

**Ventura College Academic Senate**  
**Senate Council Agenda**  
**Thursday, February 18, 2021**  
**3:30 - 5:00 pm**  
Meeting held via Zoom <https://cccconfer.zoom.us/j/94303167532>

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**1. Call to Order**

1.01 Call to Order

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**2. Adoption of the agenda.**

2.01 Adoption of the agenda

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**3. Acknowledgement of Guests**

3.01 Acknowledgement of Guests

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**4. Public Comments**

4.01 Public Comments are limited to two minutes. Please note that discussion following a public comment is not allowed.

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**5. Action Items**

5.01 Approval of 2/4 meeting minutes

5.02 Guided Pathways SOAA (First and Second Reading)

5.03 Approve membership for Waitlist Management Workgroup

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**6. Committee Reports**

*Committee reports are limited to two minutes per report. Additional information may be submitted as a written report and posted to the Academic Senate website.*

6.01 Curriculum Committee (Michael)

6.02 BRC (Andrea)

6.03 Guided Pathways (Erin)

6.04 CTE liaison report (Deanna)

6.05 Treasurer's Report (Andrea)

6.06 OER Report (Andrea)

6.07 DE (Colleen)

6.08 Faculty PD Committee (Colleen)

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6.09 Student Success Committee (Paula/Dan)

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## **7. Academic Senate President's Report**

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7.01 Ventura College Meetings

7.02 District Meetings

7.03 Board of Trustees

7.04 ASCCC Updates: Disciplines List (Formal update of MQs; Dan)

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## **8. Informational Items**

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*These items are intended to provide brief updates or reports of activities. If the Senate wishes to debate an item presented as information, they may request that it be placed on an agenda at future meeting as an action or discussion item.*

8.01 Course Qualification for FYE Priority Registration Workgroup (Curriculum Committee)

8.02 Revised Senate Constitution and Bylaws (Preston)

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## **9. Discussion Items**

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*These items are a chance for the Senate to discuss and debate issues. This may lead to action at a future meeting or provide the President with direction for discussions with the Administration, State Academic Senate, or other bodies.*

9.01 Statement of Response to Zoom-bombing incident at Black History Month event on February 4th

9.02 Out-of-Cycle Requests (Ethnic Studies; Faculty Staffing Priorities Committee and Kim Hoffmans)

9.03 Out-of-Cycle Requests (EMT/Paramedic; Faculty Staffing Priorities Committee and Kim Hoffmans)

9.04 Proposed Resolution: Ethnic Studies Sub-Committee of Curriculum Committee

9.05 Proposed Resolution: Ethnic Studies Full Time Instructor Hiring

9.06 Proposed Resolution: Multicultural/Ethnic Center

9.07 VC Equity, Race & Action Force (standing item)

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## **10. For the Good of the Order**

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10.01 AFT Update (Ty Gardner)

10.02 Upcoming ASCCC Events (<https://asccc.org/calendar/list/events>)

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## **11. Requests for Future Agenda Items**

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11.01 Requests for Future Agenda Items

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## **12. Adjournment**

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**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.

Ventura College Academic Senate

Senate Council Minutes

Thursday, February 4, 2021

3:30 - 5:00 pm

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

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

## 1. Call to Order

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1.01 Call to Order at 3:30pm

## 2. Adoption of the agenda.

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2.01 Adoption of the agenda. Motion by EB; 2<sup>nd</sup> by LS. Vote: Unanimous.

## 3. Acknowledgement of Guests

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3.01 Acknowledgement of Guests: Jennifer Garner, Sharon Oxford; Jesus Vega; Araceli Trujillo; Malia Rose-Seisa; Stephanie Branca; Peter Sezzi; Rubisela Gamboa Collin Stocke; Elijah Walker; Lisa Marie Ruiz;

## 4. Public Comments

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4.01 Public Comments are limited to two minutes. Please note that discussion following a public comment is not allowed. *Not recorded*

## 5. Action Items

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5.01 Approval of 1/21 meeting minutes: Motion by KA; 2<sup>nd</sup> by AH. Correction to verbage of 9.01. Vote: unanimous.

## 6. Committee Reports

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*Committee reports are limited to two minutes per report. Additional information may be submitted as a written report and posted to the Academic Senate website.*

6.01 Curriculum Committee (Michael) --*MB gave this update*

6.02 BRC (Andrea) --*AH gave this update*

6.03 Guided Pathways (Erin) --*EB gave this update*

6.04 CTE liaison report (Deanna) --*DH gave this update*

6.05 Treasurer's Report (Andrea) --*AH gave this update*

6.06 OER Report (Andrea) --*AH gave this update*

6.07 DE (Colleen) --*CC no report; DEAG meets next Thursday*

6.08 Faculty PD Committee (Colleen) --*Kammy gave this report*

6.09 Student Success Committee (Paula/Dan) --*PM and DC gave this report*

## 7. Academic Senate President's Report

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7.01 Ventura College Meetings

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7.02 District Meetings

7.03 Board of Trustees

7.04 ASCCC Updates

## 8. Informational Items

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*These items are intended to provide brief updates or reports of activities. If the Senate wishes to debate an item presented as information, they may request that it be placed on an agenda at future meeting as an action or discussion item.*

8.01-8.03 Proposed Resolution: Ethnic Studies: Rubisela gives information to the senators about these 3 resolutions. They are in the senators' packet this week to take back to constituents for input.

## 9. Discussion Items

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*These items are a chance for the Senate to discuss and debate issues. This may lead to action at a future meeting or provide the President with direction for discussions with the Administration, State Academic Senate, or other bodies.*

9.01 FYE & Priority Registration: Senators discuss this on-going issue and the need to clarify what the process is to add classes to this priority list. Question: Why aren't these FYE courses approved through the regular curriculum process? Question about whether Curriculum Committee has purview of registration priority issue? Clarification: this would be only as approval of classes accepted for FYE. Suggestion: Curriculum committee should develop a rubric for such classes.

9.02 Waitlists/Class Caps/Enrollment Management: Comment: This is a confusing issue. What is the cap? If it 40? Is it 40+5 on the waitlist? Comment: Agrees, this is confusing. Practices vary by department/division. Is waitlist a signal to open new sections? Or to expand the existing class? Number should be rational pedagogically. Comment: It would help students if there were some common understanding among departments. This is complicated by our not being on campus where room size can offer some limits. Comment: We should determine the definition of "waitlist" and clarify that for students. Maybe add a blurb to the schedule that defines it? If you have 5 classes and you accept 5 waitlisted students into each, you could be in effect giving yourself another class without pay. Suggestion: Form a workgroup to define what a waitlist is? Comment: We are giving away our work—this is a working conditions/compensation element to this. Comment: Could add note to course notes that says you won't go above seat caps. Doesn't always work—students don't always read course notes. But that is one way to communicate your policy in advance. Workgroup: Kammy, Marian, Andrea, Ty (rep'ing AFT, not Bio), Ron, Rachel, Stephanie, and Heather.

9.03 Constitution/By-Laws: Suggestion: If it's something that won't change very often, put it in the Constitution. If it's something that has shifted over the years, put it in the By-Laws. Suggestion: Send out track-changes document AND a clean copy for review, otherwise very confusing.

9.04 AP 7120-D: Question: What is time frame for this? Answer: This is a continuous process. Comment: Would like to see Academic Senate or some faculty representative to point out that one of the big problems on committees is applicants submitting incomplete transcripts. We often cannot tell if the person has the degrees—this can be a barrier to equity in hiring. How do we let candidates know that we need actual proof of degrees? Reply: That may not belong in this AP but yes, this is definitely an issue

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that needs to be addressed. Comment: Are we just changing the name of the facilitator to make it seem like they are an equity facilitator or has the job description actually changed? Comment: This is an opportunity for Academic Senate to really redo this whole process—which is very flawed. Other senators agree that the process needs to be completely thrown out and re-imagined. Suggestion: To have an equity facilitator continue working on the new hire’s tenure committee as well.

9.05 AP 4010: Time ran out. This will be taken up at the next meeting.

9.06 VC Equity, Race & Action Force (standing item)

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## **10. For the Good of the Order**

10.01 AFT Update (Ty Gardner)--*TG gave this update*

10.02 Upcoming ASCCC Events (<https://asccc.org/calendar/list/events>)

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## **11. Requests for Future Agenda Items**

11.01 Requests for Future Agenda Items

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## **12. Adjournment**

12.01 Adjournment at 5:01pm

**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.





**GUIDED PATHWAYS ESSENTIAL PRACTICES: SCALE OF ADOPTION SELF-ASSESSMENT  
CALIFORNIA COMMUNITY COLLEGES’ ASSESSMENT OF PROGRESS IN THE IMPLEMENTING OF GUIDED PATHWAYS**

Revised January 1, 2021

Institution Name: **Ventura College**

Date: **3/1/2021**

This tool is designed to help your college assess how far along you are toward adopting essential guided pathways practices at scale. The first part of the Scale of Adoption Assessment (SOAA) includes essential practices examined in CCRC’s book, *Redesigning America’s Community Colleges: A Clearer Path to Student Success* by Thomas Bailey, Shanna Smith Jaggars, and Davis Jenkins (Harvard University Press, 2015). We suggest that you convene faculty, staff, and administrators from across areas of your college to discuss the extent to which each essential practice listed in the first column is currently implemented at your college as of spring 2019. In column two, indicate the extent to which the practices have been adopted at your college using the following scale:

Scale of Adoption	Definition
<i>Not occurring</i>	College is currently not following, or planning to follow, this practice
<i>Not systematic</i>	Practice is incomplete, inconsistent, informal, and/or optional
<i>Planning to scale</i>	College is has made plans to implement the practice at scale and has started to put these plans into place
<i>Scaling in progress</i>	Implementation of the practice is in progress for all students
<i>At scale</i>	Practice is implemented at scale—that is, <u>for all students in all programs</u> of study

In column three, describe the progress your college has made toward implementing each practice at scale. For practices that are *scaling* or *at scale*, note that we are also asking you to indicate which semester a practice first reached this point. Finally, in column four, indicate the next steps your college plans to take toward implementing the given practice at scale and the college’s timeline for implementing these steps. *Don’t be concerned if your college has made minimal progress implementing any given practice.* This assessment will help your college develop and refine a plan for implementing guided pathways at scale at your college. Project partners and the Chancellor’s Office will also use this information to follow the system’s progress in implementing guided pathways over time.

## **A new addition to the SOAA in fall 2018: Equity Considerations**

A fundamental goal of guided pathways is to increase the rate at which underrepresented students earn college credentials, particularly degrees and credentials in fields of high economic value, while also closing gaps for low-income students, students of color, returning adults, students with disabilities, and other groups with inequitable outcomes. As colleges seek to strengthen supports for all students to explore options for careers and college and choose and complete a program of study suited to their interests and aspirations, we encourage colleges to critically examine each practice to think about how the college is serving students who have been historically underrepresented and/or underserved in higher education.

The SOAA was recently updated to include “Equity Considerations” in each practice area so that your pathways team can discuss and articulate connections between the college’s pathways reforms and equity goals. Your team does not need to answer all of these questions as part of the SOAA process and they are not intended to be used as “assessments.” Also, don’t be concerned if your college has had minimal discussion and/or efforts related to any given question. We hope the questions help initiate or advance conversations about whether and how institutional practices are having differential impact on historically underserved groups and how your college can leverage your pathways work to close equity gaps by identifying and addressing causes of inequity, removing systemic barriers, and focusing design decisions and resource allocation in ways that more effectively address needs of underserved groups. In doing so, you may want to include details about how the college is addressing these concerns in the “progress to date” and/or “next steps/timeline” column.

As your team completes the SOAA, please refer to the equity consideration questions to facilitate conversations about connections between the college’s pathways and equity efforts. **Please submit the initial SOAA via email to the Chancellor’s Office by April 30, 2019. A certified version within the NOVA system should be submitted by September 30, 2019.** For the initial submission or more information about the SOAA, please email [guidedpathwaysinfo@cccoco.edu](mailto:guidedpathwaysinfo@cccoco.edu).

NOTE: For those 20 colleges who participate in the California Guided Pathways Demonstration Project, this SOAA has been updated (a few additions and changes in order) since the version you completed in September. So please use this current version for submission.

Guided Pathways Essential Practices	Scale of Adoption at Our College	Progress to Date Implementing Practice <i>(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)</i>	Next Steps Toward Implementing Practice at Scale & Timeline
<p>We are interested in how colleges connect equity efforts to their pathways work, planning, and discussions. The guiding questions in each of the four areas can help colleges consider how equity intersects with specific pathways practices. As themes, ideas, or areas for future work emerge during your discussion, please note the ways in which equity issues connect with guided pathways implementation in “Progress to Date” and “Next Steps”.</p>			
<p><b>Equity Considerations in Area 1:</b></p> <ul style="list-style-type: none"> <li>• Are the college’s website and program pages easy to navigate and understand for students and families without prior experience with higher education?</li> <li>• How could the college ensure that access to and use of this information is equitable for students who have been historically underrepresented and/or underserved in higher education (e.g., racial/ethnic minority students, lower-income students, first-generation students, students with disabilities, indigenous students, formerly incarcerated students, veterans, undocumented students, etc.)?</li> <li>• How are financial costs, potential debt, and economic benefits of program completion (including paths to program-relevant regional employment, projected earnings, and transfer outcomes) made clear for prospective students? Do program websites clarify differences in earnings potential between related certificates and degrees and across levels of educational attainment?</li> </ul>			
<p><b>1. MAPPING PATHWAYS TO STUDENT END GOALS</b></p> <p>a. Programs are organized and marketed in broad career-focused academic and communities or “meta-majors”. <i>(Note: This practice was added to the SOAA in February 2019)</i></p>	<p> <input type="checkbox"/> Not occurring  <input type="checkbox"/> Not systematic  <input type="checkbox"/> Planning to scale  <input checked="" type="checkbox"/> Scaling in progress  <input type="checkbox"/> At scale </p>	<p>Progress to date:</p> <ul style="list-style-type: none"> <li>• VC has identified six (6) discipline clusters that have been vetted by the campus.</li> <li>• Academic Senate has approved this with the understanding they may be modified in the future. Possible concerns about the size of 6 discipline clusters.</li> </ul> <p>Term, if <i>at scale</i> or <i>scaling</i>: <span style="border: 1px solid black; padding: 2px;">Fall 2020</span></p>	<p><i>Next steps:</i></p> <ul style="list-style-type: none"> <li>• Survey for Branding</li> <li>• Branding implementation</li> <li>• Explore equitable ways to market meta-major information, in addition to what is available on the website. Work with Student Success Committee</li> </ul> <p><i>Timeline for implementing next steps:</i></p> <ul style="list-style-type: none"> <li>• To be completed by end of Spring 21</li> </ul>

Guided Pathways Essential Practices	Scale of Adoption at Our College	Progress to Date Implementing Practice <i>(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)</i>	Next Steps Toward Implementing Practice at Scale & Timeline
<p>b. Every program is well designed to guide and prepare students to enter employment and further education in fields of importance to the college's service area.</p>	<input type="checkbox"/> Not occurring <input type="checkbox"/> Not systematic <input checked="" type="checkbox"/> Planning to scale <input type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale	<p><i>Progress to date:</i></p> <ul style="list-style-type: none"> <li>• Purchase of Program Mapper approved; which includes career information</li> <li>• Career education programs have worked with high schools on articulation.</li> <li>• Dual enrollment at high schools conversations have begun to link career education pathways.</li> <li>• Career Education Programs are aligned with industry needs.</li> </ul> <p>Term, if <i>at scale</i> or <i>scaling</i>: [ ]</p>	<p><i>Next steps:</i></p> <ul style="list-style-type: none"> <li>• Implement Program Mapper</li> <li>• Align students to pathways from middle school through high school, community college and on to transfer institutions and/or careers.</li> <li>• Investigate ways to use Program Mapper to inform students about program cost, financial cost, and economic benefits of program completion.</li> <li>• Investigate programs to enhance transferability of students grounded in equity per equity consideration bullet point # 2 above.</li> </ul> <p><i>Timeline for implementing next steps:</i></p> <ul style="list-style-type: none"> <li>• To be completed by Fall 2022</li> </ul>
<p>c. Detailed information is provided on the college's website on the employment and further education opportunities targeted by each program.</p>	<input type="checkbox"/> Not occurring <input type="checkbox"/> Not systematic <input checked="" type="checkbox"/> Planning to scale <input type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale	<p><i>Progress to date:</i></p> <ul style="list-style-type: none"> <li>• Program Mapper purchase to display Career and Major Communities (Meta-Majors) online.</li> <li>• District &amp; college webpages redesigned with ongoing adjustments being made</li> <li>• Some programs currently provide career information on department website, and other marketing materials</li> </ul>	<p><i>Next steps:</i></p> <ul style="list-style-type: none"> <li>• Implement Program Mapper</li> <li>• Review each program website to provide supplementary information as needed related to employment and further educational opportunities as it pertains to Equity Consideration bullet point #3 above.</li> <li>• Investigate efficacy of adding videos to specific department websites to provide such information</li> </ul>

Guided Pathways Essential Practices	Scale of Adoption at Our College	Progress to Date Implementing Practice <i>(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)</i>	Next Steps Toward Implementing Practice at Scale & Timeline
		<ul style="list-style-type: none"> <li>Previously, gainful employment was reported for our career education programs as required</li> </ul> Term, if <i>at scale</i> or <i>scaling</i> : [ ]	<i>Timeline for implementing next steps:</i> <ul style="list-style-type: none"> <li>To be completed by Spring 2022</li> </ul>
<p>d. Programs are clearly mapped out for students. Students know which courses they should take and in what sequence. Courses critical for success in each program and other key progress milestones are clearly identified. All this information is easily accessible on the college's website.</p>	<input type="checkbox"/> Not occurring <input type="checkbox"/> Not systematic <input checked="" type="checkbox"/> Planning to scale <input type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale	<i>Progress to date:</i> <ul style="list-style-type: none"> <li>Guided Pathway Stewards are working with faculty to complete VC course sequences to the Program Map Templates.</li> <li>Purchased technology (Program Mapper) to incorporate maps on webpages.</li> </ul> Term, if <i>at scale</i> or <i>scaling</i> : [ ]	<i>Next steps:</i> <ul style="list-style-type: none"> <li>Ensure all Program Maps are complete and vetted by respective programs</li> <li>Ensure it is clear which Math and English classes students are placed in based on the Multiple Measure tool. The AB705 taskforce is working on this, but it is an issue to address in 2021. This aligns with Equity Con. #1 above</li> </ul> <i>Timeline for implementing next steps:</i> <ul style="list-style-type: none"> <li>To be completed by Spring 2022</li> </ul>
<p>e. Required math courses are appropriately aligned with the student's field of study <i>(Note: This essential practice was moved from Area 2)</i></p>	<input type="checkbox"/> Not occurring <input type="checkbox"/> Not systematic <input type="checkbox"/> Planning to scale <input checked="" type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale	<i>Progress to date:</i> <ul style="list-style-type: none"> <li>Math class pathways outlined for students for the following fields of study:               <ul style="list-style-type: none"> <li>Arts &amp; Humanities</li> <li>Social and Health Sciences</li> <li>Teaching/Liberal Studies</li> <li>Bus/STEM</li> </ul> </li> </ul> Term, if <i>at scale</i> or <i>scaling</i> : [Fall 2019 ]	<i>Next steps:</i> <ul style="list-style-type: none"> <li>Create online self-guided placement tool to provide students and counselors with placement information including options for taking support courses for math per AB705 requirements.</li> <li>Post information regarding Math courses, support courses and success strategies on Ventura College</li> </ul>

Guided Pathways Essential Practices	Scale of Adoption at Our College	Progress to Date Implementing Practice <i>(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)</i>	Next Steps Toward Implementing Practice at Scale & Timeline
			<p>Assessment/Math website per equity consideration bullet #1 above.</p> <ul style="list-style-type: none"> <li>Evaluate and collect student success data (ongoing)</li> </ul> <p><i>Timeline for implementing next steps:</i></p> <ul style="list-style-type: none"> <li>Online guided placement and evaluation to begin Fall 21-</li> </ul>

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Guided Pathways Essential Practices	Scale of Adoption at Our College	Progress to Date Implementing Practice <i>(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)</i>	Next Steps Toward Implementing Practice at Scale & Timeline
<p><b>Equity Considerations in Area 2:</b></p> <ul style="list-style-type: none"> <li>Does the college assess whether historically underrepresented and high needs students are disproportionately enrolled in programs that lead to lower remuneration careers? Has the college considered how it can help underrepresented students raise their educational and career expectations while at the same time meeting their more immediate economic needs?</li> <li>For critical program courses, does the college disaggregate enrollment, pass rate, and subsequent success data by student characteristics? What strategies has the college used to improve overall student success in these courses?</li> <li>Does the college proactively partner with feeder high schools that serve predominantly underrepresented and high needs students to help students explore academic and career interests and develop viable plans for college? Are dual enrollment opportunities made available to high school students who are deemed “not yet college ready”? Is the college building bridges to high-opportunity college programs for students in adult basic skills programs?</li> </ul>			
<p><b>2. HELPING STUDENTS CHOOSE AND ENTER A PROGRAM PATHWAY</b></p> <p>a. Every new student is helped to explore career/college options, choose a program of study, and develop a full-program plan as soon as possible.</p>	<p> <input type="checkbox"/> Not occurring  <input type="checkbox"/> Not systematic  <input checked="" type="checkbox"/> Planning to scale  <input type="checkbox"/> Scaling in progress  <input type="checkbox"/> At scale         </p>	<p><i>Progress to date:</i></p> <ul style="list-style-type: none"> <li>The Counseling department developed an online Canvas Based new student workshop designed to assist students with selecting first semester courses. The sessions provide information based on Career and Major Communities (Meta-Majors).</li> <li>Ventura College has increased opportunities for student to explore career and major interests through venues such as formal career assessments, increased career and student success courses, and the First Year Experience (FYE) program.</li> <li>FYE includes a Parent Orientation component to help parents understand how to support their students transition to college.</li> <li>Several of the VC Counselors and student services classified professionals are certified in the Meyers-Briggs Type Indicator.</li> <li>Conversations among Math, English, and Student Services are ongoing relative to effective AB 705 implementation and messaging.</li> </ul>	<p><i>Next steps:</i></p> <ul style="list-style-type: none"> <li>Develop new systems in Banner regarding access/retrieval of student HS GPA/placement data.</li> <li>Student Information System: Investigate the use of Starfish to provide Counselors streamlined access to student info (HS GPA/placement status, etc.).</li> <li>Assessment of Student Success courses and sharing of this data college wide.</li> </ul> <p><i>Timeline for implementing next steps:</i></p> <ul style="list-style-type: none"> <li>To be completed Spring 2022</li> </ul>

Guided Pathways Essential Practices	Scale of Adoption at Our College	Progress to Date Implementing Practice <i>(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)</i>	Next Steps Toward Implementing Practice at Scale & Timeline
		<ul style="list-style-type: none"> <li>FYE students take COUN course, which included Career Exploration and study skills best practices.</li> </ul> <p>Term, if <i>at scale</i> or <i>scaling</i>:    </p>	
<p>b. Special supports are provided to help academically underprepared students to succeed in the “gateway” courses for the college’s <b>major program areas</b>.</p>	<input type="checkbox"/> Not occurring <input type="checkbox"/> Not systematic <input checked="" type="checkbox"/> Planning to scale <input type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale	<p>Progress to date:</p> <ul style="list-style-type: none"> <li>English and Math faculty have made significant strides to comply with AB705 and streamline pathways for student success into transfer level courses</li> <li>Priority registration available for FYE students who fulfill key components in their first year</li> <li>Tutoring exists to support transfer-level math and English courses</li> <li>Co-requisite support courses to support students in first-level transfer math courses</li> <li>New “super-supported format implemented to support students in English 1A courses</li> <li>Students encouraged to take math and English in their first year, laying strong foundation for success in Gateway GE courses</li> <li>Student Success course offerings increased (COUN V01, V02, V03, V04, and EAC V01) as part of pilot for priority registration plus for those students recommended to take as support for English 1A</li> <li>Aligned ESL courses to support student transition to transfer-level English</li> </ul> <p>Term, if <i>at scale</i> or <i>scaling</i>:    </p>	<p><i>Next steps:</i></p> <ul style="list-style-type: none"> <li>Enhance communication and clarification of clear English, ESL, and Math Flowcharts</li> <li>Identify current GE Gateway courses (IR)</li> <li>Ensure that sufficient tutoring is available to support students in Gateway courses</li> <li>Implement MyPath to help student identify relevant support services</li> </ul> <p><i>Timeline for implementing next steps:</i></p> <ul style="list-style-type: none"> <li>To be completed Fall 2021</li> </ul>



Guided Pathways Essential Practices	Scale of Adoption at Our College	Progress to Date Implementing Practice <i>(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)</i>	Next Steps Toward Implementing Practice at Scale & Timeline
<p>c. Special supports are provided to help academically underprepared students to succeed in the program-relevant “gateway” <b>math</b> courses by the end of their first year. <i>(Note: This practice was added to the SOAA in February 2019)</i></p>	<p> <input type="checkbox"/> Not occurring  <input type="checkbox"/> Not systematic  <input checked="" type="checkbox"/> Planning to scale  <input type="checkbox"/> Scaling in progress  <input type="checkbox"/> At scale </p>	<p><i>Progress to date:</i></p> <ul style="list-style-type: none"> <li>• First-level transfer math course have co-requisite support courses</li> <li>• Piloting embedded tutoring in math corequisite support courses</li> <li>• Created guidance sheet for Counselors regarding math and English core course and support options</li> </ul> <p>Term, if <i>at scale</i> or <i>scaling</i>:    </p>	<p><i>Next steps:</i></p> <ul style="list-style-type: none"> <li>• Ensure that all co-requisite support courses in math have integrated or embedded tutors</li> <li>• Review data and adjust as needed to maximize student success</li> <li>• Ensure students’ English &amp; math placements using AB 705 MM Tool are clear and easily accessible in records. Note: The AB705 taskforce is working on this as we speak, but it is an issue to address in 2021. This aligns with Equity Con. #1 above</li> </ul> <p><i>Timeline for implementing next steps:</i></p> <ul style="list-style-type: none"> <li>• To be completed Fall 2021</li> </ul>
<p>d. Special supports are provided to help academically underprepared students to succeed in the “gateway” <b>English</b> courses by the end of their first year.</p>	<p> <input type="checkbox"/> Not occurring  <input type="checkbox"/> Not systematic  <input checked="" type="checkbox"/> Planning to scale  <input type="checkbox"/> Scaling in progress </p>	<p><i>Progress to date:</i></p> <ul style="list-style-type: none"> <li>• Super-supported English 1A curriculum and Canvas modules developed and implemented</li> </ul>	<p><i>Next steps:</i></p> <ul style="list-style-type: none"> <li>• Expand use of the super-supported model by providing faculty training</li> </ul>

Guided Pathways Essential Practices	Scale of Adoption at Our College	Progress to Date Implementing Practice <i>(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)</i>	Next Steps Toward Implementing Practice at Scale & Timeline
<p><i>(Note: This practice was added to the SOAA in February 2019)</i></p>	<input type="checkbox"/> At scale	<p>Term, if <i>at scale</i> or <i>scaling</i>:    </p>	<ul style="list-style-type: none"> <li>Review data on students in super-supported sections; compare results; adjust as needed to maximize student success</li> <li>Identify Super Supported English classes in the schedule.</li> <li>Improve ESL program to ensure we are meeting our community's needs (includes outreach, marketing, courses and scheduling, placement)</li> </ul> <p><i>Timeline for implementing next steps:</i> To be completed Fall 2021 <del>2020</del></p>
<p>e. Intensive support is provided to help very poorly prepared students to succeed in college-level courses as soon as possible.</p>	<input type="checkbox"/> Not occurring <input checked="" type="checkbox"/> Not systematic <input checked="" type="checkbox"/> Planning to scale <input type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale	<p><i>Progress to date:</i></p> <ul style="list-style-type: none"> <li>First-level transfer math course have co-requisite support courses</li> <li>Piloting embedded tutoring in math corequisite support courses</li> <li>Super-supported English 1A curriculum and Canvas modules developed and implemented</li> <li>Created guidance sheet for Counselors regarding math and English core course and support options</li> </ul> <p>Term, if <i>at scale</i> or <i>scaling</i>:    </p>	<p><i>Next steps:</i></p> <ul style="list-style-type: none"> <li>Ensure that all co-requisite support courses in math have integrated or embedded tutors</li> <li>Expand use of the super-supported model by providing faculty training</li> <li>Review data on students in super-supported English and co-requisite support Math sections; compare results; adjust as needed to maximize student success</li> <li>Investigate use of non-credit open-entry self-paced courses that are competency based to prepare students for courses</li> </ul>

Guided Pathways Essential Practices	Scale of Adoption at Our College	Progress to Date Implementing Practice <i>(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)</i>	Next Steps Toward Implementing Practice at Scale & Timeline
			<p>one level below transfer in English and Math.</p> <ul style="list-style-type: none"> <li>Investigate short-term bridge courses for college level English and Math courses.</li> </ul> <p><i>Timeline for implementing next steps:</i> To be completed Fall 2022.</p>
<p>f. The college works with high schools and other feeders to motivate and prepare students to enter college-level coursework in a program of study when they enroll in college.</p>	<p> <input type="checkbox"/> Not occurring  <input checked="" type="checkbox"/> Not systematic  <input type="checkbox"/> Planning to scale  <input type="checkbox"/> Scaling in progress  <input type="checkbox"/> At scale         </p>	<p><i>Progress to date:</i></p> <ul style="list-style-type: none"> <li>Career education programs continue to work with high schools on course articulation to provide students with college credits prior to matriculation.</li> <li>Outreach has expanded dual enrollment efforts to link career education pathways for pre-college aged students.</li> <li>Guided placement for transferable math courses incorporates student career and program plans.</li> </ul>	<p><i>Next steps:</i></p> <ul style="list-style-type: none"> <li>Align students to pathways from middle school through high school, community college and on to transfer institutions and/or careers.</li> <li>Share the placement data with feeder high schools via outreach process and Counselor Exchange meetings to inform</li> </ul>

Guided Pathways Essential Practices	Scale of Adoption at Our College	Progress to Date Implementing Practice <i>(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)</i>	Next Steps Toward Implementing Practice at Scale & Timeline
		Term, if <i>at scale</i> or <i>scaling</i> :	<p>students and high school partners how placement is made. Also, provide information regarding the math options and how they are taught to get them more mentally prepared for Transfer level math and English. Partner with outreach and counseling on this effort to ensure this is happening when engaging with feeder high schools.</p> <p><i>Timeline for implementing next steps:</i></p> <ul style="list-style-type: none"> <li>• To be completed by Fall 2022</li> </ul>

GUIDED PATHWAYS ESSENTIAL PRACTICES	Scale of Adoption at Our College	Progress to Date Implementing Practice <i>(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)</i>	Next Steps Toward Implementing Practice at Scale & Timeline
<p><b>Equity Considerations in Area 3:</b></p> <ul style="list-style-type: none"> <li>• How does the institution support advisors to incorporate engaging, proactive, and culturally relevant advising practices to better support underrepresented students' success in their programs?</li> <li>• How does the college ensure that underrepresented students are not disproportionately directed away from competitive, limited access programs?</li> <li>• How does the college integrate academic and student support services into pathways so that the support is unavoidable and therefore less stigmatized?</li> <li>• How does the college ensure that low-income students' financial stability needs (e.g., nutrition, transportation, childcare, public benefits, emergency assistance) are being met so they can make progress toward program completion?</li> </ul>			
<p><b>3. KEEPING STUDENTS ON PATH</b></p> <p>a. Advisors monitor which program every student is in and how far along the student is toward completing the program requirements.</p>	<input type="checkbox"/> Not occurring <input type="checkbox"/> Not systematic <input checked="" type="checkbox"/> Planning to scale <input type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale	<p><i>Progress to date:</i></p> <ul style="list-style-type: none"> <li>• Each academic counselor has been assigned to be a liaison to 2 groups of majors (currently called themes) with the purposes of serving as a point of contact for departmental faculty.</li> </ul> <p>Term, if <i>at scale</i> or <i>scaling</i>:    </p>	<p><i>Next steps:</i></p> <ul style="list-style-type: none"> <li>• Investigate efficacy of assigning students by major or Career and Major Community to counselors or designated group of counselors to ensure consistency of information and a direct connection to counseling for each student.</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> </ul> <p><i>Timeline for implementing next steps:</i></p> <ul style="list-style-type: none"> <li>• To be completed by Fall 2022</li> </ul>
<p>b. Students can easily see how far they have come and what they need to do to complete their program.</p>	<input type="checkbox"/> Not occurring <input type="checkbox"/> Not systematic <input checked="" type="checkbox"/> Planning to scale <input type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale	<p>   </p>	<p><i>Next steps:</i></p> <ul style="list-style-type: none"> <li>• Marketing of DegreeWorks to increase awareness to all students. Such as including statement in course syllabi.</li> <li>• Ensure accuracy of information for degree audits.</li> </ul>

			<ul style="list-style-type: none"> <li>• Increase courses from other campuses to appear in major.</li> <li>• Continue incorporating C-ID course into degree audit feature</li> </ul> <p><i>Timeline for implementing next steps:</i></p> <ul style="list-style-type: none"> <li>• To be completed by Fall 2022</li> </ul>
<p>c. Advisors and students are alerted when students are at risk of falling off their program plans and have policies and supports in place to intervene in ways that help students get back on track.</p>	<input type="checkbox"/> Not occurring <input type="checkbox"/> Not systematic <input checked="" type="checkbox"/> Planning to scale <input type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale	<p><i>Progress to date:</i></p> <p>District wide meetings currently taking place to develop and implement Starfish Early Alert. Current plan is to pilot in Fall 2019 and fully implement in Spring 2020.</p> <p>Term, if <i>at scale</i> or <i>scaling</i>:    </p>	<p><i>Next steps:</i></p> <ul style="list-style-type: none"> <li>• Implement Starfish Early Alert for students.</li> <li>• Promote Starfish Early Alert to instructional faculty to increase usage.</li> <li>• Pilot triage services to support students identified through Starfish Early Alert mechanisms (and perhaps Pirates Cove).</li> <li>• Increase awareness of campus resources to all students such as Basic Needs (Food Pantry/CalFRESH/Housing), CalWORKs, Financial Aid, EOPS, EAC, Foundation (scholarships).</li> </ul> <p><i>Timeline for implementing next steps:</i></p> <ul style="list-style-type: none"> <li>• Fall 2022</li> </ul>
<p>d. Assistance is provided to students who are unlikely to be accepted into limited-access programs, such as nursing or culinary arts, to redirect them to another more viable path to credentials and a career</p>	<input type="checkbox"/> Not occurring <input type="checkbox"/> Not systematic <input checked="" type="checkbox"/> Planning to scale <input type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale	<p><i>Progress to date:</i></p> <ul style="list-style-type: none"> <li>• Career Development Center is in process of increasing services and outreach to students to assist students with career exploration and development.</li> </ul> <p>Term, if <i>at scale</i> or <i>scaling</i>:    </p>	<p><i>Next steps:</i></p> <ul style="list-style-type: none"> <li>• Career development center is exploring additional resources for career and major exploration such as College Road Trip, increasing career related workshops for students (exploring major talks/resume/interviewing etc.)</li> </ul>

			<ul style="list-style-type: none"> <li>• Formation of Career Center Committee with broad campus representation.</li> <li>• Explore effective way to communicate options for students in similar majors/careers for limited access majors such as Nursing and Paramedics.</li> </ul> <p><i>Timeline for implementing next steps:</i> To be completed by Fall 2022</p>
<p>e. The college schedules courses to ensure students can take the courses they need when they need them, can plan their lives around school from one term to the next, and can complete their programs in as short a time as possible.</p>	<input type="checkbox"/> Not occurring <input checked="" type="checkbox"/> Not systematic <input type="checkbox"/> Planning to scale <input type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale	<p><i>Progress to date:</i></p> <ul style="list-style-type: none"> <li>• Intentional and informed scheduling</li> <li>• Some departments have developed 2-year course cycle.</li> </ul> <p>Term, if <i>at scale</i> or <i>scaling</i>:    </p>	<p><i>Next steps:</i></p> <ul style="list-style-type: none"> <li>• Departments examine design of course offerings for 2-year rolling plan for full-time students and 3-year plan for part-time students</li> <li>• Form a task force to address issues surrounding part-time/evening and online students to increase successful completion of student goals.</li> <li>• Increase on campus in reach to financial aid students to inform them of amount of Pell eligibility (for example, exploration of a systematic process to notify students once they have utilized a designated percentage of Pell grant.)</li> </ul>

			<i>Timeline for implementing next steps:</i> <ul style="list-style-type: none"><li>• [Fall 2022]</li></ul>
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Guided Pathways Essential Practices	Scale of Adoption at Our College	Progress to Date Implementing Practice <i>(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)</i>	Next Steps Toward Implementing Practice at Scale & Timeline
<p><b>Equity Considerations in Area 4:</b></p> <ul style="list-style-type: none"> <li>• How is the college ensuring that underrepresented students participate in program-relevant active and experiential learning opportunities?</li> <li>• As faculty make curricular changes to better align course assignments with program learning outcomes, how does the college support faculty to implement pedagogical changes that better support learning outcomes success for underrepresented students (e.g., culturally responsive teaching)?</li> <li>• What opportunities exist for faculty or advisors to critically examine their role in advancing equity-minded teaching and advising practices at the college (e.g., critically examining the role of unconscious bias in the classroom or advising that could affect student aspirations for a particular field and/or program selection)?</li> <li>• Is the college disaggregating program learning outcomes data, program retention and completion data, and other assessment measures by race, income, age, and gender to examine equity gaps? How is this data disseminated and discussed among college staff, with students, and with the outside community?</li> </ul>			
<p><b>4. ENSURING THAT STUDENTS ARE LEARNING</b></p> <p>a. Program learning outcomes are aligned with the requirements for success in the further education and employment outcomes targeted by each program.</p>	<p> <input type="checkbox"/> Not occurring  <input type="checkbox"/> Not systematic  <input type="checkbox"/> Planning to scale  <input type="checkbox"/> Scaling in progress  <input checked="" type="checkbox"/> At scale </p>	<p><i>Progress to date:</i></p> <ul style="list-style-type: none"> <li>• Career education programs align outcomes with industry and employment outcomes.</li> <li>• Career education programs offer industry related internships in partnership with Career Center.</li> <li>• General education programs align outcomes with career soft skills: <ul style="list-style-type: none"> <li>○ Communication</li> <li>○ Scientific and quantitative reasoning</li> <li>○ Critical thinking</li> <li>○ Information literacy</li> <li>○ Personal/community awareness and academic/career responsibilities</li> </ul> </li> </ul> <p>Term, if <i>at scale</i> or <i>scaling</i>: Spring 2017</p>	<p><i>Next steps:</i></p> <ul style="list-style-type: none"> <li>• Align new programs with learning outcomes for success in education and employment.</li> <li>• Expand experiential learning and/or internship opportunities to benefit more general education programs.</li> <li>• Explore methods to more effectively communicate internship and experiential learning opportunities to students</li> <li>• Obtain and analyze data that illustrates current utilization and employ this to increase opportunities for underrepresented students to participate in program-relevant active and experiential learning opportunities, including internships.</li> </ul> <p><i>Timeline for implementing next steps:</i></p> <ul style="list-style-type: none"> <li>• Fall 2022</li> </ul>

Guided Pathways Essential Practices	Scale of Adoption at Our College	Progress to Date Implementing Practice <i>(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)</i>	Next Steps Toward Implementing Practice at Scale & Timeline
<p>b. Instruction across programs (especially in program introductory courses) engages students in active and applied learning, encouraging them to think critically, solve meaningful problems, and work and communicate effectively with others. <i>(Note: This practice was added to the SOAA in February 2019)</i></p>	<p> <input type="checkbox"/> Not occurring  <input type="checkbox"/> Not systematic  <input checked="" type="checkbox"/> Planning to scale  <input type="checkbox"/> Scaling in progress  <input type="checkbox"/> At scale         </p>	<p><i>Progress to date:</i></p> <ul style="list-style-type: none"> <li>General education programs align outcomes with career soft skills and are accomplished by engaging students in active and applied learning:             <ul style="list-style-type: none"> <li>Communication</li> <li>Scientific and quantitative reasoning</li> <li>Critical thinking</li> <li>Information literacy</li> <li>Personal/community awareness and academic/career responsibilities</li> </ul> </li> <li>All courses are mapped to one or more GE/ISLO for ongoing assessment.</li> </ul> <p>Term, if <i>at scale</i> or <i>scaling</i>:    </p>	<p><i>Next steps:</i></p> <ul style="list-style-type: none"> <li>Expand opportunities for instructional and counseling faculty to critically examine their role in advancing equity-minded teaching and advising practices at the college             <ul style="list-style-type: none"> <li>Examples may include critically examining the role of unconscious bias in the classroom or advising that could affect student aspirations for a particular field and/or program selection.</li> </ul> </li> </ul> <p><i>Timeline for implementing next steps:</i></p> <ul style="list-style-type: none"> <li>Fall 2022  </li> </ul>
<p>c. Students have ample opportunity to apply and deepen knowledge and skills through projects, internships, co-ops, clinical placements, group projects outside of class, service learning, study abroad and other experiential learning activities that program faculty intentionally embed into coursework.</p>	<p> <input type="checkbox"/> Not occurring  <input checked="" type="checkbox"/> Not systematic  <input type="checkbox"/> Planning to scale  <input type="checkbox"/> Scaling in progress  <input type="checkbox"/> At scale         </p>	<p><i>Progress to date:</i></p> <ul style="list-style-type: none"> <li>Career Development Center services have been expanded and moved into a new and more prominent space in the Student Services Center.</li> <li>Internship opportunities exist in career education programs.</li> </ul>	<p><i>Next steps:</i></p> <ul style="list-style-type: none"> <li>Expand internship opportunities</li> <li>Expand use of career exploration software</li> <li>Further empower faculty to implement pedagogical changes that better support learning outcomes</li> </ul>

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		<ul style="list-style-type: none"> <li>For Career Education, this is incorporated into the ISLOs/GE outcomes, and all courses link to one or more of them, with ongoing assessments.</li> </ul> <p>Term, if <i>at scale</i> or <i>scaling</i>:    </p>	<p>success for underrepresented students.</p> <ul style="list-style-type: none"> <li>Professional Learning opportunities for classroom faculty to learn active learning and project based approach to learning.</li> </ul> <p><i>Timeline for implementing next steps:</i></p> <ul style="list-style-type: none"> <li>  Fall 2022  </li> </ul>
<p>d. Faculty/programs assess whether students are mastering learning outcomes and building skills across each program, in both arts and sciences and career/technical programs.</p>	<input type="checkbox"/> Not occurring <input type="checkbox"/> Not systematic <input type="checkbox"/> Planning to scale <input type="checkbox"/> Scaling in progress <input checked="" type="checkbox"/> At scale	<p><i>Progress to date:</i></p> <ul style="list-style-type: none"> <li>VC has a comprehensive process for the assessment of SLOs at course, program, and institutional level. Evaluation of student outcome successes occurs systematically.</li> <li>Career Technical Education (CTE) Outcome Survey takes place annually</li> </ul> <p>Term, if <i>at scale</i> or <i>scaling</i>: Fall 2016</p>	<p><i>Next steps:</i></p> <ul style="list-style-type: none"> <li>Identify capstone courses within programs and analyze assessment results of student learning outcomes for these courses.</li> <li>Include additional measures to assess student performance at a disaggregated level</li> <li>Ongoing evaluation of Student Learning Outcome (SLO) and Student Unit Outcome (SUO) process to ensure learning outcomes are current and demonstrating student mastery.</li> </ul> <p><i>Timeline for implementing next steps:</i></p> <ul style="list-style-type: none"> <li>  Fall 2022  </li> </ul>
<p>e. Results of learning outcomes assessments are used to improve teaching and learning through program review, professional development, and other intentional campus efforts.</p>	<input type="checkbox"/> Not occurring <input type="checkbox"/> Not systematic <input type="checkbox"/> Planning to scale <input checked="" type="checkbox"/> Scaling in progress	<p><i>Progress to date:</i></p> <ul style="list-style-type: none"> <li>VC has a comprehensive process for the assessment of SLOs at course, program, and institutional level-the</li> </ul>	<p><i>Next steps:</i></p> <ul style="list-style-type: none"> <li>Develop and institutionalize systematic processes for programs to receive guidance and training on how to utilize and</li> </ul>

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	<input type="checkbox"/> At scale	<p>results of which are embedded in the program review process.</p> <ul style="list-style-type: none"> <li>Scaling of professional development and other intentional campus efforts varies across programs.</li> </ul> <p>Term, if <i>at scale</i> or <i>scaling</i>: Fall 2016</p>	<p>interpret data to identify needs for further professional learning</p> <ul style="list-style-type: none"> <li>Provide professional learning as identified</li> </ul> <p><i>Timeline for implementing next steps:</i></p> <ul style="list-style-type: none"> <li>Fall 2022</li> </ul>
<p>f. The college helps students document their learning for employers and universities through portfolios and other means beyond transcripts.</p>	<input type="checkbox"/> Not occurring <input checked="" type="checkbox"/> Not systematic <input type="checkbox"/> Planning to scale <input type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale	<p><i>Progress to date:</i></p> <ul style="list-style-type: none"> <li>VC utilizes portfolios and digital badges to convey student learning in select programs.</li> <li>Career Center offers social media portfolio advising.</li> </ul> <p>Term, if <i>at scale</i> or <i>scaling</i>:    </p>	<p><i>Next steps:</i></p> <ul style="list-style-type: none"> <li>Develop learning opportunities for faculty to incorporate portfolio and project based assignments.</li> <li>Create plans to acquire software or use free software that prepare students for the workplace.</li> </ul> <p><i>Timeline for implementing next steps:</i></p> <ul style="list-style-type: none"> <li>Fall 2022</li> </ul>
<p>g. The college assesses effectiveness of educational practice (e.g. using CCSSE or SENSE, etc.) and uses the results to create targeted professional development.</p>	<input type="checkbox"/> Not occurring <input checked="" type="checkbox"/> Not systematic <input type="checkbox"/> Planning to scale <input type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale	<p><i>Progress to date:</i></p> <ul style="list-style-type: none"> <li>VC assesses educational effectiveness through multiple means including CCSSEE.</li> </ul> <p>Term, if <i>at scale</i> or <i>scaling</i>:    </p>	<p><i>Next steps:</i></p> <ul style="list-style-type: none"> <li>Professional development committee to review results of assessment data to inform professional development activities for faculty.</li> </ul> <p><i>Timeline for implementing next steps:</i></p> <ul style="list-style-type: none"> <li>Fall 2022</li> </ul>

## **Waitlist Management Workgroup**

At the 2/4/2021 Meeting of the Ventura College Academic Senate, the use of waitlists was discussed. From the discussion, it was clear that the management of waitlists varied between and within departments. The general consensus was that a workgroup be formed to define “waitlist” so that it can be clarified for students, faculty, classified staff, and administration. This topic has overlap 1) between negotiated working conditions and compensation issues, and 2) academic and professional issues such as pedagogy and college/district policy or practice, the VC AFT vice president Ty Gardner was invited to participate, along with interested instructional and non-instructional faculty. The proposed workgroup members are:

Kammy Algiers  
Marian Carrasco Nungaray  
Andrea Horigan  
Ty Gardner (AFT rep)  
Ron Mules  
Rachel Johnson  
Heather Ludwig-Aguailar  
Stephanie Branca

## DISCIPLINE LIST PROPOSAL PROCESS

### **How Changes Are Proposed?**

There are two avenues for proposing changes: 1) through a local or district academic senate or 2) through a recognized organization\*. Although the process for new proposals remains the same, a procedure for resubmissions has been added. For more detailed information about the process, we highly suggest you review the Disciplines handbook, which can be accessed on our website at:

[https://asccc.org/sites/default/files/DLHandbook\\_Final\\_Revision\\_Spr\\_20.pdf](https://asccc.org/sites/default/files/DLHandbook_Final_Revision_Spr_20.pdf).

Any Disciplines List proposal must have the following evidence, which is essential because it provides the rationale about why the change is needed as well as informs the field that the research has been completed to ensure that the change is necessary. A lack of documentation about the need of Discipline List Revision may cause the proposal to be delayed or rejected by the Executive Committee. Please use the following check-list to ensure all you have conducted all necessary research.

### **Required investigation of the following and statement of findings:**

- Contacted an associated professional organization to determine support of proposal
- Included evidence of degrees within the proposed revision of the discipline or new discipline.
- Provided a list of the titles of the degrees and programs to document the need for a new or revised discipline using the below criteria:
  - Minimum of three degrees
  - Regionally accredited institutions (all public institutions in California)
  - Disciplines in the Master's List requires evidence of the availability of master's degrees
  - Disciplines in the Non-master's List requires evidence of the availability of degree, certification, and/or professional experience, if necessary
- Provided statewide need documented by evidence to show a change is necessary and not merely a response to a unique need of one college, district or region. Demonstrated a balance of need across the state and included a discipline seconder from another district.
- Explained the impact of proposal across the state using a list the pro and con arguments and including refutation of the con arguments
- Provided other evidence such as significant changes to the field that requires a change to the Disciplines List.
- Provided a ½ page written rationale to be included in public documents.

### **New proposed changes may be submitted:**

- 1. Through the local/district senate**
  - a. Any faculty member may initiate a proposal to change the Disciplines List.
  - b. Local academic senates should engage in discussion regarding the proposals among its faculty.
  - c. Local academic senates must approve any/all recommendations before forwarding them to the Academic Senate Office. This local senate president must sign the Discipline List Revision Form.
- 2. Through a recognized discipline or professional organization**
  - a. Any member of the organization may initiate a proposal to change the Disciplines List.
  - b. The organization should hold hearings or engage in discussion regarding the proposals among its members.
  - c. The governing body of the organization must approve any/all recommendations before forwarding them to the Academic Senate Office. The president of the organization must sign the Discipline List Revision Form.

\*Recognized organization: an organization that is registered at the Chancellor's Office as

representing a specific discipline, or a regional, state, national, or international organization with a formally adopted constitution or by-laws.

**Previously proposed changes that were not adopted at a plenary session, may be resubmitted only if a new justification and rationale are provided, AND the Discipline List Revision Form is submitted to the Senate Office by the final deadline of September 30, 2021.**

## OPERATIONAL DEFINITIONS

**Academic Senate** = organization that represents faculty on all academic and professional matters. All full-time tenured and tenure-track faculty are members of the Academic Senate.

**Board of Trustees** = elected group of individuals that has overall responsibility for the management of the Ventura County Community College District.

**CCR** = California Code of Regulations

**College** = Ventura College.

**College-Wide Committee** = any committee, advisory group, workgroup, or task force whose voting membership includes a mixture of faculty, administration, classified professionals, and/or students from Ventura College.

**District** = Ventura County Community College District (VCCCD).

**District Committees** = any committee, advisory group, workgroup, or task force whose voting membership includes a mixture of faculty, administration, classified professionals, and/or students from two or more colleges within the Ventura County Community College District.

**General membership** = all full-time tenured and tenure-track faculty who are not designated as management and/or classified professionals by the Administration. Interchangeable with voting membership or regular membership.

**Senators** = elected representatives who serve on the Senate Council.

**Senate Council** = the legislative and representative governing 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 Committee or Senate Exec.

**Senate Subcommittee** = any committee, advisory group, workgroup, or task force whose mission and/or charge directly relates to the academic and profession matters defined in Title 5 of the California Code of Regulations.



# VENTURA COLLEGE ACADEMIC SENATE CONSTITUTION

## PREAMBLE

We, the faculty of Ventura College, do hereby establish an organization to represent the faculty in all academic and professional matters and to ensure that the faculty assumes its legal role in the governance processes of our College and District.

## ARTICLE I – NAME

The name of this organization shall be the Ventura College Academic Senate. The Academic Senate shall elect a governing council from its membership, herein referred to as the Senate Council.

## ARTICLE II – PURPOSE, DUTIES, AND POWERS

### Section 1. Purpose

The Academic Senate shall serve as the representative of the faculty in making recommendations to the Administration and to the Board of Trustees on all academic and professional matters. Academic and profession matters are defined in Title 5 CCR to 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**

The Academic Senate shall address the interests and concerns of the faculty either directly or through its subcommittees. It shall be the duty of the Academic Senate to:

1. Represent the faculty in the development and implementation of all College and District policies and procedures of interest and concern to the faculty.
2. Assess and declare positions on existing and proposed legislation relative to the welfare of the College, District, and California Community College system.
3. Promote and maintain the role that faculty plays in the shared governance processes of the College and District.
4. Participate in the process of developing the educational philosophy, the objectives, plans, and budget of the College and District.
5. Serve as a forum for the faculty to discuss, debate, and formulate formal opinions and resolutions on issues of concern and/or interest that are outside the purview of collective bargaining.
6. Promote the development and maintenance of excellence in teaching within a framework of academic freedom, professional responsibility, and ethics.

## **Section 3. Powers**

The powers of the Academic Senate are defined in California Education Code, Title 5 CCR, and by the policies of the Board of Trustees.

1. It is expected that the Administration and the Board of Trustees 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.

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

## **ARTICLE III – MEMBERSHIP AND ORGANIZATION**

### **Section 1. Membership**

- A. The general membership of the Academic Senate shall include all tenured and tenure-track full-time faculty members who are not designated as management and/or classified professionals by the Administration.
- B. Part-time, non-contract faculty members shall be associate members. Associate members do not have the rights and privileges of the general membership, but they shall be entitled to one (1) voting representative on the Senate Council.

### **Section 2. Organization**

The business of the Academic Senate shall be transacted by the Senate Council and its subcommittees. Unless action is taken to the contrary, it shall be assumed that the general membership has delegated its powers to the Senate Council and its subcommittees.

### **Section 3. Parliamentary Authority**

- A. The latest edition of Roberts' Rules of Order shall guide the Academic Senate on all matters not specifically covered by state laws and regulations (California Education Code, Title 5 CCR, Ralph M. Brown Act), the Senate Constitution, and/or the Senate Bylaws.
- B. The order of authority for the Academic Senate shall be state laws and regulations (California Education Code, Title 5 CCR, Ralph M. Brown Act), the Senate Constitution, Senate Bylaws, and Robert's Rules and adopted Standing Rules.

## **ARTICLE IV – SENATE COUNCIL**

### **Section 1. Purpose**

The Senate Council shall serve as the legislative and representative governing body of the Academic Senate.

## **Section 2. Membership**

The membership of the Senate Council shall consist of elected representatives (herein referred to as Senators), the officers of the Academic Senate, and other positions as specified in the Senate Bylaws.

## **Section 3. Duties**

It shall be the duty of the Senate Council to:

1. Conduct the business of the Academic Senate in a timely and orderly fashion and in accordance with District policy and State laws and regulations.
2. Establish and oversee committees that deal with academic and professional matters.
3. Approve faculty to serve on all College and District committees.
4. Designate representatives to consult with the Board of Trustees and/or its designee on academic and professional matters and on any other matters of faculty concern that are outside the purview of collective bargaining.
5. Approve Academic Senate representatives to attend conferences, workshops, and plenary sessions of the Academic Senate for California Community Colleges.
6. Develop and approve procedures for conducting the work of the Academic Senate.
7. Approve expenditures from the Academic Senate accounts.
8. Advise and assist the Academic Senate President in preparing meeting agendas.

## **Section 4. Voting**

To eliminate conflict of interest issues which arise from faculty serving in multiple roles, each member of the Senate Council shall have a single vote regardless of the number of Senate Council positions held.

## **Section 5. Term of Office**

- A. Senators shall be elected at the beginning of the Fall semester and serve a term of one (1) year. There shall be no term limits on Senators.
- B. The Senate Council shall settle all disputes regarding the election of Senators. A disputed position shall be considered vacant until a resolution is reached by Senate Council.

### **Section 6. Vacancies**

Vacancies on the Senate Council occur through resignation, incapacitation, failure to fulfill responsibilities as stated in the Senate Bylaws, loss of eligibility, retirement, recall, or death.

1. Resignation from the Senate Council shall be assumed if any Senator fails to attend four (4) consecutive Senate Council meetings.
2. The Senate President shall notify the affected constituency within thirty (30) days of their Senator leaving office. The constituency shall elect a replacement to serve for the remainder of the unexpired term.

## **ARTICLE V – SENATE EXECUTIVE COMMITTEE**

### **Section 1. Membership**

The officers of the Academic Senate shall include a President, Vice President, Secretary, and Treasurer. The officers of the Academic Senate shall form the Senate Executive Committee.

### **Section 2. Duties**

Officers of the Academic Senate shall fulfill their individual duties as specified in the Senate Bylaws. It shall be the duty of the Senate Executive Committee to:

1. Counsel and advise the Senate President.
2. Assist the Senate President in developing agendas for regular and special meetings of the Academic Senate and Senate Council.
3. Assist the Senate President in coordinating reports on the activities of College and District committees, the Administration, the Board of Trustees, and plenary sessions of the Academic Senate for California Community Colleges

4. Review the organizational structure of the College and reapportion Senate seats as specified in the Senate Bylaws.
5. Represent the viewpoints of the Academic Senate on College and District committees and at all meetings with Administration, the Board of Trustees, and Academic Senate for California Community Colleges.
6. Keep the Senate Council and Academic Senate informed on the activities of College and District committees, the Administration, the Board of Trustees, and the positions and actions taken by the Academic Senate for California Community Colleges.
7. Work with the Senate Council to develop annual Senate Goals and provide an end-of-year report on progress toward those goals.

### **Section 3. Eligibility for Office**

All elected officers shall be tenured, full-time faculty when they take office. Officers must retain their status as tenured full-time faculty to continue in office.

1. No faculty member may hold more than one (1) Senate office at a time.
2. No faculty member serving as president of the faculty bargaining unit shall be eligible for the office of Academic Senate President.

### **Section 4. Term of Office**

- A. Officers shall begin their term of office on July 1 following an election and serve for a term of two (2) years.
- B. No faculty member shall serve more than two (2) consecutive terms in either the role of Senate President and/or Vice President. There shall be no term limits for Treasurer or Secretary.

### **Section 5. Vacancies**

Vacancies on the Senate Executive Committee occur through resignation, incapacitation, failure to fulfill responsibilities as stated in the Senate Bylaws, retirement, recall, or death.

1. Resignation from the Senate Executive Committee shall be assumed if any officer fails to attend four (4) consecutive Senate Executive meetings.
2. Vacancies shall be filled according to procedures outlined in the Senate Bylaws.

## **ARTICLE VI – MEETINGS AND QUORUM**

### **Section 1. Conduct of Business**

- A. All meetings of the Academic Senate, Senate Council, and Senate Subcommittees shall be open to any interested persons and shall comply with the provisions of the Open Meeting Act for the State of California (also known as the Ralph M. Brown Act).
- B. The Academic Senate shall adopt and distribute a schedule of meetings at the beginning of each academic year.
- C. Guests may not participate in Senate Council and/or subcommittee meetings unless requested to do so by the chairperson of the meeting.

### **Section 2. Academic Senate**

- A. At least one meeting of the entire Academic Senate shall be scheduled each semester during a flex day.
- B. Quorum for a meeting of the entire Academic Senate shall be thirty (30) percent of the general membership.

### **Section 3. Senate Council and Subcommittees**

- A. The Senate Council and each of its Subcommittees shall meet at least once a month on campus during the school year.
- B. Quorum for a meeting of the Senate Council, or any subcommittee, shall be a simple majority of its members. If a vacancy exists in a voting membership position, then that position shall be temporarily removed from the count of voting members until such time as the vacancy is filled.

### **Section 4. Senate Executive Committee**

- A. The time, place, and frequency of Senate Executive Committee meetings shall be determined by the Senate President and confirmed by the Senate Executive Committee.

- B. Quorum for a meeting of the Senate Executive Committee shall be a simple majority of the officers. If a vacancy exists in an officer position, then that position shall be temporarily removed from the count of voting members until such time as the vacancy is filled.

### **Section 5. Special Meetings**

A special meeting of the Academic Senate, Senate Council, or Senate Executive Committee may be called by petition of at least ten (10) percent of the membership, upon a simple majority vote of the Senate Council, or as deemed necessary by the Senate President.

## **ARTICLE VII – ELECTIONS**

### **Section 1. Senators**

- A. Senators shall be elected by their constituencies at the beginning of each academic year. The procedures for electing Senators shall be determined by each constituency.
- B. One part-time, non-contract faculty member shall be appointed by the Senate Executive Committee and confirmed by a simple majority vote of the Senate Council at the beginning of each academic year.

### **Section 2. Senate Officers**

- A. The officers of the Academic Senate shall be elected by written and secret ballot of the general membership. Proxy voting shall not be permitted.
- B. The election of Senate officers shall be conducted according to the procedures specified in the Bylaws.

### **Section 3. Recall Elections**

- A. The general membership may recall any officer or committee chairperson using the procedures specified in the Bylaws.
- B. Faculty shall retain the right to recall Senators from their constituency using the procedures specified in the Bylaws.



## **ARTICLE VIII – COMMITTEES**

### **Section 1. Membership**

- A. All full-time faculty are eligible to serve on Senate subcommittees, College-wide committees, and/or District committees.
- B. All committee members must be confirmed by a simple majority vote of the Senate Council. Committee membership shall be determined according to the procedures specified in the Senate Bylaws.

### **Section 2. Organization**

- A. The charge, responsibilities, and Bylaws of each Senate subcommittee shall be approved by a simple majority vote of the Senate Council.
- B. The members of each Senate subcommittee shall nominate a Chair by simple majority vote. Nominees must be confirmed by a simple majority vote of the Senate Council before they assume the role of Committee Chair.
- C. Senate subcommittees shall be empowered to schedule regular meeting times, adopt Standing Rules and Procedures, and conduct operational actions that are consistent with the Senate Constitution and Bylaws.

### **Section 3. Duties**

- A. Each Senate subcommittee shall address issues and concerns related to its charge. It shall be the duty of each Senate subcommittee to:
  - 1. Consider, study, and make recommendations on all matters submitted by the Senate President, Senate Council, Committee Chairperson, and/or Academic Senate.
  - 2. Report to the Senate Council at least once a month. The process for reporting to the Senate Council shall be established by the Senate Council and may be revised by it at any time.
  - 3. Present to the Senate President at the beginning of the academic year the name of the committee chair and the committee's voting membership list.

4. Submit proposals to the Senate Council for approval prior to undertaking a study or investigation. If the Senate Council disapproves of a committee's proposal, the committee may appeal the decision of the Senate Council to the general membership using the referendum process.

B. The Curriculum Committee shall be granted the authority to make recommendations directly to the Board of Trustees in the areas of curriculum and academic standards.

## **ARTICLE IX – INITIATIVES, REFERENDUMS, AND RESOLUTIONS**

### **Section 1. Initiatives**

The general membership may initiate action when the Senate Council or one of its subcommittees has not responded to regularly channeled requests within thirty (30) days. Initiatives shall be conducted according to the procedures specified in the Senate Bylaws.

### **Section 2. Referendums**

The general membership may propose to overturn a previous action of the Senate Council or one of its subcommittees by referendum. Referendums shall be conducted according to the procedures specified in the Senate Bylaws.

### **Section 3. Resolutions**

The Academic Senate and Senate Council may adopt resolutions to recommend policy or action to the Board of Trustees, the Administration, the Academic Senate for California Community Colleges, and/or other groups. Resolutions shall be adopted according to the procedures established in the Senate Bylaws.

## **ARTICLE X – SUPPLEMENTAL POWERS**

### **Section 1. Powers**

The Academic Senate may establish Bylaws, Standing Rules, Standing Procedures, and any other authority it deems necessary to put into effect the provisions of this Constitution or any other legally vested rights so much as they do not conflict with, nor are interpreted to supersede any provision of this Constitution.

## **Section 2. Senate Bylaws**

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

# **ARTICLE XI– AMENDMENTS**

## **Section 1. Process**

- A. Amendments to the Constitution and/or Bylaws may be proposed by a simple majority vote of the Senate Council or by written petition of at least ten (10) percent of the general membership.
- B. Proposed changes shall be communicated to the Senate Council at least two (2) weeks prior to a regular meeting at which time it will appear on the agenda. The Senate Council may debate, revise, and/or amend proposed changes.
- C. The Senate Council shall approve or reject proposed changes to the Constitution and/or Bylaws.
  - 1. Approval of a proposed change requires a simple majority vote. Approved change shall be sent to the general membership for adoption.
  - 2. Rejection of a proposed change may be overturned by the general membership using the referendum process specified in the Senate Bylaws. If the referendum is confirmed, the proposed change shall be approved and sent to the general membership for adoption.
- D. Approved changes shall be communicated to the general membership at least one (1) month prior to voting.

## **Section 2. Adoption**

- A. All voting shall be by secret and written ballot. Ballots shall be distributed and counted by members of the Election Committee in accordance with the election provisions of the Bylaws.
- B. Adoption of an amendment to the Constitution requires a two-thirds majority vote by the general membership.

C. Adoption of an amendment to the Bylaws requires a simple majority vote by the general membership.

D. Amendments to the Constitution and Bylaws shall be effective upon confirmation of election results.

## **ARTICLE XII – ENACTMENT CLAUSE**

This Constitution is hereby enacted by the general membership of the Ventura College Academic Senate.

## **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 BYLAWS

## ARTICLE I – RIGHTS OF THE MEMBERSHIP

Final authority on all academic and professional matters remains with the general membership. The general membership shall retain the rights to:

1. Bring matters of concern to the attention of the Academic Senate, Senate Council, Senate Subcommittees, Administration, or Board of Trustees.
2. Attend any meeting of the Academic Senate, Senate Council, or Senate Subcommittees other than an executive session (“executive session” as defined in the Brown Act).
3. Address the Academic Senate, Senate Council, or Senate Subcommittees by prior request for time on the agenda or by requesting the floor from the presiding chairperson.
4. Request a caucus with other Senate members before voting on agenda items presented to the Academic Senate, Senate Council or Senate Subcommittees.
5. Request, through the Senate Council, that a given subcommittee meet in an executive session to consider a specific problem.
6. Recall any elected representatives, propose initiatives, and hold referendums to reverse previous actions by the Academic Senate and/or Senate Council.
7. Initiative, referendum, and to propose resolutions.

## ARTICLE II – SENATE COUNCIL

### Section 1. Membership

A. The voting membership of Senate Council shall include:

1. Senate President
2. Vice President
3. Secretary
4. Treasurer
5. Senators

6. One (1) At-Large Part-Time Senator
7. Curriculum Committee Faculty Co-Chair
8. One (1) Representative from the Faculty Bargaining Unit

B. Any faculty member who is holding or who has held office in the Academic Senate of the California Community Colleges shall serve as a non-voting, ex officio member of the Senate Council.

C. The President, with the approval of the Senate Executive Committee, may appoint a Parliamentarian. The Parliamentarian shall advise the Academic Senate on the adopted parliamentary rules and serve as a non-voting, ex-officio member of the Senate Council.

## **Section 2. Basis of Representation**

A. Each Division shall be entitled to elect one (1) Senator for every nine (9) tenured and tenure-track full-time faculty or fraction thereof, as of the first day of Fall semester.

1. Each Division shall be entitled to elect at least one (1) Senator.
2. Faculty on sabbatical, leave, and/or who are receiving release time shall be included when determining the number of faculty in each Division.
3. Temporary full-time faculty shall not be included when determining the number of faculty in each Division.
4. Divisions with multiple Senate Council seats are encouraged, but not required, to elect Senators from different departments within the Division.
5. A master list of Divisions, including the names and numbers of the faculty in each Division, shall be used to determine divisional representation on Senate Council. This list shall be made available upon request to any member of the Academic Senate.

B. The at-large part-time faculty Senator shall be self-nominated and appointed as specified in the Senate Constitution.

C. The faculty bargaining unit shall be entitled to appoint one (1) representative to serve on the Senate Council. Unless action is taken to the contrary, it shall be assumed that this position will be filled by the full-time campus representative.

## **Section 3. Reapportionment**

- A. The Senate Executive Committee shall evaluate the structure of the Senate Council at the beginning of each academic year and, when appropriate, reapportion the membership to ensure proper representation.
- B. If a Division increases or decreases its number of tenured and/or tenure-track faculty during the academic year, it will maintain its current number of Senators until the beginning of the next academic year.
- C. Problems regarding the distribution of Senate Council seats shall be presented in writing to the Senate Executive Committee and resolved by this committee as well.

#### **Section 4. Proxy Voting**

A constituency whose Senator or representative cannot attend a meeting may be represented by another member of the same constituency.

1. The designee(s) must provide to the Academic Senate Secretary upon their arrival a written notice that includes the date and authorization from the absent Senator.
2. A designee shall have the full rights and privileges of a Senator during the meeting at which they are serving as a proxy.

#### **Section 5. Release Time**

- A. The Academic Senate President will, in consultation with the Senate Executive Committee, allocate the release time for the Academic Senate at the beginning of each academic year. In the case of unforeseen need, the Senate Executive Committee may vote to modify the allocations of release time at the beginning of any semester.
- B. Each position given release time must have a clear description of the job duties and expectations. The positions eligible for release time may include, but are not limited to the following:
  1. Senate President
  2. Vice President
  3. Secretary
  4. Treasurer
  5. Curriculum Committee Co-Chair

- C. It is at the discretion of the Senate President, in consultation with the Senate Executive Committee, to add or remove positions eligible for release time. The Senate President shall report any changes to the allocation of release time to the Senate Council.

## **ARTICLE III – DUTIES OF SENATE COUNCIL MEMBERS**

### **Section 1. Senate President**

It shall be the duty of the Senate President to:

1. Preside at all meetings of the Academic Senate, Senate Council, and Senate Executive Committee.
2. Prepare and distribute the agenda of all regular and special meetings of the Academic Senate and Senate Council.
3. Serve as an ex officio member of all committees that represent the Academic Senate.
4. Represent the viewpoints of the Academic Senate at all Board of Trustees meetings, College-wide committees, and/or District committees or assign a designee in consultation with the Senate Executive Committee.
5. Represent the faculty at the state and regional meetings of the Academic Senate for California Community Colleges (ASCCC).
6. Report the activities of College and District committees, the Administration, the Board of Trustees, and the Academic Senate for California Community Colleges to the Academic Senate.
7. Appoint, with the approval of the Senate Council, faculty who serve on Senate subcommittees, College-wide committees, and/or District committees.
8. Assist faculty requesting aid regarding non-contractual issues.
9. Perform other duties as assigned by the Academic Senate as a whole or the Senate Council.

### **Section 2. Vice President**

It shall be the duty of the Vice President to:



1. Assume the duties of the President when the President is incapacitated, absent, leaves office, or at the request of the President.
2. Assist the President at all meetings of the Academic Senate, Senate Council, and Senate Executive Committee.
3. Serve on committees at the request of the Senate Council, Senate Executive Committee, and/or President.
4. Perform other duties as assigned by the Academic Senate, Senate Council, Senate Executive Committee, and/or President.

### **Section 3. Secretary**

It shall be the duty of the Secretary to:

1. Record and distribute the minutes of all Academic Senate and Senate Council meetings.
2. Maintain a record of Senate actions, resolutions, and meetings.
3. Maintain a master list of Divisions, including the names and numbers of the faculty in each Division.
4. Serve on committees at the request of the Senate Council, Senate Executive Committee, and/or President.
5. Perform other duties as assigned by the Academic Senate, Senate Council, Senate Executive Committee, and/or President.

### **Section 4. Treasurer**

It shall be the duty of the Treasurer to:

1. Reviews budget and expenditures of the Academic Senate and related subcommittees and submit an annual budget to the Senate Council.
2. Deposit funds as necessary in the name of the Senate.
3. Issue checks, co-signed by the Senate President, for expenses incurred by and authorized by the Academic Senate and/or the Senate Council.
4. Serve on committees at the request of the Senate Council, Senate Executive Committee, and/or President.

5. Perform other duties as assigned by the Academic Senate, Senate Council, Senate Executive Committee, and/or President.

### **Section 5. Senators**

It shall be the duty of Senators to:

1. Attend and actively participate in all regular and special meetings of the Senate Council and Academic Senate.
2. Represent the viewpoints of their constituency at Senate Council meetings and present concerns from their affected areas.
3. Keep faculty within their constituency informed on the activities of Senate Council and the Academic Senate.
4. Conduct surveys of their constituency as requested by the Senate President or Council.
5. Be informed of College, District, and State issues that pertain to the academic and professional matters defined in Title 5 of the California Code of Regulations.
6. Be knowledgeable regarding the Ventura College Academic Senate Constitution and Bylaws, the Constitution of the Academic Senate for California Community Colleges, and the laws pertaining to the rights and responsibilities of local and state Senates.
7. Promote the Academic Senate as the only representative of Ventura College faculty on academic and professional matters.
8. Be willing to serve on at least one (1) committees and report their proceedings to the Senate Council.

### **Section 6. Part-Time Senator**

The Part-Time Senator shall have the same duties as the other Senators but shall not be expected to serve on any committees.

### **Section 7. Curriculum Committee Faculty Co-Chair**

It shall be the duty of the Curriculum Committee Faculty Co-Chair to:

1. Preside at all meetings of the Curriculum Committee.

2. Prepare and distribute the agenda for meetings of the Curriculum Committee.
3. Update the Academic Senate at least once per month regarding the Curriculum Committee's activities.
4. Keep the Academic Senate informed regarding changes in curriculum standards, including statutes, regulations, CCCCCO publications, accreditation, CSU Executive Orders, and District and College policies.
5. Notify the Senate President when there are vacancies on the Curriculum Committee.
6. Serve on committees as required or at the request of the Curriculum Committee, Senate Council, Senate Executive Committee, and/or President.

### **Section 8. Faculty Bargaining Unit Representative**

It shall be the duty of the Faculty Bargaining Unit Representative to:

1. Update the Academic Senate at least once per month regarding the Faculty Bargaining Unit's activities, negotiations, and contract issues.
2. Serve as a liaison between the Academic Senate and Faculty Bargaining Unit on matters of mutual concern.

## **ARTICLE IV – OFFICERS**

### **Section 1. Order of Precedence**

- A. The order of precedence for officers shall be President, Vice President, Secretary, and Treasurer. 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.
- B. A further order of precedence may be established by the Senate Council.

### **Section 2. Expectations**

Officers are expected to maintain a campus-wide perspective on matters before the Academic Senate and shall not serve as Divisional representatives on Senate Council meetings.

### **Section 3. Vacancies**

- A. If the President leaves office, the Vice President shall fill the vacancy for the unexpired portion of the President's term.
- B. If the Vice President, Secretary, or Treasurer leaves office, the President shall notify the Academic Senate of the vacancy.
  - 1. Any general member who meets the eligibility requirements may be nominated by a petition of ten (10) general members. Petitions must be filed with the President within fifteen (15) days of the announcement of the vacancy. If no petition is filed, the Senate President shall nominate candidates.
  - 2. In cases where there is a single candidate, the Senate Council may fill the vacancy by a simple majority vote. If there are multiple candidates for a given office, a special election among the general membership shall be held to fill the vacancy.
  - 3. Vacancies 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.

## **ARTICLE V – ELECTIONS**

### **Section 1. Election Committee**

- A. The Election Committee shall be formed by the Senate Council at the beginning of the Fall semester of an election year. Members of the Election committee shall serve for a period of two (2) years.
- B. The Election Committee shall be empowered to:
  - 1. Solicit and verify nominations for Senate offices.
  - 2. Plan and supervise the election of Senate officers.
  - 3. Verify recall petitions and oversee recall elections.
  - 4. Ballot the general membership on proposed amendments to the Senate Constitution and Bylaws.
  - 5. Print and distribute ballots in a timely manner to all faculty.

6. Count ballots and certify election results.

C. The Election Committee shall be composed of at least three (3) members of the Academic Senate. Candidates for office are prohibited from serving on the Election Committee.

## **Section 2. Election Procedures**

A. Elections for Senate President, Vice President, Secretary, and Treasurer shall be held during the Fall semester of even years.

B. The nomination period shall run from the first day of Fall semester until the last day of October. A publicized call for nominations shall be sent out to the general membership at the beginning of the Fall semester during an election year.

C. The slate of candidates shall be published and announced to the general membership during the first week of November. Inclusion of any nominee's name on the ballot is contingent on confirmation by the Election Committee of that nominee's eligibility and willingness to serve.

D. Elections shall take place during the month of November. The dates of the election shall be scheduled by the Election Committee and approved by a simple majority vote of the Senate Council.

E. Faculty shall be given one (1) full week to cast their ballots at a secure place determined by the Election Committee and in accordance with the following procedure:

1. Election packets shall be distributed to the mailboxes of the full-time faculty.
2. The election packet shall consist of a ballot, two envelopes, and clear and precise voting instructions. The ballot shall include a provision for write-in candidates for each office.
3. Each faculty member may vote for only one (1) person for each office. Write-in candidates are permitted for each office.
4. The completed ballot shall be placed into the first envelope. The first envelope is then sealed.
5. The envelope containing the ballot shall be placed inside the second envelope. The second envelope is then sealed.
6. The faculty member shall print and sign their name on the outside of the second envelope.
7. The envelope shall be placed in a locked ballot box in a location to be determined by the Elections Committee.

F. After the close of the election period, the Chair of the Elections Committee shall take charge of the locked ballot box and ensure that it is delivered to a pre-determined, publicly announced, and secure location.

G. 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 verification procedure shall be as follows:

1. Votes shall be tallied publicly at a time and appropriate place previously chosen by the Elections Committee. Such a time and place must be announced at the time when ballots are distributed.
2. Each envelope shall be reviewed to ensure that it includes the required information. Envelopes that do not contain a faculty signature and/or name will be marked as invalid.
  - a. All voting envelopes shall be reviewed by the entire committee which must unanimously concur that the envelope is invalid. If there is not unanimous agreement, the ballot shall be considered valid.
  - b. All invalidated envelopes shall remain unopened and saved for audit.
3. Each valid envelope shall be verified against a list of full-time faculty members; invalid envelopes from this process shall be added to the previous invalid group.
4. The remaining valid envelopes shall be opened, and the balloting envelopes removed. The empty envelopes shall be bundled together and saved for audit.
5. Each ballot envelope shall be opened and the ballot read aloud by a committee member. A second committee member shall tally, and a third committee member shall verify the correctness of the other two members.
6. A voter's choice for an office shall be considered an invalid vote if the voter:
  - a. Selected more than one candidate for the same office.
  - b. Writes in the name of a person who is not eligible for office.
  - c. Writes in a candidate name that is unrecognizable/undecipherable and cannot be determined for whom the vote is intended to be cast.
7. After all ballots are counted, the committee shall prepare a final tally. Invalid and blank votes shall be included in the total number of votes cast.
8. All envelopes and ballots shall be gathered, bundled appropriately, and stored for audit in the Academic Senate Office.

H. A candidate must receive a simple majority of votes cast for a position to be elected. In the event a candidate is not selected by a simple majority of the votes cast on the first ballot, the top two candidates shall participate in run-off election.

1. Runoff elections shall be administered by the Elections Committee and must be conducted within one (1) month of the certification of the first ballot results.
2. Candidates in a runoff election shall be elected by a plurality of votes. In the case of a tie, one or more additional runoff elections will be held until a candidate receives a plurality of votes.

I. After the votes are tallied, the names of the newly elected officers shall be emailed to all users within one (1) week to the general membership.

J. At the Senate Council meeting following the tally of the election votes, the Chair of the Elections Committee shall report the results of the election. The report shall include the total number of ballots cast, total valid and total invalid ballots, and the number of votes cast for each candidate.

K. Failure to observe these election procedures shall be grounds for dismissing the election as void. Any faculty member may request that the Senate Executive Committee organize an investigation and review of the election process to determine if a violation of election procedures has occurred.

1. The Senate Executive Committee shall appoint an ad hoc committee consisting of three (3) Senators, not serving on the Election Committee or Senate Executive Committee, to investigate and review the election process to determine if a violation of election procedures has occurred.
2. The ad hoc committee shall report their findings at the next regular Senate Council meeting. If it is determined by the ad hoc committee that a violation of the election process has occurred, the Senate Council may approve remedy(ies), by a two-thirds majority vote, to include but not limited to declaring the election to be null and void and calling for a special election.

### **Section 3. Recall Elections**

A. Any general member of the Academic Senate may initiate a recall of any officer and/or committee chairperson.

B. Full-time faculty may initiate a recall of a Senator or Curriculum Committee member from their Division.

C. Recall elections shall be conducted using the following procedures.

1. Recall may be initiated by a petition of forty (40) percent of the members of a Division (Senator or Curriculum Committee member) or of the general membership (Officers or Committee Chairpersons).
2. The Election Committee shall verify the petition and organize a recall election. A recall action shall be confirmed when passed by a two-thirds majority vote, provided that one-half or more of the members of the Division or general membership participate.
3. If a recall action involves a member of the Election committee, the Senate Council shall appoint a temporary replacement to the committee until the recall action is decided.

## **ARTICLE VI – CURRICULUM COMMITTEE**

### **Section 1. Scope**

- A. The Curriculum Committee is the subcommittee of the Academic Senate that provides guidance, advocacy, and oversight for the programs and curricula of Ventura College.
- B. The Curriculum Committee shall have the authority to make recommendations directly to the Board of Trustees in the areas of curriculum and academic standards.

### **Section 2. Membership**

- A. The voting membership of the Curriculum Committee shall include:
  1. Two (2) representatives per Division
  2. Academic Senate President (ex-officio)
  3. Faculty Co-Chair of the Curriculum Committee (ex-officio)
  4. Curriculum Technical Review and Prerequisites Chair (ex-officio)
  5. Articulation Officer (ex-officio)
  6. One (1) librarian (ex-officio)
  7. One (1) representative from the faculty bargaining unit (ex-officio)



- B. Divisional representatives shall represent the viewpoints of their constituency at Curriculum Committee meetings and present concerns from their affected areas.
- C. Voting ex-officio members are expected to provide a college-wide perspective on matters before the Curriculum Committee. They shall not serve as Divisional representatives.
- D. Non-voting members of the Curriculum Committee shall include:
  - 1. Recorder (Administrative Assistant to the Chief Instructional Officer, or designee)
  - 2. Registrar
  - 3. Chief Instructional Officer (who shall also serve as Co-Chair of the Committee)
  - 4. ASVC President (or designee)
  - 5. Academic Deans

### **Section 3. Basis of Representation**

- A. Each Division shall elect two (2) full-time faculty to serve as voting members on the Curriculum Committee.
  - 1. Divisional representatives elected to the Curriculum Committee shall serve for a term of two (2) years. There shall be no term limits on Curriculum Committee members.
  - 2. Election of representatives from a single division shall be staggered so that only one of the two voting divisional members is appointed/elected each year.
  - 3. Divisional representatives shall be elected according to the Curriculum Committee Bylaws.
- B. If a voting divisional member must be replaced during the course of his/her term, then the term of service of the replacement shall terminate at the same time that the predecessor's term of service would have expired had he/she continued to serve.
- C. Divisional representatives must be confirmed by a simple majority vote of the Senate Council before they are considered voting members of the Curriculum Committee.

### **Section 4. Duties**

The Curriculum Committee and Faculty Co-Chair shall fulfill the duties and responsibilities outlined in the Curriculum Committee Bylaws.

### **Section 5. Faculty Co-Chair**

A. The Faculty Co-Chair of the Curriculum Committee shall serve a two-year term. The Chair shall be elected using the procedures in the Curriculum Committee Bylaws.

### **Section 6. Recall**

A. Divisional representatives of the Curriculum Committee and the Faculty Co-Chair may be recalled using the procedures specified in the Senate Bylaws.

B. Faculty appointed by the faculty bargaining unit may only have their appointments rescinded by the faculty bargaining unit.

## **ARTICLE VII – OTHER COMMITTEES**

### **Section 1. Membership**

A. The Senate President shall appoint faculty to serve on Senate subcommittees (other than the Curriculum Committee), College-wide committees, and/or District committees at the beginning of each academic year.

B. Committee appointments must be confirmed by a simple majority vote of the Senate Council before the appointees are considered voting members.

C. Vacancies on Senate subcommittees, other than the Curriculum Committee, shall be filled by the Senate President and confirmed by a simple majority vote of the Senate Council.

### **Section 2. Term of Office**

A. Faculty shall be appointed to committees at the beginning of the Fall semester and serve a term of one (1) year. There shall be no term limits on committee members.

B. The Senate Council shall settle all disputes regarding committee membership. A disputed position shall be considered vacant until a resolution is reached by Senate Council.

### **Section 3. Abeyance and Dissolution**

- A. Senate committees that do not provide monthly reports while the committee is at work may be considered a committee in abeyance.
- B. Any Senate subcommittee, other than the Curriculum Committee, may be dissolved by a two-thirds vote of the Senate Council.
- C. The Senate Council may rescind any committee appointment with a two-thirds majority vote. Faculty appointed by the faculty bargaining unit may only have their appointments rescinded by the faculty bargaining unit.

### **Section 4. Ad-Hoc Committees**

- A. The Senate President and/or Senate Council may establish “Ad-Hoc” committees to accomplish specific tasks.
- B. Members of an ad-hoc committees shall be nominated by the Senate President and confirmed by the Senate Council.
- C. Upon completion of these tasks, these committees shall be dissolved or, by a simple majority vote of Senate Council, approved as a standing committee.

## **ARTICLE VIII - INITIATIVES**

### **Section 1. Requirements**

Initiatives may be proposed by petition of ten (10) percent of the general membership and must state the action to be considered.

### **Section 1. Process**

- A. Upon receipt of a valid petition, the Senate President shall schedule a meeting of the entire Academic Senate to consider the proposed initiative. The meeting shall be scheduled within thirty (30) days of receiving the petition when such time remains in the regular semester. Otherwise the meeting will be held within thirty (30) days of the beginning of the next regular semester.

- B. An initiative shall be confirmed when passed by a simple majority vote, provided that one-half or more of the general membership participates in the voting.

## **ARTICLE IX - REFERENDUMS**

### **Section 1. Requirements**

Referendums may be proposed by petition of ten (10) percent of the general membership and must state the action to be considered.

### **Section 2. Process**

- A. Upon receipt of a valid petition, the Senate President shall schedule a meeting of the entire Academic Senate to consider the proposed referendum. The meeting shall be scheduled within thirty (30) days of receiving the petition when such time remains in the regular semester. Otherwise the meeting will be held within thirty (30) days of the beginning of the next regular semester.
- B. A referendum shall be confirmed when passed by a simple majority vote, provided that one-half or more of the general membership participates in the voting.

## **ARTICLE X - RESOLUTIONS**

### **Section 1. Requirements**

- A. Any general member of the Academic Senate may introduce a formal resolution to the Senate Council by prior request for time on the agenda. The Senate Council may establish standing or ad hoc committees for the purpose of drafting resolutions.
- B. All resolutions shall have a title that correlates to its content. There shall be no more than four "whereas" statements and no more than four "resolved" statements within each resolution.
- C. New resolutions shall be submitted in writing to the Academic Senate President at least seven (7) days prior to a Senate Council meeting.
  - 1. New resolutions submitted less than six (6) days prior to a Senate Council meeting will be held to the next subsequent Senate Council meeting.

2. If urgent circumstances exist, the Senate Executive Committee may, with a unanimous vote, waive the seven (7) day requirement. To be considered urgent, a resolution must directly address a “work stoppage, crippling activity, or other time-critical activity that severely impairs public health, safety, or the ability of the College and/or District to maintain operations”.
3. In cases where the seven (7) day requirement is waived, the Senate Executive Committee shall provide documentation supporting the urgency of the resolution.

## **Section 2. Process**

- A. A proposed resolution must undergo a minimum of two readings at Senate Council before adoption. If urgent circumstances exist, the Senate Council may, with a three-quarters majority vote, adopt the resolution with only one read.
- B. The President shall make reasonable and timely efforts to communicate the nature of proposed resolutions to the general membership of the Academic Senate through available campus means.
- C. The Senate Council may revise, amend, or reject any proposed resolution during the first or second reading. Revisions and amendments require a simple majority vote.
- D. Resolutions shall be adopted by a two-thirds majority vote of the Senate Council.
- E. The Senate Council may, with a two-thirds majority vote, to send a proposed resolution to the entire Academic Senate for a vote. Resolutions sent to the entire Academic Senate shall be:
  1. Debated and voted on at a regular or special meeting of the entire Academic Senate.
  2. Revised and/or amended by a simple majority vote, provided that at least one half of the membership participates in voting.
  3. Adopted by a simple majority vote, provided that at least one half of the membership participates in voting.
- F. All adopted resolutions shall contain an accurate time stamp for historical reference and shall be archived on the Academic Senate web site.

## **Section 3. Action**

The Senate Council shall decide by a simple majority vote the appropriate action to take following the adoption of a resolution and provide direction to the Academic Senate President.

## **ARTICLE XI – VOTE OF NO CONFIDENCE**

### **Section 1. Requirements**

- A. The Academic Senate may initiate and undertake a Vote of No Confidence for any Administrative positions or deliberative body. This action may be taken alone, in conjunction with the faculty bargaining unit, and/or with any other organized unit within the College or District.
- B. A Vote of No Confidence may be proposed by petition of thirty (30) percent of the general membership. The proposal must state the name of the individual and the reason why the Vote of No Confidence is being made.

### **Section 2. Process**

- A. Upon receipt of a valid petition, the Senate President shall schedule a meeting of the entire Academic Senate to consider the proposed Vote of No Confidence. The meeting shall be scheduled within thirty (30) days of receiving the petition when such time remains in the regular semester. Otherwise the meeting will be held within thirty (30) days of the beginning of the next regular semester.
- B. A Vote of No Confidence shall be confirmed when passed by a two-thirds majority vote, provided that one-half or more of the general membership participates in the voting.

We, the Academic Senate of Ventura College, condemn the explicitly racist act that occurred on February 4<sup>th</sup> during the celebration of Black History Month. It is reprehensible that this attack targeted our Black Student Union, a group that enlightens, encourages, and empowers, our black student body.

Higher education is founded on the idea that an open exchange of ideas and tolerance for different points of view is essential to a free society. However, tolerance does not imply acceptance or approval. Hateful acts that promote racial and/or ethnic superiority are morally abhorrent and have no place at an institute of higher education. We recognize our responsibility as faculty to explicitly denounce the groups and individuals who make such claims.

Our campus community reflects the rich diversity of our state and nation. This diversity makes us stronger and we value the experience, knowledge, and contributions of our Black, Indigenous, People of Color (BIPOC). We reject, in the strongest possible terms, any attempt to diminish the value and identity of our students, faculty, professional staff, and administrators. The hateful rhetoric and actions that took place on February 4<sup>th</sup> will not gain a foothold on our campus.

We renew our commitment to our BIPOC students and colleagues. You are a welcome and valued part of our community. You will be supported and empowered. We will work to ensure that our campus is a safe, secure, and inclusive environment. Hate has no place at Ventura College.



Office of the President

To: Dan Clark, Academic Senate President  
 From: Dr. Kim Hoffmans, President  
 CC: Executive Team; Lisa Putnam; Lynn Wright, Sebastian Szczebiot, Classified Senate President  
 Date: February 9, 2021  
 Re: Faculty Out of Cycle Resource Request

As part of our [Out of Cycle Resource Request process](#), the Executive Team has reviewed the following requests. The president’s response is included below, with the details in the individual request forms attached to this memo. President Hoffmans will be available to attend the Academic Senate meeting on February 18 to discuss these requests.

Requestor	Position Request	Division/Department	Response
Lynn Wright	Computer Science	English, Math, and Communication	As part of our Out of Cycle Resource Request process, the Executive Team has reviewed your request to backfill an open Computer Science Full Time Faculty position in the English, Math, and Communication division, due to a failed search. We propose that failed searches less than six months old do not require an out of cycle request process. As such, the plan is to continue the recruitment for this position.
Lisa Putnam	Ethnic Studies Faculty	Behavioral & Social Sciences	The recommendation is to hire one Ethnic Studies Instructor to start in Spring 2022, after the department has had a chance to develop additional curriculum. This position is conditionally supported for hire, contingent upon the ranking of the Academic Senate as part of their Out of Cycle Review Process.

Please share this information as appropriate. Thank you for your contribution to this process.



## Out-of Cycle Resource Request Form

Complete this form to request resources that were not included in your program review. This is not intended to replace or circumvent program review. It can only be used in the case of a time-sensitive need that arose outside of the usual program review cycle.

After completing the form below, the request will go to the Vice President over your area. If the Vice President approves the request, it will go to the President and Executive Team for consideration.

### Q1. Type of Resource Requested:

- Full-Time Faculty

### Q14. Is this a new resource or a replacement of an existing resource?

- Replacement

### Q3. Description of Request:

**If this is a staffing request, include the position title, position number (if this is a replacement), and the date that the hire is needed.**

Tenure-track full time Computer Science Instructor

Position #VFT 423

Vacancy date: 6/23/20

Failed search: 12/22/20

Replacement instructor sought to start Fall 2021 semester

### Q12. Estimated Cost

\$150K (includes salaries and benefits)

### Q15. Funding Source (e.g. General Fund, Categorical, etc.)

General Fund

FOAP: 111-30055-110-070100

### Q4. Why was this request not included in the annual program review process?

We had already been approved for the replacement hire, and the hiring process was occurring (position posted) at the time we completed the annual program review.

Unfortunately, that hiring process turned out to be a failed search. We would like to launch a new search to fill this vacancy/replacement position in an area that is in demand by our students and our community (computer science needs are high in our local employment sector).

### Q5. Which of the following does this request align with (check all that apply):

- Educational Master Plan Goal 1 - Increase Student Success and Equity
- Educational Master Plan Goal 2 - Increase Student Access
- Educational Master Plan Goal 3 - Strengthen Local/Regional Partnerships
- Educational Master Plan Goal 4 - Enhance Institutional Effectiveness

- Educational Master Plan Goal 5 - Effectively Manage Campus Resources

**Q10. Your Name**

Lynn Wright

**Q11. Your VCCCD Email Address**

[lwright@vccd.edu](mailto:lwright@vccd.edu)

**Q7.**

**Vice President Over Your Area**

- Jennifer Kalfsbeek-Goetz

**Q16. President's Response (To be completed by College President)**

As part of our [Out of Cycle Resource Request process](#), the Executive Team has reviewed your request to backfill an open Computer Science Full Time Faculty position in the English, Math, and Communication division, due to a failed search. We propose that failed searches less than six months old do not require an out of cycle request process. As such, the plan is to continue the recruitment for this position.

Click the submit button below to send this request to your Vice President.

## Out-of Cycle Resource Request Form

Complete this form to request resources that were not included in your program review. This is not intended to replace or circumvent program review. It can only be used in the case of a time-sensitive need that arose outside of the usual program review cycle.

After completing the form below, the request will go to the Vice President over your area. If the Vice President approves the request, it will go to the President and Executive Team for consideration.

### Q1. Type of Resource Requested:

- Full-Time Faculty

### Q14. Is this a new resource or a replacement of an existing resource?

- New

### Q3. Description of Request:

**If this is a staffing request please include the following information:**

- **Position title**
- **Position number (if this is a replacement)**
- **Date that the hire is needed**

1 Full-Time Faculty Member in Ethnic Studies to be hired for Fall 2021 courses (Urgent Request)  
(3 additional Full-Time Faculty Members in Ethnic Studies would be preferred, but these positions will be requested through the 2021 Program Review process.)

In Order to support VC students in meeting their Ethnic Studies graduation requirement for CSU institutions, the Ethnic Studies department is requesting to hire a full-time faculty member in the discipline of Ethnic Studies, with a desired emphasis in African American Studies or Native American Studies.

In 2019-20 there were 928 VC students who transferred to a CSU university, the largest cohort yet. Our incoming freshmen in Fall 2021 will be required to complete one course that meets the CSU Ethnic Studies graduation requirement. This will increase the demand for Ethnic Studies courses to be the same size demand as we see for ENGL V01. It will be impossible for VC to meet the needs of our students without growing our course offerings and our full-time faculty. At this time, three Chicano Studies courses have been submitted to CSU for consideration to meet this Area F requirement; more courses will be developed in the area of Ethnic Studies (including African-American Studies, Native American Studies, Asian American Studies) and additional existing courses in Chicana/Chicano Studies will be submitted for consideration. The department is currently developing a timeline for this work.

Criterion 1: Percentage of courses taught in the department by full-time faculty

33% of the courses being taught by a full-time faculty

As this is a brand-new department, the ratio of courses taught by full-time vs. part-time faculty is expected to change as we move through our decision-processes to develop curriculum. Currently, the department currently has only 1 full-time instructor (who also serves as the Department Chair and

the lead faculty for developing the Honors Program) who teaches courses in Ethnic Studies, resulting in a 33% of the courses being taught by a full-time faculty.

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Criterion 2: Productivity, Fill-Rates for Courses, and Institutional Need to Meet Graduation Requirements

In addition to the new state-mandated requirement for CSU's (AB 1460), the tables below demonstrate consistent productivity in the courses that will begin to comprise the Ethnic Studies department, with the exception of Sp 19 (the African-American Studies course only had an enrollment of 15 students). Even with the enrollment decline experienced across the History courses in Fall 19 due to a major renumbering project, productivity in the courses below totaled 627.

Demand for these courses has increased, allowing the programs to add CRNs in 2020-21, even during the enrollment difficulties associated with COVID. The fill-rate for Fall 2020 is not indicative for the true student demand (below 70%); this low fill-rate is the result of our attempt to open additional seats (above 55) in hopes to reach more students. In addition, the spring 2021 fill-rate reflects the lowering of seat capacity, following the overall college agreement to cap courses at 40. In each of these semesters, Productivity more accurate represents these courses: 580 in Fall 2020 and 585 in Spring 2021, with a Productivity of over 650 in Fall 2018 and over 625 in Fall 2019. We expect these courses to only improve in enrollment, now that we have the ADT fully executed and marketed through the catalog and other venues. In addition, the full-time instructor has recently received tenure, and has developed a strong reputation across the campus and with students.

In addition to our local data, we must also expect to see an increased demand for these courses due to CSU's new graduation requirement as mandated by AB 1460. In order to meet the demand of incoming Ventura College students (those who begin fall 2021) who plan to transfer and graduate from a CSU, Ventura College needs to be ready to teach an increased number of courses that meet CSU's Ethnic Studies requirement (Area F) beginning in fall 2021.

Finally, Ventura College must expect that the legislators will pass the newly proposed legislation that will require Community Colleges to also require Ethnic Studies as a graduation requirement for all Associates Degrees. (Formatted Tables have been emailed to VPAA)

Total Ethnic Studies Fall 18 Sp 19 Fall 19 Sp 20 Fall 20 Sp 21

# CRNs 8 6 8 6 9 8

CenErl 345 188 331 237 386 312

Fill Rate 85% 74% 84% 79% 68% 98%

PROD 651 475 627 596 580 585

Chicano Studies Fall 18 Sp 19 Fall 19 Sp 20 Fall 20 Sp 21

#CRNs 5 4 5 4 6 5

CenErl 237 143 231 165 216 191

Fill Rate 90% 75% 84% 76% 60% 96%

PROD 714 536 696 626 498 573

African-American Studies Fall 18 Sp 19 Fall 19 Sp 20 Fall 20 Sp 21

# CRNs 1 1 1 1 1 1

CenErl 35 12 28 26 59 41

Fill Rate 100% 54% 80% 96% 74% 103%

PROD 520 213 416 383 885 615

Native-American Studies Fall 18 Sp 19 Fall 19 Sp 20 Fall 20 Sp 21

# CRNs 2 1 2 2 2 2

CenErl 74 33 73 72 111 80

Fill Rate 68% 83% 85% 88% 83% 100%

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Criterion 3: Difficulty in Recruiting Part-Time Faculty / Unmet Staffing Need

In response to the increased demand for offering courses in these Ethnic Studies courses, the program conducted a part time faculty search in Fall 2020. The district-wide pool included 9 applicants; only 1 candidate met MQs. This candidate met MQs, however had a primary focus in Art (as opposed to theory) and therefore the program faculty decided to fail the search, resulting in the cancellation of a CHST Course (CHST V02) in spring due to a lack of available staff.

In addition, with the lack of a full-time faculty member in this area, there is a gap in faculty leadership for BSU (Black Student Union), which is very much needed for supporting these students and their efforts. We also are in need of a full-time faculty to mentor the students in AIM (American Indian Movement).

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Criterion 4: Division, College, and County-wide Support for Department

1) The 2020 Division Program Review reflects the desire to further grow this program. At the time that the program reviews were submitted, the faculty did not know that an Ethnic Studies department would be established in response to the new legislation. Reference to the exploration of building an Ethnic Studies department is mentioned in the Division-level plan. The position requested in the Social Science Department Program Review was in History, but the position would have had a desired focus in one of the four areas that are now being associated with the Ethnic Studies coursework.

2) Ventura College's student demographics further demonstrate the need for faculty members in the four specialties within Ethnic Studies. 69% of the overall student population in 2020 were students of color. Nearly 62% of our students identified as Hispanic, 2% identified as Black, 0.3% identified as Native American, nearly 5% identified as Asian, and 0.2% identified as Pacific Islander.

3) County-wide Collaboration too address the ongoing, and VCAARA

As a nation we sat in shock as we witnessed the lack in leadership to stand against racism in our country. We also witnessed a movement that said enough is enough, Black Lives Matter. In response to the senseless attacks and murders of BIPOC and specifically the murder of George Floyd, faculty from Ventura County came together to stand against our societal flaw of racism that has continued to plague our colleges. Faculty stood together in creating the Ventura County Colleges Anti Racism Alliance (VCCARA), representing faculty from VCCCD, CSUCI and CALU. With heavy hearts and a desire for change faculty had hard conversations about the culture on our campuses and the barriers to not only BIPOC student success and equity but also to the barriers of being a BIPOC faculty within a racist institution.

VCCARA presented to VC administration, their goals and mission, that included:

- anti-racist training of faculty,
- supporting BIPOC by recognizing women and men of color face relentless bias every day, and it is our job as their educators to dismantle institutional and individual racism and provide the most equitable and supportive learning environment that we can.
- creating an Ethnic Studies Department,
- removing barriers when hiring BIPOC faculty,
- removing racism from our curriculum,
- hiring BIPOC faculty and hiring specifically 4 full-time faculty in the area of Native American Studies, Chicana/o Studies, African American Studies and Asian/Pacific Islander studies.

In addition Ethnic Studies Faculty across California came together to create the California Community Colleges Ethnic Studies faculty Council (CCCESFC). The best practices to implement the state mandate have been presented in 2 statewide summits. VCCCD faculty have attended and since presented as a flex presentation on these best practices including:

- creating Ethnic Studies as a graduation requirement with a C or better,
- creating an Ethnic Studies task force sub-committee to the curriculum committee that consist of faculty from an Ethnic Studies background, and
- again we see hiring full-time faculty within the 4 disciplines of Ethnic Studies.

We will never make progress in moving the needle on student success for students of color if we don't get real and understand the totality of factors that undermine their success on our campuses by way of intentionally focusing on racial equity. The attempt to improve BIPOC student success, outcomes and experiences at Ventura community college must recognize that ethnic studies is vitally important to our students and our community. Failure to hire within the Ethnic studies department would be undermining decades of scholarship and research on the histories, contributions, and oppressions of BIPOC. Ventura College, Ethnic Studies department; holds a critical place of students and community members in its formation. Our campus must act on showing our true institutional support by actively supporting the hiring of faculty to sustain the department demands and demonstrating it is a cornerstone of knowledge that all students should have before they graduate and go out into the world. Hiring full-time faculty will enable Ventura College's sustained commitment and ensure the departments success. Administrative action will be a mirror to the commitment of being an anti-racist campus.

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#### Criterion 5: Future Expansion Plans for Department/Program

With administrative support of BIPOC faculty we now have an Ethnic Studies Department and chair position. What is clear is that not only do we have a state law requiring students to take an ethnic studies course meeting area F but equity mandate does not simply accept all Ethnic Studies Area F courses as fulfilling the core competencies. Ethnic Studies courses should not be accepted as merely about a concept, rather they should be specifically from an Ethnic Studies framework, addressing curriculum pedagogy and epistemology, representing a liberatory curriculum, bridging intersectionality with solidarity work and should be taught by BIPOC faculty.

Therefore, the Ethnic Studies Department will need to continue to evaluate courses that would be suitable for area F and make recommended changes. This process will eliminate many courses that are currently under VC's Ethnic Studies graduation requirement as cross listed with AES, as they do not teach from the needed frame work. This process will require the support of a task force of Ethnic Studies faculty that is a sub-committee to the curriculum committee. Whereas, it would be unethical for other discipline faculty to create standards or define its definition it should not happen within the discipline of Ethnic Studies and should be taught, reviewed and evaluated by those that meet the minimum qualifications and or teach within the discipline of Ethnic Studies. This will put a lot of pressure on Chicana/o courses to offer more sections and will require hiring Ethnic Studies faculty and developing Ethnic studies courses within the 4 disciplines of Ethnic Studies.

Although, cross listing courses with non-Ethnic Studies is allowed it must be done in the traditional circular process for cross-listing meaning both departments agree to this cross-listing and the course meets the core competencies set by the CSU GE Breadth Policy. Collaboration with other departments is necessary to evaluate existing courses and potentially creating new courses. These efforts are in the process and the dialogue has begun with the English department to revise Chicana/o Literature and work on creating African American and Asian/Pacific Islander literature courses.

Projected goals include working with other disciplines and introducing curriculum that specifically targets race and the community to help diversify students relationship within their field of study. Examples can include working in collaboration with the nursing program on a Chicano/Latino Public Health course, working with Police academy post to create a course on policing and the African American community, Environmental Science creating a course on Farmworkers and food justice or Environmental Justice Issues in Native American Communities, Criminal Justice could possibly include Chicanos, the Law, and the Criminal Justice System or Chicanos, Race and the US Prison System courses etc... With the support of administration, there is a lot of potential to diversify curriculum and Full-time Ethnic Studies faculty in the discipline can help reach these goals.

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**Criterion 6: SLOs Up-To-Date**

SLOs have been submitted for CHST courses; Department Chair Michael Ward has been working with SLO Coordinator to ensure that all courses are up-to-date in all courses in History, as well as Chicano Studies, as there was some confusion in the submission process over the last two years. I believe that this has been corrected, and all data has now been collected.

**Q4. Why was this request not included in the annual program review process?**

Ventura College just added an Ethnic Studies department in response to the new state-mandated requirement for CSU's (AB 1460). In order to meet the demand of incoming Ventura College students (those who begin fall 2021) who plan to transfer and graduate from a CSU, Ventura College needs to be ready to teach an increased number of courses that meet CSU's Ethnic Studies requirement (Area F) beginning in fall 2021.

**Q17. Why is this request needed at this time (as opposed to going through the annual program review process)? Please describe how your program will be impacted if this request is not approved.**

Again, with the newly legislated graduation requirement Ventura College must be prepared in Fall 2021 to offer additional sections of courses that will fulfill Area F, the Ethnic Studies graduation requirement for CSU institutions. With the current staffing of 1 FT faculty member, who has now been reassigned to serve as department chair, and with the difficulties in finding qualified part time faculty, the department is urgently requesting 1 full-time faculty position -- although, the need is for four full-time faculty.

1 Full-Time Faculty Member in Ethnic Studies to be hired for Fall 2021 courses (Urgent Request)  
(3 additional Full-Time Faculty Members in Ethnic Studies would be preferred, but these positions will be requested through the 2021 Program Review process.)

**Q12. Estimated Cost**

\$150,000

**Q15. Funding Source (e.g. General Fund, Categorical, etc.)**

General Fund

**Q5. Which of the following does this request align with (check all that apply):**

- Educational Master Plan Goal 1 - Increase Student Success and Equity
- Educational Master Plan Goal 2 - Increase Student Access
- External Requirement (Describe):

Responding to the new state-mandated requirement for CSU's (AB 1460)

**Q10. Your Name**

Lisa Putnam and Rubisela Gamboa

**Q11. Your VCCCD Email Address**

[LPutnam@vccd.edu](mailto:LPutnam@vccd.edu)

**Q7.**

**Vice President Over Your Area**

- Jennifer Kalfsbeek-Goetz

**Q16. President's Response (To be completed by College President)**

The recommendation is to hire one Ethnic Studies Instructor to start in Spring 2022, after the department has had a chance to develop additional curriculum. This position is conditionally supported for hire, contingent upon the ranking of the Academic Senate as part of their Out of Cycle Review Process.

Click the submit button below to send this request to your Vice President.



## Request submitted 2/5/2021

Response Summary:

### Out-of Cycle Resource Request Form

Complete this form to request resources that were not included in your program review. This is not intended to replace or circumvent program review. It can only be used in the case of a time-sensitive need that arose outside of the usual program review cycle.

After completing the form below, the request will go to the Vice President over your area. If the Vice President approves the request, it will go to the President and Executive Team for consideration.

Q1. Type of Resource Requested:

Full-Time Faculty

Q14. Is this a new resource or a replacement of an existing resource?

Replacement

Q3. Description of Request:

If this is a staffing request please include the following information:

Position title

Position number (if this is a replacement)

Date that the hire is needed

EMT/PM Tenure Track Faculty VFT-268 Was needed in Spring of 2020 but vacated position was not filled. Need for Fall 2021.

Q4. Why was this request not included in the annual program review process?

The omission from program review was an oversight. The only FT faculty, Tom O'Connor, was overwhelmed with enormous additional workload caused by the pandemic, a new baby on the way, and a fast-approaching accreditation renewal and site visit. The pandemic led to moving hard-to-convert classes as much online as possible, building out Canvas shells, determining ways to safely provide skills training and clinical placements, and rearranging facilities to meet safety needs. In addition, adjunct teaching schedules and ILT schedules for skills training were in continual need of re-adjustment because their primary employers needed them to deal with the demands caused by the pandemic. This problem is unique to this program in that all of our adjuncts and most skills instructors are currently working for emergency care providers.

Q17. Why is this request needed at this time (as opposed to going through the annual program review process)? Please describe how your program will be impacted if this request is not approved.

There was a strong need before, which was why a 2nd FT position had been approved for Fall of 2019. However, the new person resigned after just one semester. As a result, the existing FT faculty, Tom O'Connor, had to resort to handling all of the program needs plus his teaching load. The situation was exacerbated by the additional stress and workload caused by the pandemic, which would have been shared had the FT vacancy been filled when the person resigned. As the pandemic continues, the challenges just keep on coming and Tom is left to deal with it alone. In addition, the paramedic program is receiving continual and increasing pressure to expand to a second cohort by the local pre-hospital industry. Industry representatives have been very vocal about this need and have called us out in public discussions for our non-responsiveness. Without an additional FT faculty, our response to industry of providing a second cohort is very difficult to conceive. In addition, the amount of additional work Tom has always done will only increase and will take a toll on his health and personal life, as well as his sustainability as program coordinator.

Q12. Estimated Cost  
\$120,000

Q15. Funding Source (e.g. General Fund, Categorical, etc.)  
General fund

Q5. Which of the following does this request align with (check all that apply):

Educational Master Plan Goal 1 - Increase Student Success and Equity

Educational Master Plan Goal 2 - Increase Student Access

Educational Master Plan Goal 3 - Strengthen Local/Regional Partnerships

External Requirement (Describe):

Program accreditation standards require compliance with specific instructor-to-student ratios

Q10. Your Name  
Debbie Newcomb

Q11. Your VCCCD Email Address  
dnewcomb@vcccd.edu

Q7.  
Vice President Over Your Area

Jennifer Kalfsbeek-Goetz

# PROPOSAL

Resolution, 1-29-2021

## **1. Approve an American Ethnic Studies Task Force as a Subcommittee to the Curriculum Committee**

Whereas, the California Community College Ethnic Studies Faculty Council has been established by Ethnic Studies professionals to address the best practices for implementing the state requirement for meeting area F Ethnic Studies requirements; that includes creating a subcommittee to the curriculum committee;<sup>1</sup>

Whereas, equity mandate does not simply accept all Ethnic Studies Area F courses as fulfilling the core competencies. Ethnic Studies courses should not be accepted as merely about a concept, rather they should be specifically from an Ethnic Studies framework, addressing curriculum pedagogy and epistemology, representing a liberatory curriculum, bridging intersectionality with solidarity work;

Whereas, it would be unethical for other discipline faculty to create standards or define its definition it should not happen within the discipline of Ethnic Studies and should be taught, reviewed and evaluated by those that meet the minimum qualifications and or teach within the discipline of Ethnic Studies;

Whereas, cross listing courses with non-Ethnic Studies is allowed it must be done in the traditional circular process for cross-listing meaning both departments agree to this cross-listing and the course meets the core competencies set by the CSU GE Breadth Policy;<sup>2</sup>

Resolved, the Ventura College Academic Senate approves the creation of an American Ethnic Studies task force as a standing subcommittee of the Curriculum Committee; and develop guidelines interpreting these requirements and providing language to assist with their fulfillment;

Resolved, the development and interpretation of Ethnic Studies requirements and guidelines, as well as the review and selection procedures and identification of courses meeting the area F requirements will occur in the American Ethnic Studies task force Subcommittee of the Academic Senate Curriculum Committee;

And Resolved, membership in the American Ethnic Studies task force Subcommittee will consist of:

- a) Teaching faculty in American Ethnic Studies and as chair of the Subcommittee
- b) 1 faculty member with American Ethnic Studies background

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<sup>1</sup> <https://www.cccesfcouncil.org/summit.html> presented at the 1<sup>st</sup> and 2<sup>nd</sup> summit.

<sup>2</sup> <https://www2.calstate.edu/impact-of-the-csu/diversity/advancement-of-ethnicstudies/Documents/CCC%20GE%20Breadth%20Policy%20FAQs.pdf>

- c) 1 Student services, with an Ethnic Studies background
- d) 1 aligned discipline with C.I.D descriptive experience,
- e) 2 student representatives; (1) from M.E.Ch.A and (1) B.S.U student as historical advocates of Ethnic Studies, (preferably students striving for an Ethnic Studies degree).

**2. Recommend as a high priority the hire of four full-time tenured faculty in the American Ethnic Studies Department by 2024.**

Whereas, our campus has stepped forward to the side of anti-racism, and our Ventura College President has stated to move forward with Ventura County Colleges Anti-Racism Alliance (VCARRA) strategies to align with AB1460 in the development of an Ethnic Studies Department, support diversity hiring efforts and to identify and breakdown barriers, lead efforts to close student equity-achievement gaps, eliminate social injustices, and enhance student success,<sup>3</sup> believing that social justice is practiced when we

- a) openly challenge injustice and value diversity.
- b) work to further diversify both our curriculum and our faculty;<sup>4</sup>
- c) provide role models that reflect and promote the community we serve;<sup>5</sup>

Whereas, the California Assembly states in AB1460, “It is the intent of the Legislature that students of the California State University acquire the knowledge and skills that will help them comprehend the diversity and social justice history of the United States and of the society in which they live to enable them to contribute to that society as responsible and constructive citizens”;

Whereas, “Ethnic studies disciplines are listed in the California Community Colleges Chancellor’s Office’s Minimum Qualifications for Faculty and Administrators in California Community Colleges handbook under “Disciplines Requiring a Master’s Degree,” ensuring that the professors who teach courses within these disciplines meet the required minimum qualifications”<sup>6</sup>; and

Whereas, “Ventura County Community College District urges the state legislator and all residents of the state to uphold California values and support California Assembly Constitution Amendment No. 5, which will permit students, regardless of sex race and ethnicity, or national origin to access social and economic opportunities to achieve their highest potential.”<sup>7</sup>

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<sup>3</sup> Ventura College Plan related to Diversity, 2020.9.22, presented in an email by President Kim Hoffman.

<sup>4</sup> <https://www.venturacollege.edu/news/how-community-college-district-heightens-its-commitment-diversity>

<sup>5</sup> <https://www.vcccd.edu/departments/human-resources/employment>

<sup>6</sup> <https://asccc.org/resolutions/clarify-and-strengthen-ethnic-studies-general-education-requirement>

<sup>7</sup> [https://www.vcccd.edu/sites/default/files/media/pdf\\_document/2020/2020-05%20Resolution%20of%20the%20Board%20of%20Trustees%20in%20Support%20of%20California%2020Assembly%20Constitutional%20Amendment%20No.%205\\_5.pdf](https://www.vcccd.edu/sites/default/files/media/pdf_document/2020/2020-05%20Resolution%20of%20the%20Board%20of%20Trustees%20in%20Support%20of%20California%2020Assembly%20Constitutional%20Amendment%20No.%205_5.pdf)

Resolved, that the Ventura College Academic Senate recommend as a high priority to hire 4 full-time tenured faculty to teach within the American Ethnic Studies department; one new hire for each discipline focus area: Native American Studies, Chicana/o Studies, African American Studies, and Asian American/Pacific Islander Studies at Ventura College, by Fall 2024;

and Resolved that the screening committees have at least 2 members of Ethnic Studies discipline experts, 1 faculty from another discipline with Ethnic Studies background and or recognized as a supportive ally and 1 community member identified by the discipline experts to have expertise in the activism for Ethnic Studies issues, as dictated by the VCCCD Administrative Procedure Manual Chapter 7 Human Resources, AP 7120-D Recruitment and Hiring: Full-Time Faculty.

### **3. Support the creation of a Multicultural/Ethnic Center**

Whereas, students have been advocating for a free-standing Multi-Cultural Center and as one student put it, "We need that space for social validation for everybody else because in our society you're not important unless you're a typical cis-white male;

Whereas, a Multicultural center, facilitates critical programs, services, and scholarship that promotes anti-racism, equity, and justice to contribute to Ventura College's core values by fostering an affirming campus environment where students can flourish in their intersecting identities, and center historically minoritized/marginalized communities while amplifying their voices and experiences in a safe and welcoming environment, increasing understanding and bridging cultural division;

Whereas, Multicultural buildings at peer institutions provide a central space on campus for a network of staff and faculty who can relate and understand students' needs, providing as advisors, mentors and advocates making students feel safe, welcomed, important and eager to seek them out;

Whereas, a Multicultural Center would be more accommodating of the intersectionality of identity than current arrangements at Ventura College, to host cultural events, speakers, presentations, sharing cultural traditions and experiences of our diverse groups on campus, allowing students to easily access multiple groups with which they affiliate;

Resolved, that Ventura College Academic Senate support the creation of a Multicultural center to address institutional racism and the unique needs of students of color at VC directly supporting the ideals of inclusivity on which Ventura College has prided itself;

Resolved, that a sustained budget be created to build the personnel infrastructure needed to staff the leadership roles that will include:

- a) Director for the Multicultural Center,
- b) additional Center support staff (program management and administrative support, student employees),
- c) dedicated position in Student Outreach Services to support undocumented students,
- d) Admissions Counselor position to focus on multicultural recruitment, along with programmatic funds, that will adhere to student input;

and Resolved, the VC Academic Senate will support the designation for a Multicultural center with enough square footage for supporting office space needed for staff/faculty, students and hosting events; as students have requested to also include:

- a) student lounge,
- b) kitchen,
- c) bathrooms,
- d) meeting rooms for club organizations,
- e) presentation hall with a capacity of 200,
- f) rooms for workshops and presentations.

**Presented by:**

American Ethnic Studies Department, M.E.Ch.A and B.S.U