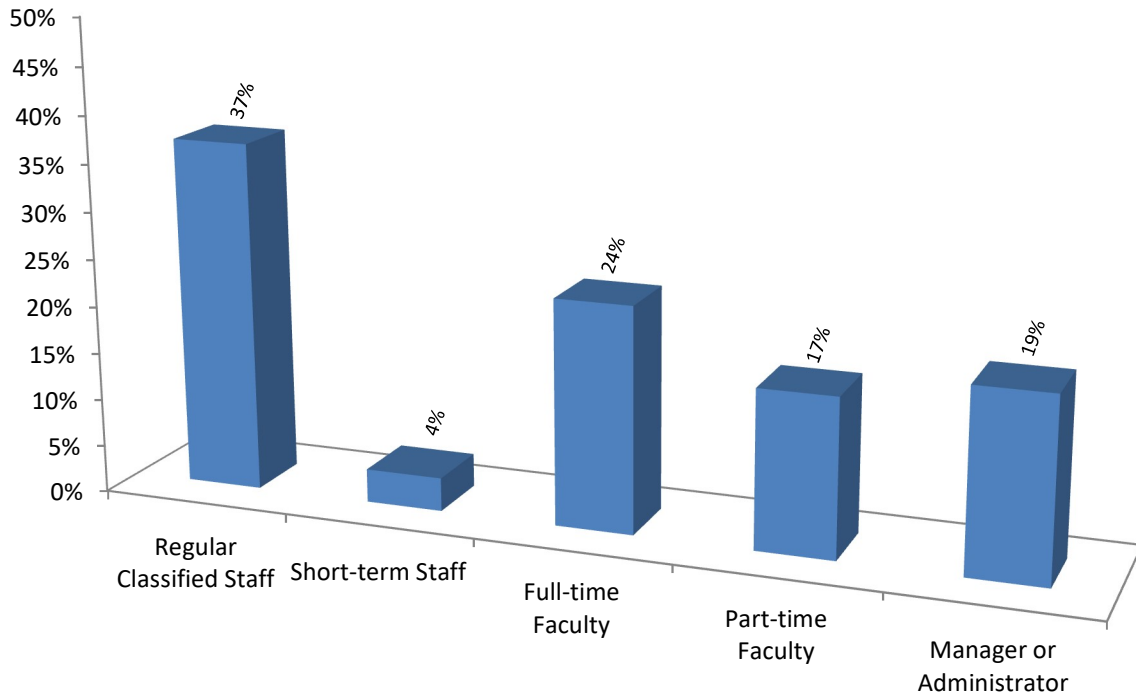


Coast Community College District

# District Employee Evaluation of the Board of Trustees

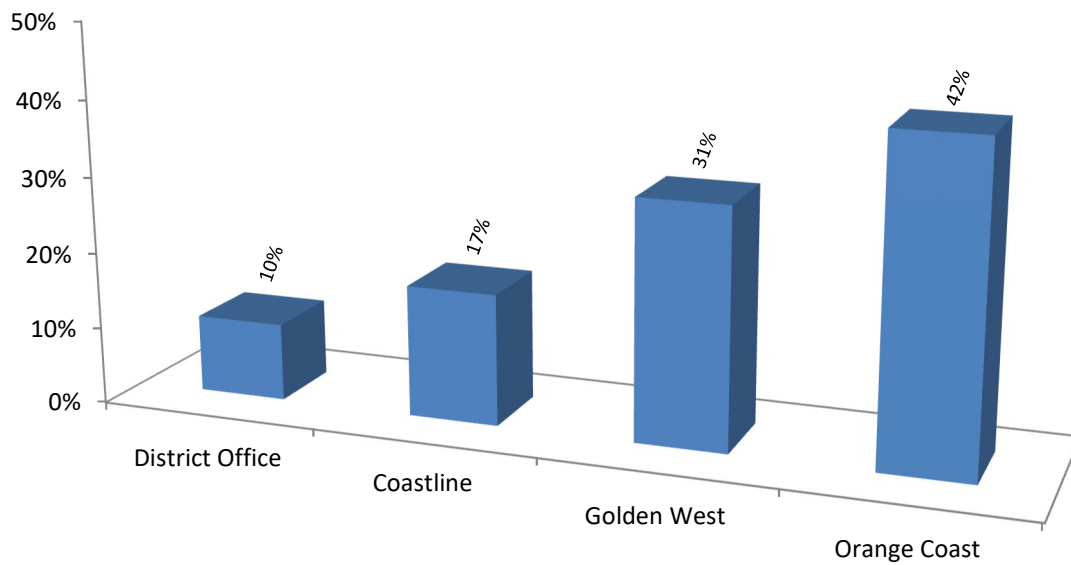
Fall 2021 (199 responses)

**1. Which employee class most closely matches your position?**



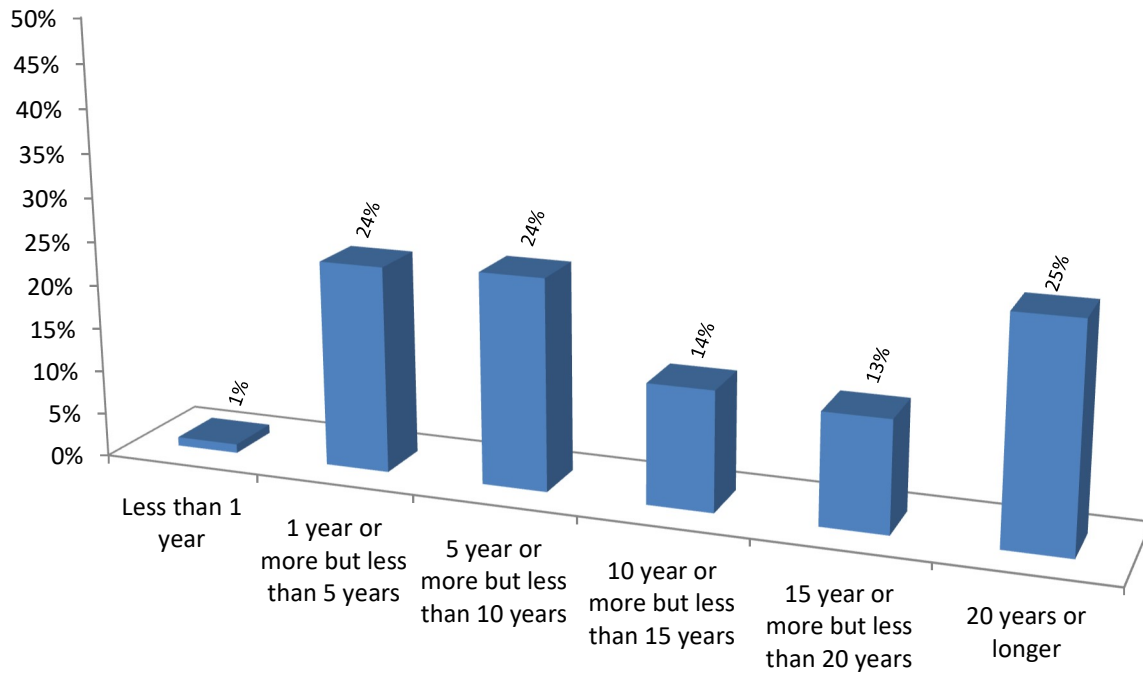
■ 2021

**2. Which is your primary work location?**



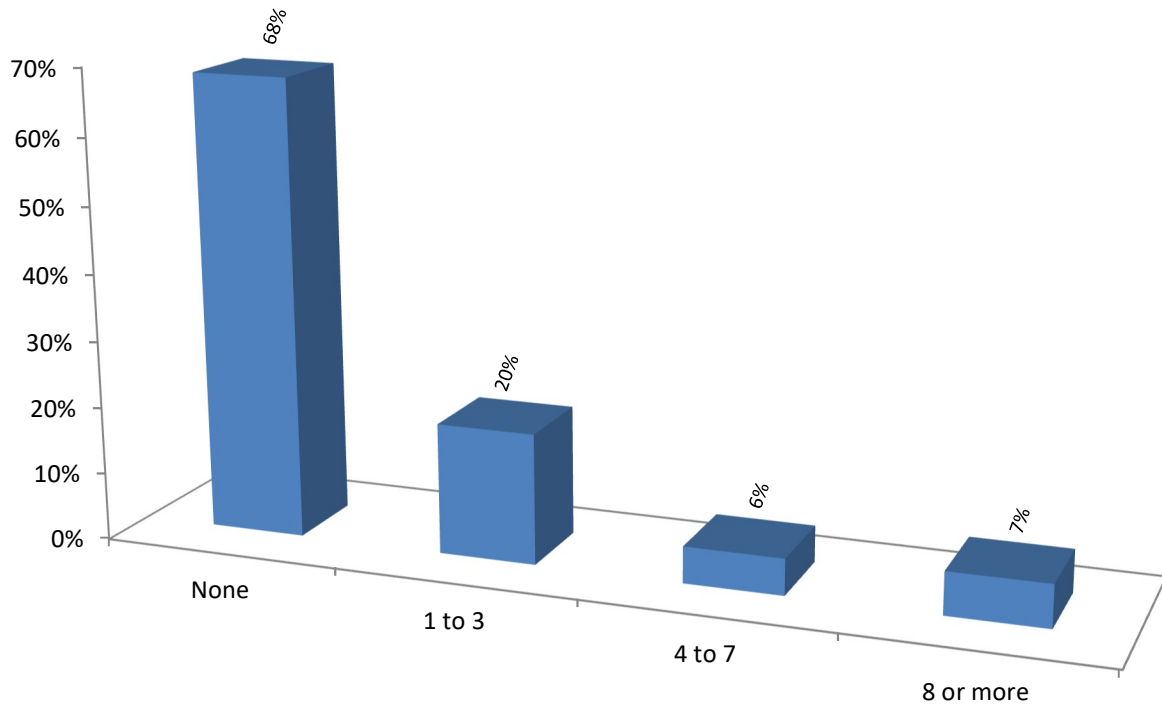
■ 2021

### 3. How long have you been employed with the district?



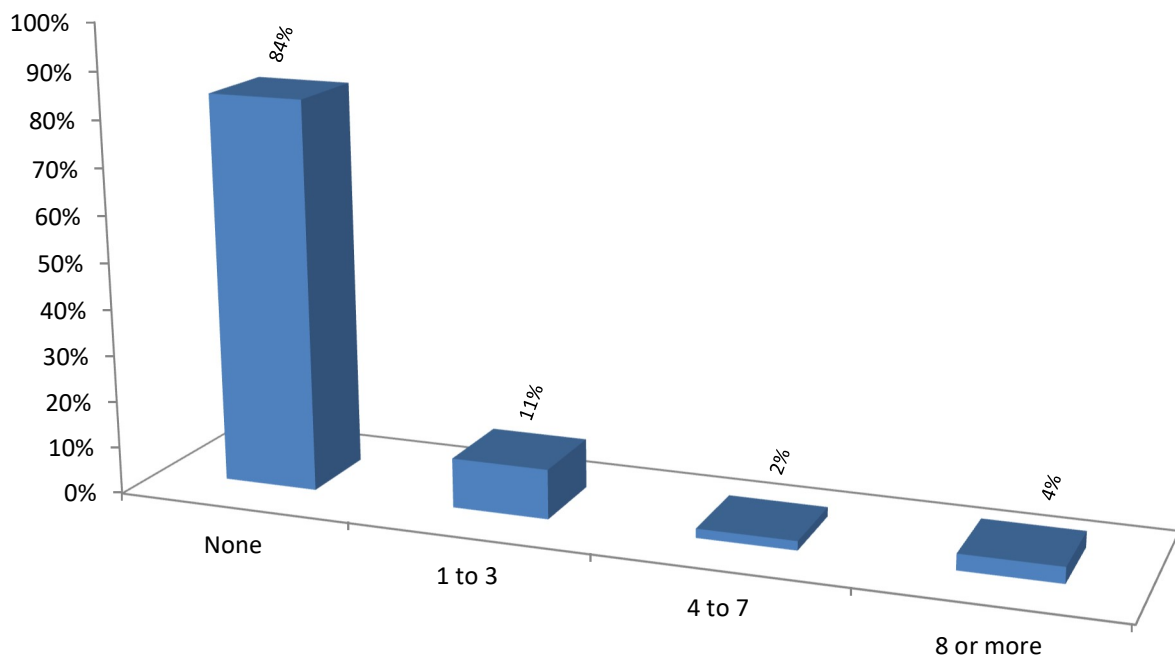
■ 2021

**4. How many Board of Trustees meetings of the full Board have you attended in the last 12 months?**



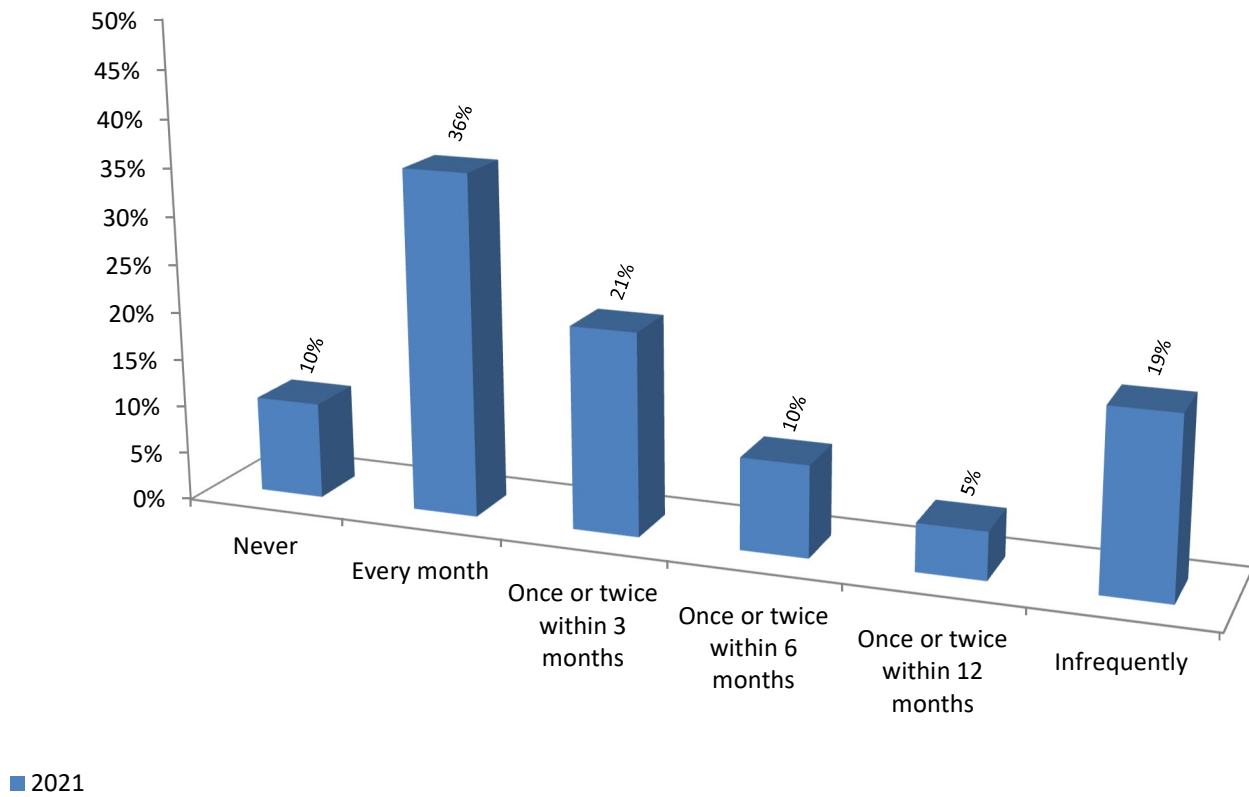
■ 2021

**5. How many Board of Trustees Committee meetings have you attended in the last 12 months?**

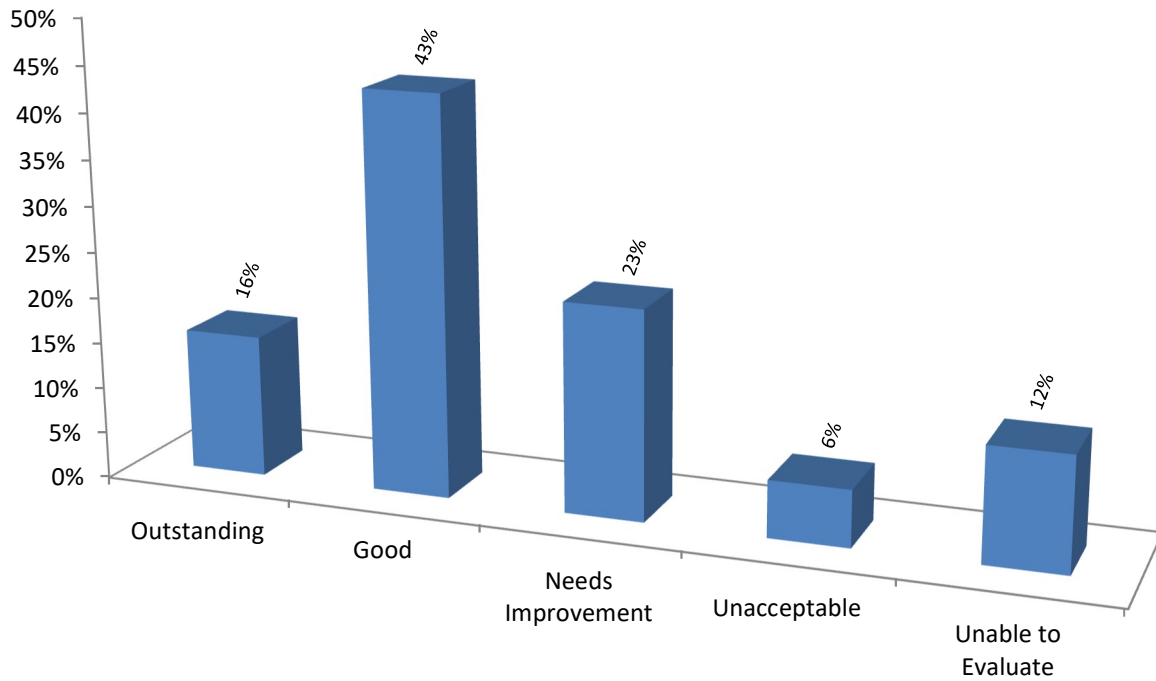


■ 2021

**6. How frequently do you read the agendas for Board of Trustees meetings?**

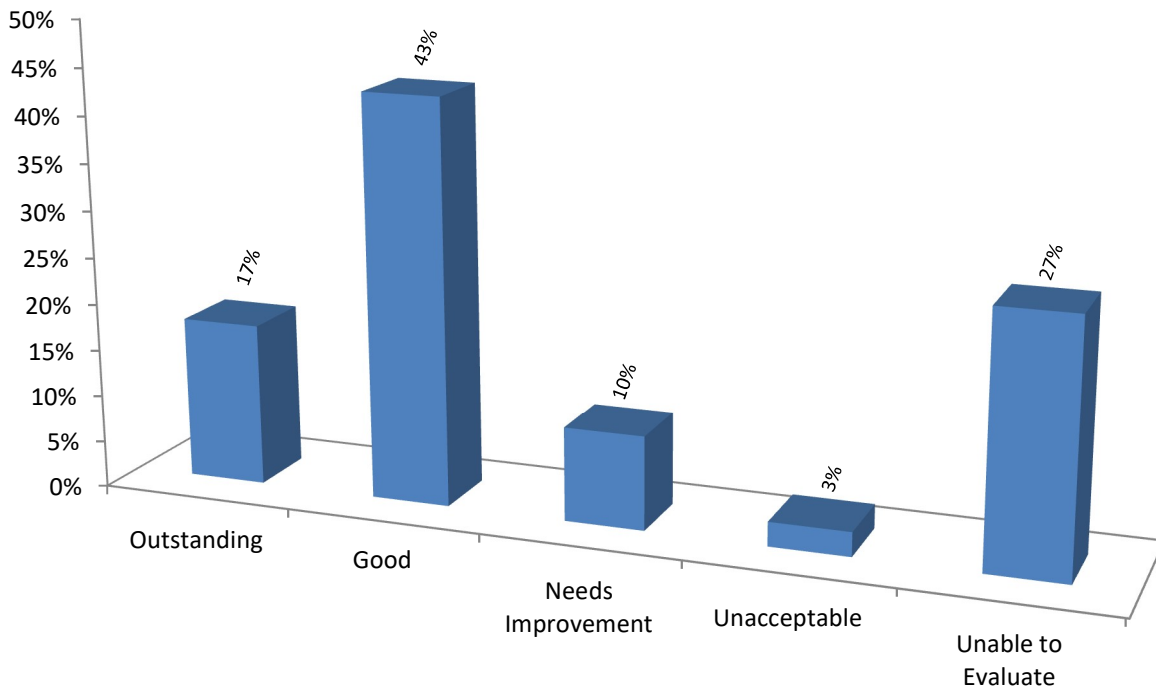


**7. The Board of Trustees, administrators, faculty, staff, and students work together for the good of the institution through established governance structures, processes, and practices.**



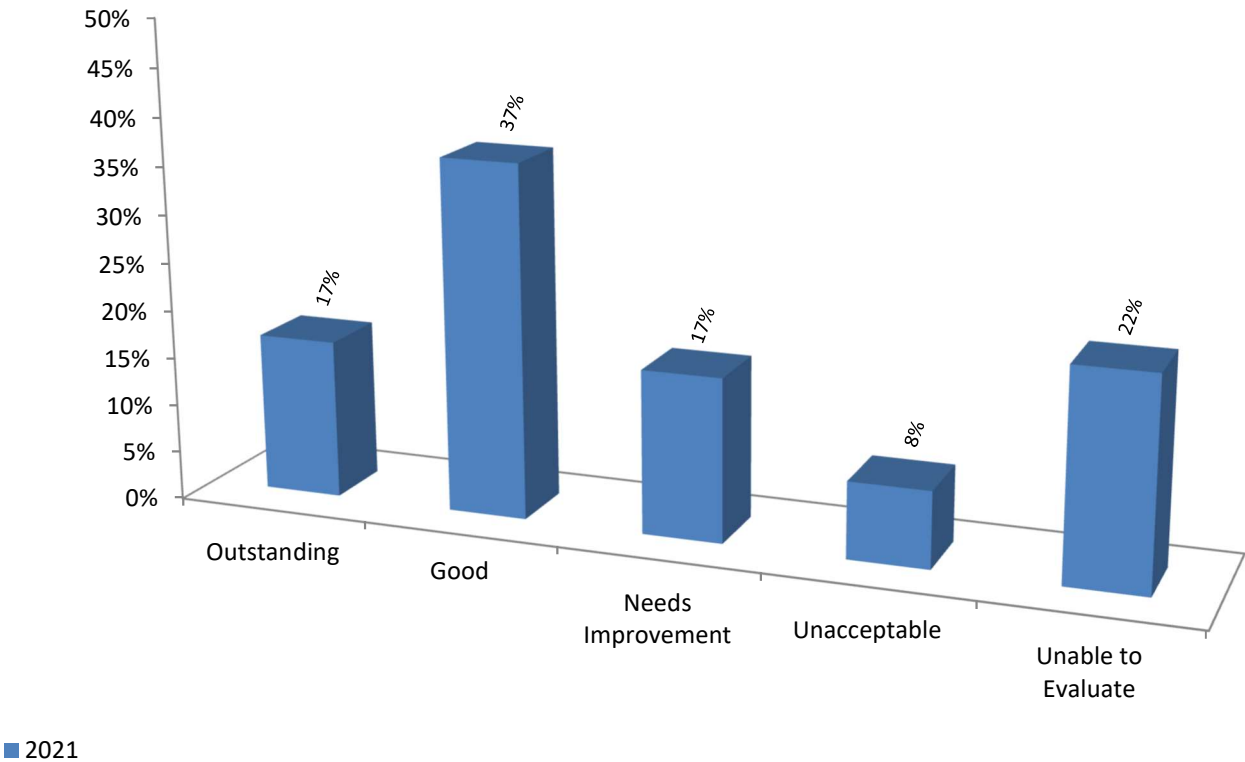
■ 2021

**8. Once the Board of Trustees reaches a decision, it acts as a whole.**

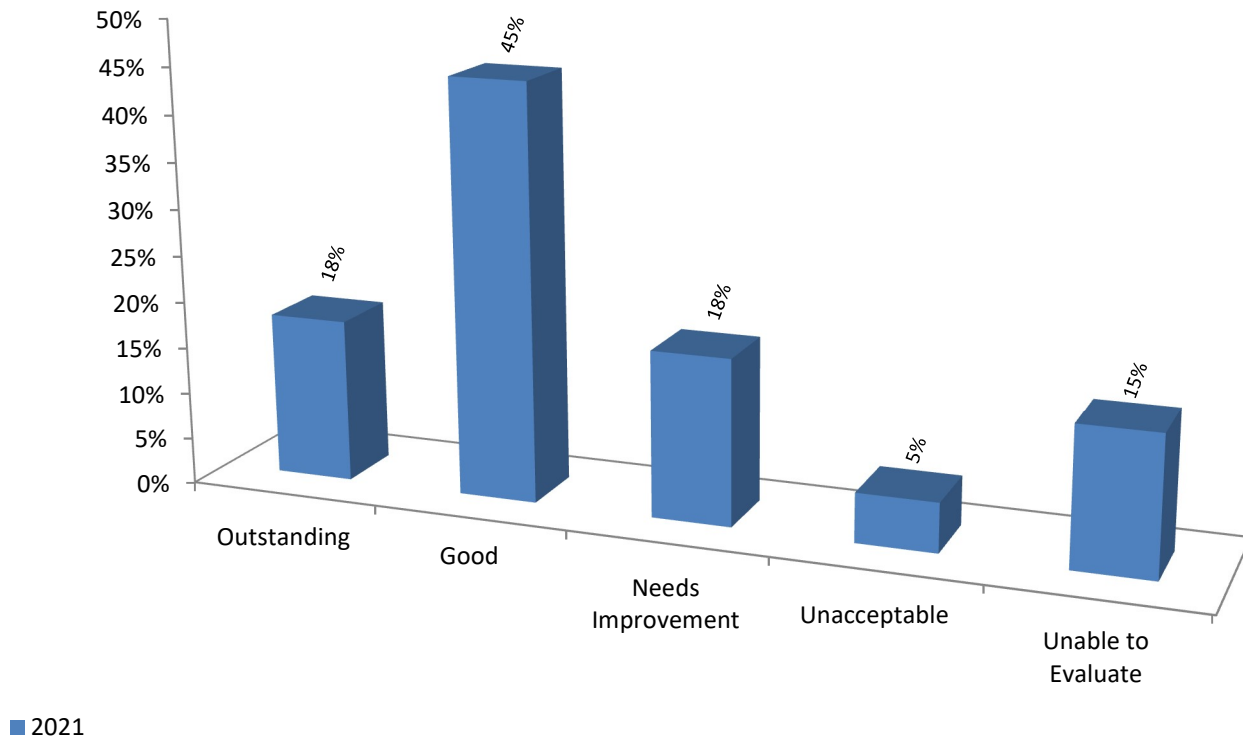


■ 2021

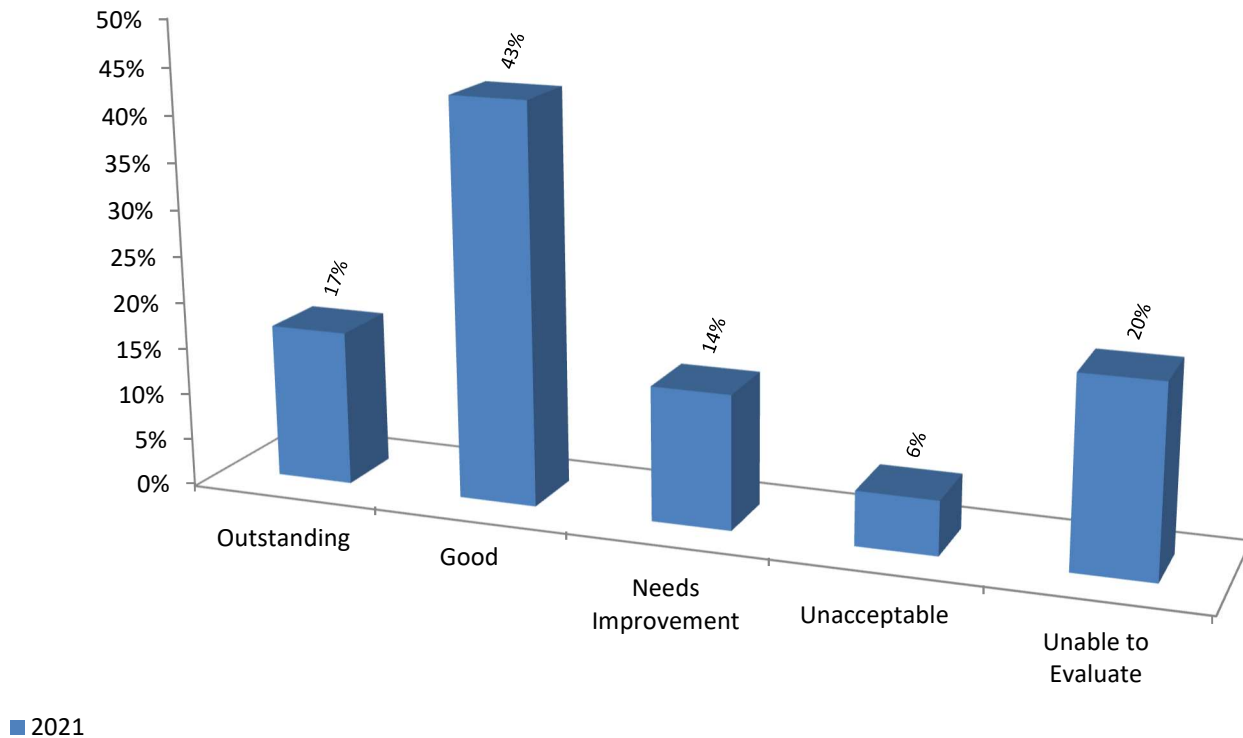
**9. The Board of Trustees advocates for and defends the district as a whole and protects it from undue influence or pressure.**



**10. The Board of Trustees establishes policies consistent with the mission statement to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them.**

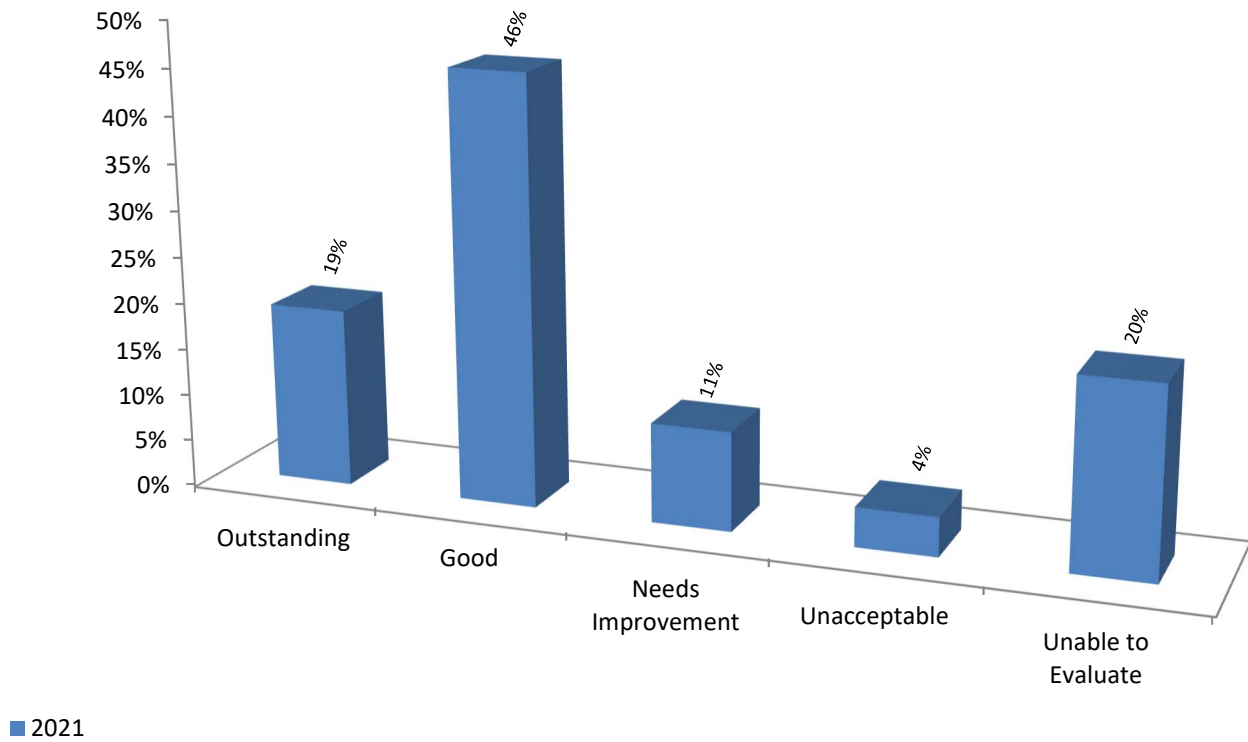


**11. The Board of Trustees has the ultimate responsibility for educational quality, legal matters, and financial integrity.**

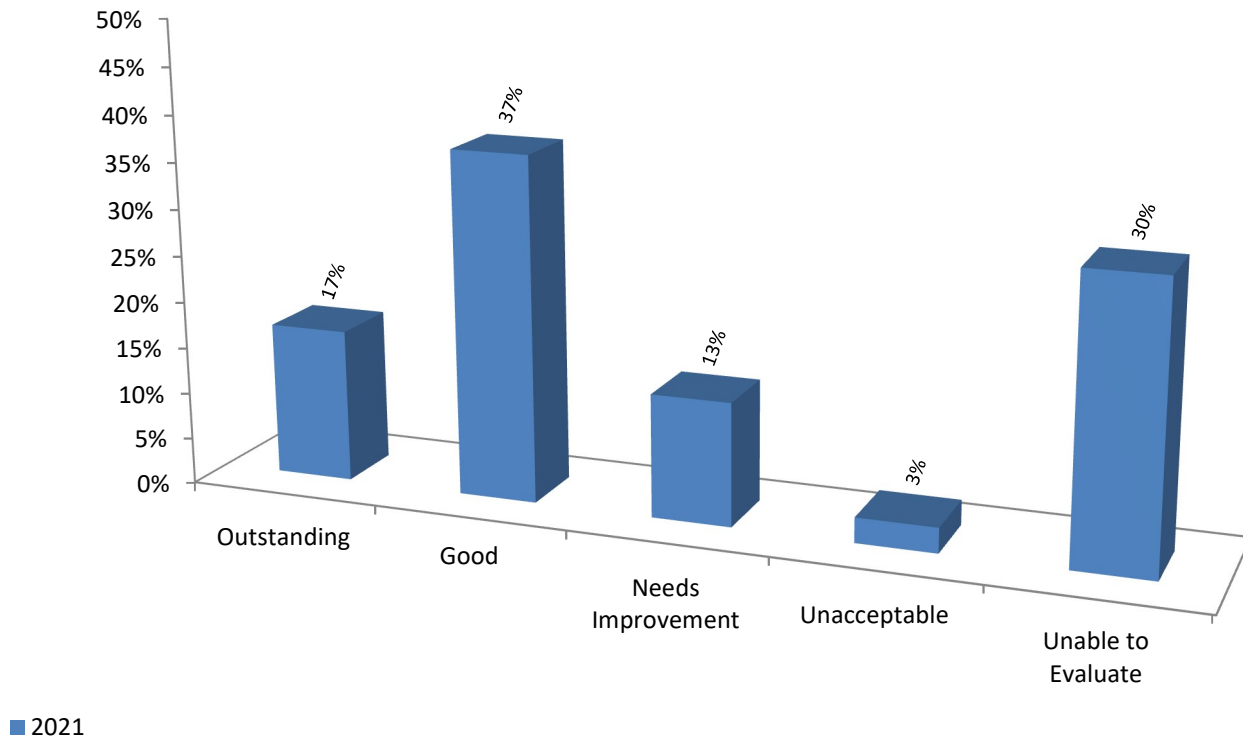




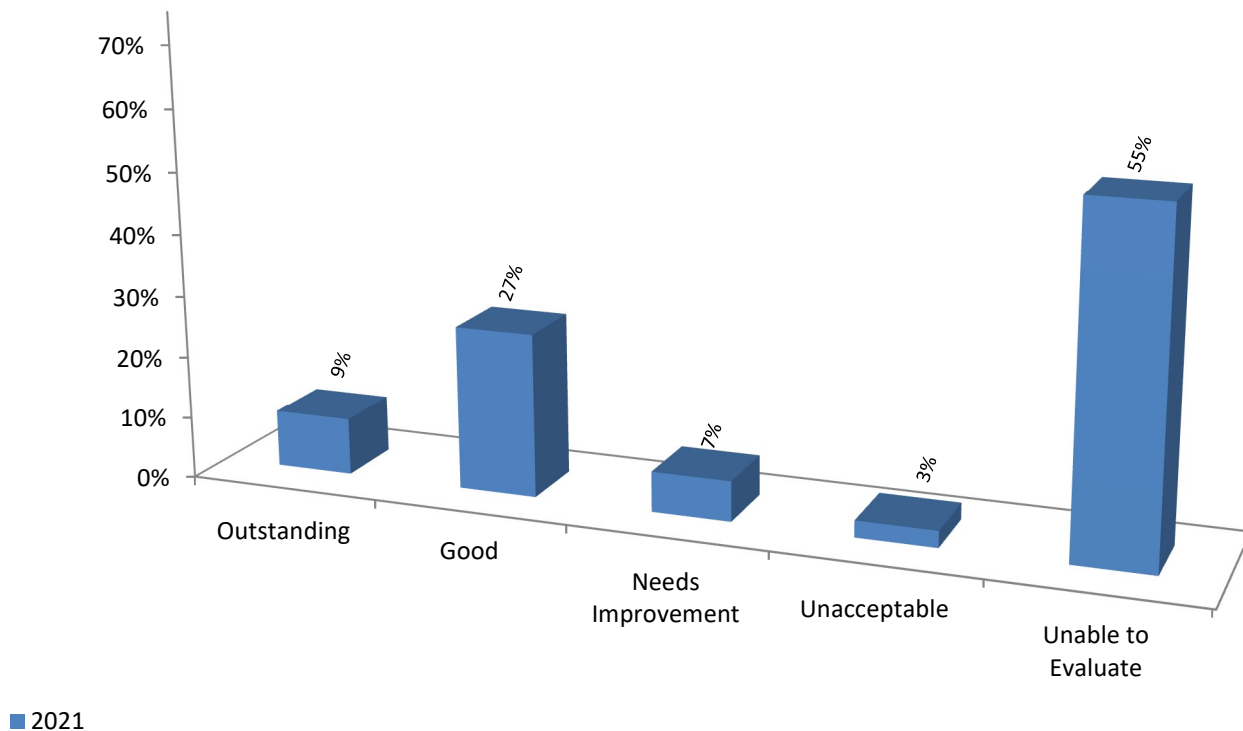
**12. The Board of Trustees acts in a manner consistent with its policies and bylaws.**



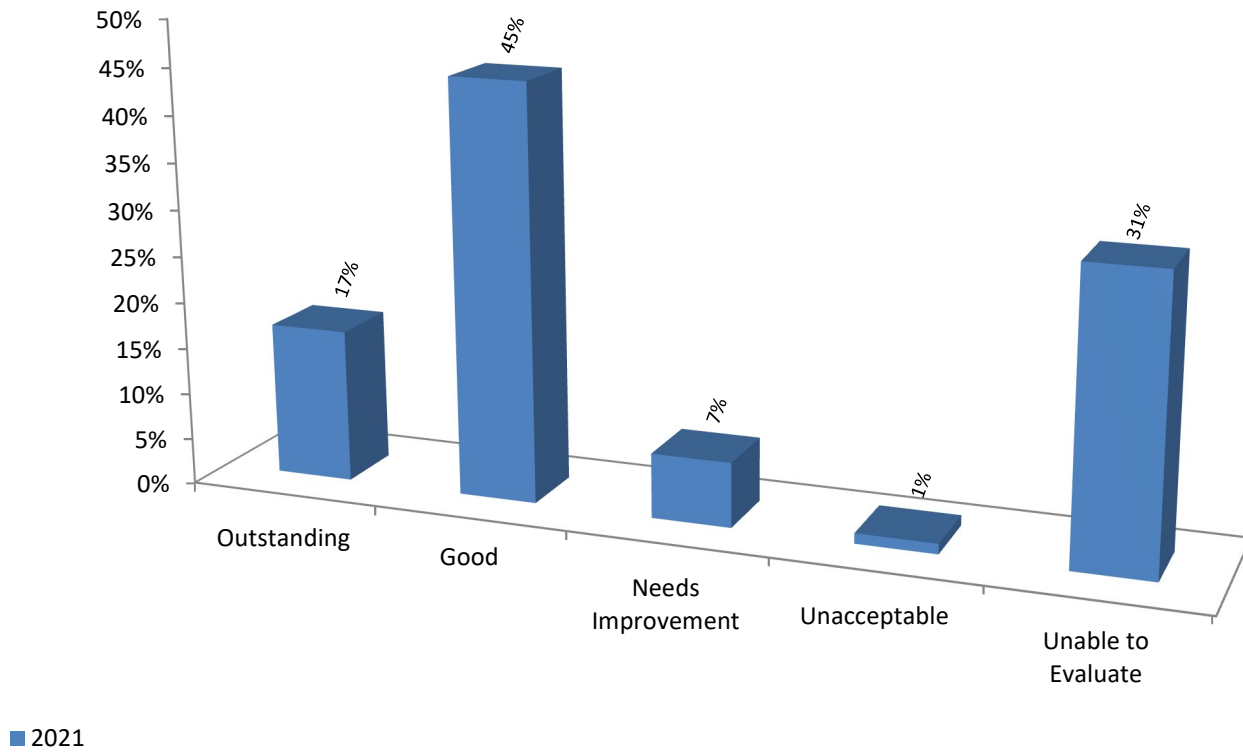
**13. The Board of Trustees regularly evaluates its policies and practices and revises them as necessary.**



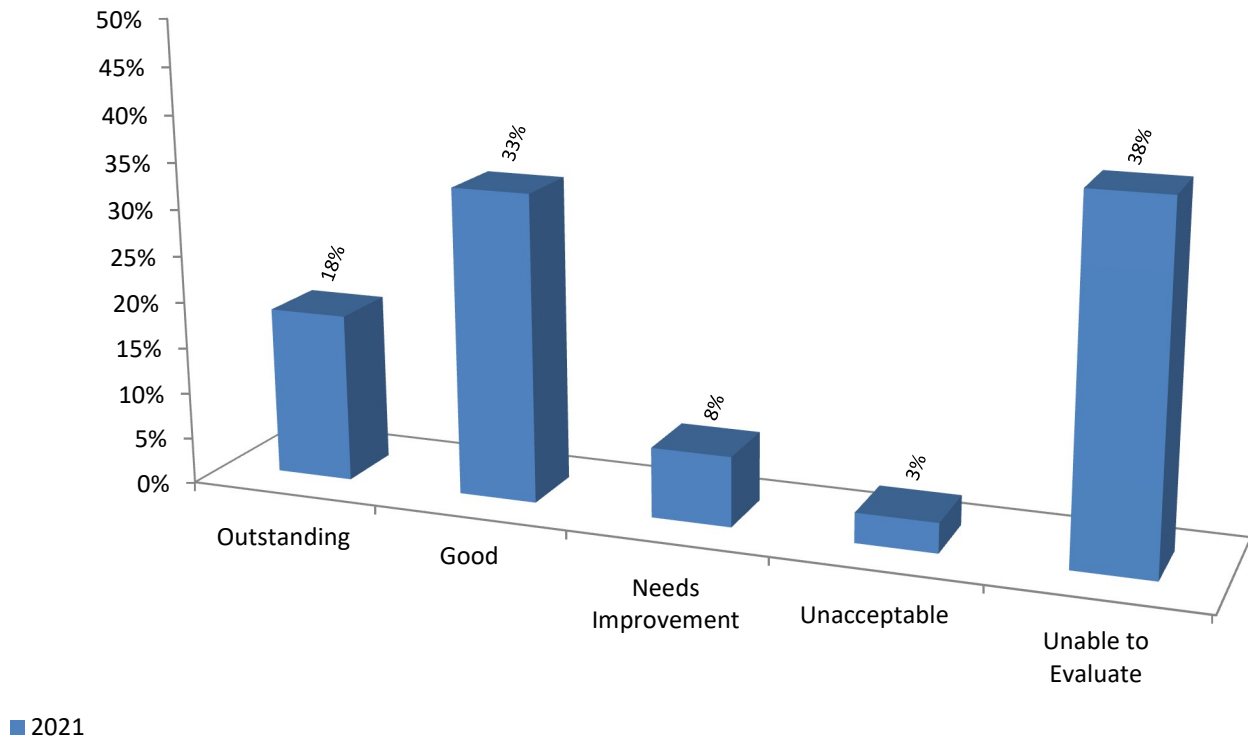
**14. The Board of Trustees has a program for Board development and new member orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office.**



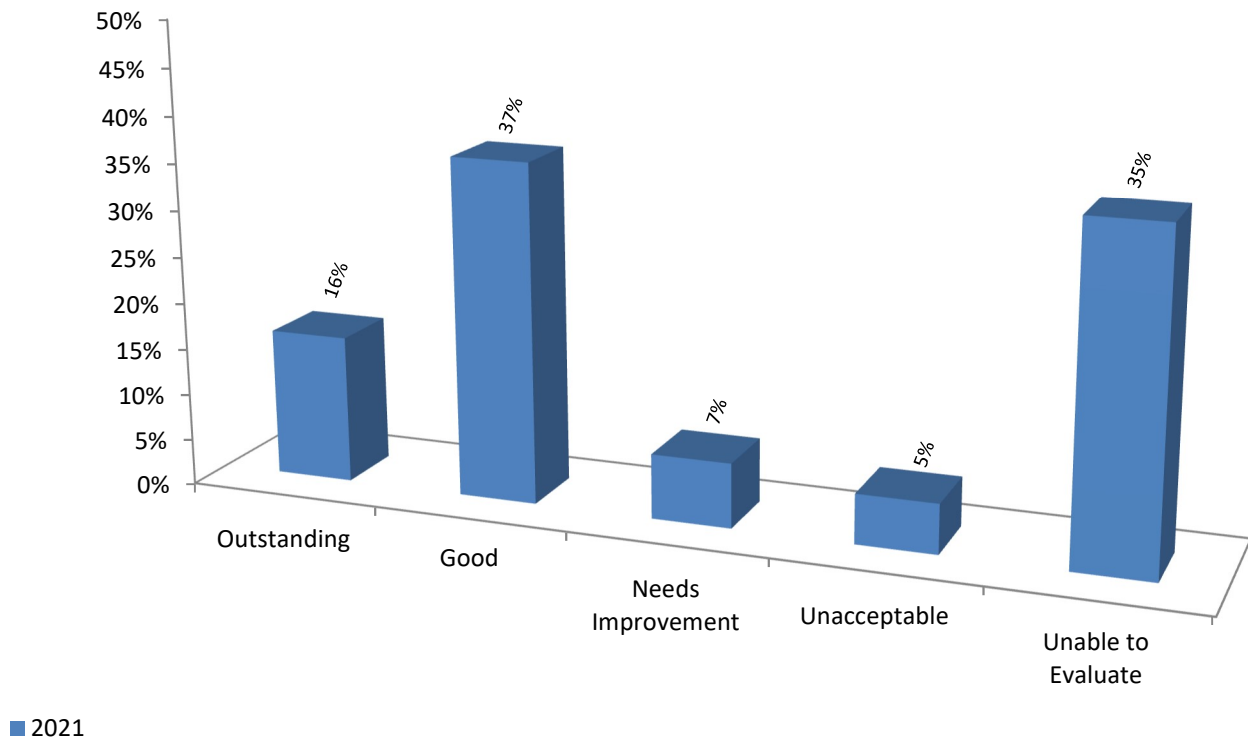
**15. The Board of Trustees is informed about and involved in the accreditation process.**



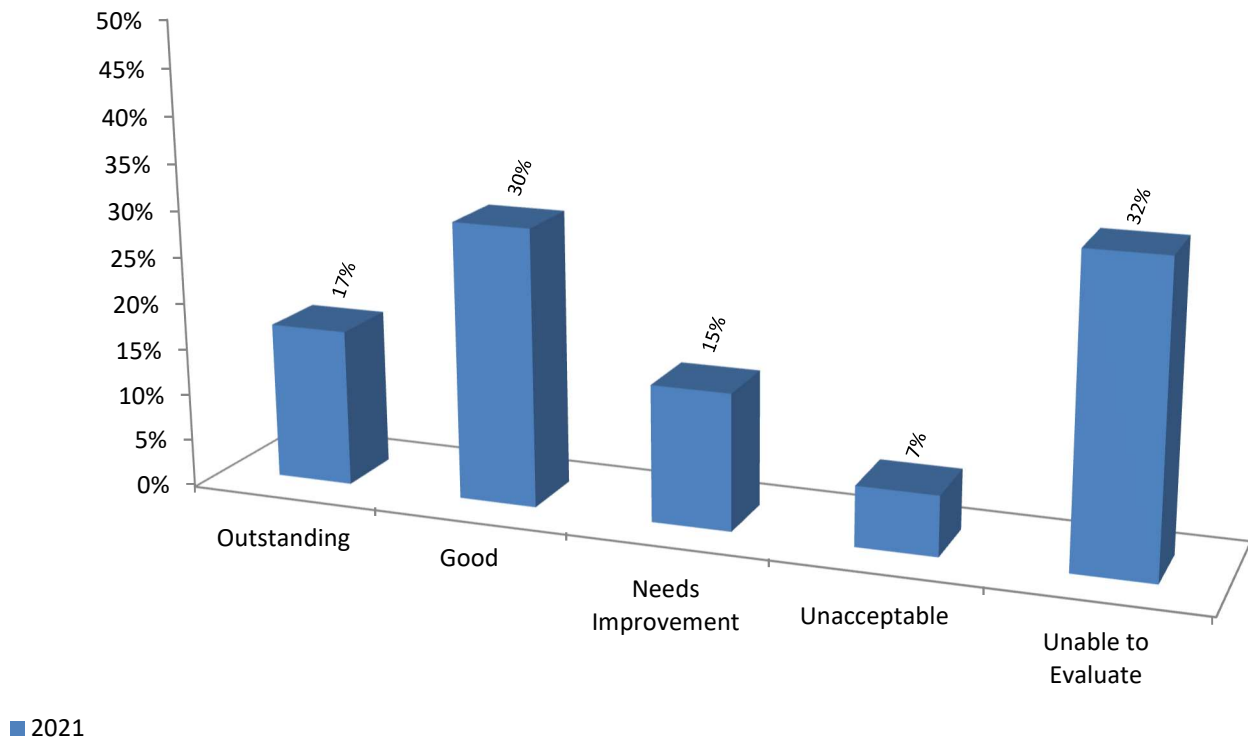
**16. The Board of Trustees adheres to a clearly defined policy for selecting and evaluating the Chancellor.**



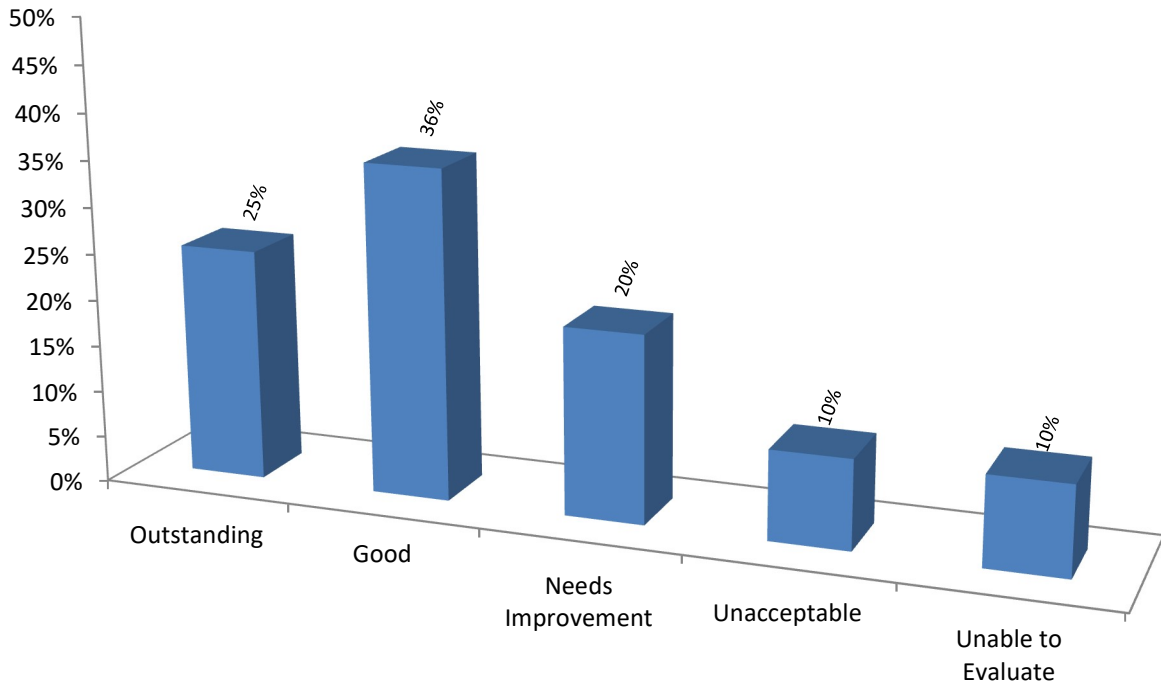
**17. The Board of Trustees delegates full responsibility and authority to the Chancellor to implement and administer board policies without board interference, and holds the Chancellor accountable for the operation of the district.**



**18. The Board of Trustees establishes a clearly defined policy for selecting and evaluating the presidents of the colleges.**

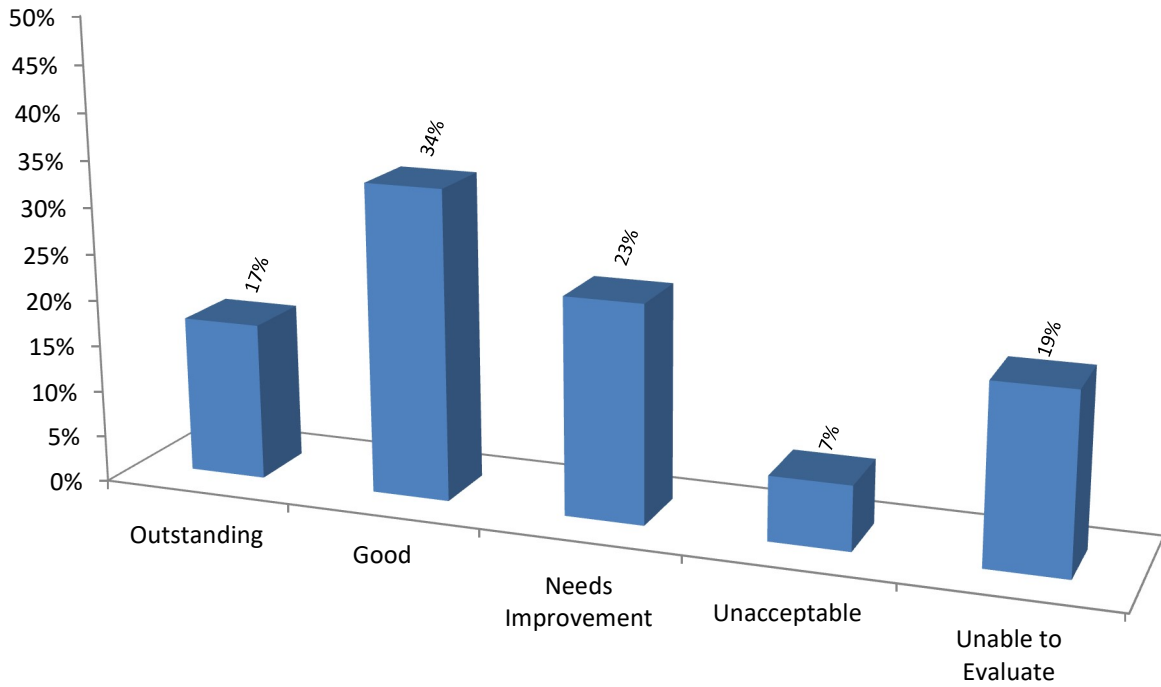


**19. The Board of Trustees has handled the COVID-19 pandemic effectively and has taken appropriate actions to maintain the safety of students and employees while ensuring compliance with the various regulatory and other changes at the federal, state, and I**



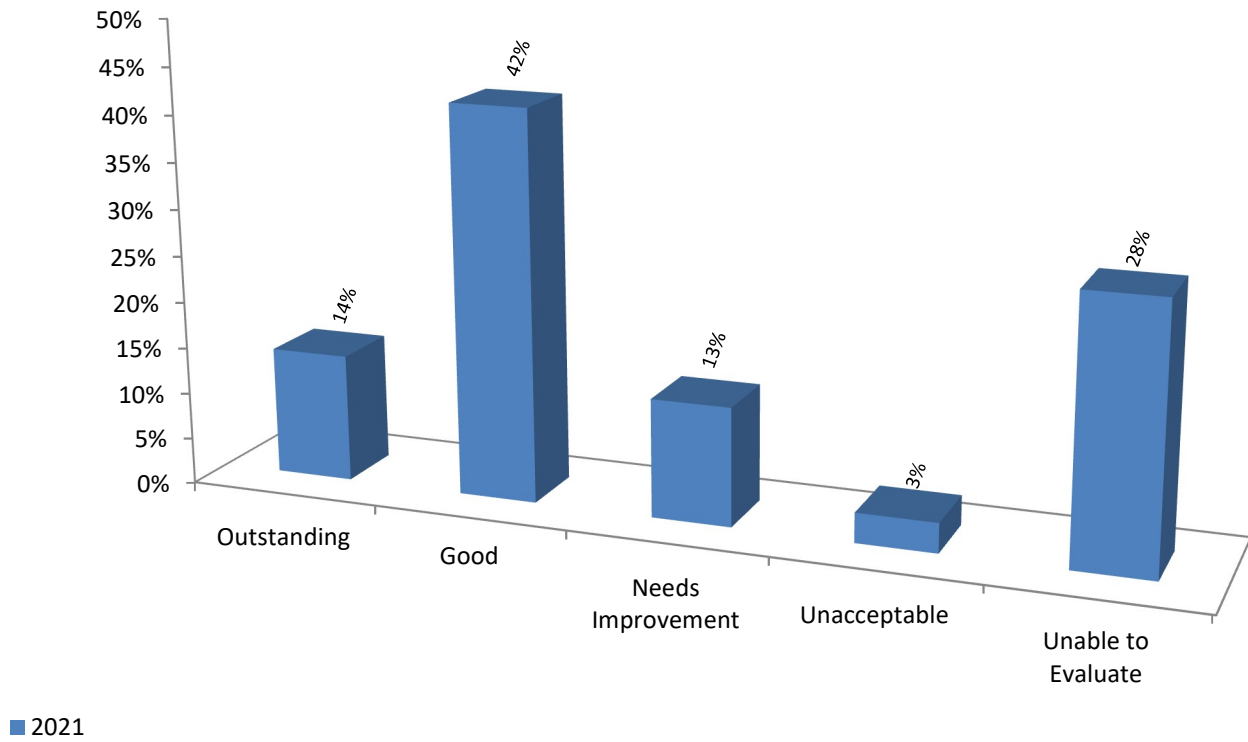
■ 2021

**20. The Board of Trustees has provided leadership and support for the work of the District on diversity, equity, and inclusion.**



■ 2021

**21. The Board of Trustees has provided support for the implementation of statewide initiatives and mandates (e.g., AB 705, Guided Pathways).**



## Comments (each bullet represents an individual staff member's response)

Based on legal advice, some comments which pertain to individual District employees have been redacted in order to protect employee privacy. These comments, though, will be considered by the Board, as appropriate, in Closed Session.

The Board of Trustees, administrators, faculty, staff, and students work together for the good of the institution through established governance structures, processes, and practices.

- Although the BOT uses data and information to make decisions on behalf of the district, the data and information are gathered by managers and administrators may not accurately reflect the employees or students thoughts on different topics.
- Communication is atrocious. Policies and procedures are not often not discovered until we submit something wrong, or to the wrong personnel, that we find out. District HR is awful from top down. Horrendous communication, and confusing processes. No one holds accountability, from management down.
- Decision making through the COVID era has been very, very lackadaisical. It would be nice if the folks at district would make timely decisions such that Instructors can plan courses appropriately. As well, on-ground support for faculty is severely lacking.
- Decisions at the board level do not reflect the concerns and voices of the faculty. (ex. Vision 2030). The administrative vision surveyed faculty, but gave no merit to their input or concerns. Faculty does not support RFP's for repurposing large areas of campus for rental income. Faculty are informed after large decisions are made that affect the campus, student life, and programs. (GWC magazine consuming a large, or all of the advertision budget)
- Due to COVID I am not as active in attending Board meetings. But I do feel that the Board has lost its connection with the needs and opinions of the campus. They are starting to become far removed from us.
- During the meeting, the Board of Trustee should have allowed all the members shown on zoom. Some members are restricted to use a phone listening all the final decisions.
- Education is more and more only a place for a smaller and smaller selected percentage of the world population. All of the processes are set up for weeding out people instead of inclusion into a world of ideas and knowledge. In particular, the plight of Native Americans, African Americans, and Mexican American/Latin X populations are seriously neglected. The CCCD is not putting into place curriculum, resources, equity hires, people with real knowledge of what will help underrepresented populations gain access to and then have better opportunities to thrive. There is a cookie cutter formula being followed all throughout the educational processes that doesn't really work for any race or culture, let alone underrepresented populations.
- Faculty are hardly given the ability to complete evaluations of other faculty. We spend time going to someone's class, giving that person concrete feedback, and assessing their teaching--BECAUSE THAT'S WHAT WILL HELP OUR STUDENTS TO LEARN AND SUCCEED-- but Human Resources on campus and at the District will overturn any evaluation they don't like without any justification or clear reasoning. Faculty evaluation are the purview of the faculty, and the content of those evaluation cannot be grieved (as negotiated in the contract)—but HR is routinely overturning evaluations (and completely suspending the contract) based on spurious grievances about the content of the evaluations. This is a serious accreditation problem, because we now have faculty that are subpar or unsatisfactory instructors who are teaching hundreds of students in ways that don't align with the SLOs and CORs for the classes they teach. HR may be trying to protect the institution in some insane legal way, but allowing these teachers to continue is a serious threat to accreditation. Make HR follow the contract.
- Faculty have too much power and march to the sound of their own drum. District needs to take back control and stop allowing the faculty union to bully them into bad decisions that affect students and staff.
- Here's an example, taken from the most recent message from the district to all staff and faculty: "On Wednesday, October 20, the Board of Trustees met in regular session and found that the state of emergency continues to directly impact the ability of the Trustees to meet safely in person, therefore meetings will continue virtually at this time." Yet the Board of Trustees wants faculty, students, and staff to return to campus. There's no option for employees to remain working remotely or even partially remotely in the spring of 2022. The board is making decisions "for the good of the institution," but the rules "are for thee, and not for me."
- I appreciate the Board statements for Black Lives Matter and supporting Asian Americans.
- I appreciate the Board's interest in what happens at the colleges and their focus on equity issues. I also appreciate that they are respectful to each other and listen to each other's views.
- I feel I am adequately informed by the monthly email update.
- I feel the Board of Trustees are out of touch with today's students and staff and their decision making is archaic. Times have changed and old practices and decisions that were made in the past are no longer acceptable.
- I have much trust in our BOT!
- I love all the COVID protective measures, I feel like the board is protecting us and cares about our health and safety
- I would like to see the Board have more access to all the behind the scenes work that is done by the District and 3 Colleges on all the Board Policy revisions.
- It is evident that the Board reads the reports from the colleges and provide positive and reinforcing comments to the colleges for the work that is being done.
- More interaction would be helpful.
- More two-way communication between the District and faculty



- My impression is that this is true for the most part though it is hard to judge. The agenda is not easy to find and frequently seems to lack detail that may only be available in the closed session meeting?
- NA
- Over the past year, it has been very difficult to connect with our OCC Campus Community. Our campus has made every effort to connect with all stakeholders via "Zoom". Each stakeholder has ensure that the students, faculty and staff have been involved in any decisions.
- Stop with the fear of liability. Covid is over. Mandates are not necessary.
- There is a lot of politics in processes and decisions which can lead to a lack of focus on student success and an emphasis on certain groups owning the process.
- The Board communicates well with the Chancellors Office and possibly District entities. I don't see a lot, if any, communication directly with the campuses.
- The Board of Trustees needs to have more open forums for employees, staff, faculty and students. Many top down decisions have come down from the Board in the past year and there needed to be more input from the stakeholders of the District in these decisions.
- The Board of Trustees seems to be a reactive organization and not a proactive one.
- The Board of trustees while having good intentions continues to perpetuate an environment of distrust which impacts every part of the district. One example of many is that the board still approves every hire saying to every hard working committee member, and department manager they they are not trusted by the board. The good the board does or tries to do is overshadowed by this and other areas where the board fails completely. Because the board has micromanaging tendencies it has made micromanaging the standard approach within the district.
- The lack of foresight regarding the impending fiscal crisis, given enrollment has been declining for several years prior to COVID has put the district and future students in jeopardy.
- The vision of the District is inconsistent with the student needs. The governing structure highly favors the personal wants and needs of the administration and faculty.
- The way that this Board and our Administration requests and distributes open faculty positions across the campuses is inefficient and irreverent of the needs of our students and faculty. Too much of the budget is spent on Board member salaries and should be redirected directly to students.
- There is a problem when the only time we can interact with the board is at meetings where there is no dialogue. This furthers the feeling that the board makes decisions that do not take employee needs or situations into account. When do board members come to us to talk? The only time I have seen board members on this campus is at groundbreaking ceremonies where there is the usual sense of isolation as these are smiley face photo ops. We can only come to you in the formal, no response, one minute public comments at meetings. I no longer attend board meetings because of the distancing effect they have. Get out of your meeting room and come take a tour of my classroom. You might see what I really do. If you really want to know what we think then tear up this survey and come ask.
- There is a racist agenda and racist managers who are intolerant and filled with hatred and disdain for immigrants and LatinX and African American faculty members.
- There's a disconnect between what the BOT discusses and what's happening on the ground in each campus.
- This answer can never be more than "unacceptable" while Part-Time Faculty are exploited for their labor.
- This is a vast improvement from when I first got here.
- We desperately need a more effective/practical online OCC orientation. I can't stress this enough. Our students often find our existing orientation to be useless! It lacks practical/useful information that every new student should know (i.e., on-boarding steps, priority registration, how to register, MyCoast functions/features, pre-requisite clearances, etc.). Students/parents have often complained about this and all we hear is, "The district wants all three colleges to have the same orientation". If we want students to be successful/prepared then we have to do a better job here.
- We need to know the big plans. So much is changing and classes are converging. What's going on? What is the problem behind the actions that we need to know about to understand the big push going on?
- What is meant by "institution" in this question? The three colleges are institutions, but the District is not. I do believe that structures and processes (especially BPs and APs) are consistently applied, and they are reviewed regularly. I do not believe that practices are always equitable for the three colleges.
- classified and managers have been on campus since September, but faculty have the option of not even coming back next Spring? I feel like my life isn't as valuable. Our campus talks about equity, inclusion and equality, but I guess that doesn't apply to employees.

**Once the Board of Trustees reaches a decision, it acts as a whole.**

- CCCD has a unified Board which ensures a goals and mission of the district are carried out.
- Decisions are not always clearly communicated and left to interpretations.
- Everyone seems to be looking out for themselves. This shows in the actions and decisions of the District, and trickles down to the individual campuses.
- I have listened to good constructive discussion by the Board regarding different perspectives and then the Board taking action that is supported (an example is the faculty emeritus policy)
- I have much trust in our BOT!

- I'm not sure what this question is asking. What do you mean by "it acts as a whole"?
- If so, there seems to be no consideration for faculty input. The decision process stops prior to faculty input
- Implementation of change needs to be worked on.
- Most communication comes from the Chancellor
- NA
- Once the Board of Trustees makes a decision, they do good job communicating the decision to the campus community.
- Stop with the fear of liability. Covid is over. Mandates are not necessary.
- The BoT failed to support faculty and academic freedom when it removed the disciplinary action against the students who attacked Professor Cox in 2016.
- The board needs to address racism.
- There is a disconnect between the decisions and the actions that come from the Board.
- There is little dissension.
- There seems to be less Trustee conflict in the past few years.
- This is a vast improvement from when I first got here.
- This is better than it was before but more improvement is needed.
- Throughout this pandemic many classified and management have witnessed the unequitable treatment of their bargaining groups. Classified and management have watched as their wages were cut and not faculty, faculty had a choice to return to campus in the fall and classified/management did not have a choice, faculty were the first to leave campus during the start of the pandemic while leaving classified and management wondering what their fates would be, faculty will only be required to work 6 hours on campus in the spring and classified/management will be working full time on campus during the spring. So much consideration was taken into appeasing our faculty colleagues, however, classified/management concerns went unheard.
- Too political...
- Yes, I have not seen dissent once the Board decides on passing or not passing an agenda item.

**The Board of Trustees advocates for and defends the district as a whole and protects it from undue influence or pressure.**

- Again, seeing district cater to the faculty union creates an unequitable work environment. Far too long has district folded under pressure from the faculty union creating a hierarchy on campus. Faculty are clearly at the top of this hierarchy and classified are soldiers or peasants. This shows how faculty carry themselves and are not held responsible for their unprofessional actions.
- Again, the board seems to be reactive, waiting for other districts and colleges to make decisions and then follows.
- Board takes a assertive approach to defend the district and their employees.
- From my experience, the board mainly advocates for faculty. It does not defend and protect the interests of students as well as it should. Students should be the primary focus of the board.
- I believe the Board of Trustees have responded very well to the pandemic.
- I don't think this is always the case. I think people with connections to Board Members sometimes have an ability to exert pressure over the District and/or some of its employees. It also is common knowledge that some employees may have a connection to the Board and are viewed as "protected" despite the need for them to improve work performance and/or professionalism in the workplace.
- I feel that recently in relation to Covid-19, the Board has chosen to take a political rather than evidence based stand for vaccinations and safety on campus, most likely from outside pressure in relation to this all somehow becoming political rather than medical. Having an opt out option of "personal strong beliefs" opens the door for every conspiracy believing student or visitor to continue with their ideals rather than do the practical thing and get vaccinated. Our campus has a responsibility for our community and not doing that puts everyone in danger and continues to let conspiracy believers and their ideals run strong.
- I have much trust in our BOT!
- I have no information about this. I have never heard it talked about.
- I think that the Board caves into the pressures of the faculty union every time. Let's take the current climate as an example. The faculty union did not want to be on site for the spring semester. There is a majority of students stating that they do not want to be in online learning any longer, however the faculty union has been pushing for no onsite teaching. I have heard over and over again the students stating that if they wanted to do online learning that would have chosen a different school - University of Phoenix is the most common example. So we are being tasked with increasing enrollment, but the Administration is not listening to the students. This is the definition of insanity.
- I think the BOT tries to defend the district to the best of their abilities, however it tends to be on extremely conservative position in the name of liability (waiting longer than other institutions to make racial justice statements, not taking immediate actions against companies who are doing harm to the district ie. Scion or the publishing company that does the GWC magazine, Vaccination Mandates)
- I think the BoT operates in good faith, but the application doesn't always reflect this.
- Most managers and faculty with few exceptions are White supremacists.
- NA
- Not always.
- Not internally. There's a messing going on inside the colleges.
- Protocols concerning the COVID 19 Pandemic do not reflect the views of the community and faculty. Decision regarding vaccine and mask mandates were made without input from faculty and students.
- Same comment about the COVID protective measures, I feel like the board is protecting us and cares about our health and safety

- See above answer. Handling of Political pressure from A certain political group has been bad in the last 5 years in particular. Too many people do not feel supported or protected by the board of trustees. There is a real lack of transparency and teamwork within all factions of the CCCD.
- Spurious grievances are given way too much credence, and those who are found to have made spurious grievances suffer no consequences. This isn't about retaliation--this is a matter of a grieving party making claims that are damaging but ultimately unfounded (as demonstrated through actual investigations that cost the district quite a bit of money) and then walking away from that process unharmed while the parties who have been accused of actions that are found to be untrue are left tarnished. How is this acceptable?
- Stop with the fear of liability. Covid is over. Mandates are not necessary.
- The CDC / OSHA should not be used as the sole source of influence for health & pandemic response or policy as they have been shown to have misled the public and offered delayed, incomplete, or inaccurate information since the start of Covid. A balanced approach including independent sources and research would be most appropriate.
- The board is supportive of the District and evidence of that support is the various safety measures they have adopted during the pandemic.
- The way that this Board and our Administration requests and distributes open faculty positions across the campuses is inefficient and irreverent of the needs of our students and faculty. Too much of the budget is spent on Board member salaries and should be redirected directly to students.
- There is a lot of pressure and influence from internal administrators for certain directions and that is usually the direction the board takes.
- There needs to be more transparency. All of the public messages, and ads on the District site, and college sites are just smoke screens. There is no action behind the messages that the District says they stand for.
- This question needs to be more specific. Is it concerned or overly concerned with legal ramifications? Student learning? Faculty input? It needs to seek out more input from faculty on a regular basis.
- With regards to any items related to public health, the Board has done fairly well with with the COVID-19 pandemic. However, public health and safety should not take into account any politics or political leanings and should strive to make the workplace and campus an environment that is as safe as possible, for as many individuals as possible. By allowing employees and students to refuse vaccinations on the basis of a sincerely held personal belief, the Board has caved to political leanings/pressures and has done a disservice to students and employees that cannot get vaccinated for medical reasons by putting them at greater risk. These individuals with medical restrictions may pay the price of their life so that someone else can refuse a vaccination because it is inconvenient for them or because they have been misinformed/miseducated about vaccines. Also, it is known that per test costs are high. There are better ways these funds can be used for our students!
- again, I fear for my life everytime I come to work. I wish I could work from home and stay safe, just like the faculty.

**The Board of Trustees establishes policies consistent with the mission statement to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them.**

- Accepting RFP for repurposing large areas of campus do not support quality, integrity, and improvement of student learning programs and services. This policy depletes the area that is available to students. Athletics consumes a disproportionate amount of space on campus right now, and is slated to expand with Vision 2030.
- Again, reactive and not proactive
- Decision making through the COVID era has been very, very lackadaisical. It would be nice if the folks at district would make timely decisions such that instructors can plan courses appropriately. As well, on-ground support for faculty is severely lacking.
- How to evaluate this? Faculty determine educational quality and the board seems little more than a very general oversight.
- I believe that the Board of Trustees could have worked to get students back on campus sooner. In my view, the best thing for supporting our students is giving them the full opportunity to learn on campus ASAP, even if it involves assuming a little bit more risk. District staff have definitely been put above students in preference and opinions on this matter. Furthermore, I believe it is likely the vaccine mandate will not be supportive of all students due to logistics if they need to test weekly while also studying and working. I am fully supportive of the idea of full vaccination for all, but the logistics might not be in the best interest of our students.
- I had to search for the Board mission statement: Coast Colleges offer inspiration, innovation and meaningful learning experiences to its diverse and changing community and prepares students to achieve success in post-secondary, career and technical, and life-long educational opportunities.
- I have much trust in our BOT, and believe they always act with good will and intent.
- In this current climate, the Board of Trustees and the Faculty deem it unsafe to return to campus or district at this time. However, it is safe for the Classified staff to return to work. How can this be? It is either safe or unsafe as a whole, not safe or unsafe depending on your job title. There may be exceptions to the rule, but you can't sell the concept that it is unsafe for the Board and Faculty but safe for the Classified. There is also a considerable amount of burnout and stress that is being heaped on the Classified staff by the Board. We are given additional work, more stress and are the only group with a hiring freeze attached to it. How are the students benefiting when the staff is so overworked that we cannot possibly get everything done in a timely manner? So no I cannot agree with this statement at all.
- Needs to seek out more two-way communication with faculty before making decisions.
- Orange Coast College continues to hold a well deserved reputation in the community
- Our Board members do understand the mission and the need to act not only in the public's benefit in general, but for our students.

- Policies = yes The District teams make decisions without the input of the college leadership teams. And I do not believe the BOT are aware of that. And because of that, necessary support is not always there.
- Resources to support them. Really? We are in a financial mess ( been there for awhile) because the board did not have the financial knowledge or foresight to see a proposal and realize this may crate a fiscal cliff in a future date. It is time for new members on the board. How come you did not increase the board to 7- though you went through the whole process a while back. I think it was just for show.
- Stop with the fear of liability. Covid is over. Mandates are not necessary.
- The Board does establish policies, however there is no backing, support or accountability once the implementation is done. For example, we have seen multiple topics of commitment to diversity yet, Black & Hispanic staff are leaving and do not feel supported. Additionally, there is no support to implement said policies to assist with equity. Equity offices have one person working, yet aiming to create institutional change. The Board needs to provide more resources to campuses to truly shift the culture.
- The Board of Trustees needs to look for new funding sources, come up with new college programs and eliminate programs that have little to no funding. The pandemic has taught many organizations that they need to rethink the whole organization, the Coast District is no different, we must rethink the whole structure of the organization to be more technology based, more remote when appropriate, and more in tune what the students are requesting.
- The District Title IX office is a shambles. As a mandatory reporter, I have filed multiple complaints on behalf of my students only to later be told "it would make a difference the student themselves made the complaint." Why am I a mandatory reporter, then? In some cases, I have gotten these students who have been harassed or attacked to file the complaint themselves, only to find out that the Title IX office won't move forward with the case because the defendant party won't respond to the investigation. In other words, Student A accuses Student B of sexual harassment and the Title IX office won't proceed with the case because Student B just won't return some emails. So the case is over. My student (Student A) has to keep coming to classes unprotected, worried that Student B could just be around the corner, or following them, or finding out what classes Student B is enrolling just to enroll in the same classes. Students are being harassed even on Zoom, and I was told this week "it would help if the student contacted the Title IX office directly." WHY AM I A MANDATORY REPORTER? WHY ISN'T MY REPORT OF THIS INCIDENT ENOUGH TO MAKE THE TITLE IX OFFICE ACT?
- The board is mainly focused on faculty, with not enough focus on students.
- The focus has mainly been on improving administrators and faculty, students are struggling to get support and services but a lot of money is spent without taking this into account.
- The processes, rubrics, data collection, data analysis, etc, is not helping a great deal of students get there. Again, no empathy, or understanding of how too many students journeys to them attending A college in the CCCD cannot be neatly placed in a rush them in rush them out formula. We want to attract more students to the schools, yet we put up all kinds of stop signs in their way through each step.
- The resources are not always there which causes frustration
- The way that this Board and our Administration requests and distributes open faculty positions across the campuses is inefficient and irreverent of the needs of our students and faculty. Too much of the budget is spent on Board member salaries and should be redirected directly to students.
- There needs to be more transparency. All of the public messages, and ads on the District site, and college sites are just smoke screens. There is no action behind the messages that the District says they stand for. The actions and policies speak differently.
- These mission words should be part of every document and statement. We need to see them linked directly to each communication and action. They cannot be supposed shadows behind them.
- understand with remote meeting and not much campus presence, this may have affected this. But I was starting to see the pattern before COVID. They need to visit programs and faculty and get in touch with the needs of students.
- This would be true if faculty were back on campus. The students in my department are strongly advocating that district gets classes and counseling back in-person on campus.
- To be consistent with the mission statement, the Board should understand that the slim staffing of each department is resulting in faculty and staff suffering a great deal of stress and a significant amount of injuries from mental and physical health. Many have verbalized submitting their resignations or doing the bare minimum as they are all very tired. The moral is low. Many have expressed that do not want to be at this district, but they love the students. Such low moral impacts the functioning of the departments in how we serve students. Not providing the department the resources or sufficient staffing has resulted and impacting how students are served.

#### **The Board of Trustees has the ultimate responsibility for educational quality, legal matters, and financial integrity.**

- Anything item that is required to go through the district's legal department seems to stall considerably, causing loss of opportunities that could benefit the campus. The fiscal policies do not reflect the way business is done in today's marketplace, causing the cost of items to be inflated when finding vendors who will work with the antiquated policies.
- Financial integrity (lack of planning based on financial and enrollment analysis) is low. Additionally, the tenured review practices are a joke and do nothing to protect the student experience from faculty who are sub-par. (That said, most tenured faculty are wonderful- but the current system does nothing about those who are not)
- How can one evaluate this given that these 3 matters are quite different?
- I believe the Board members are prudent when expending taxpayer funds and handling legal matters when they arise. On occasion, have to interact with District Risk Services and legal counsel. They have been supportive and provide a detailed response to explain their position on any related issues.

- I believe the board tries to take responsibility but is not effective because it is more focused on control than outcome and does not trust the expertise of the teams that work here.
- I think the BoT is often left in the dark about items that violate policies.
- I'm struggling when I see that the state seems to have so much money right now but yet our belt stays fully tightened. It's exhausting to work without a light at the end of the tunnel in regards to opening the hiring freeze, finding funding to grow programs, etc.
- If schools are run like corporate spread sheets, students become but a number on a spread sheet.
- Needs to seek out more two-way communication with faculty before making decisions.
- Our Board has consistently allowed labor groups to influence their hiring decisions, to the detriment of the District. We should not consistently engage in deficit spending and we shouldn't hire faculty for students we don't have. We have buildings that are not utilized and cannot be maintained appropriately...the District has talking about trying to increase enrollments and can't seem to do it. COVID just made it worse.
- Responsibility is passed from one person to the other. Little is done to tackle the real issues.
- Stop with the fear of liability. Covid is over. Mandates are not necessary.
- The "ultimate responsibility" held at the district office is probably better conceived of as "ultimately authority." The district will suspend the contract when it pleases. The district will ignore student complaints when it pleases. The district will fund investigations that reveal no wrongdoing, yet the accusing party will not suffer any consequences while those wrongfully accused continue to suffer from the accusing party's actions. If the board would gladly take responsibility for the instructors who are still teaching at our school to this day who have been found to be unsatisfactory instructors and are doing material harm to the learning experiences of our students, then I think that would go a long way in showing accreditation bodies just what our district is all about--authority.
- The Board is appropriately informed about these issues and takes them seriously.
- The Board should probably have MORE control in this area to assure more transparency and inclusion as some major decisions over the years seem to come down unilaterally from district upper management, especially from the V.C. level on H.R. and I.T. matters, without the opportunity for those most affected at the campuses to weigh in through shared governance.
- The Budget process could be more transparent at all levels.
- The faculty hold this responsibility as well and yet faculty are often not acknowledged or appreciated for their work.
- The way that this Board and our Administration requests and distributes open faculty positions across the campuses is inefficient and irreverent of the needs of our students and faculty. Too much of the budget is spent on Board member salaries and should be redirected directly to students and hiring of full-time faculty.
- This is a statement that cannot be evaluated according to the choices given. Its a definition, not a statement of action that can be observed and commented on.
- This is an odd question - it should be listed as a yes or no and not as a Likert scale?? I think yes, they have ultimate responsibility for these things. However, the quality or the work that is done to attain these things is a different question.
- This is more a yes/no statement in 6.2, so rating it does not make sense.
- Yes, they do. (There is no other way to answer this question, the way it is worded.)

#### **The Board of Trustees acts in a manner consistent with its policies and bylaws.**

- "On Wednesday, October 20, the Board of Trustees met in regular session and found that the state of emergency continues to directly impact the ability of the Trustees to meet safely in person, therefore meetings will continue virtually at this time." However, offices are to open, students are to return to campus, and "compliance with the mandate will be monitored." Do we monitor the board of trustees?
- As far as I know...
- I believe little will be done with these results, but it still needs to be stated.
- I don't think it's the Board of Trustees, but as a District, I am not sure I can say we review them regularly as there are policies that have been updated for awhile
- I trust the integrity of our BOT.
- I've never read the policies and bylaws, so I'm not really sure. I can give the board the benefit of the doubt.
- If so, then I would say the mission statement needs to change. There are so many talented people in all CCCD schools that are looking for help to tap into there full potential, and we are turning our back on them for multiple reasons, too many times.
- Not all BOT members
- Not always. Rules are not applied fairly and consistently in every case.
- Some of us are back at work now, have to come back full time next semester, though others have the option of coming back next year for one day a week? Great policy. Makes me feel like a second class citizen at work.
- Stop with the fear of liability. Covid is over. Mandates are not necessary.
- The district and HR and any administrative party are happy to suspend the contract and the policies and bylaws when it serves their purposes. For those of us who are expected to live (or die) by those policies and bylaws, it can be frustrating to follow them to the letter and then be undermined by a body that has no investment in these ideals. If the bylaws and policies are designed to be fair and to make us all equal before the law, then we all know what happens--between equal rights, force decides.



**The Board of Trustees regularly evaluates its policies and practices and revises them as necessary.**

- Andreea Serban is fair and listens to all constituencies with an open mind.
- BP/AP's revisions is a very slow process, even though there are plans to reassess BP/AP's every 3 years. There are policies that have not been reviewed in over 7 years.
- Dr. Serban has done an outstanding job.
- I have experienced that there are times when decisions are made that are inconsistent. For example, hiring practices. There was information about hiring freeze and hiring internal only. Then the Board allowed for the Chancellor to change that thus eliminating internal opportunities for Coast employees. The other is the hiring of the Executive Director of HR - that should have been a fair recruitment and not a process that was "worked around" with a reclass. This is a position that requires the most professional and ethical individuals and really it speaks to how much better oversight HR needs. There are issues here and I am shocked that the Board allows for this.
- I've never seen such self-evaluation documentation. Is the board evaluated by an outside source?
- If the policies and practices were revised with an equitable stance then yes, but the constant unfair treatment and of classified/ management states otherwise.
- If this is the revision process that is handed over to each campus's Academic Senate, then that's a complete joke. The Academic Senate is a body composed of the worst ghouls on campus, those with no taste for actual teaching and whose sole excitement in life is wielding a sad little gavel (despite not knowing how to work Zoom three semesters into a Zoom-teaching environment, which really makes you wonder how, or if, they can run a classroom). Liquidate the Senate and take these "instructors" special projects away from them. Or-- better still, because they are hardly teachers at all--revoke their right to teach and sentence them to the eternal Hell of doing Program Review.
- Policies overall are overly-centralized without regard for the specialized nature of many of the many programs and departments at the 3 campuses which do not, or cannot, operate like standardized corporate offices. While there is a pipeline for policy review through the various committees and all-user emails, the reality is that most employees have absolutely no direct input on the language of the policies. A better process would be to first ask employees what students need, what employees need, and what they actually do on a daily basis to accomplish these needs before drafting the Board Policies so they represent reality rather than an ideal which cannot be met and still deliver quality education to students. Less centralization and standardization. More variation and trust of the faculty and staff to dictate their own guidelines and methods for the betterment of students.
- Stop with the fear of liability. Covid is over. Mandates are not necessary.
- Surveys are done, but little is done.
- The process for review is not driven by expertise. Experts may or may not be consulted but it is not the driving force for revision. Procedures need to be more fluid and should not need such an extensive process for revision.
- This seems to be on the agenda at least annually.
- Tough job, I'm sure, but that's what you signed up for. If your experience isn't what many of the students attending community college is, it means extra vigilance is needed in order to ensure that we constantly, truly evolve into a more fair, equitable, profession that is motivating, inspiring, teaching people from ALL walks of life.
- Doubtful
- see all the above comments: I think we should all be at home or all at work. I feel discriminated against by the district

**The Board of Trustees has a program for Board development and new member orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office.**

- Board members serve far too long. Continuity is great. But the more new faces we see on the Board, the more opportunity for new ideas to come to the forefront. And it is time to finally see the Student Trustee gain the full voting rights and value that regular Board members have. Diversity and Equity is a main focus in our hiring and policies. It should include trusting the Student Trustee with full rights. (The word "Trust" is in the job title itself).
- I am not aware of any program and if there is, it does not seem to be implemented.
- I have no idea; not heard it reported on or discussed before.
- I was not even aware this was even available
- I would hope the board welcomes and gets new members settled. If it doesn't have a program, we are in trouble.
- Membership only changes for the student trustee. Same BOT members for years with same perspectives and priorities.
- Numerous instances of violation of BP 3050 are not addressed. Including the placement of false information in faculty files.
- Other than student trustees, when is the last time there was a new Board member? Like with long-term politicians, it might be helpful to cycle out trustees to ensure that there aren't opportunities to enforce long tenures of favoritism, preferred social/cultural views.
- Since my time at GWC and OCC, I believe we have not had any new Board Members.
- Stop with the fear of liability. Covid is over. Mandates are not necessary.
- The board membership has not changed in a very long time though that's not evident from the way the information is presented on the website. Other than the student trustee, all board members have been in their roles for more than 10 years. We need new blood!
- This process, if in existence, is not widely known or discussed.
- When was the last time there was a new board member?

- i am not aware of these policies or what actually happens
- never seen it or know about it
- the board seems to be the same people always, lacking in diversity of age and race. It does NOT represent the staff nor student diversity.

**The Board of Trustees is informed about and involved in the accreditation process.**

- Accreditation process is a big part of the problem. A seriously flawed process, especially for underrepresented populations.
- I am unsure how they involved, other than getting summaries.
- 
- I assume so. I'm more worried about how the part-timers are treated like the help and have to work for free beyond their contracted activities.
- I believe the executive team keeps the Board informed.
- I feel the BOT keeps closely apprised of each campus' accreditation efforts.
- If the Board were serious about accreditation, they would not allow HR to overturn evaluations of faculty. Period. What is the one mechanism that allows us to establish and enforce teaching standards and rigor? What is the one mechanism that protects students from bad teachers who aren't following the CORs or assessing the SLOs of the classes they teach? If HR can undermine that one mechanism, then we don't deserve to be an accredited institution.
- Involvement with campus processes is typically VERY limited.
- Stop with the fear of liability. Covid is over. Mandates are not necessary.
- rarely talked about at BOT meetings

**The Board of Trustees adheres to a clearly defined policy for selecting and evaluating the Chancellor.**

- How can anyone allow the Chancellor to keep making those videos? Seriously? "Be well"? Get out of here. If the Chancellor has important information, it needs to be written down in an email.
- Write it down. In an email. And send it. I don't know why that's so hard, but the Board could probably help to make this a consistent behavior instead of just a courtesy we've been getting every once in a while recently.
- I say outstanding because we now have a great chancellor
- I was not involved in the last process.
- I've never seen the policy.
- Needs to seek out more two-way communication with faculty during the selection process. I would like to see more town halls via zoom for candidates.
- Stop with the fear of liability. Covid is over. Mandates are not necessary.
- The board clearly reviews the goals of the Chancellor and provides annual evaluations on their performance.
- The fact that the board or some one removed classified personnel from the hiring committee of any VPS- and Chancellor says a great deal about what the "board" thinks of its employee base. The buck stops with the board, and they enable the continued cyclical cycle of less value and equal treatment of all employees who are employed with CCCD. The fact that we are in a financial mess is perfect example where the "Board" is not doing its fiduciary duty of oversight.
- The selection process does not include public presentations where students, community and staff could provide feedback and get an understanding of the candidates that are in the finalist pool for the position. In addition, I am unclear why the evaluation of the Chancellor does not include all campus personnel and only a select few to evaluate the leadership and direction of the district under that role's leadership. There seem to be many stakeholders voices that are not being captured in the evaluation process.
- This process, if in existence, is not widely known or discussed.
- We have a great Chancellor as a result.

**The Board of Trustees delegates full responsibility and authority to the Chancellor to implement and administer board policies without board interference, and holds the Chancellor accountable for the operation of the district.**

- Can this be evaluated? It may be in board policy but only those very interested will take the time to search, locate, and read board policy to find this. Hiring committee member searches do indicate that there is interest in involving the campus but the process does not seem to be "clearly defined".
- I would hope so. Do you just want us to say nice things about you?
- If you want a comment on the Chancellor then send out a separate survey for higher management - Chancellor, Presidents, VP's and HR You want true and honest feedback , then send the surveys out on a yearly basis.
- So the Chancellor is responsible for the Title IX office routinely ignoring complaint of harassment? The Chancellor is responsible for faculty being told "if the student sent in the complaint instead of you, it might make a difference"? Whoever is responsible should be held to account--our students deserve to be protected and the Title IX office seems to like to find excuses for not doing that protecting.

- Stop with the fear of liability. Covid is over. Mandates are not necessary.
- The board interferes too much still.
- There is no accountability at the District.
- There is no way to evaluate this.
- This sometimes varies based upon whoever is Board President.
- board has greatly improved on this.... but a few still 'intermingle'
- the Board works well with the Chancellor and provides clear direction.

**The Board of Trustees establishes a clearly defined policy for selecting and evaluating the presidents of the colleges.**

- BoT is taking too conservative of an approach to re-opening the campus. Vaccination mandates are a violation of the personal freedoms of students, staff, faculty and administrators and should not be required, especially without valid scientific data to prove their efficacy.
- Classified staff involvement in the hiring procedures for ALL administrators and faculty should be implemented.
- Early on, it was Outstanding. Taking the decision to move to remote learning modalities was the right move even though I panic at the time. I was proud that our district took decisive action to protect faculty, staff and students. However, now, the push to require full-time faculty and pressure part-time faculty to teach online in the Spring is not the right decision in my opinion. The policies are not adequate to protect faculty and students while Covid is still prevalent.
- I believe the answer to this question as it applies to COVID-19 is yes. However, the world has forever changed even when COVID is no longer as big of a risk as it once was. The workplace has forever changed. People have figured out that they can work from home and be just as (or in most cases more) productive and have a better work/life balance than 5 days in the office. The fact that the District is wanting employees on campus 5 days a week in January is disappointing. We are going to lose a lot of great people because the District is not willing to recognize the benefit of hybrid work schedules. Many of us in Higher Education work in the field because we love students and love what we do. We often times do not have a healthy work/life balance because of that. Offering the ability to work from home a couple of days a week not only makes the CCCD a more desirable place to work as the majority of Americans are not looking for flexibility in the workplace, but it also provides it's employees with a better working schedule which can contribute to a better work/life balance which then contributes to better overall health and mental health. I am going to be so disappointed to see us lose people like flies because the value of remote work is so high and they leave to go to an employer that also values that.
- I believe there should be more transparency in this process. Other colleges have public sessions to meet candidates, yet we just hire internally, however there is no opportunity for the campus to evaluate who will lead.
- I don't know if it does or not. Are all of these codes and policies published for all to read?
- I don't know how they are evaluated
- I haven't heard from the Board of Trustees about the GWC President's egregious errors regarding GWC Magazine.
- I tend to be very supportive of the Board, and believe in most cases the Board does a good job of looking out for the District and providing oversight of District activities. But, I just can't say that about how we are handling Covid. With the winter flu season approaching, and news about new variants starting to hit, we are busy ramping up employee presence. While most of us get that we need to be available for students, we also see the Board choosing to continue holding it's meetings remotely.
- If staff MUST be onsite to better serve students, then shouldn't the Board also be required to be onsite for the same reason? Perhaps even more so because the Board answers to not just students/prospective students but to taxpayers and voters as well. Can we honestly say that the Board is able to interact with and address the concerns and questions of every group of constituents during remote meetings as well as they do when meetings are in-person? We have lots of employees over the age of 50, and there are likely plenty of us with various risk factors including health issues. So, if it is safe enough for students, instructors and staff to be back onsite, then why is it not also safe enough for the Board to come back onsite? Would it not be better for the Board to lead by example and do what the rest of us are being required to do, rather than being the one exception to the policy the rest of us are already following?
- Presidential selection committee does not include equal representation of Classified Professionals. A single union member does not represent the 100's of Classified employees within the District. OCC's Classified Senate Representative had to be a Non-Voting member for Dr. Suarez's hiring committee. Prior to becoming a non-voting member, we were told that there were too many people on the search committee and could not accommodate additional people due to scheduling. We were told to ask Academic Senate to give up a seat to make room for Classified Senate. As you can already see, this did not bode well amongst faculty and caused tension amongst constituency groups. This is inequitable decision making within the district and clearly shows who's voice is important and who's are not.
- Really ? How do you evaluate them? I have never seen a survey sent to me about the President of my college? How are you suppose to know how they are doing if they do not get surveys back from all personnel who who for the college- that means all employees.
- Serving on the GWC president search committee, I received no such policy information.
- Stop with the fear of liability. Covid is over. Mandates are not necessary.



- Thank you for the vaccine mandate!
- The board has been in a no-win situation but has readily and perhaps too-readily capitulated to regulatory overreach in the name of excess "safety". It is not the board's job (or within their ability) to eliminate risk but rather to provide a reasonable expectation of an environment free of excess dangers. Past complete closures and Upcoming health mandates are an extreme reach in an attempt to eliminate risk.
- The process for evaluating the President and then extending contracts should be more transparent and include additional voices.
- The selection process does not include public presentations where students, community and staff could provide feedback and get an understanding of the candidates that are in the finalist pool for the position. This is very unique to the Coast District as other community colleges and higher education institutions around the state allow for public presentations by the final candidates to get an understanding of the needs and culture of the campus. The board has the power for the final selection, however without campus constituents beyond the selection committee this decision seems incomplete and not transparent for those invested the most across the campus. In addition, it also seems exceptionally unreasonable that the managers are reviewed by all managers across the college including their direct reports but the President can select a few select individuals to review their performance and leadership. If the president is accountable to the success of the college and provides the goals and direction that all stakeholders, staff, faculty and managers pursue. It is unfortunate that not everyone at the campus has the opportunity to evaluate the president's performance, good, bad or indifferent. The lack of engagement from across the college to have their voices heard devalues that the president is setting the direction for the entire campus and everyone who works at the college.
- There is a clear bias and the students suffer due to this.
- There should be a representative from each group during the final interview. One faculty representative, one classified and one administrator. This way all groups are represented during this hiring process.
- These selections are highly political.
- This is another policy that needs improvement because it needs to include Classified to be part of the hiring committee. The reason is that the greatest number of employees are classified thereby being the most impacted by the college president - yet Classified are not part of the policy list of constituents who is included.
- This process, if in existence, is not widely known or discussed.
- Without searching for that policy, I don't have that information.

**The Board of Trustees has handled the COVID-19 pandemic effectively and has taken appropriate actions to maintain the safety of students and employees while ensuring Compliance with the various regulatory and other changes at the federal, state, and local levels and communications related to COVID-19.**

- As I commented above, I believe that the Board of Trustees could have worked to get students back on campus sooner. In my view, the best thing for supporting our students is giving them the full opportunity to learn on campus ASAP, even if it involves assuming a little bit more risk. District staff have definitely been put above students in preference and opinions on this matter. Furthermore, I believe it is likely the vaccine mandate will not be supportive of all students due to logistics if they need to test weekly while also studying and working. I am fully supportive of the idea of full vaccination for all, but the logistics might not be in the best interest of our students. Additionally, the Board of Trustees voted in the Vaccine Mandate without considering the logistics and planning that would need to be involved. The timeline for implementation seems to be too short, and it is leaving managers and staff in the dark. We will have to be the "boots on the ground" to make it happen, yet the door is shut to our participation in the planning process.
- As a whole, the District could have acted sooner.
- As previously mentioned, the Board has given into conspiracies fueled by right wing extremism by not absolutely requiring the vaccine on campus (with the exception for medical conditions). Having an opt out option for "strong personal beliefs" takes our campus and community in a dangerous direction and it should be our responsibility to inform others and encourage vaccination, not give people a free pass for their nonsense conspiracy beliefs that have ZERO basis in science, while the vaccine has been 100% backed by medicine and the FDA.
- Clarity and consistency of communication needs to be improved.
- Classified staff were forced to return on site with no vaccine/testing mandates in place to protect them, while faculty and Board members have deemed it unsafe to return in person until these protections are in place.
- Communication about how students will report vaccine status and how testing protocols has been slow and not in alignment with Fall and Spring schedules. While I agree with the policy passed by the Board in August, the District has been slow in communicating the process for reporting vaccine status, applying for exemptions, and testing protocols for the unvaccinated. I believe that the college is going to have a lot of "push back" from our Distance Learning Students or local students who take classes offsite or via remote learning who are required to submit vaccine status and are required to submit to weekly testing.
- Decision making through the COVID era has been very, very lackadaisical. It would be nice if the folks at district would make timely decisions such that Instructors can plan courses appropriately. As well, on-ground support for faculty is severely lacking. Courses that have enrollment caps at 32 are held classroom designed for 32. Social distancing in this case is not possible. It is my concern that the district is only focused on filling classrooms and not what is practical for the guidelines of social distancing that the district itself has outlined.
- Decisions are not clearly communicated and the responses have made our work as administrators more challenging.

- Employees had to wait too long to get a definitive answer to many questions during this time. Even when we received answers, they were often unclear and vague instructions.
- Faculty and students were not given information in a timely manner for Fall 2021. The handling of this has been abysmal. The district has been reactive and not proactive. Planning has lagged other schools and districts and not effectively communicated to faculty or students until the semester had already begin. "We don't know" is unacceptable. A plan for the worse should be in place that can have layers removed, not a "hope for the best" and then scramble to adjust.
- For the most part, yes. The BOT and Chancellor have worked to prioritize safety of all and the needs of our students.
- I appreciate the conservative approach and the emphasis on safety and health.
- I do not belong in an "underrepresented" group. My opinion is neither welcome nor desired on this topic.
- I feel the vaccine mandate or test policy should have been implemented at the start of the fall 2021 semester. I am one of the 25% who is teaching on campus this fall and it seems like the board is moving very slow to protect students, faculty and staff. If its a political issue, they should do better to separate politics from public health. I realize that it was my choice to return to campus, but I am very happy to be back in a limited capacity. I do feel that our District is moving too slow to handle such an important procedure. Thank you!
- I have appreciated how the BOT has responded to the COVID-19 pandemic, and kept employees & students informed of its decisions and practices. I appreciate their more cautious and conservative decisions, and believe they have acted responsibly with the well being of staff and students given priority.
- I love all the COVID protective measures, I feel like the board is protecting us and cares about our health and safety.
- I think the Chancellor has done well navigating these waters and I'm glad that the Board has been supportive of the input process and data gathering methods used by the respective District personnel assigned to this task.
- I will be interested to see if Juneteenth becomes a holiday. There were many statements made in support of Black Lives Matter. The holiday was then announced as a federal holiday and it was crickets. It would be nice to see it honored the way it deserves to be. I understand this is something that the Union intends to negotiate, however, the thought that the District has to negotiate this is disappointing.
- Mandates are top-down without enough input from faculty as to what is best for student learning and modalities. Faculty and student health are not primary in the decision-making. We are no longer competitive with other campuses for the 21st century with mandates on what modalities to teach in per faculty member. We will lose students not being forward-looking and may also harm faculty, staff, and students with the process of excusing students who do not wish a vaccine due to "personal beliefs." The District is not in the classroom with those unvaccinated and faculty should have been asked about this before mandating it.
- No clear direction, process or implementation.
- Operational windows in new buildings. I don't know that this needs to even be elaborated--the wounds are too fresh. Maybe take it up with Rich Pagel?
- Other districts have used funding from government and have offered incentives to employees to get the COVID - 19 VACCINE (such as Saddleback college who offered employees \$1,000 for getting vaccinated. Our district has not offered any of these incentives. What is our district using the funds for? Additionally, the District offered faculty a larger amount of money (stipend) to work from home and Classified employees received less. Working from home stipend should not be different between the two groups. This was disappointing as the two groups are not treated with equity.
- Our campuses have been the last to open among all colleges and universities in Southern California.
- Outstanding job here. I recommend considering creating permanent policies for allowing people to WFH. If oversight is an issue, then hire someone who will be responsible for supporting managers and creating contracts for employees when they WFH - also this individual could be responsible for supporting employees so that managers can successfully supervise employees who WFH and employees are also supported and successful when they do so.
- Overall, district did handle the pandemic well. However, as stated before, the unfair treatment of classified and management is inexcusable. Also, the plan to have faculty back in person needs to be worked on. Students need in person classes and with having faculty on campus 6 hours a week in the spring, won't cut it.
- Please refer to my answer in #6
- Stop with the fear of liability. Covid is over. Mandates are not necessary.
- The Board of Trustees should have tried to handle the COVID-19 pandemic more realistically. An aggressive reopening plan was devised which did not account for a changing situation of the COVID-19 variants, which will continue to be a problem. Someone in the executive leadership of the District made a comment to the employees that they were not hired to work remotely, and will not be allowed to continue to work remotely when the reopening plan was implemented. Many valuable employees at the District have left the organization after the comment was made about not being able to work remotely. The District was not prepared for an emergency such as the COVID-19 Pandemic, and we were lucky that the pandemic was not more contagious than it is now. A plan should have been developed to schedule small groups of employees to the campus locations, operating mostly outside or in areas with good ventilation until the pandemic subsided. The Newport Beach campus should have been utilized as the emergency work location as it has many open areas, but it was not utilized at all. The employees are going to leave because the flexibility they had in working remotely is being taken away, and other organizations will benefit from the District's mismanagement of the reopening plan. With the hiring freeze and budget situation, the employees which will be staying at the District will have to work harder with less resources because no replacement employees can be hired.
- The COVID policy is horrible: I'm terrified to be here. Also, I couldn't help but notice the board meets on zoom. That's ironic when classified and managers are forced on campus while everyone else is safe at home. The policy is completely unfair and the polar opposite of what the district alleges it stands for.

- The COVID-19 vaccine/testing mandate needs to be reconsidered. It does not help in terms of health and safety given the evidence regarding the limited effectiveness of the COVID-19 vaccines (vaccinated individuals can contract the virus and spread it) and the accuracy (or lack off) of COVID-19 testing. From an operational perspective, it is difficult to implement and enforce, especially for students. It will cost the District significantly in terms of direct expenses, staff time, and, most likely, additional loss of enrollment.
- The District & Board of Trustees managed to provide employees with incredible pandemic management such as taking the appropriate safety measures and provide effective training...etc.
- The board allowed politics to influence the decision to allow vaccinated individuals to go without masks indoors. It is clear that the motivation was political because the board made a resolution about it to show draw attention to what they did so that those pushing for that action would be pleased with the board. The board was very slow to reverse that decision putting many in the district at risk.
- The district seems to respond a lot slower than other districts.
- The over-reliance on the mandates and recommendations of the CDC / OSHA / WHO is disheartening as these bodies have been shown time and time again during Covid to have provided the public with incomplete, late, or incorrect information, based on revelations by independent research and un-biassed news reporting, which should also be considered in a responsible assessment of something as important as a life and death pandemic. Also, the upcoming mandate ignores many valuable data points, and unfortunately plays right into the highly-politicized game being played out on the national stage. Other states and other countries are recognizing that herd immunity has been created by a combination of both natural immunity and vaccines, and that it is sick people who spread disease (regardless of immunization records), not unvaccinated people merely by nature of not possessing a passport card. Logic and critical thinking are unfortunately being set aside in favor of blind compliance, which seems inexcusable for an educational institution who teaches students to use their brains to consider all available data.
- The past processes were excellent. But there are major holes in the current return to campus. They do not see what faculty and students need to return safely since they are alone in their offices and do not have to deal with the same things we do and have made no effort to communicate with us.
- The vote to implement a Vaccine and Testing mandate for Spring 22' while allowing students to be served by staff on campus this fall seems very delayed and an increased cost and technical support for a spring rollout. The college staff have been back on the campuses serving the public without detailed information of student vaccination or negative status. The board seems out of touch with what is required by the campus to implement these plans and in addition the timeline to make students and staff feel comfortable working with the public this fall. The action seems to check a box to support a healthy vaccinated campus but does not appear to make a meaningful difference to address what has been already in practice this fall.
- Under the ever-changing situation, the Board has performed well and have taken the appropriate actions the ensure the safety of the OCC Community.
- We are in the profession of education, but we tiptoe around the worst public health crises in our lifetimes. We are a public institution, religious exemptions should not take priority over people's health. Pandemic affects all facets of everyone's lives, but we don't really talk about it?
- We've been slow in our response to the pandemic which I think has hurt us as a district.
- With regards to any items related to public health, the Board has done fairly well with with the COVID-19 pandemic. However, public health and safety should not take into account any politics or political leanings and should strive to make the workplace and campus an environment that is as safe as possible, for as many individuals as possible. By allowing employees and students to refuse vaccinations on the basis of a sincerely held personal belief, the Board has caved to political leanings/pressures and has done a disservice to students and employees that cannot get vaccinated for medical reasons by putting them at greater risk. These individuals with medical restrictions may pay the price of their life so that someone else can refuse a vaccination because it is inconvenient for them or because they have been misinformed/miseducated about vaccines. Also, it is known that per test costs are high. There are better ways these funds can be used for our students!
- Yes... definitely proud of our college and our Board of Trustees for the way the college has handled the COVID-19 pandemic.
- the District seems to be a step behind other local districts. More classes could have been held on campus with disinfection and masking.
- would have liked to see them lead, like in LA and SD

#### **The Board of Trustees has provided leadership and support for the work of the District on diversity, equity, and inclusion.**

- Again, this item includes three items that should be each evaluated individually.
- Based on the webinars I attended about other campuses, we are behind in this area.
- Except in the case of Unvaccinated people, Classified Professionals, temporary employees, and those with extensive professional experience instead of advanced degrees.
- Hiring policies and practices need work.
- I don't see a lot of leadership on this for our campus...I see more leadership in this area from our campus President.
- I have been perceived as being African American and I have been treated unfairly by employees at the District who did not know me in person, no, I am not African American, but because of my name, I lost many opportunities.
- IT's has been supportive, I wouldn't say they have provided leadership.
- In some areas yes, in others no. There are some programs Board Members seem to like but it is unclear whether those programs are actually successful. I'm also not sure what role HR has in this process and to what extent the Board is informed.

- It is my opinion that the BOT is the least diverse entity in the district, thereby is not perceived as inclusive. I believe all three campus' enjoy reputations for doing the work toward developing a more diverse, equitable and inclusive environments. The district and Board has room for improvement here.
- Liquidate the Academic Senate. They couldn't even pass a resolution saying that academic freedom exists years ago. Recently they couldn't even pass a resolution that says that people of color matter. Some members of the Senate think "diversity, equity, and inclusion" means haranguing every meeting they go to with stories of their miscarriages and how their husband wouldn't be intimate with them during the tenure process.
- More actions on supporting DEI are needed.
- No evidence of this.
- Not diverse and inclusive.
- See COVID policy comments. the board meets on zoom, classified at work, faculty at home. That's about as opposite of equity and inclusion as you can get.
- So far so good, but there is MUCH work left to be done to realize the goals set forth.
- Some BOT members lack an understanding of diversity, equity, and inclusion as evidenced in behavior and comments made at meetings. Overall, the Board lacks diversity and inclusion which taints the decision making process and support of equity driven initiatives.
- Stop with the fear of liability. Covid is over. Mandates are not necessary.
- The actions towards diversity equity and inclusion don't reflect that.
- The demographic make up of the board does not reflect the diversity of our colleges and although their heart is in the right place, at times the Board seem out of touch with what our most vulnerable populations need or what they are confronting in going to community college.
- The part-time faculty cannot be expected to work for free. Do you even know how much time it takes to create a class? Do you have any idea how much effort and time that is disregarded? Do you know we've been told that if we don't like it to get lost? Do you have the compassion for us as you do for the students?
- The previous position held by a GWC faculty member was not effective for OCC or Coastline. All efforts were focused on GWC, and OCC and Coastline experienced little to no benefit. If this position continues, that person needs to work with all 3 colleges and the district. The BOT members express interest in data and student's stories.
- There needs to be someone at the Cabinet level at each college who has the role of supporting diversity, equity and inclusion. The burden is held by your Directors of Equity, who at each college hold multiple roles and are woman of color. If the college truly valued equity they would take a look at the structures in place and make changes.
- Words on websites, surveys, focus groups, all good and well, no tangible, real improvements put into place that any or most Black students would be able to point to and say Black Lives Matter. Some chit chat, no real action. Just one example. Many, many more.
- Yes, they have conducted reports on equity. The reports were mainly about race, however, students with disabilities who are the most underserved group are ignored in these reports. In addition, district should also practice good equity and inclusion with its staff and management too. This was stated above in the treatment of faculty vs classified/management.
- the board clearly articulates a commitment to DEI. More work could be done in this area.

**The Board of Trustees has provided support for the implementation of statewide initiatives and mandates (e.g., AB 705, Guided Pathways).**

- At such a large institution my inbox is full of surveys which I am not in any position to give meaningful responses too. If I sat on the Board I would try to create a line of communication with part time teachers, not through the union, but a direct once a semester survey of the experience of adjunct faculty. Adjunct make up a large number of the people who provide the service of teaching.
- BoT has provided support of implementation of statewide initiatives/mandates; however, some of those statewide initiatives/mandates are misguided and/or outright wrong.
- Guided pathways sounds good but is force feeding a path too soon on too many people that interferes with their ability to complete their GE requirements in a timely manner. Many students don't know what they want to do, let's get them in front of as many of the wonderful people in the CCCD as possible and hopefully paths will be illuminated that then can better be guided.
- I believe academic hiring should be based on merit and that hurt feelings are no reason to ban opinions.
- By Dorian Abbot
- Updated Oct. 29, 2021 5:38 pm ET
- PRINT
- TEXT
- 578
- WSJ
- The campus of the Massachusetts Institute of Technology in Cambridge, Mass., June 2  
PHOTO: ADAM GLANZMAN/BLOOMBERG NEWS  
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I am a professor at the University of Chicago. I was recently invited to give an honorary lecture at the Massachusetts Institute of Technology. The lecture was canceled because I have openly advocated moral and philosophical views that are unpopular on university campuses.

Here are those views:

I believe that every human being should be treated as an individual worthy of dignity and respect. In an academic context, that means evaluating people for positions based on their individual qualities, not on membership in favored or disfavored groups. It also means allowing them to present their ideas and perspectives freely, even when we disagree with them.

I care for all of my students equally. None of them are overrepresented or underrepresented to me: They represent themselves. Their grades are based on a process that I define at the beginning of the quarter. That process treats each student fairly and equally. I hold office hours for students who would like extra help so that everyone has the opportunity to improve his or her grade through hard work and discipline.

Similarly, I believe that admissions and faculty hiring at universities are best focused on academic merit, with the goal of producing intellectual excellence. We should not penalize hard-working students and faculty applicants simply because they have been classified as belonging to the wrong group. It is true that not everyone has had the same educational opportunities. The solution is improving K-12 education, not introducing discrimination at late stages.

I believe we are obliged to reduce bias where it exists, where we can. That includes honest reflection on whether we are treating everyone equally. But you cannot infer bias based only on the ratios of different groups after a selection. A multitude of factors, including interest and culture, influence these ratios. I disagree with the idea that there is a right ratio of groups to aim for. Instead, the goal should be fair selection processes that give every candidate an equal opportunity.

I run a large course on the politically charged topic of climate change. But I refuse to indoctrinate students. The course presents the basic scientific evidence and encourages students to think for themselves about the best solutions to the problem. I correct my students when they make scientifically unsound arguments, but I encourage the full range of political perspectives as students work out their preferred societal response. These practices reflect an understanding that the pursuit of truth is the highest purpose of a university and an acknowledgment that I myself could be wrong.

More broadly, the university has a duty to encourage students and faculty to offer their opinions and insight on the widest possible range of topics. That is best done in a respectful atmosphere, but disagreement with an argument is no excuse to prevent a person from speaking or writing. It is normal to feel discomfort when someone contends against your strongly held beliefs. But in a truth-seeking atmosphere, you must master this discomfort and either confront opposing arguments rationally or accept their validity.

It is true that someone will occasionally say something that hurts your feelings. But hurt feelings are no reason to ban certain topics. We are all responsible for our own feelings. We cannot control things that are external to us, such as the comments of others, but we can control how we respond to them. The ancient Stoics developed practices to discipline emotions and pursue rational thought. These techniques have been refined in modern times in logotherapy and cognitive behavioral therapy.

Instead of cultivating grievances and encouraging resentment, schools and universities can teach these practices and promote the principle that no one can truly harm us but ourselves. That principle allows for the expression of hurt feelings that does not involve restrictions on speech. This will have the added benefit of preparing students for a world in which anything can hurt their feelings—if they let it.

Mr. Abbot is an associate professor of geophysical sciences at the University of Chicago.

- I don't know.
  - I don't see a lot of leadership on this for our campus...I see more leadership in this area from our campus administration.
  - If by support you mean "listens to reports about" then I guess they're doing ok.
  - My biggest issue with the Board of Trustees is the so-called "vaccine mandate." Biden verbally dumped this idea of a vaccine mandate on employers, but there is nothing written nor have any laws been passed by Congress. To put employees in fear of losing their jobs and students in fear of losing their ability to take classes based on nothing is disgraceful and unworthy of our Board members. In the future, please look to Florida as an example of a state which refuses to knuckle under to arbitrary "mandates." Thank you for allowing me to express my opinion.
  - No clear outcomes have come from Guided Pathways.
- Our department has had to fight tooth and nail for any support for AB 705.

The Student Success Center is a huge component of how the whole campus should be addressing AB 705,

- Placement test should be brought back, especially with the education gap that many students now have due to COVID-19.
- Suggestion: Please invite the Board to visit and meet with various levels of management throughout the colleges to get a feel for how performance is perceived.
- They show interest. And it depends on what you mean by "support".
- We have developed written plans and procedures to address this, but implementation has been slow and adaptation to roadblocks must be addressed.



- the Board shows an impressive knowledge of these initiatives.