by the Board of Trustees and within the framework of collective bargaining agreements and applicable local, state, and federal laws; exercise broad discretionary authority within the framework of Board policy; ensure Board policy is properly developed, reviewed, and executed. **E**

Establish District and college goals, and monitor progress toward these goals by ensuring that educational, fiscal and facilities plans are developed for Board action and implemented pursuant to such. **E**

Recommend and be accountable for implementing District rules and regulations related to fiscal management, educational programs, student services, organizational structure and staffing, including the appointment, evaluation, assignment, compensation, transfer and termination of all District personnel, and physical plant and facilities. **E**

Direct, supervise, and evaluate Presidents and Vice Chancellors. **E**

Plan and review the educational program of the District on an ongoing basis, in consultation with the college presidents; recommend to the Board of Trustees modifications which will improve the scope and quality of District offerings and related services, and provide for equitable distribution and balance of District curricular offerings among the colleges. **E**

Submit to the Board of Trustees for study and recommend the annual budget and long-range financial projections for the District; administer the budget as approved. **E**

Ensure compliance with all laws and regulations pertaining to local and state-funded capital construction projects. **E**

Recommend the organizational structure for the District, including the staffing and the classification and compensation of positions, pursuant to Equal Employment Opportunity principles and guidelines; implement these actions as approved by the Board of Trustees. **E**

Promote participatory governance in the District by coordinating the establishment and implementation of representative employee groups to review issues and make recommendations on District policy as appropriate. **E**

Represent the District in the local, statewide, and national communities; represent the District in relationships with other governmental agencies, businesses and the media; advocate on behalf of the District with elected officials, agencies, and organizations that may impact or influence the District's programs and/or resources. **E**

Serve as official spokesperson on matters relating to board policy; coordinate the scheduling and convening of regular and special meetings and agendas of the Board of Trustees. **E**

Recommend the establishment of citizen committees, as needed, to review issues and recommendations and advise the District and colleges; promote community involvement in order to promote the value of the District's programs and services to business, industry, civic organizations, and the general public. **E**

Support, manage and resolve complex issues. **E**

Provide leadership in the utilization of voter-approved bond funds to meet current and projected student growth. **E**

Engage and motivate the broad spectrum of staff, faculty, students, and community in developing policies, procedures, and programs that support achievement of the District's mission; promote cohesiveness, professionalism, and respect among all District constituencies; encourage and support teamwork among the colleges and the District Administrative Center. **E**

Ensure Board policy is properly developed, reviewed and executed. **E**

Provide sensitivity and responsiveness to special needs and appreciation of diversity in student, staff, and community constituencies; provide student-centered visionary educational leadership. **E**

MINIMUM QUALIFICATIONS:

A Master's Degree or equivalent from an accredited college or university; senior leadership

and/or administrative experience in progressively responsible positions.

Preferred Qualifications: Doctorate Degree from an accredited institution; substantial leadership and management experience in an executive level position, preferably in a community college environment, with significant decision-making responsibility; demonstrated leadership in management and educational institutions, preferably in a community college district.

KNOWLEDGE, SKILLS, AND ABILITIES:

KNOWLEDGE OF:

Comprehensive community college philosophy.
Laws, regulations, policies and procedures applicable to higher education instruction and student services, budgeting and fiscal operations and related administrative procedures.
Fiscal and legal guidelines which govern the California Community College system.
Data comparison, analysis, and interpretation.
Labor relations, collective bargaining, and employee contract administration.
Conflict resolution and mediation.
Multi-cultural diversity of the community.
Importance of technology as it relates to all areas of the institution and its application to teaching and learning.

ABILITY TO:

Appreciate the role of the Board of Trustees, and commit to establishing an excellent CEO/Trustee relationship to implement a common vision through collegial governance processes.
Establish, nurture, and maintain effective working relationships with a broad spectrum of networks and constituencies, including educators, students, community, business, and governmental representatives.
Work effectively as part of an educational management team.
Use strong collaborative decision-making skills, with the ability to listen.
Demonstrate leadership in management and development of educational institutions in a multi-campus community college district.
Interpret comprehensive community college philosophy to all constituencies.
Analyze complex issues and recommend appropriate alternatives.
Develop a diverse faculty, staff, and student body and to meet the educational needs arising from changing demographics.
Demonstrate excellent written and oral communication skills and effectively communicate with internal and external constituencies.

WORKING CONDITIONS:

ENVIRONMENT:

Office environment.

PHYSICAL ABILITIES:

Hearing and speaking to exchange information and make presentations.



Agenda Item Details

Meeting	Jan 08, 2022 - Board of Trustees Special Meeting
Category	3. Public Comments
Subject	3.01 General Public Comments
Access	Public
Type	Procedural

Public Content

The Special Board Meeting will be held via Zoom. Please note, if you wish to provide a public comment, please fill out the [Public Comment Card](#) by noon on Friday, January 7, 2022. Your written comments will be read at the meeting, and oral comments can be made through the Zoom link. Due to the recent COVID-19 surge, guests and speakers are encouraged to attend via Zoom. 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 unagenda items 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	Jan 08, 2022 - Board of Trustees Special Meeting
Category	4. Adjournment
Subject	4.01 Adjournment (2:30 p.m.)
Access	Public
Type	Procedural

Public Content