

Ventura College Academic Senate

Agenda

Thursday, October 15, 2020

3:30 - 5:00 pm

Meeting held via Zoom <https://cccconfer.zoom.us/j/94303167532>

VENTURA COLLEGE ACADEMIC SENATE MEMBERS		
Constituency	Representative	Attended
President	Dan Clark	
Vice President	Preston Pipal	
Treasurer	Andrea Horigan	
Secretary	Colleen Coffey	
Curriculum	Michael Bowen	
Career Education: Business, Child Development, Criminal Justice, Allied Health and Nursing (3 Faculty Reps)	Deanna Hall	
	Stephanie Branca (Fall)	
	Lazaro Salinas	
Career Education: Technology and Workplace Essentials (1 Faculty Rep)	Dorothy Farias	
English, Math, and Communication (5 Faculty Reps)	Jaclyn Walker	
	Chris Frederick	
	Heather Aguailar Ludwig	
	Donna Beatty	
	John Guelcher	
Health, Kinesiology, Athletics, and Performing Arts (2 Faculty Reps)	Nathan Cole	
	Mary McDonough	
Library, Languages, Behavioral & Social Sciences, Visual Arts (4 Faculty Rep)	Ron Mules	
	Michael Ward	
	Bill Hendricks	
	Linda Kenedy	
Sciences and Distance Education (3 Faculty Reps)	Kammy Algiers	
	Erin Brocker	
	Marta De Jesus	
Self-Nominated Part-Time Faculty Member	Greg Cooper	
Student Services (4 Faculty Reps)	Paula Munoz	
	Gema Espinoza Sanchez	
	Marian Carrasco Nungaray	
	Marcelino De Cierdo	

Agenda Item	Discussion Notes	Action?
<b>I. Call to Order</b> a. Action to approve the agenda.		
<b>II. Public Comments</b> (2 min. per comment)		
<b>III. Acknowledgement of Guests</b> (1 min.)		
<b>IV. Informational Items</b> <i>(These are agenda items intended to provide the body with brief updates or reports of activities or actions from outside. If the Senate wishes to debate or discuss an item presented as information, they must request that it be placed on an agenda at future meeting as an action or discussion item.)</i> a. Faculty Hiring Prioritization Process b. SIDE of antiracism VC Exec plan (5 min Kim Hoffmans) c. Strategic Plan Draft (5 min Phil Briggs)		
<b>V. Action Items</b> <i>(These are agenda items that require a vote from the Senate):</i> a. Approval of 10/1 meeting minutes. b. Senate Goals 2020/2021 c. Resolution in Support of Black Lives Matter (first reading) d. AFT reps to PD, BRC, Safety, and Curriculum Committees		
<b>VI. Discussion Items</b> <i>(These agenda items are a chance for the body to discuss and debate any matter related to the business of the Senate, often leading to action at a future meeting or providing the President or Chair with direction for discussions with the Administration, State Academic Senate, or other bodies.)</i> a. Election and Elections Committee b. Proposed changes to the Bylaws and Constitution c. Class Size and Waitlists d. VC Equity, Race & Action Force (standing item)		
<b>VII. President's Report</b>		
<b>VIII. Reports from Senate Subcommittees, Task Forces, and/or Work Groups—2 min. for each update. For any additional information, please</b>		

<p><b>submit a written report to be posted to the Academic Senate website.</b></p> <ul style="list-style-type: none"> <li>a. Curriculum Committee (Michael)</li> <li>b. BRC (Andrea)</li> <li>c. Guided Pathways</li> <li>d. CTE liaison report (Deanna Hall)</li> <li>e. Treasurer’s Report (Andrea)</li> <li>f. OER Report (Andrea)</li> <li>g. DE (Colleen)</li> <li>h. Faculty PD Committee (Colleen)</li> </ul>		
<p><b>IX. Announcements for the Good of the Order</b></p> <ul style="list-style-type: none"> <li>a. AFT Update (Ty Gardner)</li> <li>b. Upcoming ASCCC Events:</li> </ul> <p>Details can be found at <a href="https://asccc.org/calendar/list/events">https://asccc.org/calendar/list/events</a></p>		
<p><b>X. Requests for Future Agenda Items</b></p>		
<p><b>XI. Adjournment</b></p>		

**Academic Senate’s primary function is to make recommendations with respect to academic and professional matters specifically the following policy development and implementation matters:**

1. Curriculum, including establishing prerequisites
2. Degree & Certificate Requirements
3. Grading Policies
4. Educational Program Development
5. Standards & Policies regarding Student Preparation and Success
6. College governance structures, as related to faculty roles
7. Faculty roles and involvement in accreditation process
8. Policies for faculty professional development activities
9. Processes for program review
10. Processes for institutional planning and budget development

+ Other academic and professional matters as mutually agreed upon.

### **General comments**

- Need to get all constituency groups on the same page when it comes to replacement hires.
- Need to develop a ranking system for replacement hires. What if department doesn't want a replacement or wants to grow in a different direction? How do replacement hires fit into the program vitality discussion at CPC? Make sure Dan Clark is involved in this discussion.
- Preston will meet with Phillip Briggs to discuss some technical questions.
- Productivity is still being used in the District. Might want to include it and/or information about completion rates. Admin is going to be looking at completion rates.

### **For Instructional faculty**

- Criterion #1 measures the percentage of courses taught by full-time faculty. Currently, any course taught by a full-time faculty member is counted as part of the full-time percentage. We do not differentiate between contract, overload, and extra-hourly. Phillip Briggs runs the data this way because that is how it was requested by the Senate in the past. Should we count overload and extra-hourly assignments as part of the part-time percentage? If yes, we may want to change the wording to "Percentage of courses taught by full-time faculty (contract load only)"
- Criterion #2 measures fill rates by discipline. Should we include other data as well? We could incorporate fill rate at a set time point as part of the metric (e.g. % at 4 weeks before the start of the semester).
- Criterion 3 measures the total number of students taught by discipline. Should we include the total number of sections taught as part of this metric?
- Criterion #4 measures the number of waitlisted students on the first day of the semester. This could be manipulated. For example, an area could reduce the number of sections offered and increase the size of the waitlist to increase priority ranking. We are already measuring demand with fill rates and there is no standardization between disciplines when it comes to waitlist size. Should this criterion be changed to measure something else? Productivity? Completion rate? Student outcomes? Progress on closing equity gaps?

**For Non-instructional faculty**

Need to arrange a meeting with the following individuals to discuss metrics and rubrics:

- Members of Senate Exec
- Lisa Putnam (Dean overseeing the Library)
- Tim Harrison (Dean overseeing Athletics)
- Jimmy Walker (Athletic director)
- Peter Sezzi (department chair for library)
- Gema Sanchez (department chair for counseling)

## Be on the SIDE of Antiracism - Ventura College Plan Social justice, Inclusion, Diversity, Equity (SIDE)

**Draft** from Exec Team Retreat on September 18 and Discussion with VC Social Justice Cross-functional Team on September 28

Initiative	Action Steps	Lead	Committee	Completion Timeline
Share with campus the personal president goals	<ul style="list-style-type: none"> <li>• Modify current goal to include more specificity.</li> <li>• Current goal- “Lead efforts to close student equity-achievement gaps, eliminate social injustices, and enhance student success.”</li> <li>• Obtain Chancellor’s agreement with goal change(s)</li> <li>• Goals to be shared with campus during October Captains Chat</li> </ul>	Kim Hoffmans	None	Oct. 2020
Review the VC Mission and Vision	<ul style="list-style-type: none"> <li>• Obtain recommendation from the Academic Senate and Classified Senate for leads to work with Lisa Putnam</li> <li>• Conduct surveys and forums to garner input</li> <li>• Obtain feedback and approval from participatory governance groups (Academic and Classified Senates, ASVC, and CPC)</li> <li>• Make a final recommendation to President for any changes</li> </ul>	Lisa Putnam  Academic Senate designee  Classified Senate designee	Taskforce	Announce results to campus on All College Day in August 2021
Develop shared understandings and definitions	<ul style="list-style-type: none"> <li>• Support professional development offering related DEIS; including Kendi’s “How to be an Antiracist” readings</li> <li>• Identify and define a common language found during campus-wide discussions, related materials and Kendi’s book</li> <li>• Garner feedback and make recommendation for common language/definitions to participatory governance groups</li> <li>• Make a recommendation to CPC related to definitions and possibly include in our Participatory Governance document as appropriate</li> </ul>	Lynn Wright Kammy Algiers Colleen Coffey Felicia Torres Matthew More	Professional Development Council	End of Spring 2021

Initiative	Action Steps	Lead	Committee	Completion Timeline
Include specific goals/agenda items for campus governance committees	<ul style="list-style-type: none"> <li>As part of committee chair training, ask participants to review their committee charge and goals to identify and include social justice aspects</li> <li>Initiate changes to Participatory Governance document as appropriate to reflect changes through CPC</li> </ul>	Phillip Briggs and Committee Chairs	Various	Spring 2021
Create a webpage with resources and actions toward accomplishing the above initiatives	<ul style="list-style-type: none"> <li>Resources related to SIDE</li> <li>Collaborate with ASVC and their already well defined <a href="#">Social Justice Webpage</a></li> <li></li> </ul>	Lynn Wright PD Council ASVC	Professional Development and ASVC	Spring 2021 and ongoing
Dedicate a space for a Multicultural Center	<ul style="list-style-type: none"> <li>Ask Student Success Committee (SSC) to discuss and make a proposal</li> <li>Facilities request to be vetted by FOG</li> <li>Final recommendation from SSC and FOG to be made to CPC</li> </ul>	Damien Peña/Jennifer Goetz Not sure who the classified and faculty leads are yet	Student Success Committee	Spring 2021
Integrating/requiring ethnic studies in curriculum	<ul style="list-style-type: none"> <li>Curriculum of Ethnic Studies inclusion (Leads are faculty and academic senate/curriculum committee)</li> <li>Create an ethnic studies department to align with AB 1460 in collaboration with the social sciences and Chicana Studies department. Intended Timeline is Spring 2021.)</li> <li>Aligning program maps and curriculum as a whole with equity and social justice values. (leads will be within Guided Pathways and Curriculum)</li> <li>Action to infuse social justice and equity in the classroom</li> </ul>	Jennifer	Curriculum Committee, Academic Senate, and Guided Pathways	Spring 2021
<b>Summarize Student Equity Plan (SEP) content with clear outcomes and timelines</b>	<ul style="list-style-type: none"> <li>Develop a one-page summary of SEP</li> <li>Identify clear outcomes and timeline for achievement</li> </ul>	Damien Peña/Jennifer Goetz	Student Success Committee	Fall 2020

Initiative	Action Steps	Lead	Committee	Completion Timeline
		Not sure who the classified and faculty leads are yet		
<b>Support efforts to hire diverse employees with analysis of barriers in the hiring process, improved access through targeted marketing to traditionally diverse groups, and onboarding efforts to include these topics.</b>	<ol style="list-style-type: none"> <li>1. Work with District HR and Consultants to support diversity hiring efforts and to identify and breakdown barriers</li> <li>2. President and/or designee to visit organizational meeting to all full-time faculty hiring committees to emphasize the importance of diversity of employees</li> <li>3. Create a question bank of strong diversity questions for hiring committees to select from for VC Hiring Facilitators to utilize.</li> </ol>	Laura Barossa Kim Hoffmans	<ol style="list-style-type: none"> <li>1. District HR and VC reps</li> <li>2. President</li> </ol>	Spring 2021
<b>Integrate SIDE into Institutional SLOs</b>	<ol style="list-style-type: none"> <li>1. COG Workgroup to discuss and make changes to incorporate SIDE into Institutional SLO's</li> <li>2. Develop timeline to evaluating SIDE ISLO</li> <li>3. Map courses and programs new SIDE ISLO</li> </ol>	Phillip Briggs	College Outcomes Group	Spring 2021





# 2020-2023 Strategic Plan (Draft)

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## Introduction

VC's [2017-2023 Educational Master Plan](#) is the overarching planning document for the college. It describes VC's long-term goals and objectives. This document, the 2020-2023 Strategic Implementation Plan, describes the specific strategies and action steps that the college will undertake between 2020 and 2023 to meet the goals and objectives identified in the 2017-2023 Educational Master Plan.

As the college grows and evolves over the six years of the plan, the strategies and action steps needed to meet the Educational Master Plan goals are likely to change and evolve. To accommodate this evolution, VC has two 3-year Strategic Implementation Plans during the course of the six years of the Educational Master Plan. The [2017-2020 Strategic Plan](#) describes the strategies and action steps for the first three years of the Educational Master Plan. This document, the 2020-2023 Strategic Plan describes the strategies and action steps that VC will undertake over the last three years of the Educational Master Plan. See the planning timeline on page 21 to view a graphical illustration of this process.

Each year, this plan will be updated to include progress that has been made towards each strategy and action step. Thus, the 2020-2023 Strategic Implementation Plan is a living document which will be continue to be updated and evaluated.

### Process for Developing the Plan

VC's 2017-2023 Educational Master Plan took effect on July 1, 2017, and describes the long-term goals and objectives for the college. The college then developed a 2017-2020 Strategic Implementation plan to describe the strategies that VC undertook to meet these goals between 2017 and 2020. A CPC taskforce developed a first draft of the plan, which was shared across the campus to gather input and feedback. This feedback was incorporated, and the final plan was approved by the Academic Senate, Classified Senate, ASVC, and College President in spring 2018.

On October 23, 2019, a College Planning Committee taskforce was convened to evaluate progress made towards each strategy of the 2017-2020 Strategic Implementation Plan, and to develop a first draft of the 2020-2023 Strategic Implementation Plan. This taskforce included the following people:

- Jeanine Day – Fiscal Services Supervisor
- Heather Aguilar – English Faculty
- Jasmin Martin – Director of Student Organizations, Associated Students of VC
- Phillip Briggs – Dean of Institutional Effectiveness

To gain widespread feedback and input on the plan, a first draft was shared with the College Planning Committee on **Date**, the Academic Senate on **Date**, the Classified Senate on **Date**, and the Associated Students for Ventura College on **Date**. Feedback was incorporated... Additional dates of first readings, second readings, etc., will be added as they occur.

## 2020-2023 Strategic Implementation Plan Certification

We certify that there was broad participation by the campus community in the development of the 2020-2023 Strategic Implementation Plan, and that the constituencies we represent support the goals and objectives contained within the plan.

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Dr. Kimberly Hoffmans, President, Ventura College Date

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Dr. Daniel Clark, President, Academic Senate Date

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Sebastian Szcbiot, President, Classified Senate Date

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Carlo Plascencia, President, Associated Students of Ventura College Date

## Mission, Vision, Guiding Principles

### Ventura College Mission

At Ventura College, we transform students' lives, develop human potential, create an informed citizenry, and serve as the educational and cultural heart of our community. Placing students at the center of their learning experience, we serve a highly diverse student body by providing innovative instruction and student support, focusing on associate degree and certificate completion, transfer, workforce preparation, and basic skills. We are committed to the sustainable continuous improvement of our college and its services.

### Ventura College Vision

Ventura College will be a beacon of learning—a source of inspiration and guidance—for our students and community.

### Ventura College Guiding Principles

At Ventura College we believe that students come first and all else follows. We strive to create a campus environment that fosters collaboration, communication, and mutual respect. We are committed to these Guiding Principles in all that we do:

- Embrace the strength of diversity.
- Listen with intensity and compassion.
- Communicate with integrity and patience.
- Design student-centered solutions.
- Spark self-confidence and a sense of discovery.
- Pursue our vision and goals with passion

## Goal 1 of 2017-2023 Educational Master Plan

### Increase the success of our students while closing equity gaps.

**Objective 1:** Increase the six-year completion rate to be within the top five in the state.

- **Objective 1a:** Close equity gaps between ethnic groups.
- **Objective 1b:** Close equity gaps between gender groups.

**Objective 2:** Increase English and Math basic skills rates to be within the top five in the state.

- **Objective 2a:** Close equity gaps between ethnic groups.
- **Objective 2b:** Close equity gaps between gender groups.
- **Objective 2c:** Ensure that at least 90% of new students are prepared for transfer-level Math and English by the end of their first year [Sail to Success].

**Objective 3:** Increase the course success rate to be within the top five in the state.

- **Objective 3a:** Close equity gaps between ethnic groups.
- **Objective 3b:** Close equity gaps between gender groups.

**Objective 4:** Increase the fall-to spring persistence rate to 85%, and the fall-to-fall rate to 70%.

- **Objective 4a:** Close equity gaps between ethnic groups.
- **Objective 4b:** Close equity gaps between gender groups.

**Objective 5:** Ensure that at least 95% of first-time students receive Student Success and Support Program (SSSP) services.

- **Objective 5a:** Ensure that at least 95% of first-time students complete orientation in their first year.
- **Objective 5b:** Ensure that at least 95% of first-time students complete assessment in their first year.
- **Objective 5c:** Ensure that at least 95% of first-time students complete an abbreviated educational plan in their first year.
- **Objective 5d:** Ensure that at least 75% of first-time students complete a comprehensive educational plan in their first year.
- **Objective 5e:** Close equity gaps between ethnic groups.
- **Objective 5f:** Close equity gaps between gender groups.

**Objective 6:** Ensure that fewer than 10% of students are on academic probation.

## 2020-2023 Strategies to Meet Goal 1

Strategy	Action Steps	Lead(s)	Results Achieved to Date
Implement, evaluate, and refine AB 705 policies and procedures.	<ul style="list-style-type: none"> <li>• Analyze data to identify success and equity gaps</li> <li>• Develop courses, pedagogical strategies, or other support to address identified gaps</li> <li>• Provide ongoing professional development so faculty may embed effective equity-focused teaching practices</li> <li>• Circulate student-centered messaging about completing English and Math requirements</li> <li>• Improve/streamline Placement or Onboarding processes</li> <li>• Share AB705 presentations and roundtables with the college community</li> <li>• Increase student engagement with integrated tutors in supported sections of English 1A</li> <li>• Collaborate with student services and tutoring to create programming to support students who are at risk for failure</li> <li>• Fund outreach to resident and international students</li> <li>• Develop better onboarding processes for ESL students (application, placement)</li> <li>• Create noncredit ESL courses to mirror lower-level credit ESL courses</li> <li>• Expand Integrated Tutoring in all Math V04 classes (and possibly other first-level transfer math courses)</li> </ul>	<ul style="list-style-type: none"> <li>• Dean of English, Math and Tutoring</li> <li>• English Dept Chair</li> <li>• Math Dept Chair</li> <li>• VP Student Affairs</li> <li>• Counseling Dept Chair</li> </ul>	
Implement, evaluate, and refine Student Equity Plan (SEP).	<ul style="list-style-type: none"> <li>• Implement approved Student Equity Plan to ensure that equity gaps are closed by engaging in activities through a social justice lens (i.e. professional development, curriculum development/modifications, and hiring practices).</li> <li>• Continue to increase effective student service resources.</li> <li>• Evaluate and revise Student Equity Plan.</li> </ul>	<ul style="list-style-type: none"> <li>• VP Academic Affairs</li> </ul>	
Improve coordination and communication of academic and student support services.	<ul style="list-style-type: none"> <li>• Evaluate and optimize support services.</li> <li>• Implement, evaluate, and refine early alert system to identify students in need of services and support.</li> <li>• Implement and coordinate referral process</li> <li>• Build faculty, staff, and student awareness of and encourage use of support services.</li> </ul>	<ul style="list-style-type: none"> <li>• VP Student Affairs</li> </ul>	



Strategy	Action Steps	Lead(s)	Results Achieved to Date
Implement, evaluate, and refine Guided Pathway Model.	<p><u>Simplify the Path</u></p> <ul style="list-style-type: none"> <li>• Develop cross-functional support teams for Career and Major Pathways.</li> <li>• Convert All Program Map Templates to Student Program Maps that include Co-curricular activities and milestones.</li> <li>• Create a cross functional group to work with middle schools, high schools, county community colleges and universities.</li> <li>• Ensure maps/pathways are clearly articulated and widely disseminated on web, in Canvas, etc.</li> </ul> <p><u>Access the Path</u></p> <ul style="list-style-type: none"> <li>• Expand use of career exploration software.</li> <li>• Develop capacity for all new students to take career assessment and counseling course.</li> </ul> <p><u>Implement Support</u></p> <ul style="list-style-type: none"> <li>• Explore assigning students to counselors by major.</li> <li>• Work with discipline faculty in specific first semester major classes to develop an intentional counseling visit to the class with follow up comprehensive education plan development.</li> <li>• Ensure the accuracy of information in DegreeWorks.</li> <li>• Promote the use of DegreeWorks.</li> <li>• Work with departments for consistent design of rolling two-year course offerings plan.</li> <li>• Form a taskforce to address issues surrounding part-time/evening students to increase successful completion of student goals.</li> <li>• Create systematic process to notify students once they have utilized a designated percentage of Pell grant.</li> </ul> <p><u>Learning</u></p> <ul style="list-style-type: none"> <li>• Increase opportunities for underserved students to participate in program-relevant active and experiential learning opportunities, including internships (guided by data)</li> <li>• Identify capstone courses &amp; analyze success data.</li> <li>• Expand opportunities for faculty and counselors to learn about and then employ equity-minded teaching and advising practices.</li> <li>• Develop systematic processes for faculty to receive training &amp; support in using data to identify professional learning needs—develop PD activities accordingly.</li> </ul>	<ul style="list-style-type: none"> <li>• Faculty Guided Pathways Tri-Chair</li> <li>• Classified Guided Pathways Tri-Chair</li> <li>• Administrator Guided Pathways Tri-Chair</li> </ul>	

## Goal 2 of 2017-2023 Educational Master Plan

Increase our community's access to transfer, workforce preparation, and basic skills education.

**Objective 1:** Exceed annual funded growth cap by 2%.

**Objective 2:** Increase the proportion of resident FTES received from:

- Distance education to 30%
- Off-site courses to 6%
- Non-credit courses to 5%
- Workforce preparation courses to 24%

**Objective 3:** Increase the percentage of eligible students who have completed the:

- FAFSA by the priority deadline to 75%.
- California Dream Act Application by the priority deadline to 75%.
- Board of Governors Fee Waiver Application by the priority deadline to 75%.

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## 2020-2023 Strategies to Meet Goal 2

Strategy	Action Steps	Lead(s)	Results Achieved to Date
Improve college marketing.	<ul style="list-style-type: none"> <li>• Develop, implement, and evaluate marketing plan.</li> <li>• Communicate marketing plan across the college community.</li> <li>• Consider marketing needs in the development of new college initiatives.</li> <li>• Highlight student success stories.</li> </ul>	<ul style="list-style-type: none"> <li>• College Services Supervisor</li> </ul>	
Continue to provide outreach to local high schools.	<ul style="list-style-type: none"> <li>• Implement and refine 3-Year Outreach Plan.</li> <li>• Develop systematic plan for College and Career Pathway (CCAP) dual enrollment course offerings at high schools.</li> <li>• Continue to hold outreach events at local high schools.</li> <li>• Continue to assist high school students in completing the college application and FAFSA.</li> <li>• Continue to offer campus events for high school students (e.g. Pirate Nights, Pirate Fridays).</li> </ul>	<ul style="list-style-type: none"> <li>• VP Student Affairs</li> </ul>	
Continue to expand offerings at the East Campus.	<ul style="list-style-type: none"> <li>• Evaluate program demand in Santa Clara River Valley.</li> <li>• Strategically expand course offerings in Santa Clara River Valley.</li> <li>• Strategically expand student service support at the East Campus.</li> <li>• Examine state and accreditation requirements for developing an Educational Center.</li> </ul>	<ul style="list-style-type: none"> <li>• VP Student Affairs</li> <li>• VP Academic Affairs</li> <li>• Asst Dean of Off-Campus Programs</li> </ul>	
Expand noncredit and community education.	<ul style="list-style-type: none"> <li>• House all non-credit programs/courses under a single administrator, and provide an FTEF allocation.</li> <li>• Evaluate existing non-credit Applied Technology Education (ATE) classes to ensure they meet the needs of our community, and provide a pathway to credit education or employment.</li> <li>• Develop non-credit English, Math, and ESL courses to support AB 705 efforts.</li> <li>• Develop non-credit certificates to receive enhanced non-credit funding.</li> </ul>	<ul style="list-style-type: none"> <li>• VP Academic Affairs</li> <li>• Dean of English, Math, and Tutoring</li> <li>• English Dept Chair</li> <li>• Math Dept Chair</li> <li>• Career Education Deans</li> </ul>	

Strategy	Action Steps	Lead(s)	Results Achieved to Date
Continue to expand online course offerings.	<ul style="list-style-type: none"> <li>• Continue to implement Online Education Initiative.</li> <li>• Increase number of faculty who are trained to teach online.</li> <li>• Increase number of faculty who are using the Learning Management System.</li> <li>• Increase number of programs that are offered fully online.</li> <li>• Increase DE student support services.</li> <li>• Evaluate and optimize DE infrastructure and resources (e.g. technology upgrades, funding, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>• Dean responsible for Distance Education</li> </ul>	
Expand access to career education programs.	<ul style="list-style-type: none"> <li>• Continue to implement Strong Workforce Program.</li> <li>• Develop skill-building courses for career advancement.</li> <li>• Market career education to community.</li> <li>• Continue to develop career pathways.</li> <li>• Expand use of career exploration software.</li> <li>• Develop capacity for all new students to take career assessment and counseling course.</li> <li>• Implement Support</li> <li>• Explore assigning students to counselors by major.</li> </ul>	<ul style="list-style-type: none"> <li>• Career Education Deans</li> </ul>	
Reduce financial barriers to student access.	<ul style="list-style-type: none"> <li>• Expand financial aid computer lab.</li> <li>• Evaluate paperless options and/or software packages to reduce manual financial aid processing.</li> <li>• Provide financial literacy, workshops, and events (e.g. Cash for College).</li> <li>• Protect student privacy and safety of FA staff.</li> <li>• Explore new opportunities if fees are guaranteed for more new students.</li> <li>• Implement AB 19.</li> <li>• Implement Open Educational Resources/Zero Cost Textbook Program.</li> <li>• Coordinate with VC Foundation.</li> <li>• Increase resources available through Basic Needs Office</li> </ul>	<ul style="list-style-type: none"> <li>• VP Student Affairs</li> </ul>	
Implement and refine enrollment management plan.	<ul style="list-style-type: none"> <li>• Evaluate and refine model for developing department FTES, FTEF, and productivity targets</li> <li>• Improve enrollment management communication.</li> <li>• Develop framework for a 2-year schedule.</li> </ul>	<ul style="list-style-type: none"> <li>• VP Academic Affairs</li> <li>• Dean of Institutional Effectiveness</li> </ul>	

## Goal 3 of 2017-2023 Educational Master Plan

### Strengthen local/regional partnerships and community engagement.

**Objective 1:** Strengthen formal agreements and partnerships with K-12 schools, universities, and regional employers.

**Objective 2:** Establish a comprehensive career center and begin to quantify student internships and job connections.

**Objective 3:** Enhance campus and community engagement by providing a venue for artistic, athletic, civic, cultural, scientific, and social events.

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## 2020-2023 Strategies to Meet Goal 3

Strategy	Action Steps	Lead(s)	Results Achieved to Date
<p>Strengthen partnerships with local K-12 schools</p>	<ul style="list-style-type: none"> <li>• Develop systematic plan for College and Career Pathway (CCAP) dual enrollment course offerings at high schools.</li> <li>• Implement and refine 3-Year Outreach Plan.</li> <li>• Continue to hold outreach events at local high schools.</li> <li>• Continue to assist high school students in completing the college application and FAFSA</li> <li>• Collaborate with local K-12 districts.</li> <li>• Improve alignment with feeder high schools through regular events (e.g. counselor exchange, high school connection dinners, Project Promesas, etc.).</li> </ul>	<ul style="list-style-type: none"> <li>• VP Student Affairs</li> <li>• Assistant Dean of Off-Campus Programs</li> </ul>	
<p>Strengthen partnerships with 4-year universities.</p>	<ul style="list-style-type: none"> <li>• Coordinate university visits, university talks, and college fair.</li> <li>• Increase outreach to 4-year universities.</li> <li>• Provide workshops and guidance for transfer success.</li> <li>• Continue to develop and refine articulation agreements with 4-year universities.</li> <li>• Establish financial aid consortium agreements with 4-year universities.</li> <li>• Increase Transfer Admissions Agreements.</li> </ul>	<ul style="list-style-type: none"> <li>• VP Student Affairs</li> </ul>	
<p>Strengthen partnerships with regional employers and the local community.</p>	<ul style="list-style-type: none"> <li>• Expand Career Development Center to prepare students for interviews, internships, and job placement.</li> <li>• Expand Career Development Center to support employer recruitment efforts, provide resources to facilitate hiring, and promote internship opportunities to campus constituents.</li> <li>• Partner with regional employers to develop strategies to expand internships and experiential learning opportunities.</li> <li>• Develop methods to better quantify job placement of VC students.</li> </ul>	<ul style="list-style-type: none"> <li>• VP Student Affairs</li> <li>• Career Education Deans</li> </ul>	

Strategy	Action Steps	Lead(s)	Results Achieved to Date
Continue to offer and participate in artistic, athletic, civic, cultural, scientific, and social events in our community	<ul style="list-style-type: none"> <li>• Market events to the community through social media, website banners, and the digital sign in front of campus.</li> <li>• Develop community events based on community needs and interests.</li> <li>• Ensure that a college representative attends College Area Community Council meetings.</li> <li>• Evaluate community involvement in events.</li> </ul>	<ul style="list-style-type: none"> <li>• College Services Supervisor</li> </ul>	

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## Goal 4 of 2017-2023 Educational Master Plan

### Enhance institutional effectiveness and accountability to improve innovation and student outcomes.

**Objective 1:** Improve campus-wide communications and collegiality through the implementation of the “Six Success Factors” [Beacons of Success].

- Six Success Factors: Connected, Directed, Focused, Engaged, Nurtured, Valued.

**Objective 2:** Ensure that campus governance committees function effectively.

**Objective 3:** Ensure that all programs complete an annual review of institutional data and a program plan.

**Objective 4:** Ensure that all courses and programs adhere to their SLO/SUO rotational plan.

**Objective 5:** Increase student-success-, equity-focused-, and distance-education-related professional development opportunities for, and participation by, faculty and staff.

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## 2020-2023 Strategies to Meet Goal 4

Strategy	Action Steps	Lead(s)	Results Achieved to Date
Improve campus trust and transparency.	<ul style="list-style-type: none"> <li>• Expand awareness of the Six Success Factors among faculty and staff.</li> <li>• Hold annual campus-wide retreat.</li> <li>• Provide opportunities for transparency in decision-making processes and discussions (e.g. Open Executive Team meetings, Captain’s Chats, campus-wide discussions, etc.)</li> <li>• Provide opportunities to celebrate employee successes (i.e. years of service, retirements, Pirate’s Treasure recognition, etc.).</li> <li>• Post important informational materials on college website (e.g. budget documents, relevant meeting recordings, etc.).</li> </ul>	<ul style="list-style-type: none"> <li>• VC Executive Team</li> </ul>	
Continue to improve campus communication	<ul style="list-style-type: none"> <li>• Foster campus culture to prioritize inclusive and equity-informed campus communications.</li> <li>• Re-design VC website, keep it up-to-date, and ensure it meets accessibility requirements.</li> <li>• Analyze marketing and social media efforts, and keep VC social media accounts current.</li> <li>• Coordinate information about college events and make it widely available through social media, VC website, as well as on the master and events calendars.</li> <li>• Provide regular and sustained communication to campus (e.g. monthly newsletter, Open Executive Team Meetings, campus-wide discussions).</li> </ul>	<ul style="list-style-type: none"> <li>• VC Executive Team</li> </ul>	
Annually evaluate campus committees	<ul style="list-style-type: none"> <li>• Each campus committee sets goals for the coming year in their first annual meeting.</li> <li>• Post committee agendas and minutes online in a timely manner.</li> <li>• At the end of the year, each committee member completes a committee evaluation.</li> <li>• Evaluate and Review the Making Recommendations Document.</li> </ul>	<ul style="list-style-type: none"> <li>• Dean of Institutional Effectiveness</li> </ul>	

Strategy	Action Steps	Lead(s)	Results Achieved to Date
Refine and improve three-year comprehensive program review cycle	<ul style="list-style-type: none"> <li>• Implement staggered 3-year program review cycle which includes a comprehensive review, and annual updates.</li> <li>• Evaluate and refine program review process.</li> </ul>	<ul style="list-style-type: none"> <li>• Dean of Institutional Effectiveness</li> </ul>	
Review and refine SLO/SUO process	<ul style="list-style-type: none"> <li>• Implement streamlined process for collecting and entering SLO/SUO assessment data.</li> <li>• Finalize Program SLO mapping to reduce the number of assessments, while maintaining their quality.</li> <li>• Evaluate and refine update SLO/SUO processes.</li> </ul>	<ul style="list-style-type: none"> <li>• SLO Facilitators</li> <li>• Dean of Institutional Effectiveness</li> </ul>	
Continue to provide professional development events for faculty and staff	<ul style="list-style-type: none"> <li>• Increase faculty and staff awareness of professional development events.</li> <li>• Determine faculty and staff professional development needs.</li> <li>• Align professional development events with college initiatives.</li> <li>• Offer culturally responsive training events.</li> <li>• Evaluate participation and effectiveness of professional development events.</li> <li>• Develop a college hour for professional development and student activities.</li> </ul>	<ul style="list-style-type: none"> <li>• Dean responsible for Professional Development</li> <li>• Professional Development Coordination Council</li> </ul>	

## Goal 5 of 2017-2023 Educational Master Plan

Effectively manage campus resources to meet student and community needs.

Objective 1: Develop and diversify college revenue sources.

Objective 2: Increase external funding resources through the VC Foundation.

Objective 3: Ensure that college expenditures remain within the available budget.

Objective 4: Ensure that the college progresses towards the goals of the Facilities Master Plan.

Objective 5: Ensure that the college progresses towards the goals of the Technology Master Plan.

Objective 6: Make progress towards the 75/25 full-time to part-time faculty ratio while increasing faculty diversity.

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## 2020-2023 Strategies to Meet Goal 5

Strategy	Action Steps	Lead(s)	Results Achieved to Date
Maximize funding through the State of California's new Student Centered Funding Formula (SCFF)	<ul style="list-style-type: none"> <li>• Coordinate and implement strategic enrollment management processes across instruction and support services.</li> <li>• Develop degrees and certificates supporting student completion, including enhanced non-credit opportunities.</li> <li>• Monitor implementation of student success strategies (Goal 1) and financial aid (Goal 2) to maximize SCFF funding.</li> <li>• Develop mechanisms to streamline and improve degree/certificate awarding process.</li> </ul>	<ul style="list-style-type: none"> <li>• VC Executive Team</li> </ul>	
Coordinate with VC Foundation to strategically support key initiatives	<ul style="list-style-type: none"> <li>• Provide VC Foundation with prioritized campus needs and requests.</li> <li>• Support employee giving program.</li> <li>• Evaluate effectiveness of VC Foundation initiatives.</li> </ul>	<ul style="list-style-type: none"> <li>• VC Executive Team</li> </ul>	
Review expenditures by functional area to optimize resource use.	<ul style="list-style-type: none"> <li>• Evaluate expenditures by functional area.</li> <li>• Optimize balance of expenditures across functional areas.</li> </ul>	<ul style="list-style-type: none"> <li>• VP Business and Administrative Services</li> </ul>	
Develop and implement new Facilities Master Plan	<ul style="list-style-type: none"> <li>• Evaluate prior Facilities Master Plan.</li> <li>• Identify major Facilities goals and objectives.</li> <li>• Develop draft plan and vet it throughout campus community.</li> <li>• Approve final version of plan.</li> <li>• Implement plan.</li> </ul>	<ul style="list-style-type: none"> <li>• VP Business and Administrative Services</li> </ul>	
Implement and refine new Technology Master Plan	<ul style="list-style-type: none"> <li>• Evaluate prior Technology Master Plan.</li> <li>• Identify major Technology goals and objectives.</li> <li>• Develop draft plan and vet it throughout campus community.</li> <li>• Approve final version of plan.</li> <li>• Implement plan.</li> </ul>	<ul style="list-style-type: none"> <li>• VP Business and Administrative Services</li> </ul>	
Ensure faculty, staff, and administrative hiring decisions reflect the needs and diversity of our student population	<ul style="list-style-type: none"> <li>• Hire culturally proficient faculty, staff, and administrators that reflect the diversity of our college's student population.</li> <li>• Advertise open faculty, staff, and administrator positions in diverse variety of publications</li> </ul>	<ul style="list-style-type: none"> <li>• VC Executive Team</li> </ul>	

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	<ul style="list-style-type: none"><li>• Expand hiring of bilingual faculty, staff, and administrators.</li></ul>	
Expand resources offered at East Campus (i.e. student services, campus safety, etc.).	<ul style="list-style-type: none"><li>• Expand campus safety resources at East Campus</li><li>• Expand student services at East Campus</li></ul>	<ul style="list-style-type: none"><li>• Assistant Dean of Off-Campus Programs</li><li>• VP of Student Affairs</li></ul>
Expand and improve campus safety.	<ul style="list-style-type: none"><li>• Implement comprehensive Emergency Notification System across the campus.</li><li>• Retrofit classroom doors with locks that can be activated from the inside.</li><li>• Increase the store of emergency supplies.</li><li>• Continue to provide regular and ongoing emergency training and tabletop exercises to faculty, staff, and students.</li></ul>	<ul style="list-style-type: none"><li>• VC Executive Team</li></ul>

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## Master Planning Timeline

	2017	2018		2019		2020		2021		2022		2023		2024		2025		2026		2027		2028		2029
	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring
Educational Master Plan	2017 - 2023 Educational Master Plan												2023 - 2029 Educational Master Plan											
	2017-2020 Strategic Impl Plan						2020-2023 Strategic Impl Plan						2023-2026 Strategic Impl Plan						2026-2029 Strategic Impl Plan					
Strategic Implementation Plan	2017-2020 Strategic Impl Plan						2020-2023 Strategic Impl Plan						2023-2026 Strategic Impl Plan						2026-2029 Strategic Impl Plan					
Facilities Master Plan	2017 - 2023 Facilities Master Plan												2023 - 2029 Facilities Master Plan											
	2017-2020 Tech Master Plan						2020-2023 Tech Master Plan						2023-2026 Tech Master Plan						2026-2029 Tech Master Plan					
Tech Master Plan	2017-2020 Tech Master Plan						2020-2023 Tech Master Plan						2023-2026 Tech Master Plan						2026-2029 Tech Master Plan					

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## Glossary of Terms

**BSSOT** – Basic Skills Student Outcomes and Transformation Program – State-awarded program in which 64 colleges were awarded \$89M to improve the progression rate of students needing basic skills instruction into college-level instruction by implementing or expanding innovations and redesign in the areas of assessment, student services, and instruction.

**College and Career Pathway (CCAP)** – dual enrollment courses offered at high schools which are designed to accelerate student success at the community college level. High school students are able to enroll in up to 15 units of college coursework without paying any fees for the classes.

**DE** – Distance Education.

**Faculty Obligation Number (FON)** – state-calculated number of full-time faculty that colleges are required to hire each year. This number is based on annual FTES growth.

**FTEF** – Full-Time Equivalent Faculty – instructor load.

**FTES** - Full-Time Equivalent Students – enrollment calculation that determines the amount of funding that colleges receive from the state.

**Productivity** – WSCH/FTEF – ratio of FTES to FTEF. This ratio is a measure of instructional efficiency.

**Six Success Factors** – factors related to student success that were developed out of research by the California Research and Planning Group. The six factors are Connected, Directed, Focused, Engaged, Nurtured, and Valued.

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**Ventura College Academic Senate  
Minutes**

**Thursday, October 1, 2020**

**3:30 - 5:00 pm**

**Meeting held via Zoom <https://cccconfer.zoom.us/j/94303167532>**

<b>VENTURA COLLEGE ACADEMIC SENATE MEMBERS</b>		
<b>Constituency</b>	<b>Representative</b>	<b>Attended</b>
President	Dan Clark	X
Vice President	Preston Pipal	X
Treasurer	Andrea Horigan	X
Secretary	Colleen Coffey	X
Curriculum	Michael Bowen	X
Career Education: Business, Child Development, Criminal Justice, Allied Health and Nursing (3 Faculty Reps)	Deanna Hall	X
	Stephanie Branca (Fall)	X
	Lazaro Salinas	X
Career Education: Technology and Workplace Essentials (1 Faculty Rep)	Dorothy Farias	X
English, Math, and Communication (5 Faculty Reps)	Jaclyn Walker	X
	Chris Frederick	
	Heather Aguailar Ludwig	
	Donna Beatty	
	John Guelcher	X
Health, Kinesiology, Athletics, and Performing Arts (2 Faculty Reps)	Nathan Cole	X
	Mary McDonough	X
Library, Languages, Behavioral & Social Sciences, Visual Arts (4 Faculty Rep)	Ron Mules	X
	Michael Ward	
	Bill Hendricks	X
	Linda Kenedy	X
Sciences and Distance Education (3 Faculty Reps)	Kammy Algiers	X
	Erin Brocker	X
	Marta De Jesus	X
Self-Nominated Part-Time Faculty Member	Greg Cooper	
Student Services (4 Faculty Reps)	Paula Munoz	X
	Gema Espinoza Sanchez	X
	Marian Carrasco Nungaray	X
	Marcelino De Cierdo	



Agenda Item	Discussion Notes	Action?
<b>I. Call to Order</b> a. Action to approve the agenda.	3:01pm  Motion to approve agenda: Motion by PM; 2 <sup>nd</sup> by JW to amend agenda item 4c to area 6 for discussion. Vote: 14 yes-2 nos	
<b>II. Public Comments</b> (2 min. per comment)	Not recorded.	
<b>III. Acknowledgement of Guests</b> (1 min.)	Collin Stocke, Ty Gardner, Bea Herrera	
<b>IV. Informational Items</b> <i>(These are agenda items intended to provide the body with brief updates or reports of activities or actions from outside. If the Senate wishes to debate or discuss an item presented as information, they must request that it be placed on an agenda at future meeting as an action or discussion item.)</i> a. Senate Council Executive Team Election b. AFT reps to PD, BRC, Safety, and Curriculum Committees c. Re: Request for Agenda Item Re: GE/Anat 1	a. DC reviews this with senators. b. DC reviews this with senators. c. <i>Moved to VI.</i>	
<b>V. Action Items</b> <i>(These are agenda items that require a vote from the Senate):</i> a. Approval of 9/3 meeting minutes. b. Approval of 9/17 meeting minutes c. Senate Goals 2020/2021 d. BP/AP 4245	a. Motion by PP; 2 <sup>nd</sup> by AH. Vote 19 yes-0 no. b. Motion by PP; 2 <sup>nd</sup> by AH. Vote: 17 yes-0 no-1 abstain. c. Motion by MB; 2 <sup>nd</sup> by PP. Discussion:  Which ones do we like?  All except for 3, 4, and 5. We can vote on those. MB amends motion to exclude goals 3, 4, and 5, and approve others. 2 <sup>nd</sup> to amended motion by PP. 3, 4, and 5 will be word smithed and brought back next meeting. Vote: 20 yes-0 no-2 abstain.  d. BP/AP 4245: DC explains this to senators. Motion to	

	<p>approve AP/BP by MB; 2<sup>nd</sup> by PP. Discussion: Senators discuss adding language to effect of clarifying who the evaluators are going to be. Vote: 16 yes-0 no-6 abstain.</p> <p>Move to reconsider the rules so as to allow Bea Herrera to discuss info item (b) by PP; 2<sup>nd</sup> by KA. Vote: 16-yes-0 no-6 abstain.</p> <p>Bea Herrera gives senators this update. Reply from DC: Intention of senate is to add slots, rather than swap out reps. We will report back to AFT after that occurs.</p>	
<p><b>VI. Discussion Items</b> <i>(These agenda items are a chance for the body to discuss and debate any matter related to the business of the Senate, often leading to action at a future meeting or providing the President or Chair with direction for discussions with the Administration, State Academic Senate, or other bodies.)</i></p> <ul style="list-style-type: none"> <li>a. Election Committee</li> <li>b. Faculty Hiring Prioritization Process</li> <li>c. Proposed changes to the Bylaws and Constitution</li> <li>d. VC Equity, Race &amp; Action Force (standing item)</li> </ul>	<ul style="list-style-type: none"> <li>a. PP gives senators the background re: Election Committee vis a vis the Senate Constitution. Need 3 f/t members to be on this committee. We need to clarify what senate wants election committee to do? DC proposes that we identify the election committee right now. First job will be to refine the job description of the committee. Suggestion of value of department level representation, and the value of having experienced leaders in</li> </ul>	

senate exec team. DC will write up something to guide this committee in their work. Linda Kennedy is willing to serve, and Jaclyn Walker, and Laz Salinas. DC will need to address timelines with this committee also.

- b. DC shares this with senators. Question re: new programs? PP-we need to discuss how to balance that. Comment: We should say that faculty need to be part of the process—admin shouldn't just be making those decisions in a silo.
- c. Suggestion to have departmental representation on senate council. Suggestion: re: substitutes when regular senators can't attend. Are they from the same area? Is there a notification requirement? Comment, a notification requirement may not be realistic (i.e. end result might be fewer people at the table on meeting day).
- d. DC included BLM resolution that MC just passed and OC is considering. DC wants to bring this for a vote at next meeting.

	<p>Senators should bring any changes/corrections to senate exec attention before next meeting.</p> <p>e. AH shares letter from senate exec on this topic. Senators briefly discuss.</p> <p><b>Homework for senators</b> re: By Laws/Constitution. On this issue, it is the domain of Curriculum Committee. If this needs to be changed in the by law revisions, everyone's homework is to come with those by law/constitution revision suggestions.</p>	
<b>VII. President's Report</b>		
<p><b>VIII. Reports from Senate Subcommittees, Task Forces, and/or Work Groups—2 min. for each update. For any additional information, please submit a written report to be posted to the Academic Senate website.</b></p> <p>a. Curriculum Committee (Michael)  b. BRC (Andrea)  c. Guided Pathways  d. CTE liaison report (Deanna Hall)  e. Treasurer's Report (Andrea)  f. OER Report (Andrea)  g. DE (Colleen)  h. Faculty PD Committee (Colleen)</p>		
<p><b>IX. Announcements for the Good of the Order</b></p> <p>a. AFT Update (Ty Gardner)  b. Upcoming ASCCC Events:</p> <p>Details can be found at <a href="https://asccc.org/calendar/list/events">https://asccc.org/calendar/list/events</a></p>	<ul style="list-style-type: none"> <li>• AFT EC meeting tomorrow.</li> <li>• GP Retreat kicks off tomorrow. Please join your discipline cohort meeting next week.</li> <li>• Talk to your deans about final schedule.</li> </ul>	
<b>X. Requests for Future Agenda Items</b>		
<b>XI. Adjournment</b>	At 5:07pm	





## Ventura College Academic Senate Goals 2020-2021

### **Goal 1:**

Update Academic Senate Constitution and Bylaws including but not limited to: clarifying voting committee issue in the Senate Constitution.

### **Goal 2:**

Work collaboratively and with respect for each other's opinions. Implement practices at Academic Senate Council meetings that foster rich, inclusive dialogue among senators.

### **Goal 6:**

Ensure transparency in all things including but not limited to: budgets, evaluations, communications, and committees.

### **Goal 7:**

Distribute the local Academic Senate handbook to all faculty and keep the Senate website updated to ensure information is easy to find. Promote 10+1 on campus including but not limited to: hiring committees (increase diversity), tenure review committee makeup, budget, and curriculum considerations (added to program review process).

### **Goal 8:**

Work collaboratively with AFT on issues where our missions overlap including but not limited to: lab pay equity, DE evaluations, and class caps. Increase frequency and/or prioritization of formal updates from AFT to Academic Senate, and from Academic Senate to AFT.

## **Proposed goals not yet adopted**

### **Goal 3:**

Practice and promote equity, diversity, inclusiveness and antiracist practices in Academic Senate Council meetings and throughout the campus. Consider resolutions related to racial justice.

### **Goal 4:**

Work with the professional development committee to promote faculty participation in campus and professional development events. Promote collaboration among and connections between all faculty (full-time and part-time) and between our campus and community. Introduce regular, all-council updates related to faculty engagement in each area of VC.

### **Goal 5:**

Create a new faculty hiring prioritization process.

Fall 2020

Resolution Number: F20-01 (DRAFT)

Contact: Dan Clark

## **Academic Senate Resolution in Support of Black Lives Matter**

Whereas, We have witnessed the violent assault and deaths of George Floyd, Breonna Taylor, Ahmaud Arbery, Eric Garner, Michael Brown, Sandra Bland, Botham Jean, Trayvon Martin, Tamir Rice, Jacob Blake, Feras Morad, and too many other victims of racial violence to name;

Whereas, Continued attacks on Black bodies are only the most recent examples of four hundred years of systemic racism and oppression against Black, Indigenous, and other people of color in the United States; that this legacy of white supremacy and terrorism continues to threaten the health and safety of our students;

Whereas, The Ventura College Guiding Principles statement pledges a commitment to “create a campus environment that fosters collaboration, communication, and mutual respect” and affirms that the College will “embrace the strength of diversity”;

Whereas, As faculty we have a responsibility to uphold the values expressed in the Ventura College Guiding Principles statement; we have a responsibility to ensure our campus maintains these values and we must embody them in our interactions with all members of our community;

Resolved, That the Ventura College Academic Senate declare that Black lives matter and affirm that all people of color deserve to be treated with respect, dignity, and equality on this campus and in our community;

Resolved, That the Ventura College Academic Senate condemn any behavior or practice that denigrates Black, Indigenous, and people of color and reject individual and institutional racism on campus and in our community; and

Resolved, That the Ventura College Academic Senate support behavior and practice that promote anti-racism, freedom, equity, and justice on campus and in our community.

References:

[Ventura College Mission, Vision, and Guiding Principles](#)

### **Which VC positions are elected?**

President, Vice President, Secretary, and Treasurer

### **Are all elections held at the same time?**

Elections for all four positions occur every two years, in the fall semester of the academic year prior to the start of the term. The term for each is two years, and there is a two-term limit for the President and Vice President positions (but not Secretary or Treasurer).

### **Nominations**

According to our Constitution and Bylaws, a candidate must fill out a petition form to run for office. The form must be signed by ten (10) Academic Senate members and presented to the Senate President. The petition form must also be accompanied by a written statement outlining the candidates' reasons for running for office. All nominees for office shall make a presentation to the Senate Council at least two (2) weeks before the election. If no candidates for a particular office have submitted their petitions by the first Senate Council meeting in October, nominations may be made by a committee of the Senate Council.

We did not receive any nominations by our first Senate meeting in October. The Constitution does not specify which committee makes nominations (we can assume this is the election committee).

### **Elections**

The slate of candidates shall be published and submitted to the general membership no later than October 15th. The date(s) of election shall be determined by the Senate Council no later than November 15. Elections shall be completed by the end of the fall semester. 1) Voting shall be by secret and written ballot. The ballot shall be distributed to the mailboxes of the full-time faculty. OR 2) The Executive Council may initiate amendments. After having received a majority vote of the Executive Council the amendment shall be submitted to each member for adoption. A majority vote of all members voting by secret ballot shall be sufficient for adoption.

The voting period shall be at least two (2) and no more than five (5) days. If no candidate receives a simple majority on the first ballot, a runoff election shall be held between the top two (2) candidates. Other election procedures are to be established each year by the Senate Council. Senate Council representatives shall be elected as specified in the By-laws and the Constitution.

### **Have Regulations and Policies been established?**

The entire Senate approved electronic balloting at the August 14th meeting (green text above). Election information is outlined in Article V Section 4 and 5 of the Academic Senate Constitution. The state academic senate (ASCCC) has its own election processes, and local senates are not bound by their processes (which are quite arcane).



## **Timeline**

10/1 - Officer nominations due (Article V Section 4)

10/15 - Officer candidates published (Article V Section 5)

11/15 - Deadline to set election date (Article V Section 5)

12/3 – Deadline to certify election results (Article V Section 5)

## **Relevant information**

- Election information is outlined in [Article V Section 4 and 5 of the Academic Senate Constitution](#).
- A petition form must be signed by ten (10) Academic Senate members and presented to the Senate President. The petition form must also be accompanied by a written statement outlining the candidates' reasons for running for office.
- If no candidates for a particular office have submitted their petitions by the first Senate Council meeting in October, nominations may be made by a committee of the Senate Council.
- The Senate Council shall establish an election committee of no fewer than three (3) members of the Academic Senate.
- All nominees for office shall make a presentation to the Senate Council at least two (2) weeks before the election.
- Voting shall be by secret and written ballot. The ballot shall be distributed to the mailboxes of the full-time faculty.
- The voting period shall be at least two (2) and no more than five (5) days. If no candidate receives a simple majority on the first ballot, a runoff election shall be held between the top two (2) candidates.
- Other election procedures are to be established each year by the Senate Council.

## Two questions from Eric Martinsen regarding the VCAS Constitution:

1. Article VI, Section 3. Terms: This section states, "The president and vice-president shall not serve more than two (2) consecutive terms in either of these positions."

Here's my question: is the term limit on the person or the position? I honestly can see how it could be read either way at the moment.

In other words, does this mean that a faculty member is limited to two consecutive terms total whether they are serving as president or vice-president? In this case, they could serve one term as vice-president and then one term as president before hitting the term limits.

With this interpretation, it might be clearer to state: "No faculty member shall serve more than two (2) consecutive terms in the role of president and/or vice-president."

**\*\*OR\*\***

Does this clause mean each position has a two consecutive term limit? In this interpretation, a faculty member could conceivably serve as vice-president for a term before being elected as president. That individual would be eligible to run for a second consecutive term as president before hitting term limits even though they had been vice-president immediately before being elected as president.

If this is the intended policy, perhaps it could read as follows: "The positions of president and vice-president are each limited to two (2) consecutive terms. No faculty member shall serve as president or as vice-president for more than two (2) consecutive terms."

I can see the logic behind either interpretation, but I think Section 3 should be clarified to avoid any ambiguity in case this is disputed at some future point.

2. Continuity?: This may not be feasible, but I wonder if there is some way to stagger the elections of the president and vice-president so that we avoid having a whole slate of brand-new executive team members assuming office at the same time. Could the president be elected in even years and the vice-president in odd years? Then at least one of the two would have one year of experience in the position at any given time. Just a thought?

## OPERATIONAL DEFINITIONS:

Academic Senate = See general membership.

The Board = Ventura County Community College District Board of Trustees. Interchangeable with governing board.

Committees = All Academic Senate committees and subcommittees

~~General~~ Membership = All faculty, including the Senate Council and its committees. Interchangeable with Academic Senate.

Senate Council = Elected representative body of the Academic Senate.

Senate Executive Committee = Elected officers of the Senate Council, including a president, vice-president, secretary, and treasurer. Interchangeable with Senate Executive or Senate Exec.

Senators = Members of the Academic Senate.

# VENTURA COLLEGE ACADEMIC SENATE CONSTITUTION

## PREAMBLE

As authorized under Title 5, Sections 53200-53207, we, the members of the faculty of Ventura College, have united to form an Academic Senate.

## ARTICLE I – NAME

Section 1. The name of this organization shall be the Ventura College Academic Senate.

## ARTICLE II – PURPOSE, DUTIES, AND POWERS

### **Section 1. Purpose of the Academic Senate**

Purpose. The purpose of this organization shall be to represent the faculty in the ~~formation~~ development and implementation of college and district policy on academic and professional matters. These are defined in Title 5, Section 53200 as follows; ~~as outlined in Title 5, Section 53200 (b). These include:~~

1. Curriculum including establishing prerequisites and placing courses within disciplines.
2. Degree and certificate requirements.
3. Grading policies.
4. Educational program development.
5. Standards or policies regarding student preparation and success.
6. District and college governance structures, as related to faculty roles.

7. Faculty roles and involvement in accreditation processes, including self-study and annual reports.
8. Policies for faculty professional development activities.
9. Processes for program review.
10. Processes for institutional planning and budget development.
11. Other academic and professional matters as mutually agreed upon between the governing board and the academic senate.

## **Section 2. Duties of the Academic Senate**

~~Duties.~~ It is the duty of the [Academic](#) Senate to address, either directly or through its designated committees, all academic and professional matters and to establish positions on all such issues.

## **Section 3. Powers of the Academic Senate**

A. The powers of the Academic Senate are defined in Title 5, Section 53203 and by the policies of the Board.

B. The Board and college administration will consult collegially with the Academic Senate when adopting policies and procedures on academic and professional matters. The Academic Senate shall interpret “consult collegially” to mean by mutual agreement by written resolution, regulation, or Board policy.

C. The Board may change policies regarding academic and professional matters in mutual agreement with the senate or after a good faith effort to reach agreement only for compelling legal, fiscal, or organizational reasons.

# **ARTICLE III – MEMBERSHIP**

## **Section 1. Membership**

-In accordance with ~~Education Code~~ Title 55, Sections 53200 ~~and 53202(a)~~, all full-time faculty who are not designated as management by the college administration shall be members of the Academic Senate.

### Section 2. Part-time Faculty

Insofar as the Academic Senate is recognized as the representative of all faculty to the Board, the Senate recognizes its responsibility to encourage and solicit membership of part-time faculty.

## ARTICLE IV – ORGANIZATION

### Section 1. Business

The business of the Academic Senate shall be carried out through the Senate Council and the committees of the Academic Senate. Final authority remains with the general membership which retains the right of initiative, recall, and petition and may by a majority of votes cast countermand action taken by the Senate Council, provided that one-third or more of the general membership participates in the voting.

### Section 2. Meetings

-The Senate Council shall meet on campus as specified in ~~Article IV of the~~ Senate ByBy-laws. A special meeting shall be called upon petition of at least ten (10) percent of the general membership or upon majority vote of the Senate Council, or as deemed necessary by the Senate Executive Committee.

~~Section 3. Voluntary Dues. Voluntary dues are collected annually by the Senate Council, but are not a condition of membership.~~

### Section 34. Rules

-The latest edition of Roberts' Rules of Order shall guide the Academic Senate on all matters not specifically covered by this Constitution and/or its Senate ByBy-laws.

## ARTICLE V – SENATE COUNCIL

### **Section 1. Membership**

▮

-The membership of the Senate Council shall be the Senate Executive Committee and representatives from the academic divisions as defined in the [Senate](#) By-laws.

### **Section 2. Duties**

▮

The duties of the ~~Senate Executive committee, chairpersons, and~~ Senate Council representatives shall be those detailed in the Senate By-laws and/or outlined in Roberts' Rules of Order.

### **Section 3. Terms**

[Senate Council representatives and standing committee chairpersons shall begin their terms of office on the first day of fall semester, or after being elected by their divisions. Senate Council representatives and standing committee members shall be elected to a term of one \(1\) year by the groups they represent unless otherwise noted in the Senate Bylaws.](#)

### **Section 4. Elections**

[Senate Council representatives shall be elected as specified in the Senate Bylaws.](#)

### **Section 5. Vacancies on Senate Council**

[Vacancies on the Senate Council occur through resignation, incapacitation, failure to fulfill responsibilities as stated in the Senate Bylaws, retirement, recall or death. Vacancies shall be filled according to procedures outlined in the Senate Bylaws.](#)

## **ARTICLE VI – SENATE EXECUTIVE COMMITTEE**

### **Section 1. Membership**

[The membership of the Senate Executive Committee shall be the elected and/or appointed officers of the Academic Senate as defined in the Senate Bylaws.](#)

## Section 2. Duties

The duties of the Senate Executive Committee shall be those detailed in the Senate Bylaws and/or outlined in Roberts' Rules of Order.

## Section 3. Terms

~~The Senate Executive Committee shall begin their term of office on the day after the last day of spring semester. The president, vice president, secretary, and treasurer Members of the Senate Executive Committee shall be elected to a term of two (2) years. -The president and vice-president shall not serve more than two (2) consecutive terms in either of these positions. Standing committee chairpersons and Senate Council representatives shall begin their terms of office on the first day of fall semester, or after being elected by their divisions. The president, vice president, secretary, and treasurer shall be elected to a term of two (2) years. The president and vice-president shall not serve more than two (2) consecutive terms in either of these positions. Standing committee members and Senate Council representatives shall be elected to a term of one (1) year by the groups they represent. Additionally, the Senate president can appoint faculty representatives to committees.~~

## Section 4. Nominations

- A. Nominations for office to the Senate Executive ~~Committee~~ Committee shall be made by any member of the general membership.
- B. A petition form must be signed by ten (10) Academic Senate members and presented to the Senate President. The petition form must also be accompanied by a written statement outlining the candidates' reasons for running for office.
- C. All nominees for office shall make a presentation to the Senate Council at least two (2) weeks before the election.
- D. The Senate Council shall establish an Eelection Ccommittee of no fewer than three (3) members of the Academic Senate.
  - 1. The purpose of the Election Committee is to ensure the integrity of the election process. Current members of the Senate Executive Committee and candidates running for office may not serve on the Election Committee.



2. If no candidates for a particular office have submitted their petitions by the first Senate Council meeting in October, ~~nominations may be made by a~~ the Election Committee may recommend candidates to of the Senate Council.

~~All nominees for office shall make a presentation to the Senate Council at least two (2) weeks before the election.~~

~~If no candidates for a particular office have submitted their petitions by the first Senate Council meeting in October, nominations may be made by a committee of the Senate Council.~~

## **Section 5. Elections**

A. -The slate of candidates shall be published and submitted to the general membership no later than October 15th. -The date(s) of election shall be determined by the Senate Council no later than November 15. Elections shall be completed by the end of the fall semester.

B. Voting shall be by secret and written ballot. The ballot shall be distributed to the mailboxes of the full-time faculty. The voting period shall be at least two (2) and no more than five (5) days.

1. Ballots shall be counted by the Senate Executive Committee and the Election Committee, and the counting shall be open to any member of the Academic Senate. The candidates receiving a simple majority of the votes cast shall be declared elected.

2. If no candidate receives a simple majority on the first ballot, a runoff election shall be held between the top two (2) candidates.

C. Other election procedures ~~are to~~ may be established each year by the Senate Council.

~~Senate Council representatives shall be elected as specified in the By-laws and the Constitution.~~

## **Section 6. Vacancies on the Senate ~~Council~~Executive Committee.**

A. -Vacancies on the Senate ~~Council~~Executive Committee occur through resignation, incapacitation, failure to fulfill responsibilities as stated in the Senate By-laws, retirement, recall or death. ~~Vacancies shall be filled according to procedures outlined in the By laws (Article I, Section D).~~

~~Section 7. The Senate Executive Committee.~~ B. Resignation from the Senate Executive Committee shall be assumed if any officer fails to attend four (4) consecutive Senate Executive meetings.

C. Vacancies shall be filled according to procedures outlined in the Senate By-laws ~~(Article I, Section D).~~

## ~~Section 8.~~ ARTICLE VII – Committees

### Section 1. Membership

- ~~A.~~ The Senate President shall appoint faculty to all professional and/or academic committees, both college and district.
- B. The Senate Council shall approve these appointments, as specified in the Senate By-laws. Ad hoc committees may be created by the Senate Council as the need arises; the chairperson of each ad hoc committee shall be named by the President.
- C. The Senate Council shall determine committee charges and responsibilitiesy.

### Section 2. Duties of Committees and Chairpersons

A. It shall be the duty of the committees:

~~1.~~

1. To consider, study and make recommendations on all matters submitted by the President and Senate Council, the Committee Chairperson, and/or Senate.

~~1.~~

2. To report to the Senate Council at least once a year and thereafter to the Senate, with or without approval of the Council. The process for reporting to the Senate Council shall be established by the Senate Council and may be revised by it at any time.

~~2.~~

3. To submit proposals to the Senate Council for approval prior to undertaking a study or investigation. In the event that the Senate Council disapproves of a committee's proposal, the committee may appeal the decision of the Senate Council to the general membership by ballot.

~~3.~~

~~2.~~ B. It shall be the duty of committee chairpersons:

1. To call regular meetings of the committee and to provide notice of committee meetings with sufficient time to inform all Senate members.

2. To prepare an agenda for committee meetings, to be responsible for maintaining all committee records, and to report committee actions to the Senate Council.

~~1.~~ 3. To maintain liaison with other committees and with the Senate Council.

## ARTICLE VIII – AMENDMENTS

A. Section 1. An amendment to the Constitution ~~or to the By laws~~ may be proposed by majority vote of the Senate Council or by written petition of at least ten (10) percent of the general membership.

B. The proposed change shall be communicated:

1. The proposed change shall be communicated ~~To to~~ all Senators at least two (2) weeks prior to a regular meeting of the Senate Council at which time it will appear on the agenda, or-

2. Or, the proposed change shall be communicated t ~~T~~o the general membership via written ballot one (1) month prior to voting.

C. Adoption of an amendment to the Constitution requires a two-thirds majority of the general membership voting by ballot. ~~An amendment to the By laws requires approval by a majority of the general membership voting by ballot.~~ All voting shall be by secret and written ballot.

## ARTICLE IX – SENATE BYLAWS

A. All matters not covered in this Constitution, or those matter not clearly interpreted by this Constitution shall be referred to the Senate Bylaws.

B. Changes to the Senate Bylaws may be proposed by majority vote of the Senate Council or by written petition of at least ten (10) percent of the general membership.

C. The proposed change shall be communicated:

1. To all Senators at least two (2) weeks prior to a regular meeting of the Senate Council at which time it will appear on the agenda, or

2. To the general membership via written ballot one (1) month prior to voting.

D. Adoption of a change to the Senate Bylaws requires approval by a majority of the general membership voting by ballot. All voting shall be by secret and written ballot.

## HISTORY

(VC Academic Senate Constitution: Adopted- April 30, 1971; Revised- December 7, 1973;  
Revised- April 27, 1978; Revised/Adopted- April 18, 2002)  
Revised by Bob Porter and Peter Sezzi on October 19, 2005  
Revised by Senate Executive Committee on February 23, 2006  
Revised by Senate Executive Committee on March 1, 2006  
Revised by Senate Council on March 2, 2006  
Revised and Adopted Unanimously by Senate Council on March 16th, 2006  
Approved by the General Membership on April 5th, 2006

# VENTURA COLLEGE ACADEMIC SENATE BY-LAWS

## ARTICLE I - SENATE COUNCIL

### Section 1. Function and Responsibilities

- A. -It shall be the function of the Senate Council to transact the business of the Senate, to develop and implement the policies of the faculty, and to serve as the voice of the faculty.
- B. -It shall be the responsibility of the Senate Council:
  - 1. -To provide procedures for determining and implementing faculty policies.
  - 2. -To be the official representative of the faculty in relationships with the administration and the Governing Board on all academic and professional matters.
  - 3. -To appoint the members of standing committees; to establish subcommittees and ad hoc committees when necessary, appointing the members and naming the chairperson for each.
  - 4. -To advise the Senate President; to assist the Senate President in preparing the agenda; and to perform those duties requested by the President and/or the Senate.

### Section 2. Basis of Representation

- A. -Representation shall be based on representative faculty groups.
- B. -Representation for each division shall be one senator for every nine (9) full time faculty or fraction thereof, as of September 1 of each academic year. Each division shall have at least one representative.
- C. -Problems regarding the distribution of division representative positions shall be presented in writing to the Senate Executive Committee and resolved by this committee as well.
- D. -There will be one (1) at-large part-time faculty representative who shall be self-nominated and appointed by the Senate Executive Committee at the beginning of the academic year. The position will be for a one-year term.
- E. -Any faculty member who is holding or who has held office in the Academic Senate of the California Community Colleges shall be an ex officio member of the Senate Council.

F. The Curriculum Committee Faculty Co-Chair shall be a voting member of the Senate Council.

### Section 3. Roles and Responsibilities of Duties of Senate Council Representatives

A. Senate Council representatives Each senator shall :

A. Shall have the following duties:

1. Be responsible for representing ~~your~~ their division members at Senate Council meetings.

2.

~~B. Shall keep~~ your faculty within their ~~Division~~ members informed of Academic Senate activities. This includes by d:

~~1. Distributing or posting relevant material from~~ Academic Senate meetings.

~~2. R~~ eporting regularly at Division meetings, and.

~~3. A~~ acting as liaison ~~for concerns of individual~~ between the ~~faculty~~ division members and to the Senate Council. ~~and from Council back to the division.~~

3.

~~C. Shall r~~ Read Academic Senate material thoroughly and keep informed of college, district, and state issues and events as contained in that material.

4.

~~D. Shall c~~ Conduct surveys of ~~your~~ their Division as requested by the Senate President or Council.

5.

~~E. Shall a~~ Attend meetings of the Academic Senate regularly; when unable to attend, arrange for a substitute and inform the president who the substitute shall be.

6. Be ~~F. Shall be k~~ knowledgeable regarding the Ventura College Academic Senate Constitution and ~~b~~ Bylaws, the State Senate Constitution, Title 55, ~~and~~ SB160, and

other laws and documents relating to the rights and responsibilities of local and state senates.

7.

~~G. Shall p~~ Promote the Academic Senate as the only representative of Ventura College faculty on academic and professional matters to any and all levels of administration. Any infringements of this right shall be reported to the Senate Council.

8.

~~H. Shall b~~ Be willing to serve on Senate committees and report their proceedings to the Senate Council.

9.

~~I. Shall a~~ Attend - when possible - area and state conferences relevant to Academic Senate issues.

~~J.B.~~ The part-time senator shall attend meetings of the Senate Council and address part-time faculty issues.

#### **Section 4. Elections**

The slate of candidates shall be prepared by representative faculty groups, who shall also nominate and elect senators by the end of the Spring semester. The election shall be held before the end of the school year for the following academic year. Representative groups shall determine their voting procedures within each group.

#### **Section 5. Vacancies on Senate Council**

~~Division representative.~~ The Academic Senate President shall notify the Deivision concerned that their representative has left office. The members of the Deivision concerned shall elect a replacement to serve for the unexpired term.

## **ARTICLE II - SENATE EXECUTIVE COMMITTEE**

## **Section 1. Elected Officers of the Academic Senate**

A. The elected officers of the Academic Senate shall be a President, Vice-President, Secretary, and Treasurer. These officers shall form the Senate Executive Committee.

B. Members of the Senate Executive Committee are entitled to 2.0 release time. Release time will be allocated by the Senate Executive Committee and ratified by the Senate Council preceding an election or filling any vacancies.

C. To be wholly effective and participatory, the Senate Executive Committee “must be seen as open, encouraging of a free exchange of information, respectful of those who express divergent, even unpopular points of view. In exchange, as faculty serve the Senate on committees and task forces, they must report back and receive their direction from the Senate” (ASCCC: Empowering Local Senates).

D. The duties of the Senate Executive Committee shall be to:

1. Assist the Senate President in the preparation of the agenda.

2. Represent the Senate Council at meetings with the college president.

3. Inform the Academic Senate of the results of such meetings.

4. Represent Academic Senate viewpoints on committees to which the individual members are assigned by the Senate or by the Senate Council.

5. Perform other duties as assigned by the Academic Senate or Senate Council.

E. The decisions of the Senate President shall be made with the consensus of the Senate Executive Committee. If no consensus can be reached, items shall be forwarded to the Senate Council for resolution.

## **Section 52. Duties of Senate Officers**

A.– President. The primary responsibility of the President is “first to ask the Senate to deliberate [and decide on] policy and procedural questions that affect academic and professional matters, enabling the President to act as both the principal watchdog for the faculty and their chief spokesperson, once the Senate has voiced its stance” (State Academic Senate: Empowering Local Senates). It shall be the duty of the president to:

1. -Preside at all meetings of the Senate Council.



2. -Represent the [Academic](#) Senate on all appropriate district and/or college level committees or assign a designee in consultation with the Senate Executive Committee.
3. -Represent the faculty at meetings of the Governing Board and to keep the [Academic](#) Senate informed of pertinent decisions and topics of discussion.
4. -Assign, to appropriate committees, such matters as are requested by Senate members.
5. -Communicate [Academic](#) Senate or Senate Council recommendations and proposals to the President of the College.
6. -Represent the faculty's recommendations and proposals to the Governing Board.
7. -Prepare the agenda for [Academic](#) Senate meetings with the Senate Executive Committee.
8. -Be an ex officio member of all committees except as otherwise provided in these ~~by~~[By-](#) laws.
9. -Assist faculty requesting aid regarding non-contractual issues.
10. -Recommend and/or approve faculty members to serve on committees
11. -Represent the faculty at the state and regional meetings of the Academic [Senate](#) for [California eCommunity eColleges \(ASCCC\)](#).
12. -Perform other duties as assigned by the [Academic](#) Senate as a whole or the Senate Council.

B. Vice-president. It shall be the duty of the vice-president to:

1. -Serve for the President of the Academic Senate during any temporary absence of the President.
2. ~~-Assume the duties of the President if the President leaves office. Be a member of college and district committees as are designated by the Senate Council.~~
3. ~~-Serve on college and district committees at the request of the Senate Council, Senate Executive Committee, and/or Senate President. Assume the duties of the President if the President leaves office.~~
4. -Perform other duties as assigned by the [Academic](#) Senate or Senate Council.

C. Secretary. It shall be the duty of the secretary to:

1. -Issue notices of meetings, publish agenda, keep appropriate records, and publish and distribute minutes of all Senate and Senate Council meetings.
2. -Conduct all correspondence appropriate to this office.
3. -Maintain a log of the actions, policies, and other proposals of the Senate.
4. -Transfer to and store pertinent Senate records, policies, etc., in the Senate Office and/or the Academic Senate website.
5. Serve on college and district committees at the request of the Senate Council, Senate Executive Committee, and/or Senate President.~~Serve on college and /or district committees at the request of the Senate Council.~~
6. -Perform other duties as assigned by the Academic Senate or Senate Council.

D. Treasurer. It shall be the duty of the treasurer to:

- ~~1. Collect all Senate dues.~~
- ~~2~~1. -Deposit funds as necessary in the name of the Senate.
- ~~3~~2. -Issue checks, co-signed by the Senate President, for expenses incurred by and authorized by the Academic Senate and/or the Senate Council.
- ~~3~~4.- Prepare and submit the annual budget to the Senate Council.
- ~~6~~4. Serve on college and district committees at the request of the Senate Council, Senate Executive Committee, and/or Senate President.~~Serve on college and/or district committees at the request of the Senate Council.~~
- ~~7~~5.- Perform other duties as assigned by the Senate or Senate Council.

### ~~E.~~Section 3. Order of Precedence-

A. ~~The~~ order of precedence for officers shall be as follows:

President, Vice-president, Secretary and Treasurer.

B. In the event of the temporary absence of any officer, the next in the above order shall perform any necessary functions of the absent officer. A further order of precedence may be established by the Senate Council.

## Section 4. Vacancies

### F. The Executive Council

~~Members of the Senate Executive Council are entitled to 2.0 release time to be allocated by the Senate Exec and Ratified by the Senate Council preceding an election or filling any vacancies.~~

~~To be wholly effective and participatory, the Senate Executive Council "must be seen as open, encouraging of a free exchange of information, respectful of those who express divergent, even unpopular points of view. In exchange, as faculty serve the Senate on committees and task forces, they must report back and receive their direction from the Senate" (ASCCC: Empowering Local Senates).~~

~~The decisions of the Senate President shall be made with the consensus of the Senate Executive Council. If no consensus can be reached, items shall be forwarded to the Senate Council for resolution.~~

~~The duties of the Senate Executive Council shall be to:~~

- ~~1. Assist the Senate President in the preparation of the agenda.~~
- ~~2. Represent the Senate Council at meetings with the college president.~~
- ~~3. Inform the Senate of the results of such meetings.~~
- ~~4. Represent Senate viewpoints on committees to which the individual members are assigned by the Senate or by the Senate Council.~~
- ~~5. Perform other duties as assigned by the Senate or Senate Council.~~

## Section 6. Vacancies on the Senate Council or Senate Executive Council

A. A. Leaving office. ~~A member of the Senate Council or an officer of the Senate may leave office in the following ways:~~

- ~~1. A resignation in writing.~~

~~2. Retirement.~~

~~3. Failure to attend four (4) consecutive Senate Council meetings.~~

~~4. Recall (as described in Robert's Rules of Order).~~

~~B. Vacancies for Senate Executive positions shall be filled as follows:~~

~~1. President. If the President leaves office, the Senate Council may use the established order of precedence or select a previous President to fill the vacancy for the unexpired portion of the President's term. Vice-President shall succeed to this position for the unexpired portion of the President's term (or a previous President selected by the Senate Council).~~

~~B. If the Vice-President, Secretary, or Treasurer leaves office, t~~

~~2. Other elected office. The President of the Senate shall notify the Senate membership of the vacancy.~~

~~1. Any Senate member may be nominated by a petition signed by ten (10) Senate members. Petitions must be filed with the President within fifteen (15) days after the announcement of the vacancy. If no petition is filed, the Senate President shall nominate candidates.~~

~~2. Upon majority vote of the Senate Council, the candidate shall fill the vacancy. If one petition is filed, the Council may approve that person to fill the vacancy. If two or more petitions are filed, a special election among the general Senate membership shall be held to fill the vacancy. The vacancy shall be filled for the remainder of the term of office.~~

~~C. If the entire Senate Executive Committee leaves office, the Senate Council shall elect officers at the next scheduled Senate meeting. These officers will serve for the unexpired portion of the previous officers' terms.~~  
~~3. Division representative. The President shall notify the division concerned that their representative has left office. The members of the division concerned shall elect a replacement to serve for the unexpired term.~~

## ARTICLE III - PREROGATIVES OF THE MEMBERSHIP

### Section 1. Rights of the Membership

A. Any member of the Senate may:

1. -Attend any meeting of the Senate Council or of a Senate Committee other than an executive session (“executive session” as defined in the Brown Act).
- 2.- Bring relevant business to the Senate Council for assignment to an appropriate committee.
3. -Bring matters of concern to the attention of the Senate Council or the Senate at a meeting by prior request for time on the agenda or by requesting the floor from the presiding chairperson.
4. -Request, through the Senate Council, that a given committee meet in an executive session to consider a specific problem.
5. -Initiate action or policies, when the [Senate](#) Council has not responded to regularly channeled requests, through a petition signed by five (5) percent of the Senate membership stating the action to be considered and requesting a special Senate meeting or a place on the agenda of a regular meeting. -An initiative action shall be confirmed when passed by a majority of the Senate membership by written ballot.
6. -Initiate action to recall any elected officer or chairperson through established procedures for requesting meetings and balloting. -Action for recall shall be confirmed when passed by two-thirds of the ballots cast.
7. Request a caucus with other Senate members before voting on agenda items presented to Senate Council.

## **ARTICLE ~~III~~<sup>IV</sup> – MEETINGS**

### **Section 1. California Open Meetings / Ralph M. Brown Act**

- A. Notice of the agenda shall be posted in a public place at least 72 hours before any meeting, except in an emergency. All special or emergency meetings shall comply with the notice requirements for an emergency meeting under the Ralph M. Brown Act.
- B. Agendas shall include time, place of meeting, and information for accessibility accommodations as well as opportunity for public comments and brief description for action items. Other typical components of the agenda include consent calendar, reports, discussion, unfinished business, and new future business.
- C. All meetings and votes shall be done in accordance with the Provisions of the Brown Act.

## Section 2. Meeting Procedures and Standing Rules

- 1A. -At least one meeting of the Senate as a whole shall be scheduled each semester and shall be planned, through consultation on probable class scheduling, other events, etc., for maximum opportunity for attendance by all members.
- 1B. -The Senate Council shall meet at least once a month during the school year. As a legislative body that is stipulated in Title 5, the Senate Council is governed by the Ralph M. Brown Act and therefore its meetings are open to all interested parties.
- 3C. -Meetings of the Senate, the Senate Council, and the Senate Committees, except for the executive sessions, are open to members of the Senate.
- 4D. -Guests to all meetings of the Senate Council may not participate in meetings unless requested to do so by the chairperson of the meeting.
- 5E. -A quorum for the Senate Council, and all of its subcommittees shall be a simple majority of its members. -In case of a vacancy in a representation position, the quorum shall be considered reduced by one until such vacancy is filled by the division.
- 6F. -A majority vote of the membership shall be required for approval on all matters.
- G. In case of absence, a Senate Council member may designate another senator from the same division to serve as a proxy voting member of the Senate Council. Such designation must be communicated to the Senate President and Secretary at least two (2) days prior to the meeting. Sending a proxy does not negate an absence.

## **ARTICLE IV - COMMITTEES AND TASK FORCES**

### **Section A1. Senate Committee/Advisory Group/Workgroup Responsibilities**

- A. Any committee, advisory group, or workgroup whose charge relates to the areas of primary concern as articulated in A.B. 1725, also known as “10 +1” or “The Eleven Point Agreement”, shall be considered a Senate committee. All committees, advisory groups, and workgroups listed in this document are subcommittees of the Senate even when the title of the body has the words “committee, advisory group, and/or workgroup” in its title.
- B. The responsibilities of all Senate committees are, at a minimum, to provide a monthly report to the Senate on the committee’s activities and proceedings while the committee is at work. -Senate committees that do not report back to the Senate on a monthly basis while the committee is at work may be considered a committee in abeyance.

C. All Senate committees must present to the Senate President as soon as possible at the beginning of the academic year and in no case later than the date specified for each committee, the name of the committee chair, established subcommittees and the committee's voting membership list.

D. All formal recommendations made by Senate committees, other than the curricular and programmatic actions of the Curriculum Committee, require approval of the Senate Council before said recommendation shall have the force, backing, support and voice of the full Senate. Operational actions taken by Senate committees do not need formal votes and approval by the Senate Council but may instead be made at the subcommittee level.

## **Section B2. Senate Task Force Establishment and Responsibilities**

A. The Senate may establish task forces by a simple majority vote of the Senate Council. The Senate Council shall determine who shall be the task force chair at the time that of that task force's establishment.

B. –Task forces must relate to “academic and professional matters” and must be given a specific task to complete and a date by which to present its findings to the Senate Council and may last no longer than two consecutive academic years.

C. A task force that demonstrates a need to exist longer than two academic years must be proposed as a new Senate committee.

D. The responsibilities of all Senate task forces are, at a minimum, to provide monthly reports to the Senate on the task force's activities and proceedings while the task force is at work. Senate task forces that do not report back to the Senate on a monthly basis while the task forces are at work may be considered disbanded.

## **Section 3. Senate Committees**

### **The Curriculum Committee**

A. As mandated by A.B. 1725 (1989) and California Code of Regulations, Title 5, the Curriculum Committee is a committee of the Senate.

B. –The purpose and mission of the curriculum committee is as follows:

1.

As mandated by A.B. 1725 (1989) and California Code of Regulations, Title 5, the Curriculum Committee is a committee of the Senate.—The mission of the Ventura College Curriculum

Committee is to provide guidance, advocacy and oversight for the programs and curricula of Ventura College.

2. The Curriculum Committee ensures that the curricula and programs of the college are academically sound, comprehensive and responsible to the evolving needs of the community so that the college's mission, goals, values and educational delivery modalities of our students are well served.

3. –A representative of the Curriculum Committee shall make regular reports to the Senate, no fewer than once a month, on the committee's activities.

### C. The charge of the curriculum committee is as follows:

#### **Charge:**

1.

The Ventura College Curriculum Committee has the sole responsibility and authority to initiate and evaluate the programs and curricula of the college in terms of purpose, objectives, content, and methods of instruction.

2. –The Curriculum Committee makes direct recommendations to the Governing Board with respect to all academic, occupational, and technical education courses and instructional programs of study.

3. –The Curriculum Committee conducts review of all credit and non-credit programs and curricula in accordance with the California Code of Regulations, Title 5 and as guided by the *Program and Course Approval Handbook* published by the California Community Colleges Chancellor's Office.

4. –The Curriculum Committee conducts curricular reviews on a timely and regular basis to ensure that all courses are updated on a periodic cycle to ensure currency and viability for articulation.

5. –The Curriculum Committee conducts annual training for persons involved in curriculum development and review, in compliance with the California Community Colleges Chancellor's Office requirement for local curriculum approval certification.

6. –~~In addition,~~ tThe Curriculum Committee monitors compliance with portions of ACCJC Accreditation Standard IIA. The faculty Co-Chair of the Curriculum Committee serves as a member of the Accreditation Steering Committee.

D.

#### **Workgroups:**



The charge and composition of all Curriculum Committee workgroups shall be determined, reviewed and approved by the Curriculum Committee on an annual basis and no later than September 15 of each academic year.

1. It is the responsibility of the Curriculum Committee to establish the following standing workgroups:

a1. ~~\_\_\_\_\_~~ Philosophy and General Education

2b. ~~\_\_\_\_\_~~ Curriculum Technical Review & Prerequisites

c. Additional workgroups, ad hoc committees, or task forces for such special studies may be appointed as needed.

2.  
~~These~~ workgroups will respond directly to the Curriculum Committee on an “as needed” basis and whenever courses and/or programs related to the topics listed above are placed on the Curriculum Committee agenda.

~~The charge and composition of all Curriculum Committee workgroups shall be determined, reviewed and approved by the Curriculum Committee on an annual basis and no later than September 15 of each academic year. Also, the Curriculum Committee will appoint additional workgroups, ad hoc committees, or task forces for such special studies as are needed.~~

E.

Membership:

The Membership on the Curriculum Committee has a defined membership defined as follows:-

1. Divisional representatives shall be faculty appointed by their respective divisions prior to the start of the academic year. Membership shall be non-proportional, with each division having two (2) voting representatives.

2. Additionally, one AFT representative (as mandated by Article 17 of the AFT local 1828 contract), a librarian, the Articulation Officer, the Curriculum Technical Review and Prerequisites Chair, the Academic Senate President, and the Faculty Co-Chair shall also be voting faculty members of the Committee but shall not serve as Divisional representatives to the committee.

3.

Ex-officio, non-voting members of the Curriculum Committee shall include the following: Recorder (Administrative Assistant to the Chief Instructional Officer, or designee), the college Registrar, the Chief Instructional Officer (who shall also serve as Co-Chair of the Committee), ASVC President, or designee, and the Academic Deans.

~~Co-Chairs:~~F. -The Curriculum Committee is co-chaired by: (1) a faculty member nominated and voted on by the Curriculum Committee, and (2) the Chief Instructional Officer.

1. The Faculty Co-Chair of the Curriculum Committee shall serve a two-year term commencing on June 1 and ending on ~~May 31, and~~May 31 and does not serve as one of the Division representatives.
2. -The Curriculum Committee will accept nominations and vote for the Faculty Co-Chair for the upcoming two-year term of office no later than the last Curriculum Committee meeting of the academic year preceding the beginning of his/her term.
3. Only current voting members of the Curriculum Committee are eligible to be nominated or elected to the position of Faculty Co-Chair.

Meetings:G.

The Curriculum Committee meets twice monthly during the academic year, on the first and third Tuesdays of the month. As ~~a legislative body which is~~ stipulated in Title 5, the Curriculum Committee is considered a legislative body and is subject to the Ralph M. Brown Act.~~;~~All ~~so its~~ meetings of the Curriculum Committee are open to all interested parties.

#### Section 4. Other Senate committees, advisory groups, and workgroups

A. The following are considered subcommittees of the Senate:

1. Faculty Professional Development ~~Advisory Group~~Committee
- ~~2. Faculty Professional Development Funds Workgroup~~
2. Distance Education Advisory Group
3. One Book, One Campus Workgroup
4. The Sabbatical Leaves Workgroup
5. -  
~~Section L.~~ Faculty Staffing Priorities Committee

B. It is the duty of the Senate Council to establish the purpose, mission, charge, procedures, composition, and membership of these subcommittees.

## **ARTICLE VI - SENATE-UNION RELATIONSHIP**

### **Section 1. Role of the Academic Senate**

A. It is the view of the ASCCC that the purpose and functions of an Academic Senate differ considerably from those of an employee organization, both in viewpoint and substance (or scope) as described below. However, these roles complement each other, and in fact close bonds of cooperation should exist between senates and employee organizations.

#### B. Employee Organizations and the Exclusive Representative

According to SB160 employee organizations represent their members in employment relations until (and if) a specific organization is certified as the exclusive representative.

1. “The scope of negotiation shall be limited to matters relating to wage, hours of employment, and other terms and conditions of employment.” “Terms and conditions of employment” are then defined in the law so that the scope of representative is narrow.

2. ~~However, c~~ Consulting rights are granted to the exclusive representative on definition of educational objectives and curricular matters. It is in this area that close cooperation between senates and employee organizations is essential to resolve overlap with the responsibilities and powers of the senate to make recommendations on academic and professional matters. ~~—~~(See appendix 53203, 53204).

C. -The scope of senates historically has been broad in California covering all academic and professional matters. In addition, SB160, Section 3540, Article I, does not intend to restrict, limit or prohibit the full exercise of the functions of an Academic Senate unless it conflicts with existing collective agreements.

## **Resources that address enrollment management, class sizes, and waitlists**

[2009 ASCCC paper on Enrollment Management](#)

[Fall 2018 ASCCC Resolution on Guided Pathways, Enrollment Management, and Program Planning](#)

### **Examples of ways to promote shared governance in enrollment management**

[Class Size/Waitlist Task Force](#) at Santa Rosa Junior College. This Task Force is a subcommittee of Academic Senate.

[Enrollment Management Committee](#) at Santiago Canyon College. This is a shared governance committee that includes administration, faculty, and staff.

[Enrollment Management Committee](#) at Bakersfield College. This is a shared governance committee that includes administration, faculty, and staff.

[Strategic Enrollment Management Committee](#) at Santa Barbara City College. Membership includes both resource (non-voting) and constituent (Academic Senate, Associated Student Government, Classified Consultation Group, and District administrator) representation.

[Enrollment Management Committee](#) at Berkeley City College. Mostly administration but does include academic Senate president.



**Academic Senate**  
for California Community Colleges

LEADERSHIP. EMPOWERMENT. VOICE.

## **55<sup>th</sup> SESSION RESOLUTIONS**

### **Fall Plenary**

***FOR DISCUSSION AT AREA MEETINGS,  
October 16 & 17, 2020***

*Disclaimer: The enclosed resolutions do not reflect the position of the Academic Senate for California Community Colleges, its Executive Committee, or standing committees. They are presented for the purpose of discussion by the field, and to be debated and voted on by academic senate delegates at the Plenary Session on November 7, 2020.*

Resolutions Committee 2020-2021

Stephanie Curry, ASCCC North Representative (Chair), Area A  
Sam Foster, ASCCC South Representative, Area D  
David Morse, Long Beach City College, Area D  
Amber Gillis, Compton Community College, Area C  
Carolyn (CJ) Johnson, College of Alameda, Area B

## FALL 2020 VIRTUAL RESOLUTIONS PROCESS

In order to ensure that deliberations are organized, effective, and meaningful, the Academic Senate uses the following resolution procedure:

- Pre-session resolutions are developed by the Executive Committee (through its committees) and submitted to the pre-session Area Meetings for review.
- Amendments and new pre-session resolutions are generated in the Area Meetings.
- The Resolutions Committee meets to review all pre-session resolutions and combine, re-word, append, or render moot these resolutions as necessary.
- The resolutions are debated and voted upon in the general sessions on the last day of the Plenary Session by the delegates.
- All appendices are available on the ASCCC website.

Prior to plenary session, it is each attendee's responsibility to read the following documents:

- Senate Delegate Roles and Responsibilities (link in Local Senates Handbook or click [here](#))
- Resolution Procedures (Part II in Resolutions Handbook)
- Resolution Writing and General Advice (Part III in Resolutions Handbook)

New delegates are strongly encouraged to attend the New Delegate Orientation on Thursday morning during the first breakout session.

## CONSENT CALENDAR

The resolutions that have been placed on the Consent Calendar 1) were believed to be noncontroversial, 2) do not potentially reverse a previous position, and 3) do not compete with another proposed resolution. Resolutions that meet these criteria and any subsequent clarifying amendments have been included on the Consent Calendar. To remove a resolution from the Consent Calendar, please see the Consent Calendar section of the *Resolutions Procedures for the Plenary Session*.

Consent Calendar resolutions and amendments are marked with an \*.  
Resolutions and amendments submitted on Thursday are marked with a +.  
Resolutions and amendments submitted on Friday are marked with a #.

- \*1.01 S20 Adopt Updated ASCCC Vision, Mission, and Values Statements
- \*1.02 F20 Develop a Resource to Communicate and Encourage Part-time Faculty Leadership
- \*3.01 S20 Support The Anti-Racism Pledge
- \*3.02 S20 Recommendation to Update Title 5 Language for Minimum Qualifications
- \*3.03 F20 Adopt Anti-Racism Education Paper
- \*4.1 F20 Adopt the paper *Effective and Equitable Transfer Practices in the California Community Colleges*
- \*6.01 F20 Oppose Legislated Curriculum
- \*9.01 S20 Recommendations for the Implementation of a No-Cost Designation in Course Schedules
- \*9.02 F20 Bolster the Ethnic Studies Requirement
- \*10.01 S20 *Disciplines List*—Registered Behavior Technician
- \*10.02 F20 Adopt the Revised and Updated Paper *Equivalence to the Minimum Qualifications*
- \*17.01 F20 Integration of Guided Pathways Work and Institutional Processes and Structures
- \*18.01 F20 Paper and Resources for Evaluating Placement in English, English as a Second Language, and Mathematics Pathways
- \*19.1 F20 Adopt the Paper *Protecting the Future of Academic Freedom in a Time of Great Change*

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## **1.0 ACADEMIC SENATE**

### **\*1.01 F20 Adopt Updated ASCCC Vision, Mission, and Values Statements**

Whereas, The Academic Senate for California Community Colleges does not have a vision statement, its mission statement was created and adopted by delegates in spring 2005 (Resolution 1.03 S05) and has remained unchanged since, and its values statements were created by the Executive Committee in response to Resolution 1.02 F08 and adopted by delegates in fall 2009 (Resolution 1.02 F09);

Whereas, While the current mission and values statements remain relevant, they inadequately communicate the importance of diverse faculty representation and perspectives and inadequately emphasize student success; and

Whereas, Input was solicited in breakouts at plenaries in fall 2018, spring 2019, and fall 2019, and participant feedback significantly shaped the draft considered by the Executive Committee and proposed for adoption by delegates;

Resolved, The Academic Senate for California Community Colleges adopt the vision statement and updated mission and values statements<sup>1</sup>.

Contact: ASCCC Executive Committee

### **\*1.02 F20 Develop a Resource to Communicate and Encourage Part-time Faculty Leadership**

Whereas, The Chancellor's Office Management Information System Datamart for fall of 2019 indicates that 69.7% of faculty indicated as temporary, which includes part-time faculty, in the California Community College system are part-time faculty, yet the most recent Local Senates survey<sup>2</sup> completed in 2017 by the Academic Senate for California Community Colleges indicates that 64 colleges indicated that they have part-time faculty serving as local senators;

Whereas, The Academic Senate for California Community Colleges has multiple resolutions and papers supporting part-time faculty and the importance of their voice in effective governance;

Whereas, The Academic Senate for California Community Colleges' Bylaws, Article IV, Section 2 includes eligibility for part-time faculty to run for an Executive Committee position (i.e., Board of Directors), yet few part-time faculty have served; and

Whereas, in the last few years, approximately 26% of the total applicants interested in serving on statewide committees have been part-time faculty, yet only 15-17% of the

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<sup>1</sup> [Proposed ASCCC Vision, Mission, and Values Statement](#)

<sup>2</sup> [Local Senates Survey 2017](#)

appointments to Academic Senate for California Community Colleges’ standing committees have been part-time faculty;

Resolved, That the Academic Senate for California Community Colleges develop a resource identifying effective practices and providing recommendations to assist colleges and local academic senates in creating and communicating equitable policies and various leadership opportunities for part-time faculty; and

Resolved, That the Academic Senate for California Community Colleges widely communicate and encourage statewide leadership opportunities available to part-time faculty and bring the aforementioned resource to the Fall 2021 Plenary Session for adoption.

Contact: Steven Chang, Part-time Committee

### **3.0 DIVERSITY AND EQUITY**

#### **\*3.01 F20 Support *The Anti-Racism Pledge***

Whereas, The Academic Senate for California Community Colleges adopted at the Fall Plenary of 2019 resolution 3.02 F19, Support Infusing Anti-Racism/No Hate Education in Community Colleges; and

Whereas, The resolution established a commitment for the Academic Senate for California Community Colleges to “take steps to not only strive for a greater knowledge about and the celebration of diversity, but also to support deeper training that reveals the inherent racism embedded in societal institutions, including the educational system, and asks individuals to examine their personal role in the support of racist structures and the commitment to work to dismantle structural racism”;

Resolved, That the Academic Senate for California Community Colleges distribute “The Anti-Racism Pledge”<sup>3</sup>;

Resolved, That the Academic Senate for California Community Colleges ask faculty and other stakeholders to examine their personal role and commit to dismantle structural racism by signing “The Anti-Racism Pledge”; and

Resolved, That the Academic Senate for California Community Colleges, in order to work toward ending institutional discrimination, provide deeper training that reveals and addresses the inherent racism embedded in societal and educational institutions to faculty by spring of 2021.

Contact: Karla Kirk, Equity and Diversity Action Committee

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<sup>3</sup> [\*The Anti-Racism Pledge\*](#)

### **\*3.02 F20 Recommendation to Update Title 5 Language for Minimum Qualifications**

Whereas, The Academic Senate for California Community Colleges adopted a new inclusivity statement in fall 2019—Resolution 3.03 F19, Replacing the Academic Senate for California Community Colleges Inclusivity Statement—that aligns with the Board of Governor’s Diversity, Equity, and Inclusion Statement;<sup>4</sup>

Whereas, The paper *Equity Driven Systems: Student Equity and Achievement in the California Community Colleges*, adopted through Resolution 3.04 F19, calls for the Academic Senate for California Community Colleges and local academic senates to move beyond individual actions to transformational system change addressing policies and procedures;

Whereas, Title 5, § 53024.1 acknowledges that “establishing and maintaining a richly diverse workforce is an on-going process that requires continued institutionalized effort”; and

Whereas, Title 5, § 53022 defines the minimum qualifications for all faculty positions and requires all faculty applicants to demonstrate “a sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability, gender identity, sexual orientation, and ethnic backgrounds of community college students”;

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor’s Office to recommend changes for consideration regarding the minimum qualifications that may include an update to the Title 5, §53022 language to exhibit and reflect the demonstration of cultural humility,<sup>5</sup> cultural responsiveness,<sup>6</sup> and equity-mindedness<sup>7</sup> that transcend “sensitivity” and further define the knowledge, skills, and behaviors in the second minimum qualification for faculty positions.

Contact: Luke Lara, Faculty Leadership Development Committee

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<sup>4</sup>Vision for Success Diversity, Equity, and Inclusion statement passed by the Board of Governors at its September 17, 2019 meeting. <https://www.cccco.edu/-/media/CCCCO-Website/Files/BOG/2019/bog-agenda-09-16-17-2019.ashx?la=en&hash=7D1FC0B7B1D994735C9EEF66F407D82D86AE1625>

<sup>5</sup> Cultural humility is a lifelong commitment to self-evaluation and self-critique, redressing the power imbalances in the student-teacher dynamic, developing mutually beneficial partnerships with communities on behalf of individuals and defined populations. Source: Tervalon M, Murray-Garcia J: “Cultural humility versus cultural competence: a critical distinction in defining physician training outcomes in multicultural education, “Journal of Health Care for the Poor and Underserved 1998; 9(2):117-124. Retrieved from [https://melanietervalon.com/wp-content/uploads/2013/08/CulturalHumility\\_Tervalon-and-Murray-Garcia-Article.pdf](https://melanietervalon.com/wp-content/uploads/2013/08/CulturalHumility_Tervalon-and-Murray-Garcia-Article.pdf)

<sup>6</sup> Culturally responsive teaching recognizes the importance of including students' cultural references in all aspects of learning, enriching classroom experiences, and keeping students engaged. Retrieved from <https://www.tolerance.org/professional-development/being-culturally-responsive>

<sup>7</sup> Equity-mindedness refers to the perspective or mode of thinking exhibited by practitioners who call attention to patterns of inequity in student outcomes. Retrieved from <https://cue.usc.edu/about/equity/equity-mindedness/>

### **\*3.03 F20 Adopt Anti-Racism Education Paper**

Whereas, The Academic Senate for California Community Colleges adopted Resolution 3.02 F19, Support Infusing Anti-Racism/No Hate Education in Community Colleges;

Whereas, Recognizing the national history of discriminatory laws and history of racial diversification and equity efforts in the California Community Colleges system informs current faculty diversification and anti-racism efforts; and

Whereas, Applying tenets of anti-racism as well as principles for anti-racism professional development is critical for recognizing and dismantling racist structures and for building inclusive cultures within our colleges;

Resolved, That the Academic Senate for California Community Colleges adopt and disseminate broadly the paper titled *Anti-Racism Education in California a Community Colleges: Acknowledging Historical Context and Assessing and Addressing Effective Anti-Racism Practices for Faculty Professional Development*.<sup>8</sup>

Contact: ASCCC Executive Committee

## **4.0 ARTICULATION AND TRANSFER**

### **\*4.01 F20 Adopt the paper Effective and Equitable Transfer Practices in the California Community Colleges**

Whereas, Resolution 4.01 S18 directed the Academic Senate for California Community Colleges to “develop a paper identifying effective practices around transfer to assist colleges to create and apply uniform and equitable transfer policies and bring the paper to the Fall 2019 Plenary Session for adoption”;

Resolved, That the Academic Senate for California Community Colleges adopt and disseminate broadly the paper *Effective and Equitable Transfer Practices in the California Community Colleges*.<sup>9</sup>

Contact: Lorraine Levy, Transfer, Articulation, and Student Services Committee

## **6.0 STATE AND LEGISLATIVE ISSUES**

### **\*6.01 F20 Oppose the Legislation of Curriculum without Inclusion of Academic Senate Participation**

Whereas, Curriculum, especially curriculum that leads to the expansion of required courses and units, should be driven by faculty to meet the educational needs of the

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<sup>8</sup> [\*Anti-Racism Education in California a Community Colleges: Acknowledging Historical Context and Assessing and Addressing Effective Anti-Racism Practices for Faculty Professional Development\*](#)

<sup>9</sup> [\*Effective and Equitable Transfer Practices in the California Community Colleges\*](#)

community it serves with consideration of transfer opportunities and the capacity to hire faculty in disciplines that could be required due to the legislation;

Whereas, Title 5, Division 6 of the California Code of Regulations, established by the California Community Colleges Board of Governors and including curricular requirements for the California Community Colleges, has the strength of law;

Whereas, The California Community Colleges Board of Governors Standing Orders section 332 requires that “the advice and judgment of the Academic Senate will be primarily relied upon whenever the policy involves an academic and professional matter”; and

Whereas, Efforts to write California community colleges’ curriculum into legislation have the potential to supersede collegial consultation and the primacy of academic senates in curriculum recommendations;

Resolved, That the Academic Senate for California Community Colleges assert that curricular requirements for the California Community College system reside in Title 5, Division 6 of the California Code of Regulations and not in California Education Code; and

Resolved, That the Academic Senate for California Community Colleges oppose legislation that establishes curriculum for the California community colleges without inclusion of the Academic Senate in curriculum and educational program development as specified in Title 5 53200(c).

Contact: Christopher Howerton, Legislative and Advocacy Committee

## **9.0 CURRICULUM**

### **\*9.01 F20 Recommendations for the Implementation of a No-Cost Designation in Course Schedules**

Whereas, Resolution 13.01 S19 asked that the “Academic Senate for California Community Colleges develop suggested guidelines, policies, and practices for implementation of SB 1359 (Block, 2016) no later than Spring of 2020”;

Whereas, Most California community colleges have overcome the technical challenges associated with implementing a “no-cost” designation in their online course schedules and are now seeking to perfect this implementation by ensuring consistency in the criteria used to determine which sections are marked with this designation and establishing procedures to ensure that no qualifying sections are missed;

Whereas, The details of the legislation—i.e., the requirement that sections marked with the no-cost designation be those “that exclusively use digital course materials”—are inconsistent with how “zero textbook cost” had been defined by the California Community Colleges Chancellor’s Office and do not address how courses that have never required a text, as documented in the course outline of record, should be treated; and

Whereas, Consistency and transparency across colleges is beneficial to students, faculty, and anyone with an interest in assessing the impact of efforts to reduce textbook costs;

Resolved, That the Academic Senate for California Community Colleges recommend that colleges implement both of the following:

1. a no-cost designation for course sections that require a text but no-cost is passed on to students and
2. a separate designation to recognize those courses that do not require a text and, consequently, have no associated costs for instructional resources;

Resolved, That the Academic Senate for California Community Colleges recommend that the no-cost designation be used to recognize those sections that use digital resources (consistent with SB 1359[Block, 2016]) and those sections that require a text yet are “no-cost” due to something other than a digital alternative;

Resolved, That the Academic Senate for California Community Colleges recommend integration of identification of a course section as being no-cost into the existing textbook selection process; and

Resolved, That the Academic Senate for California Community Colleges provide additional guidance and resources related to SB 1359 (Block, 2016) no later than the Fall 2020 Plenary.

Contact: Michelle Pilati, Faculty Coordinator ASCCC Open Educational Resources Initiative

### **\*9.02 F20 Strengthen the Ethnic Studies Requirement**

Whereas, The Academic Senate for California Community Colleges recognizes and embraces the vital role that ethnic studies curriculum plays in all levels of education;

Whereas, Title 5 §55063(b)(2) requires that “ethnic studies will be offered in at least one of the areas required by subdivision (1) [which outlines associate degree general education requirements],” and many colleges have a separate ethnic studies graduation requirement;

Whereas, The Academic Senate for California Community Colleges is deeply appreciative of the recognition by the legislature that ethnic studies is a crucial element in the education of California’s community college students, is committed to the principles of equity and diversity, and understands that an ethnic studies requirement is an essential tool in achieving those principles; and

Whereas, Ethnic Studies is an interdisciplinary and comparative study of race and ethnicity with special focus on four historically defined racialized core groups: Native Americans, African Americans, Asian Americans, and Latina/o Americans; and;

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor's Office through existing processes and recommend updates to the ethnic studies general education requirement in the California Code of Regulations, Title 5 §55063.

Contact: ASCCC Executive Committee

## **10.0 DISCIPLINES LIST**

### **\*10.01 F20 *Disciplines List*—Registered Behavior Technician**

Whereas, Oral and written testimony given through the consultation process used for the review of *Minimum Qualifications for Faculty and Administrators in California Community Colleges*, also known as the *Disciplines List*, supported the following addition of the Registered Behavior Technician discipline:

*Master's in behavior analysis, education, or psychology*

OR

*the equivalent*

AND

*certification as a Board-Certified Behavior Analyst (BCBA) as set by the Behavior Analyst Certification Board (BACB); and*

Whereas, The Executive Committee of the Academic Senate for California Community Colleges has reviewed the proposal and deemed that the process outlined in the *Disciplines List Revision Handbook* was followed;

Resolved, That the Academic Senate for California Community Colleges recommend that the California Community Colleges Board of Governors adopt the proposed addition to the *Disciplines List* for Registered Behavior Technician.<sup>10</sup>

Contact: Angela Echeverri, Standards & Practices Committee

### **\*10.02 F20 Adopt the Revised and Updated Paper *Equivalence to the Minimum Qualifications***

Whereas, The California Community Colleges Student Success Scorecard reports that in 2017 the gulf in completion rates for degree, certificate, or transfer within six years of entering community college was 30.1 percentage points between the group with the highest completion rate and the group with the lowest rate;

Whereas, The 2016 Academic Senate for California Community Colleges 2016 paper *Equivalence to the Minimum Qualifications*<sup>11</sup> concludes that “Faculty equivalency to the minimum qualifications should be an uncommon occurrence, but it is an important mechanism to ensure a diverse group of qualified applicants is considered to engage and enhance student learning,” and at some districts equivalence is seldom or never granted or is framed in a manner that discourages applicants who might demonstrate equivalence

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<sup>10</sup> [Registered Behavior Technician Language](#)

<sup>11</sup> [Equivalency to the Minimum Qualifications \(2016\)](#)

from applying despite the mention of equivalence in California Education Code § 87359; and

Whereas, The Career Technical Education Faculty Minimum Qualifications Toolkit (2019) provides means to document equivalence to the associate’s degree and is intended “to maximize the flexibility currently allowed in the use of equivalency, thus creating a deep, diverse, and qualified pool of industry-expert candidates”;

Resolved, That the Academic Senate for California Community Colleges adopt and broadly disseminate the revised and updated paper *Equivalence to the Minimum Qualifications (2020)*,<sup>12</sup> which now clarifies that equivalence is not only legally permissible but necessary to broadening hiring pools as a means of promoting faculty diversification.

Contact: Eric Thompson, Standards & Practices Committee

## **17.0 LOCAL SENATES**

### **\*17.01 F20 Integration of Guided Pathways Work and Institutional Processes and Structures**

Whereas, The funding to support institutional transformation as codified by the California Community Colleges Guided Pathways [Award] Program is coming to an end, with the final allocation of the remaining 10% in July 2021;

Whereas, The work of establishing and improving a college’s guided pathways framework is integral with all institution-wide work;

Whereas, The integration of the college guided pathways framework with college practices and processes in areas such as governance, workflow, and responsibilities requires thoughtful, proactive planning that is institution-wide, and

Whereas, Key elements for institutional change through a guided pathways framework are academic and professional matters as provided for in Title 5 §53200 and fall under the purview of the local academic senate;

Resolved, That the Academic Senate for California Community Colleges encourage local academic senates to work within their local processes to infuse, expand, and integrate guided pathways efforts into institutional structures and practices; and

Resolved, That the Academic Senate for California Community Colleges provide professional development opportunities and resources on topics such as but not limited to creating integration plans, sharing successful strategies, and identifying challenges to infuse, expand, and integrate guided pathways efforts into institutional structures and practices.

Contact: Jeffrey Hernandez, Guided Pathways Task Force

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<sup>12</sup> [\*Equivalence to the Minimum Qualifications\(2020\)\*](#)



## 18.0 MATRICULATION

### **\*18.01 F20 Paper and Resources for Evaluating Placement in English, English as a Second Language, and Mathematics Pathways**

Whereas, All placement methods, including the California Community Colleges Chancellor's Office "default placement rules," must be evaluated regularly for efficacy and bias; and

Whereas, Substantial shifts in placement, enrollment, and successful completion have been experienced as a result of both full AB 705 (Irwin, 2017) implementation and COVID-19 pandemic challenges; and

Whereas, Local governing boards are to consult collegially with local academic senates on all academic and professional matters, and in particular curriculum, degree and certificate requirements, grading policies, program development, and standards or policies regarding student preparation and success (Title 5 §53200), which are integral to determining student placement protocols that provides students with the best chance of success; and

Whereas, The Guided Pathways Task Force report *Optimizing Student Success: A Report on Placement in English and Mathematics Pathways*<sup>13</sup> identified key data elements associated with placement data that indicated areas for a more in-depth and collaborative analysis;

Resolved, That the Academic Senate for California Community Colleges encourage, support, and assist local academic senates in collaboration with their college research professionals to create evaluation plans that examine throughput, student success, persistence, retention, unsuccessful course attempts, and completion with a goal of optimizing student success and addressing inequities and achievement gaps among disproportionately impacted or marginalized student groups; and

Resolved, That the Academic Senate for California Community Colleges, in collaboration with system partners, write a paper on optimizing student success by evaluating placement in English, English as a Second Language, and mathematics pathways for consideration at the spring 2022 plenary session.

Contact: Lance Heard, Guided Pathways Task Force

## 19.0 PROFESSIONAL STANDARDS

### **\*19.1 F20 Adopt the Paper Protecting the Future of Academic Freedom in a Time of Great Change**

Whereas, Resolution 01.03 F18 directed the Academic Senate for California Community Colleges "to provide guidance to local academic senates and faculty on safeguarding academic freedom rights and responsibilities in the current political environment, update

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<sup>13</sup> [\*Optimizing Student Success: A Report on Placement in English and Mathematics Pathways\*](#)

the 1998 paper *Academic Freedom and Tenure: A Faculty Perspective* by spring of 2020”;

Resolved, That the Academic Senate for California Community Colleges adopt and broadly disseminate the paper *Protecting the Future of Academic Freedom in a Time of Great Change*.<sup>14</sup>

Contact: Wendy Brill-Wynkoop, Educational Policy Committee

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<sup>14</sup> [\*Protecting the Future of Academic Freedom in a Time of Great Change\*](#).