

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

1. Call to Order

1.01 Call to Order

2. Adoption of the agenda.

2.01 Adoption of the agenda

3. Acknowledgement of Guests

3.01 Acknowledgement of Guests

4. Public Comments

4.01 Public Comments are limited to no more 1/8 of the total agendized meeting time and in no case more than five (5) speakers per topic and three (3) minutes per speaker.

5. Action Items

5.01 Approval of 3/4 meeting minutes

5.02 AP 7120-D (Dan; minor changes including duties of Facilitator clarified)

5.03 Proposed Resolution: Ethnic Studies Sub-Committee of Curriculum Committee (second reading)

5.04 Proposed Resolution: Ethnic Studies Full Time Instructor Hiring (second reading)

5.05 Proposed Resolution: Multicultural/Ethnic Center (second reading)

5.06 Recommendations from the Faculty Staffing Priorities Committee (EMT/PM and ES requests, Kim Hoffmans)

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)

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- 6.05 Treasurer's Report (Andrea)
 - 6.06 OER Report (Andrea)
 - 6.07 DE (Colleen)
 - 6.08 Faculty PD Committee (Colleen)
 - 6.09 Student Success Committee (Paula/Dan)

7. Academic Senate President's Report

- 7.01 Ventura College Meetings
- 7.02 District Meetings
- 7.03 Board of Trustees
- 7.04 ASCCC Updates

8. Informational Items

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 Lactation Accommodations AP (Dan)
- 8.02 Feedback on Senate Constitution and Bylaws (Preston)
- 8.03 Program Vitality Process Draft
- 8.04 ASCCC Resolutions for Area C Meeting and Spring Plenary

9. Discussion Items

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 Resolution of Career Technical Education (Deanna)
- 9.02 Wait List Work Group (Kammy)
- 9.03 Standing Rules for Senate Council (Preston)

10. For the Good of the Order

- 10.01 AFT Update (Ty Gardner)
- 10.02 Upcoming ASCCC Events (<https://asccc.org/calendar/list/events>)

11. Requests for Future Agenda Items

11.01 Requests for Future Agenda Items

12. Adjournment

12.01 Adjournment

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, March 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	
	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	X
	Heather Ladwig-Aguailar	X
	Donna Beatty	X
	John Guelcher	
Health, Kinesiology, Athletics, and Performing Arts (2 Reps)	Nathan Cole	X
	Mary McDonough	
Library, Languages, Behavioral & Social Sciences, Visual Arts (4 Rep)	Ron Mules	X
	Michael Ward	X
	Bill Hendricks	
	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
	Angelica Gonzales for Gema Enriquez Sanchez	X
	Marian Carrasco Nungaray	X
	Marcelino De Cierdo	

1. Call to Order

1.01 Call to Order at 3:30pm.

2. Adoption of the agenda.

2.01 Adoption of the agenda. Motion by PM; 2nd by EB. Vote: unanimous.

3. Acknowledgement of Guests

3.01 Acknowledgement of Guests: Nicole Falco, Jennifer Garner, Araceli Trujillo, Devin Glass, Rocio Hernandez, Henny Kim-Ortel, David Carlander, Gigi Fiumerodo, Peter Sezzi, Rubisela Gamboa, Tom O'Connor, Ty Gardner (AFT), Tania De Clerck, Patty Colman (from MC).

4. Public Comments

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

5.01 Approval of 2/18 meeting minutes: Motion by AH; 2nd MB. Vote: 20 yes-0 no-1 abstain.

5.02 Proposed Resolution: Ethnic Studies Sub-Committee of Curriculum Committee (first reading): Motion to approve with amendment re: changed membership on sub-committee: PM; 2nd by MCN. Question: re: task force why couldn't curriculum committee just decide this? In other words, why is this in front of the senate? Answer: Request has been made to have this as a standing committee on par with others and that would require senate to change its by-laws. Question: Are there any other task forces like this in any other curriculum area? Any other groups like this? Answer: DE sub-committee; Phil & GE sub-committee; tech review/prerequisite workgroup. Clarification: none of those are specific to one subject area. Question: What kind of authority does this group have? It seems like this is privileging one curriculum area over others. Question: How is this different from what the curriculum committee is already tasked with doing? Every discipline has state guidelines. How is this different? Would other departments be allowed to create their own task forces? Comment: This should include specific language re: CSU GE Breadth-Area F. Question: Why is membership so narrowly focused only on ES? Answer: Only experts in the field and to make sure the ES framework doesn't get diluted. Question: What power does this sub-committee have? Answer: Existing sub-committees have an advisory role. Binding decision would be made by the curriculum committee. Clarification: This sub-committee will focus on Area F, not all areas? Answer: yes.

Two changes:

VC Academic Senate amend its by-laws to create....

Every instance of Area F be changed to CSU GE Breadth Area F

Vote: 22 yes-0 no-1 abstain

5.03 Proposed Resolution: Ethnic Studies Full Time Instructor Hiring (first reading): Motion by PM; 2nd by MB. Discussion: Do we want to be so specific as to ask for 4? Maybe we'll want more or less by 2024. Answer: 4 relates to the 4 areas. Correction: this should be amended to say "tenure *track* faculty..." PM and MB agree to this amendment. Comment: We have a process that we developed in fall that looks at objective and subjective data to determine where we need to hire. The advantage of this process is that it gives us a strong argument when we go to administration to advocate for positions. With this we are side-stepping that very process by saying these hires are "3", whether there is load for 4 full-timers or not. If we're side-stepping our own process, that weakens our argument when it comes to our hires. Also: we constantly call out administration for not following process; it weakens our argument when we don't follow our own. In sum: let the process play out. Comment: What is the ranking from fall 2020 and where does ES fall in that ranking? How do we use data to hire 4 people off the bat? That makes sense, we can collect data as we go. We're trying to admin to a standard about hiring. What are they going to say if we ignore our own process that we're trying to hold them to? We need to be consistent with our own rules. Senators discuss this and the aspirational quality of a resolution. Vote: 19 yes-1 no-3 abstain.

5.04 Proposed Resolution: Multicultural/Ethnic Center (first reading)--Motion by MCN; 2nd by JW. Discussion: Comment: Some would like more details about the specifics. Question about where funding might come from. Senators discuss. Comment: In concept, the MCC is important and it should be supported but not supportive of the specifics re: staffing of the center. JW (who seconded resolution) does not support the inclusion of the student quote in the senate resolution. Would like to continue discussion in next reading re: inclusion of LGBTQI. Motion to amend: to add LGBTQIA+ to wording with multicultural center. And to remove the student quote. 2nd by LS. "...unique needs of students of intersecting identities, including students of color and LGBTQIA+ students." Vote on whether to accept this changed language on the resolution: 21 yes-1 no-2 abstain. Resolution has been perfected. Vote on perfected resolution as to the first reading: 21 yes-0 no-1 abstain.

5.05 Recommendations from the Faculty Staffing Priorities Committee (EMT/PM and ES requests) --Only 3 minutes left so this will be informational only. Will come back next meeting as action item.

Meeting adjourned at 5:00pm

6. Committee Reports

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- 9.01 Discussion of Out of Cycle Requests (Kim Hoffmans; 10 minutes)
- 9.03 Standing Rules for Senate Council (Preston)

10. For the Good of the Order

- 10.01 AFT Update (Ty Gardner)
- 10.02 Upcoming ASCCC Events (<https://asccc.org/calendar/list/events>)

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 9. Processes for program review
 10. Processes for institutional planning and budget development
- + Other academic and professional matters as mutually agreed upon.

AP7120D Update Summary

- 1) Clarification and reformatting of the vacancy announcement and HR paperwork at end of section A.
 - a) Added national and regional professional organizations
- 2) Selection Committee Composition: removed the division requirement
- 3) Included representative co-chair duties (section C nearing D)
- 4) Must offer videoconferencing as an option for oral interviews added to section D
 - a) Exceptions must be approved by Human Resources
- 5) Old section E removed entirely as it is redundant information (AP clean-up only)
- 6) Equivalency review (Section E) is in desperate need of an overhaul but it is a large task to be addressed later
 - a) In particular, start of section F, about dropping candidates if DWEC not complete, is clearly an artificial barrier & painful
 - b) Have a compromise idea to ameliorate this issue
- 7) Screening forms updated to 5, 3, 1 for both paper screening (sec F) and oral interview (sec G)
- 8) Section F, 2: updated contract section to correct article (Article 5 Section 5.10) and fixed typo of contract language
- 9) Section H, President's Interview: "facilitator shall be invited to the final interview"
- 10) Newly added facilitator updates:
 - a) Section F "Application Screening Tally Meeting" #6 was removed and #5 has added language for facilitator duties "and sends out invitations to the candidates.
 - b) Section G "Oral Interview" at very end added #3 "The Employment Equity Facilitator sends out invitations to the candidates for the president's interview."



Book	VCCCD Administrative Procedure Manual
Section	Chapter 7 Human Resources
Title	AP 7120-D Recruitment and Hiring: Full-Time Faculty
Code	AP 7120-D
Status	Active
Legal	Accreditation Standard III.A California Code of Regulations, Title 5, Section 53000 et seq. California Education Code Section 87100 et seq.
Adopted	July 14, 2009
Last Revised	September 13, 2016
Last Reviewed	September 13, 2016

SELECTION PROCEDURES FOR FULL-TIME FACULTY

A. NOTIFICATION OF VACANCY/POSTING NOTICES

Upon receipt of formal notification of a vacancy, the Human Resources Department reviews the recommended position template to ensure accuracy of minimum qualifications, appropriateness of supplemental questions, if any, and content/procedural accuracy.

In accordance with the AFT/VCCCD collective bargaining agreement, the Human Resources Department sends out a transfer notice to all full-time faculty members a minimum of three days prior to opening the recruitment to the public. The Human Resources Department submits to the President a list of all full-time faculty members requesting transfer.

The President gives consideration to all transfer candidates and confers with the division dean. The President informs the Human Resources Department as to whether any transfer candidates were selected. The President also informs those who were not selected that a selection was made or of the opportunity to apply and be considered by means of the open recruitment process.

In the event a transfer candidate is not selected, the Human Resources Department determines the announcement closing date in consultation with the college.

The Human Resources Department sends the vacancy announcement to:

- All current employees; and
- The CCC Registry, publications, newspapers, national and regional professional organizations, etc.

The following will be sent to the College President, CIO, Academic Senate President, and Dean:

- Selection committee calendar;
- Selection committee composition;
- Designated Employment Equity Facilitator based on the district-wide Facilitator rotation order.

B. ANNOUNCEMENT/ADVERTISING

Following input of the department and/or division faculty representatives, the Director of Employment Services or designee prepares the vacancy announcement, which includes a description of duties and responsibilities, qualifications, and application procedures. The closing date for the announcement will ensure sufficient time to recruit a diverse pool of well-qualified applicants. Recruitment, identification of advertising sources and applicant targets, ad placement, and web posting is the responsibility of the Director of Employment Services or designee. If the District selects a recruitment firm to assist in any aspects of the selection process, these responsibilities may be reallocated to the firm.

Vacancy announcements, at a minimum, will be distributed to the community colleges in California. Advertisements will be placed, at a minimum, in the Registry-California Community College State Chancellor's Office, diversity-related websites, HigherEdJobs.com, edjoin.org and the VCCCD Careers Webpage.

C. SELECTION COMMITTEE COMPOSITION, APPOINTMENTS, AND ROLES

The College President or designee, in consultation with the dean and/or department chair or coordinator, is responsible for recommending appointments to the selection committee. The College President consults with the Academic Senate President and the Equity Employment Facilitator regarding the recommended committee composition prior to forwarding the recommendation to the Director of Employment Services for approval. The Director of Employment Services shall review the selection committee composition to ensure diverse representation within the committee and adherence to District policies and agreements where applicable and may modify composition as necessary. The Human Resources Department will verify that committee members have completed diversity training within the last two years and notify the Employment Equity Facilitator of any issues.

Colleges are encouraged to use academic employees within the discipline from other colleges within VCCCD to maintain discipline expertise, diversity, and to provide a district-wide perspective. A selection committee typically consists of seven members, and should not have less than five or more than nine members under normal circumstances. The Director of Employment Services may authorize part-time faculty and other individuals to serve on selection committees on an exception basis. The following guidelines should be followed when composing a selection committee:

Selection Committee Composition	Number
Faculty: <ul style="list-style-type: none"> ● A minimum of 2 faculty members must be from the discipline, when possible; ● A minimum of 1 faculty member must be from another discipline. 	3 to 5
Academic Administrator	1
Additional member(s)	1 or more
Employment Equity Facilitator (non-voting)	---

* Exceptions to this composition may be authorized by the Director of Employment Services.

- The composition of the selection committee should reflect diversity in, but not be limited to, the areas of gender, age, ethnicity, and culture of the community.
- Although not required, classified staff, members from other colleges, and community members may be selected to serve on selection committees.
- The academic administrator will serve as the chair of the committee until a co-chair is elected.
- The co-chairperson is to be elected by the committee at the first meeting and is expected to perform all co-chair duties, including help facilitate the committee meetings, answer questions, and sign documents.
- The role of the Employment Equity Facilitator is to ensure the selection process adheres to state and federal laws and guidelines regarding hiring, equal employment opportunity, and nondiscrimination. The Facilitator will ensure the selection process is administered in accordance with the District's policies and procedures and will ensure that committee tasks are completed in a timely manner. The Facilitator shall report any inappropriate

actions and/or violations of hiring guidelines to the Director of Employment Services for immediate action. This may result in intervention and counsel from Human Resources, a change in committee member composition, or the halt/termination of a selection process. The Facilitator shall remain neutral regarding discussions and decisions that fall in the purview of selection committee members.

- In order to ensure consistency in the process, each selection committee member must be available for the application screening and all committee meetings.

D. ORGANIZATIONAL MEETING

The Human Resources Department provides the Employment Equity Facilitator with digital access to all materials and forms required to administer an effective selection process. The Employment Equity Facilitator is responsible for providing the committee with all required materials.

The academic administrator calls the organizational meeting at which time the selection committee will accomplish the following:

- The committee selects a faculty member to co-chair the committee with the academic administrator.
- The Employment Equity Facilitator reviews the Academic Selection Committee Agreement with the committee. The Facilitator discusses hiring procedures, timelines, forms, the confidentiality agreement, and diversity sensitivity issues. The Facilitator provides the committee with confidentiality policies and notifies the committee that all applicant files are considered confidential and must be maintained and reviewed in a manner to ensure the candidates' identities are not revealed. Each Committee member must sign the Academic Selection Committee Agreement in order to participate. Included in the agreement is the procedure a committee member must follow should he/she believe any irregularities have occurred during the process.
- The committee establishes dates, times, and locations for the prescreening, application screening, application tally, oral interviews, oral interview tally, and final interviews with the College President. Aferencing must be offered as an oral interview option, with limited exceptions for legal requirements, etc., approved by Human Resources.
- The committee creates and discusses application screening criteria based upon the requirements listed in the job announcement; creates oral interview questions, teaching demonstration exercises, and criteria to aid in the preparation of the Oral Interview Form; discusses the bases of questions in relation to the job announcement; determines the format of the interview process; and discusses final weighting of assessment items for the Oral Interview Record Form.
- The committee establishes the prescreening committee composition consisting of one co-chair, two faculty members in the discipline (one of whom may be the co-chair), and the Employment Equity Facilitator.
- After the organizational meeting, the Employment Equity Facilitator sends the screening criteria, oral interview questions, and the names of those serving on the prescreening committee to the Human Resources Department.

E. AFTER CLOSE OF APPLICATION FILING

1. Equivalency Review

Equivalency review will be conducted in accordance with Administrative Procedure 7211.

Following the close of application filing, the Human Resources Department forwards the requests for equivalency to the appropriate districtwide equivalency committee for review. The districtwide equivalency committee meets within five working days following the closing date and reviews the requests for equivalency. The Human Resources Department will not forward files for applicants who did not request an equivalency or for applicants who request in their application that an equivalency be considered, but fail to attach the Supplemental Questionnaire for Equivalency.

The districtwide equivalency committee reviews the requests for equivalency and submits its recommendations to the Human Resources Department. The Human Resources Department deactivates the applications in the applicant tracking system (ATS) for those not recommended for equivalency unless such applicants are found to meet minimum qualifications as described in section F.3. below.

At the discretion of the selection committee, the districtwide equivalency process may run concurrent with the prescreening and applicant screening processes discussed below.

Equivalency requests for disciplines that exist at only one college will be reviewed through a local process at the college.

2. Release of Candidate Information

The Human Resources Department sends various reports to the Employment Equity Facilitator, including current part-time faculty information, candidate contact information, candidate demographic information.

3. Prescreening

All members of the prescreening committee confer and determine which applicants meet minimum qualifications or should be forwarded for further consideration based on anticipated completion of a qualifying degree. Applicants anticipating completion of a qualifying degree must indicate in their application materials that they will have a qualifying degree before the start date of employment. The Human Resources Department will confirm that the required degree has been conferred prior to beginning employment.

The prescreening committee members review all applicants, including those who request equivalency. The prescreening committee documents those applicants who do not meet and those who are not anticipated to meet minimum qualifications. The prescreening committee also documents the applicants who submitted incomplete applications.

The prescreening committee forwards the results to the Employment Equity Facilitator. The Employment Equity Facilitator reviews the results to ensure agreement among the prescreening committee members and forwards the information to the Human Resources Department. The Human Resources Department disqualifies and notifies applicants who fail to meet minimum qualifications with the exception of those who requested equivalency and have yet to be reviewed by the districtwide equivalency committee. The Human Resources Department also disqualifies and notifies the applicants who submitted an incomplete application.

4. Application Screening

Upon completion of the prescreening process, the Human Resources Department forwards the ATS access information to all selection committee members. Committee members may review any applicant in the ATS that was determined to be unqualified during the prescreening based on minimum qualifications.

Selection committee members evaluate all applicants who meet minimum qualifications or have requested equivalency. The committee members complete their ratings while ensuring the following:

- Ratings must reflect the level of desired criteria and written comments in support of the overall recommendation.
- Ratings must document a recommendation for oral interview (5 - Highly Recommend, 3 - Recommend, 1 - Do Not Recommend).
- Each selection committee member must screen the application materials and submit their results independently.

F. APPLICATION SCREENING TALLY MEETING

If the districtwide equivalency committee has not reviewed the requests for equivalency at the time the application screening tally process is initiated, the selection committee has the option of moving forward without giving further consideration to those who requested equivalency.

All selection committee members must participate in the application screening tally meeting and must have completed their screening of the applicants. Any absences or exceptions must be approved by the Employment Equity Facilitator. The following shall occur during the application screening tally meeting:

1. The co-chairs and the Employment Equity Facilitator tally the application screening results.

2. The committee as a whole determines which applicants will be called for interviews. The determination is based on the scores and not the candidates' identities. "Natural breaks" in the tally total should be the determining factor when possible. Per the Agreement between the District and the AFT, Article 5 Section 5.10, a minimum of 25 percent (or no fewer than 3) of non-contract faculty members who apply for a contract position in the District and who meet the minimum qualifications for that position as specified in the job announcement and determined by the selection committee shall be interviewed by the committee.
3. The selection committee determines if additional candidates are to be interviewed in the event interview invitations are declined by the selected candidates. Additional candidates will be considered for interview based on their rank and may only be considered if invitations are declined by the initial invited candidates.
4. The Employment Equity Facilitator notifies the Human Resources Department of the candidates who were selected for an interview. The Human Resources Department notifies the individuals who were not selected for interview.
5. The Employment Equity Facilitator assigns dates and times for oral interviews taking into consideration distance and time of travel of the applicants and sends out invitations to the candidates.

G. ORAL INTERVIEW

Oral Interview Briefing (thirty minutes before first interview)

The Employment Equity Facilitator discusses the District's Equal Employment Opportunity policy and various guidelines pertinent to the interview process including those related to asking follow-up questions, providing written comments on oral interview forms, and discussing candidates' performances.

The selection committee reviews each question and discusses, in general, an appropriate answer. Follow-up questions may be asked to elicit additional information with regard to responses provided by the applicants. All follow-up questions must be for purposes of clarification and expansion of an applicant's response.

Oral Interview

At the beginning of the interview, the Employment Equity Facilitator welcomes and introduces the candidate, introduces each committee member, and advises the candidate about the process of the interview. This introduction includes the approximate length of the interview, number of questions, roles of the selection committee members and the fact that the committee will be taking notes, length of the teaching demonstration, and the support role of the Employment Equity Facilitator.

At the close of each interview, the Employment Equity Facilitator thanks the candidate and advises them of the next step in the process.

The Employment Equity Facilitator ensures that all interviews are conducted within the allotted time.

Oral Interview Discussion and Rating

At the conclusion of each oral interview, the Employment Equity Facilitator facilitates the following discussion process:

1. At the conclusion of each oral interview, each committee member will share a brief summary of each applicant's strengths and limitations. Generally, the discussion will consist of: a) clarification of technical questions asked during the interview; b) the manner in which the candidate responded to questions asked during the interview; c) strengths and weaknesses of each candidate, including professional impact.
2. Among those items that are inappropriate for discussion are the following: a) advocacy or opposition for a particular candidate based on information obtained outside the interview process; b) comments based on rumor or unsubstantiated knowledge of a candidate; c) any comment not related to specific interview information is inappropriate, such as comments on race, gender, age, sexual orientation, and physical characteristics.
3. Each committee member rates each candidate (5 - Highly Recommend, 3 - Recommend, 1 - Do Not Recommend) during the initial interview.
4. All ratings must be supported by clearly written comments. Overall ratings should be representative of the candidates' performances across all questions and the teaching demonstration.

Oral Interview Tally

1. The co-chairs and Employment Equity Facilitator tally the oral interview ratings and display the ratings to the entire selection committee with candidates' names redacted for the purpose of determining the natural break in ratings.

After determining the natural break, the candidates' names are displayed to the committee for the purpose of determining who should be forwarded to the College President for final interview; determination shall be based on the candidates' scores rather than the candidates' identities and in consideration of the President's preference. The committee reviews the ratings to consider discrepancies. The discussion shall only focus on information provided in the interview as well as information provided in the candidates' applications. Any committee member may change or keep his/her original rating after considering the information discussed. The selection committee as a whole may decide if candidates below the natural break should be forwarded to the College President.

If no candidates are acceptably qualified or fewer than the College President prefers are forwarded, the College President may meet with the selection committee to discuss the outcome, and the committee as a whole may choose to forward additional acceptably qualified candidates for consideration. The College President has the option of interviewing the candidates and/or reopening the recruitment.

2. The co-chairs notify the individuals who were not selected for a final interview.
3. The Employment Equity Facilitator sends out invitations to the candidates for the president's interview.

H. PRESIDENT'S INTERVIEW

The College President determines who is present in the final interview. The Employment Equity Facilitator shall be invited to the final interview.

I. RECORD OF INTERVIEW AND CANDIDATE SELECTION PROCESS, REFERENCE CHECKS AND OFFER OF EMPLOYMENT

1. The President directs the responsible academic administrator (first-line supervisor) to conduct reference checks on the identified individuals in accordance with the VCCCD reference checking procedure.
2. The academic administrator conducts reference checks for the selected candidate(s) and sends them to the President and Director of Employment Services for review.
3. The Employment Equity Facilitator completes the Record of Interview and Candidate Selection Process form indicating which applicants did not meet minimum qualifications, which applicants were not invited to and which applicants attended initial and final oral interviews, and the candidate(s) selected. The College President signs the form and forwards the original form to the Human Resources Department.
4. Upon review of the selected candidate's references and any other pertinent material, the Director of Employment Services or designee notifies the President, Vice President, and Dean, that an official employment offer may be extended.
5. The Employment Equity Facilitator forwards all screening files, forms, and related notes and records to the Human Resources Department.

See:

[Board Policy 3420 Equal Employment Opportunity](#)
[Administrative Procedure 3420 Equal Employment Opportunity Plan](#)
[Board Policy 7100 Commitment to Diversity](#)



Book	VCCCD Administrative Procedure Manual
Section	Chapter 7 Human Resources
Title	AP 7120-D Recruitment and Hiring: Full-Time Faculty
Code	AP 7120-D
Status	Active
Legal	Accreditation Standard III.A California Code of Regulations, Title 5, Section 53000 et seq. California Education Code Section 87100 et seq.
Adopted	July 14, 2009
Last Revised	September 13, 2016
Last Reviewed	September 13, 2016

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The following will be sent to the College President, CIO, Academic Senate President, and Dean:

- Selection committee calendar;
- Selection committee composition;
- Designated Employment Equity Facilitator based on the district-wide Facilitator rotation order.

The Human Resources Department sends the following:

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- ~~Vacancy announcement to all part-time faculty current employees.~~
- ~~Vacancy announcement to mailing lists, CCC registry, publications, newspapers, online websites, list serves, etc.~~
- ~~Screening Selection committee calendar and composition forms to College President, Executive Vice President, Academic Senate Presidents, and Dean.~~
- ~~The contact information for the designated Employment Equity Facilitator based on Facilitator rotation order.~~

B. ANNOUNCEMENT/ADVERTISING

Following input of the department and/or division faculty representatives, the Director of Employment Services or designee prepares the vacancy announcement, which includes a description of duties and responsibilities, qualifications, and application procedures. The closing date for the announcement will ensure sufficient time to recruit a diverse pool of well-qualified applicants. Recruitment, identification of advertising sources and applicant targets, ad placement, and web posting is the responsibility of the Director of Employment Services or designee. If the District selects a recruitment firm to assist in any aspects of the selection process, these responsibilities may be reallocated to the firm.

Vacancy announcements, at a minimum, will be distributed to the community colleges in California. Advertisements will be placed, at a minimum, in the Registry-California Community College State Chancellor's Office, diversity-related websites, HigherEdJobs.com, edjoin.org and ~~VCCCD.edu~~ [the VCCCD Careers Webpage](#).

C. SELECTION COMMITTEE COMPOSITION, ~~AND~~ APPOINTMENTS, AND ROLES

The College President or designee, in consultation with the dean and/or department chair or coordinator, is responsible for recommending appointments to the ~~screening~~ selection committee. The College President consults with the Academic Senate President and the ~~Screening Committee~~ [Equity Employment](#) Facilitator regarding the recommended committee composition prior to forwarding the recommendation to the Director of Employment Services for approval. The Director of Employment Services shall review the ~~selection~~ committee composition to ensure diverse representation within the committee and adherence to District policies and agreements where applicable and may modify composition as necessary. [The Human Resources Department will verify that committee members have completed diversity training within the last two years and notify the Employment Equity Facilitator of any issues.](#)

Colleges are encouraged to use academic employees within the discipline from other colleges within VCCCD to maintain discipline expertise, diversity, and to provide a district-wide perspective. A ~~selection~~ committee typically consists of seven members, and should not have less than five or more than nine members under normal circumstances. The Director of Employment Services may authorize part-time faculty and other individuals to serve on ~~screening selection~~ committees on an exception basis. The following guidelines should be followed when composing a ~~selection~~ committee:

Selection Committee Composition	Number
Faculty: from the Division Of the 3-5 faculty members on the committee: <ul style="list-style-type: none"> • A minimum of 2 faculty members must be from the discipline, when possible; • A minimum of 1 faculty member must be from another discipline. 	3 to 5
Academic Administrator	1
Additional member(s)	1 or more
Screening Committee Employment Equity Facilitator (non-voting)	---

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* Exceptions to this composition may be authorized by the Director of Employment Services.

- The composition of the ~~selection~~ committee should reflect diversity in, but not be limited to, the areas of gender, age, ethnicity, and culture of the community.

- Although not required, classified staff, members from other colleges, and community members may be selected to serve on [selection](#) committees.

- The academic administrator will serve as the chair of the committee until a co-chair is elected.

- The co-chairperson is to be elected by the committee at the first meeting and is expected to perform all co-chair duties, [including help facilitate the committee meetings, answer questions, and sign documents.](#)

- The College President identifies a Screening Committee Facilitator to serve on the committee from an HR-approved list of trained Screening Committee Facilitators.

- The role of the Employment Equity Facilitator is to ensure the selection process adheres to state and federal laws and guidelines regarding hiring, equal employment opportunity, and nondiscrimination. The Facilitator will ensure the selection process is administered in accordance with the District's policies and procedures and will ensure that committee tasks are completed in a timely manner. The Facilitator shall report any inappropriate actions and/or violations of hiring guidelines to the Director of Employment Services for immediate action. This may result in intervention and counsel from Human Resources, a change in committee member composition, or the halt/termination of a selection process. The Facilitator shall remain neutral regarding discussions and decisions that fall in the purview of selection committee members.

- In order to ensure consistency in the process, each [screening-selection](#) committee member must be available for the application screening and all committee meetings.

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D. ORGANIZATIONAL MEETING

~~The Human Resources Department provides the Screening Committee with confidentiality policies and notification that all applicant files are considered confidential and must be maintained and reviewed in a manner to ensure the candidates' identities are not revealed. Each Screening Committee member must sign a confidentiality agreement in order to participate. Included in the confidentiality agreement is the procedure a committee member must follow if he/she believes any irregularities have occurred during the process. In order to ensure consistency during the process, each screening committee member must be available for all committee meetings.~~

The Human Resources Department [provides e-mails the necessary committee forms to the Screening Committee Employment Equity Facilitator with digital access to all materials and forms required to administer an effective selection process.](#) The Screening Committee Employment Equity Facilitator is responsible for [providing the committee with all required materials, copying all forms needed for the committee's use.](#)

~~The committee will decide whether or not to allow videoconferencing as an interview option.~~

The academic administrator calls the organizational meeting at which time the [selection](#) committee will accomplish the following:

- The committee selects a faculty member to co-chair the committee with the academic administrator.
- [The Employment Equity Facilitator reviews the Academic Selection Committee Agreement with the committee.](#) The Screening Committee Facilitator discusses hiring procedures, timelines, forms, the confidentiality agreement, and diversity sensitivity issues. The Facilitator provides the committee with confidentiality policies and notifies the committee that all applicant files are considered confidential and must be maintained and reviewed in a manner to ensure the candidates' identities are not revealed. ~~Each member reads and signs a confidentiality statement.~~ Each Screening Committee member must sign a confidentiality [the Academic Selection Committee Agreement in order to participate.](#) Included in the confidentiality agreement is the [procedure a committee member must follow if should he/she believes any irregularities have occurred during the process.](#)
- The committee establishes dates, times, and locations for the prescreening, application screening, application tally, oral interviews, oral interview tally, and final interviews with the College President. [Videoconferencing must be offered as an oral interview option, with limited exceptions for legal requirements, etc., approved by Human Resources.](#) ~~The committee will decide whether or not to allow videoconferencing as an interview option.~~
- The committee creates and discusses application screening criteria based upon the requirements listed in the job announcement; creates oral interview questions, teaching demonstration exercises, and criteria to aid in the preparation of the Oral Interview Form; discusses the bases of questions in relation to the job announcement; determines the format of the interview process; and discusses final weighting of assessment items for the Oral Interview Record Form.

- The committee establishes the pre-screening committee composition consisting of one co-chair, two faculty members in the discipline (one of whom may be the co-chair), and the [Screening Committee Employment Equity](#) Facilitator.
- After the organizational meeting, the [Screening Committee Employment Equity](#) Facilitator sends to the [Director of Employment Services](#) the screening criteria, oral interview questions, and the names of those serving on the pre-screening committee to the [Human Resources Department](#).

E. PRIOR TO CLOSE OF APPLICATION FILING

~~The Human Resources Department schedules a grants the districtwide equivalency committee with access to application materials to be convened as soon as possible following the close of the application period.~~

~~A few days prior to the close of application filing (close of recruitment period), the [Screening Committee Employment Equity](#) Facilitator inquires of the Human Resources Department as to the number of complete application records and advises the [selection](#) committee accordingly.~~

FE. AFTER CLOSE OF APPLICATION FILING

1. Equivalency Review

Equivalency review will be conducted in accordance with Administrative Procedure 7211.

Following the close of application filing, the Human Resources Department forwards the requests for equivalency to the appropriate districtwide equivalency committee for review. The districtwide equivalency committee meets within five working days following the closing date and reviews the requests for equivalency. The Human Resources Department will not forward files for applicants who did not request an equivalency or for applicants who request in their application that an equivalency be considered, but fail to attach the Supplemental Questionnaire for Equivalency.

The districtwide equivalency committee reviews the requests for equivalency and submits its recommendations to the Human Resources Department. The Human Resources Department deactivates the applications in the applicant tracking system (ATS) for those not recommended for equivalency unless such applicants are found to meet minimum qualifications as described in section F.3. below.

At the discretion of the [hiring selection](#) committee, the districtwide equivalency process may run concurrent with the prescreening and applicant screening processes discussed below.

Equivalency requests for disciplines that exist at only one college will be reviewed through a local process at the college.

2. Release of Candidate Information

~~Following the review of the requests for equivalency, tThe Human Resources Department e-mails sends the various reports list of VCCCD part-time applicants and applicant gender/ethnicity information to the [Screening Committee Employment Equity](#) Facilitator, including current part-time faculty information, candidate contact information, candidate demographic information. The Human Resources Department also forwards the ATS access information for the particular applicant pool to all committee members.~~

3. Prescreening

All members of the prescreening committee confer and determine which applicants meet minimum qualifications or should be forwarded for further consideration based on anticipated completion of a qualifying degree. Applicants anticipating completion of a qualifying degree must indicate in their application materials that they will have a qualifying degree before the start date of employment. The Human Resources Department will confirm that the required degree has been conferred prior to beginning employment.

The prescreening committee members review all applicants, including those who request equivalency. The prescreening committee documents those applicants who do not meet and those who are not anticipated to meet minimum qualifications. The [prescreening](#) committee also documents the applicants who submitted incomplete applications.

The prescreening committee forwards the results to the [Screening Committee Employment Equity](#) Facilitator. The [Screening Committee Employment Equity](#) Facilitator reviews the results to ensure agreement among the [prescreening](#) committee members and forwards the information to the Human Resources Department. The

Human Resources Department disqualifies and notifies applicants who fail to meet minimum qualifications with the exception of those who requested equivalency and have yet to be reviewed by the districtwide equivalency committee. The Human Resources Department also disqualifies and notifies the applicants who submitted an incomplete application.

4. Application Screening

Upon completion of the prescreening process, the Human Resources Department forwards the ATS access information to all screening-selection committee members. Committee members may review any applicant in the ATS that was determined to be unqualified during the prescreening based on minimum qualifications.

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Selection cCommittee members evaluate all applicants who meet minimum qualifications or have requested equivalency. The committee members complete the Academic Application Screening Evaluation forms their ratings while ensuring the following:

- Academic Application Screening Evaluation forms Ratings must reflect the level of desired criteria and written comments in support of the overall recommendation.
- Academic Application Screening Evaluation forms Ratings must document a recommendation for oral interview (5 - Highly Recommend, 3 - Recommend, 1 - Do Not Recommend).
- Screening Committee members must sign and date the Academic Application Screening Evaluation forms:
 -
- Each selection committee member must screens the application materials and submit their results independently and submits their results to the Screening Committee Facilitator.

EG. APPLICATION SCREENING TALLY MEETING

If the districtwide equivalency committee has not reviewed the requests for equivalency at the time the application screening tally process is initiated, the hiring-selection committee has the option of moving forward without giving further consideration to those who requested equivalency.

All selection committee members must participate in the application screening tally meeting and must have completed their screening of the applicants. Any absences or exceptions must be approved by the Screening Committee Employment Equity Facilitator. The following shall occur during the application screening tally meeting:

1. The co-chairs and the Screening Committee Employment Equity Facilitator tally the application screening results.
2. The committee as a whole determines which applicants will be called for interviews. The determination is based on the scores and not the candidates' identities. "Natural breaks" in the tally total should be the determining factor when possible. Per the Agreement between the District and the AFT, Section Article 5 Section 5.104(e)(6), a minimum of 25 percent (or no fewer than 3) of non-contract faculty members who apply for a contract position in the District and who meet the minimum -qualifications for that position as specified in the job announcement and determined by the screening-selection committee shall be interviewed by the committee.
3. The selection committee determines if additional candidates are to be interviewed in the event interview invitations are declined by the selected candidates. Additional candidates will be considered for interview based on their rank and may only be considered if invitations are declined by the initial invited candidates.
4. The Screening Committee Employment Equity Facilitator notifies the Human Resources Department of the candidates who were selected for an interview. The Human Resources Department notifies e-mails the individuals who were not selected for interview.
5. The Screening Committee Employment Equity Facilitator assigns dates and times for oral interviews taking into consideration distance and time of travel of the applicants and sends out invitations to the candidates:
6. The academic administrator serving as a chair or the administrator's designee sends out invitations to the candidates. Any changes that must be made to the interview schedule in order to accommodate candidates' availability must be approved by the Screening Committee Employment Equity Facilitator.

GH. ORAL INTERVIEW

Oral Interview Briefing (thirty minutes before first interview)

The ~~Screening Committee~~[Employment Equity](#) Facilitator discusses the District's Equal Employment Opportunity policy and various guidelines pertinent to the interview process including those related to asking follow-up questions, providing written comments on oral interview forms, and discussing candidates' performances.

The [selection](#) committee reviews each question and discusses, in general, an appropriate answer. Follow-up questions may be asked to elicit additional information with regard to responses provided by the applicants. All follow-up questions must be for purposes of clarification and expansion of an applicant's response.

Oral Interview

At the beginning of the interview, the ~~Screening Committee~~[Employment Equity](#) Facilitator welcomes and introduces the candidate, introduces each committee member, and advises the candidate about the process of the interview. This introduction includes the approximate length of the interview, number of questions, roles of the [selection](#) committee members and the fact that the committee will be taking notes, length of the teaching demonstration, and the support role of the ~~Screening Committee~~[Employment Equity](#) Facilitator.

At the close of each interview, the ~~Screening Committee~~[Employment Equity](#) Facilitator thanks the candidate and advises them of the next step in the process.

The ~~Screening Committee~~[Employment Equity](#) Facilitator ensures that all interviews are conducted within the allotted time.

Oral Interview Discussion and Rating

At the conclusion of each oral interview, the ~~Screening Committee~~[Employment Equity](#) Facilitator facilitates the following discussion process:

1. At the conclusion of each oral interview, each committee member will share a brief summary of each applicant's strengths and limitations. Generally, the discussion will consist of: a) clarification of technical questions asked during the interview; b) the manner in which the candidate responded to questions asked during the interview; c) strengths and weaknesses of each candidate, including professional impact.
2. Among those items that are inappropriate for discussion are the following: a) advocacy or opposition for a particular candidate based on information obtained outside the interview process; b) comments based on rumor or unsubstantiated knowledge of a candidate; c) any comment not related to specific interview information is inappropriate, such as comments on race, gender, age, sexual orientation, and physical characteristics.
3. ~~The Oral Interview Record Form shall be used for rating candidates during the initial interview.~~ Each committee member rates each candidate (5 - Highly Recommend, 34 - Recommend, 1 - Do Not Recommend) during the initial interview.
4. All ratings must be supported by clearly written comments. Overall ratings should be representative of the candidates' performances across all questions and the teaching demonstration.

Oral Interview Tally

1. The co-chairs and ~~Screening Committee~~[Employment Equity](#) Facilitator tally the oral interview ratings and display the ratings to the entire [selection](#) committee with candidates' names redacted for the purpose of determining the natural break in ratings.

After determining the natural break, the candidates' names are displayed to the committee for the purpose of determining who should be forwarded to the College President for final interview; determination shall be based on the candidates' scores rather than the candidates' identities and in consideration of the President's preference. The committee reviews the ratings to consider discrepancies. The discussion shall only focus on information provided in the interview as well as information provided in the candidates' applications. Any committee member may change or keep his/her original rating after considering the information discussed. The [selection](#) committee as a whole may decide if candidates below the natural break should be forwarded to the College President.

If no candidates are acceptably qualified or fewer than the College President prefers are forwarded, the College President may meet with the ~~screening-selection~~[selection](#) committee to discuss the outcome, and the

committee as a whole may choose to forward additional acceptably qualified candidates for consideration. The College President has the option of interviewing the candidates and/or reopening the recruitment.

2. The co-chairs notify the individuals who were not selected for a final interview.

2.3. The Employment Equity Facilitator sends out invitations to the candidates for the president's interview.

H. PRESIDENT'S INTERVIEW

The College President determines who is present in the final interview. The ~~Screening Committee~~ Employment Equity Facilitator shall ~~may~~ be present ~~at-invited to~~ the final interview ~~at the President's discretion~~.

II. RECORD OF INTERVIEW AND CANDIDATE SELECTION PROCESS, REFERENCE CHECKS AND OFFER OF EMPLOYMENT

1. The President directs the responsible academic administrator (first-line supervisor) to conduct reference checks on the identified individuals in accordance with the VCCCD reference checking procedure.

2. The academic administrator conducts reference checks for the selected candidate(s) and sends them to the President and Director of Employment Services for review.

3. ~~The Screening Committee~~ Employment Equity Facilitator completes the Record of Interview and Candidate Selection Process form indicating which applicants did not meet minimum qualifications, which applicants were not invited to and which applicants attended initial and final oral interviews, and the candidate(s) selected. The College President signs the form and forwards the original form to the Human Resources Department.

3. Upon review of the selected candidate's references and any other pertinent material, the Director of Employment Services or designee notifies the President, Vice President, and Dean, that an official employment offer may be extended.

4. ~~The College President authorizes the academic administrator to extend an offer of employment.~~

5. ~~The Screening Committee Facilitator completes the Record of Interview and Candidate Selection Process form indicating which applicants did not meet minimum qualifications, which applicants were not invited to and which applicants attended initial and final oral interviews, and the candidate(s) selected. The College President signs the form and forwards the original form to the Human Resources Department.~~

4. Upon review of the selected candidate's references and any other pertinent material, the Director of Employment Services or designee notifies the President, Vice President, and Dean, that an official employment offer may be extended.

6.5. The ~~Screening Committee~~ Employment Equity Facilitator forwards all screening files, forms, and related notes and records to the Human Resources Department.

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See:
[Board Policy 3420 Equal Employment Opportunity](#)
[Administrative Procedure 3420 Equal Employment Opportunity Plan](#)
[Board Policy 7100 Commitment to Diversity](#)

RESOLUTION PROPOSALS

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 CSU GE Breadth Area F Ethnic Studies requirements; that includes creating a subcommittee to the curriculum committee;¹

Whereas, equity mandate does not simply accept all Ethnic Studies CSU GE Breadth 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;²

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 CSU GE Breadth 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
- 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).

First Reading Approved 3/4/2021

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

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

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,³ 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;⁴
- c) provide role models that reflect and promote the community we serve;⁵

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”⁶; 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.”⁷

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.

First Reading Approved 3/4/2021

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

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

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

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

⁷ https://www.vcccd.edu/sites/default/files/media/pdf_document/2020/2020-05%20Resolution%20of%20the%20Board%20of%20Trustees%20in%20Support%20of%20California%20Assembly%20Constitutional%20Amendment%20No.%205_5.pdf

3. Support the creation of a Multicultural/Ethnic Center

Whereas, students have been advocating for a free-standing Multi-Cultural Center;

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 intersecting identities, including students of color and LGBTQIA+ students 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.

First Reading Approved 3/4/2021



Book	VCCCD Administrative Procedure Manual
Section	Chapter 5 Student Services
Title	AP 5203 Lactation Accommodation
Code	AP 5203
Status	Under Consideration
Legal	Education Code, Section 66271.9

The District shall provide reasonable accommodations at each respective campus for a lactating student to express breast milk, breast-feed an infant child, or address other needs related to breast-feeding whenever a student is required to be present on campus. Reasonable accommodations include, but are not limited to, all of the following:

1. Access to a private and secure room, other than a restroom, to express breast milk or breast-feed an infant child. The room shall have a comfortable place to sit and have a table or shelf to place equipment described in paragraph (3).
2. Permission to bring onto a college or university campus a breast pump and any other equipment used to express breast milk.
3. Access to a power source for a breast pump or any other equipment used to express breast milk.

Lactating students shall be provided a reasonable amount of time to accommodate their need to express breast milk or breast-feed an infant child.

Students shall not incur an academic penalty as a result of their use of the reasonable accommodations, and shall be provided the opportunity to make up any work missed due to such use.

Governance Review
2021 03.11 DTRW-SS

Program Vitality Process

Background

Ventura College is required by the Accrediting Commission for Community and Junior Colleges, as well as by VCCCD Administrative Procedure 4021, to have a process in place to regularly assess the vitality of all programs. In 2020, a taskforce of the VC College Planning Committee began examining our program vitality process, and working to make it more systematic and transparent. The members of this taskforce were:

- Daniel Clark, Academic Senate President
- Ryan Petitfils, Math Faculty
- Ralph Fernandez, Technology Department Chair
- Nan Duangpun, Technical Data Specialist
- Coleen Trivett, Costume Technician
- Dorothy Farias, Agriculture Faculty
- Phillip Briggs, Dean of Institutional Effectiveness

This taskforce spent a year analyzing an extensive amount of data, reviewing models from other colleges and districts, and developing a draft process to share with the campus community. It was presented to the College Planning Committee on **Date**, the Academic Senate on **Date**, the Classified Senate on **Date**, and the VC Executive Team on **Date**. Feedback from these groups was incorporated into the draft, and a final version was approved by the College Planning Committee on **Date**, the Academic Senate on **Date**, and the Classified Senate on **Date**.

Steps in Program Vitality Process

The program vitality process has the following steps, which align with VCCCD Administrative Procedure 4021. Each step will be described in detail in later sections. The timeline for each step is described in Appendix A.

1. Program vitality study is triggered if a program does not meet thresholds for a number of key metrics in their comprehensive program review.
2. An ad-hoc recommendation group is formed to review the metric data and the program's response to the data. This group then makes a written recommendation for one of the two options below:
 - a. Program Continuation and Revision
 - b. Program Discontinuation
3. Chief Instructional Officer (CIO) or Chief Student Services Officer (CSSO), Analysis and Recommendation – Upon receiving and analyzing the formal written report of the Recommendation Group, and following consultation with the discipline, the Chief Instructional Officer (if the program is instructional) or the Chief Student Services Officer (if the program is a student service program) formally informs the area dean, department chair/coordinator, discipline faculty and the Academic Senate President of programs that have been identified for possible discontinuance, accompanied by a written rationale for the recommendation.
4. Academic Senate Review and Recommendation - After reviewing the recommendations and the supporting documentation of the CIO/CSSO concerning possible program discontinuance, the

Academic Senate shall review the recommendations and supporting documentation and take one of the following actions:

- a. Concur with the recommendations of the CIO/CSSO; or
- b. Demur with the recommendations of the CIO/CSSO and propose an alternative course of action to address the issues set forth in the CIO/CSSO's justification for program discontinuance.

The Academic Senate's formal written recommendation shall be transmitted to the College President no later than two regularly scheduled meetings after receiving the written rationale for the program discontinuance recommendation.

5. College President Review and Recommendations - Following the review of the formal and written recommendations of the CIO/CSSO and Academic Senate regarding possible program discontinuance, the President shall determine the proposed course of action with respect to each program identified. The College President shall communicate his/her final recommendation to the area dean, department chair/coordinator, discipline faculty and academic senate president, followed by written notification of the college community and shall then forward his/her recommendations to the District Chancellor for possible action by the Board of Trustees.
6. Board of Trustees Review and Action - The Chancellor and Board of Trustees shall be provided a complete record of the process followed at the campus, as well as the findings and recommendations of the Recommendation Group, CIO/CSSO, Academic Senate and College President prior to taking action on any recommendations pertaining to program discontinuance. Following review of the complete record, the District Chancellor shall prepare a report to the Board of Trustees including recommendations for action pertaining to programs recommended for discontinuance. The Board of Trustees will hold a public hearing and take action regarding any programs recommended for discontinuance.
7. Implementation of Board Actions - In the event that the Board of Trustees acts to discontinue a program, the College President, in consultation with the area dean, department chair, discipline faculty and Academic Senate President, shall develop a plan that must include the following elements:
 - a. Timeline and process for curricular and programmatic deletion/discontinuance approval at the local and state level
 - b. Provision for students currently in the program for completion and/or transfer
 - c. Provision for displaced faculty and staff, where feasible
 - d. Provision for impact on budget and facilities
 - e. Removal of program from course catalog

Step 1 - Program Vitality Study Trigger

Every program completes a comprehensive program review every three years, in which they analyze data on key metrics, and create objectives for the next three years. In the intervening years, programs complete a smaller mini-review in which they assess progress made towards their objectives. The program review process is staggered so that approximately 1/3 of programs are completing a comprehensive review in a given year.

Instructional Programs

It is important to define the level of analysis of program vitality. The Title V definition of an educational program is “an organized sequence of courses leading to a defined objective, a degree, a certificate, a diploma, a license, or transfer to another institution of higher education.” This definition implies that a program is composed of the courses required for a degree or certificate. However, we have a number of disciplines that do not offer a degree or certificate (e.g. Chemistry, French, etc.). It is important that this process reviews these disciplines, as well. Thus, after much discussion and analysis, it was decided that the program vitality process would be focused on the discipline level. Those disciplines that offer degrees and/or certificates will review additional data on the number of degrees and certificates awarded.

There are two different scenarios that will trigger a vitality study:

1. Vitality study is triggered on a discipline if the discipline does not meet thresholds for 3 or more key metrics.
2. Vitality study is triggered on a degree/certificate if it does not meet the threshold for awarding degrees/certificates.

The metrics and thresholds are below:

Student Demand

- Discipline enrollment
 - 5-year trend: 10 percentage points lower than the overall college trend
 - Average discipline enrollment: 15 or less over the last five years
- Discipline fill rate
 - 5-year trend: 10 percentage points lower than the overall college trend
 - Average over last 5 years: Less than 70%

Student Success

- Course Success Rate
 - 5-year trend is 10 percentage points lower than overall college trend
- Degree and Certificate Completions
 - 15 or fewer awards over past 5 years (i.e. average of 3 awards/year).

Program Currency

- Course offerings
 - 30% or more of active courses in catalog have not been offered in last five years.
- Updated curriculum
 - 30% or more of course outlines of record haven't been updated in more than five years.

Student Service Programs

Data on student services is more limited than it is for instructional programs. In addition, the software systems used to collect data vary by service (i.e. Starfish, SARS, Accudemia, etc.) Thus, the metrics used

to trigger a vitality study are also more limited. To trigger a vitality study, a student service would need to be below the thresholds for both metrics below:

Student Demand

- Student Headcount
 - 5-year trend: 10 percentage points lower than the overall college trend

Student Survey Data

- Point-of-Service Survey Data for Most Recent Year
 - Service has an average score of less than 3.0 on any of the 7 survey questions that assess the 6 student success factors, and overall satisfaction. An average score of less than 3.0 would indicate that the majority of students who visited the service had a negative experience there.

Step 2 – Ad-Hoc Recommendation Group

An ad-hoc recommendation group is formed to review the metric data and the program's response to the data. The group is to be composed of the following members:

- Division Dean over Program (Co-Chair)
- Department Chair/Coordinator over Program (Co-Chair)
- 1-2 Program Faculty
- 1-2 Faculty from Division
- 1 Counselor
- 1-2 Advisory Board Members (CE Programs only)
- 1-2 Classified Staff Members from Program (if applicable)
- 1-2 Faculty from outside Division
- Curriculum Committee Faculty Co-Chair or Designee

The Department Chair/Coordinator and lead program faculty submit a written response to the recommendation group using the Program Vitality Response Template (Appendix B).

The group then provides a written report (Appendix C) that includes the following information:

1. Recommendation:
 - a. Program Continuance and Revision with one of the three options below
 - i. No action needed
 - ii. Strengthen the program
 - Resources required to strengthen the program (e.g. hire faculty member, facilities upgrades, etc.)
 - Implementation timeline
 - Re-evaluation timeline
 - iii. Reduce the program
 - Specific reductions that are recommended (e.g. curriculum reductions, number of sections offered, facilities reductions, staffing reductions, etc.)

- Implementation timeline
- Re-evaluation timeline

b. Program Discontinuance

2. Written rationale for the recommendation above

If program continuance and revision is recommended, the Recommendation Group Report, along with the Program Vitality Response template is sent to both the Division Dean and the Chief Instructional Officer (if it is an instructional program) or Chief Student Services Officer (if it is a student service program). If resources or reductions are recommended, the Division Dean provides context to the CIO/CSSO about how the recommendations could be implemented. The CIO/CSSO then provides a written response to the program and the recommendation group.

If program discontinuance is recommended, the Recommendation Group Report, along with the Program Vitality Response template is sent to both the Division Dean and the CIO/CSSO. The process then continues to the next step below.

Step 3 – Chief Instructional Officer or Chief Student Services Officer

Upon receiving and analyzing the formal written report of the Recommendation Group, and following consultation with discipline faculty, the Chief Instructional Officer or Chief Student Services Officer formally informs the area dean, department chair/coordinator, discipline faculty and the Academic Senate President of programs that have been identified for possible discontinuance, accompanied by a written rationale for the recommendation.

Step 4 – Academic Senate

After reviewing the recommendations and the supporting documentation of the Chief Instructional Officer concerning possible program discontinuance, the Academic Senate shall review the recommendations and supporting documentation and take one of the following actions:

1. Concur with the recommendations of the Chief Instructional Officer; or
2. Demur with the recommendations of the Chief Instructional Officer and propose an alternative course of action to address the issues set forth in the Chief Instructional Officer's justification for program discontinuance.

The Academic Senate's formal written recommendation shall be transmitted to the College President no later than two regularly scheduled meetings after receiving the written rationale for the program discontinuance recommendation.

Step 5 – College President Review and Recommendations

Following the review of the formal and written recommendations of the Chief Instructional Officer and Academic Senate regarding possible program discontinuance, the President shall determine the proposed course of action with respect to each program identified. The College President shall communicate his/her final recommendation to the area dean, department chair/coordinator, discipline faculty and academic senate president, followed by written notification of the college community and

shall then forward his/her recommendations to the District Chancellor for possible action by the Board of Trustees.

Step 6 – Board of Trustees Review and Action

The Chancellor and Board of Trustees shall be provided a complete record of the process followed at the campus, as well as the findings and recommendations of the Recommendation Group, Chief Instructional Officer, Academic Senate and College President prior to taking action on any recommendations pertaining to program discontinuance.

Following review of the complete record, the District Chancellor shall prepare a report to the Board of Trustees including recommendations for action pertaining to programs recommended for discontinuance. The Board of Trustees will hold a public hearing and take action regarding any programs recommended for discontinuance.

Step 7 – Implementation of Board Actions

In the event that the Board of Trustees acts to discontinue a program, the College President, in consultation with the area dean, department chair, discipline faculty and Academic Senate President, shall develop a plan that must include the following elements:

1. Timeline and process for curricular and programmatic deletion/discontinuance approval at the local and state level
2. Provision for students currently in the program for completion and/or transfer\
3. Provision for displaced faculty and staff, where feasible
4. Provision for impact on budget and facilities
5. Removal of program from course catalog

Appendix A

Program Vitality Timeline

1. Comprehensive Program Review and Vitality Study Trigger – Early October
2. Recommendation Group Formed – October 31
 - a. Report submitted by December 31
3. CIO/CSSO – Report submitted by January 31
4. Academic Senate – Report submitted by February 28
5. College President – Report submitted by March 31
6. Board of Trustees Agenda – May meeting
7. Implementation Plan Created – August 15

DRAFT

1. Please provide a general response to the data above.
2. Please highlight the strengths of your program.
3. Please provide a detailed response for each metric above that was triggered.
4. What solutions have you considered to improve these metrics?
5. What resources does your program need to implement these solutions?
6. How long would it take for these solutions to improve the metrics above that were triggered?
7. Have these metrics been triggered in the past? If so, what resources were provided or went unmet?
8. Is there any other information that you believe should be considered by the Recommendation Group?

Appendix C

Recommendation Group Report Template

Program Name:

Recommendation Group Co-Chairs:

Recommendation Group Members:

Group Recommendation

Based on all available information, the Recommendation Group recommends:

- Program Continuance and Revision
 - No Action Needed
 - Strengthen the Program
 - Reduce the Program
- Program Discontinuance

Implementation Plan for Program Continuance and Revision

Instructions for Recommendation Group: Only complete this section if the Group's recommendation is for Program Continuance and Revision. If "Strengthen the Program" is also selected, the plan needs to include the resources needed to strengthen the program (i.e. hire faculty member, facilities upgrades, etc.). If "Reduce the Program" is selected, the plan needs to include the specific reductions that are recommended (e.g. curriculum reductions, number of sections offered, facilities reductions, staffing reductions, etc.). In either case, the plan needs to also include a timeline for implementation, as well as a timeline for re-evaluation.

Rationale for Recommendation to Discontinue Program

Instructions for Recommendation Group: Only complete this section if the Group's recommendation is for Program Discontinuance. Please describe the rationale for the group's decision to recommend discontinuance.

Spring 2021 - CCCCCO - Academic Senate - Resolution Number: XXX

Contact: Kathleen White - Category: Career Technical Education

Whereas, The Governor's Master Plan for Early Learning and Care: California for All Kids, released on December 1, 2020, contained sweeping recommendations related to the broad expansion of childcare and expanded learning and the provision of Transitional Kindergarten (TK) services for all of California's 4 year old's, resulting in significant impacts on ECE/EDU courses and the pivotal role California Community College programs hold in recruiting, preparing, graduating, transferring, and supporting over 85% of the ECE workforce and 54% of credentialed TK-grade 12 teachers in CA that complete our classes;

Whereas, The Education and Human Development [EHDS] Sector enrolled 146,716 students at a California Community College in 2018-2019 (ranking **5th** in enrollment and **5th** in degree and certificate completion of the 10 priority CTE Career Sectors listed in CCCCCO CALPASS Metrics) and is a sector that directly addresses issues of equity by providing college pathways leading to employment to the highest percentage of female students at 83%, (with 67% of students being non-white) and has the second highest percentage of economically disadvantaged students at 78%, of all 10 sectors listed;

Whereas, The COVID crisis has destabilized the EHDS sector, disrupted ECE and TK-12 teacher preparation pipelines and has resulted in significant impacts on working and single parents (especially essential, low-moderate wage, displaced workers and women) such that the state of California will not experience economic recovery without supporting the replacement of teachers at all levels (ECE, TK, K-12). The loss of childcare (ECE, after-school, etc.) and remote TK-12 classrooms have created an educational, economic and supervision crisis for California's families as well as learning loss and significant social/emotional needs for California's children, (conditions that demand high quality and skilled teachers);

Whereas, Prior to the pandemic, 80% of TK-12 districts in California were reporting serious teacher shortages (Learning Policy Institute, 2018) that, on average, over the next 5 years were projected to be over 124,000 openings annually in California for a cluster of 20 teacher occupations including preschool, elementary, secondary, and special education. Related occupations (infant care, after-school care, family childcare, etc.) are experiencing acceleration of retirements and job loss (Center for the Study of Child Care Employment, 2020) due to 62% of open childcare centers with staff who are not working due to concerns about the health risks and 48% of open centers with staff who are unable to work because they are taking care of their own children.

Resolved, The Academic Senate for California Community Colleges work with the California Community Colleges Chancellor's Office, the CA Commission on Teacher Credentialing, the governor, and his Early Childhood Policy Committee, to advocate for support and funding for increased community college pipelines, student pathways and transfer support for the Education and Human Development sector, (ECE and EDU) to meet the twin labor demands of the expansion of programs outlined in the Governor's plan and recovery from the pandemic;

Resolved; The Academic Senate for California Community Colleges support the prioritization of the Education and Human Development Sector (with the Sector Director and Technical Assistance Provider structure under the CTE area of the California Community College Chancellor's Office) as one of the California Community College Chancellor's Office, Strong Workforce Program identified Priority Industry Sectors, to guide Career Technical Education (CTE) priorities and to address this statewide crisis of labor demand in ECE, TK, K-12, after school and community college teacher preparation, the changing regulations outlined in the governor's plan, critical family needs due to the COVID pandemic and economic recovery;

Resolved; The Academic Senate for the California Community Colleges advocate that this critical sector be provided relevant, timely professional support (website hosting, sector specific meetings, conferences, data sharing, training, etc.) utilizing the collective expertise of discipline faculty actively involved in teacher preparation and capitalizing on the most recent work of dozens of faculty-led, volunteer regional and statewide EDU and ECE communities of practice which emerged in response to the impacts of the COVID pandemic on courses, students, training, recruitment, pathways, articulation, and transfer support and the increased structure and prominence of sector specific leadership at the state level.

Wait List Work Group

Kamelia Algiers <KAlgiers@vcccd.edu>

Wed 3/3/2021 3:21 PM

To: Daniel Clark <dclark@vcccd.edu>; Preston Pipal <rpipal@vcccd.edu>; Colleen Coffey <CCoffey@vcccd.edu>; Andrea Horigan <AHorigan@vcccd.edu>

Cc: Andrea Horigan <AHorigan@vcccd.edu>; Marian Carrasco Nungaray <MCarrasco@vcccd.edu>; Stephanie Branca <SBranca@vcccd.edu>; Ty Gardner <tgardner1@vcccd.edu>; Rachel Johnson <rajohnson@vcccd.edu>; Heather Aguailar <haguailar@vcccd.edu>; Ronald Mules <rmules@vcccd.edu>

Hello Senate Exec.

Our work group met last Friday and we came up with this wording to define a waitlist, which was our charge. We felt if this was added to various places (including website, catalog, schedule of classes etc), it would help with communication to students and clarify what the wait list should be used for.

A waitlist allows the student to wait for an open seat in a full class. Being on a waitlist does not guarantee enrollment in the class. If an enrolled student drops, the open seat may be filled by the next student on the waitlist in priority order. Payment within 24 hours is required to complete enrollment in the class.

Currently, this is what is found on the district website on waitlists. Note the word is not ever defined.

<https://www.vcccd.edu/students/waitlist-help>

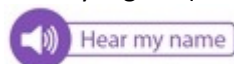
The group also felt there are a few other items that need to be addressed:

- **24 hour payment** is unfair to students and creates barriers for access and success. We would like the district to address this.
- **Add codes** and their use needs to become a universal discussion as different divisions use them differently. Various questions came up about add code usage and the number of add codes assigned to section. This needs to be a boarder conversation, in senate and/or DCC.
- **CAPS** – we had a lengthy discussion that caps are often set based on classroom chair availability not pedagogy. [This senate resolution](#) has addressed CAPS at the state level. Our [AFT contract](#) discusses class size in 6.1. We understand this is a broader discussion but the group felt it needs to be discussed. We also felt that FOG needs to do a better job surveying faculty on pedagogical needs when redesigning buildings and classroom space.

Please feel free to distribute this to senators. Or we can talk about it tomorrow.

-Kammy

Kammy Algiers (she, her, hers)



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(805) 289-6241

3/4/2021

Mail - Preston Pipal - Outlook

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Department Chair
Department of Life Sciences
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Ventura College Academic Senate
Standard Operating Procedures
February 2013

What follows below are the Ventura College Academic Senate Standard Operating Procedures (SOPs). These SOPs are used to complement the Senate's adopted Constitution and By-Laws, both of which may be found online at the Senate website: www.venturacollege.edu/acsen. SOPs are used to define and operationalize Senate business, especially formal actions taken during Senate meetings. The remainder of this document is arranged alphabetically by topic.

Acknowledgment of Guests: Given that Senate Council meetings are governed by the Brown Act, our meetings are open to any and all. Invited guests of the Senate Council shall be acknowledged at the start of the meeting or at the time of their arrival at the Senate, as is the case for agendized "Time Certain" guests. As is appropriate and necessary and as a mark of acknowledgement, the Senate shall memorialize in its minutes those Ventura College faculty in attendance who are not Senators. See *Also* Public Comments.

Action Items: Concerns that require the Senate Council to take a formal action to approve shall be presented as Action Items. The standard practice for the adoption of Action Items shall be to have two readings –i.e., a first and second reading—at two separate Senate Council meetings. First and second reading Action Items shall be clearly indicated on the agenda as such. In the process of Agenda Development, it shall be at the discretion of the Senate President and/or Senate Executive Committee, to determine if Action Items placed on the agenda shall be presented as one reading only items or as first and second reading items. Absence of clearly indicating that an Action Item is a first or second reading shall signify that an item shall only require one reading. Any Senator or Officer (other than the Presiding Officer) may request that items that have been placed a one reading only item come back as a second reading at a future Senate meeting.

The adoption of Board Policies (BPs), Administrative Procedures (APs), college and/or district handbooks or manuals shall always have two readings. Any item that is presented for first reading may be moved for approval as both a first and second reading at the discretion of any Senator or Officer (other than the Presiding Officer). The Senator or Officer (other than the Presiding Officer) who seconds the motion shall have to assent to accepting the presentation of the motion as a first and second reading. In the rare case where an action item has been moved as a first and second reading that then fail for a lack of a second, the Presiding Officer shall first ask the Senator or Officer who originally moved the Action Item is s/he is willing to move the item as a first reading only. Items that normally require first and second readings that require timely adoption may be presented to the Council as a first reading with an indication that a first and second reading of said item is requested.

The Secretary shall record by name in the minutes which Senator or Officer (other than the Presiding Officer) moves and seconds an action item. Once a motion to approve an Action Item has been made, the Presiding Officer shall then call for a second. A motion shall fail for lack of a second. If a second to a motion is made, the Presiding Office shall then ask if there is any discussion. Upon seeing no one desirous of further debate, the Presiding Officer shall ask the Senate Council to vote on the motion on the floor. The Secretary shall record the final tally of a vote.

Positions taken via affirmative vote on Action Items, Resolutions and/or Motions approved by the Senate Council may only be reconsidered by super majority vote of a subsequent Senate Council.

Adjournment: A Senate Council meeting shall be adjourned at the time specified on the agenda, or later—but only with the consent of the Senators present.

Agenda Development: Any faculty member may request for an item to be included on a future Senate agenda. Ordinarily, the authority for the creation of the Senate’s agenda shall rest with the Senate Executive Committee. The final say on if an item shall be agenzized for discussion or possible action shall rest with the Senate Council.

Agendas: The Agenda of the Senate shall be posted no later than 72 hours prior to the start of any Senate meeting or as stipulated by current law. The agenda shall be posted both online at www.venturacollege.edu/acsen and in the Administration Building “Sponsored Programs” posting area.

Approval of Minutes: Approval of Minutes shall be regular part of Senate agendas and shall be undertaken as the first actionable order of business; minutes shall only require one reading unless the Council moves and seconds via a super-majority votes that the Minutes be substantively reworked for presentation at a future Senate meeting. *See Also* Minutes.

Awards: Each spring the Senate Exec will make a call for faculty to nominate fellow faculty for the following Senate awards: Service to Students, Service to Faculty, Service to College, Service to Community. There are no restrictions on how many times an individual may win an award or on the status of the faculty member (i.e., part or full time may be nominated). The Senate Exec shall tally the nominations and declare the winners of the awards no later than the final Senate Council meeting of the academic year. A formal presentation of the award shall occur on Mandatory Flex Day in the subsequent fall. Additionally, at the discretion of the current Academic Senate President, one additional award for extraordinary service may be awarded on behalf of the Senate.

Call to Order: The Senate will be called to order no sooner than the time specified on the agenda, or when quorum is established, whichever comes first.

Campus Committee Reports: Each regularly scheduled Senate meeting shall contain as a standing item a chance for a report out on pertinent campus committees. The Presiding Officer shall call upon the person in attendance at the Council meeting to debrief the body on what has occurred at any given campus meeting since the last Senate meeting and/or report from a given committee. *See Also* District Committee Reports; Senate Subcommittee Reports.

District Committee Reports (See President’s Report)

Dues: All faculty—including all part and full time faculty—are members of the Academic Senate. Dues are voluntary and are assessed in the fall of each academic year. Dues confer no special privileges but are used primarily in support of Senate scholarships. The college supports the Senate by paying our membership dues to the statewide Academic Senate as well as by providing a modest travel and supplies budget, as well as reassigned time to the Senate Officers.

Exec (See Senate Executive Committee)

First Readings (See Action Items)

Guests (See Acknowledgment of Guests)

Minutes: The Secretary of the Senate is responsible for the accurate recording of the business of the Senate Council as well as the custody of the draft minutes. Other than for recording who was present at a meeting, the names of Senators shall only be included in the minutes to indicate when an individual moved and/or seconded a motion and at other extraordinary times when an individual Senator may otherwise so request or the full Senate Council demand that his/her name be appended to a particular given statement. Draft minutes shall be posted online on the Senate

website when the agenda for the next Senate meeting is posted; a final engrossed copy shall replace the draft copy upon approval by the Council. See *Also* Approval of Minutes.

Motions: Any Senator or Officer (other than the Presiding Officer) may motion, or move, that the Senate approve an agenzized Action Item or otherwise take a stance/position on an agenzized topic being discussed at a Senate meeting. Motions must be seconded before discussion may occur. During discussion of a motion, the Presiding Officer shall ensure that all Senators, Officers, Acknowledged Guests and other faculty present shall have time to discuss the matter. At the discretion of the Presiding Officer, time devoted to any one topic or by any one speaker may be abridged in order to accommodate the interests of other speakers and/or the remainder of the agenda. Typically, the Presiding Officer will do this by stating how much time remains in the meeting, how long debate as elapsed and/or which other speakers have not yet had the opportunity to speak. As with all actions undertaken by the Presiding Officer, any Senator or Officer may question the Ruling of the Chair if s/he feels that the Presiding Officer has unfairly limited debate. See *Also* Resolutions.

President's Report: Each regularly scheduled Senate meeting shall contain as a standing item a chance for the Senate President to report out on his/her involvement, observations and participation in/from local Governing Board, district and campus committees. IN the absence of the Senate President, the Presiding Officer (or other most logical alternate person in attendance) shall communicate the President's Report, if any is available. See *Also* Campus Committee reports; District Committee reports.

Presiding Officer: The Senate Officer who is officiating a meeting, normally the President. In the absence of the President (and in descending order), the Presiding Officer shall be the Vice-President, Treasurer, Secretary. In the highly unlikely event that no Officer is present, the Council shall be deemed to be meeting as a Committee of the Whole and its first order of business shall be to determine a Presiding Officer for that meeting.

Program Discontinuance: As stated under "Section II. Recommendation Group Review and Analysis" in VCCCD Administrative Procedure (AP) 4021, a recommendation group (RG) must be identified for the purposes of Program Discontinuance. As stipulated in AP 4021 and given that the Senate Council must vote on any recommendations made by the RG, the Ventura College Academic Senate chooses the College Planning Council (CPC) to function as our RG as the CPC is "an existing standing committee with majority faculty representation." Prior to any recommendation made by the RG, the college's Executive Team (President, Executive Vice-President and Vice-President of Business Services) must publicly announce their intentions for programs they are considering for discontinuance via the issuance of the Ventura College Planning Parameters in advance of that academic year's program review process.

Public Comments: This shall be the first item on any Senate agenda, as the Senate Council—as well as its subcommittees—is governed by the Brown Act. Public comments speakers may be anyone—Senators, Officers, any faculty member, classified staff, student or administrator or even members of the general public. Those who take advantage of Public Comments should indicate when they address the Council if they are discussing an agenzized item or an item of general concern. As a Brown Act governed body, the Senate Council may only take action and really only should entertain discussion on agenzized items. The Council shall limit Public Comments to no more 1/8 of its total agenzized meeting time and in no case more than five (5) speakers per topic and three (3) minutes per speaker.

Quorum: As defined by the Senate By-Laws, Sec. III, Art. 5 a quorum of the Senate Council "shall be a simple majority. In case of a vacancy in a representation position, the Council quorum shall be considered reduced by one until such vacancy is filled by the division."

Readings (See Action Items)

Resolutions: Formal, written motions that are presented to the Senate Council for approval. Resolutions shall ordinarily be presented as first and second reading action items. Upon approval by the Council, Resolutions shall be posted on the Senate website, www.venturacollege.edu/acsen. Beginning with the Academic Year 2009-2010, all resolutions are listed on the Senate website are done so in the following format: First year of Academic Year - Resolution Number (Resolution Title) [e.g., [Resolution 2012-2](#) (Reaffirmation of our Adoption of the American Association of University Professors (AAUP) Statement on Professional Ethics)]. See Also Motions.

Scholarships: The Senate has an endowed student scholarship entrusted with the VC Foundation. Each year an additional scholarship drive may occur in order to augment this endowed scholarship.

Second Readings (See Action Items)

Senate Council: Defined in the prefatory matter of the VC Academic Senate Constitution as the “elected representative body of the Academic Senate,” the Senate Council is the faculty of Ventura College, in body assembled. As stipulated in Title 5, every California community college will have an Academic Senate. All Ventura College faculty are members of its Academic Senate. However, the Senate Council is comprised solely of Senate Officers and Senators, with non-voting student liaisons appointed by the Associated Student Government (ASG) of Ventura College. While any faculty member may attend and participate at Senate Council meetings, only Senator Officers and Senators may make/second motions and vote.

Senate Executive Committee: As defined by the prefatory matter of the Senate Constitution, the “elected officers of the Senate Council, including a president, vice-president, secretary, and treasurer.” Interchangeable with Senate Executive or Senate Exec.

Senate Officers: The Officers of the Senate are President, Vice-President, Treasurer and Secretary. The perspective of Senate Officers shall be to represent the entire campus view and not as “pocket votes” for departments, divisions, etc. When noted in the minutes as being present at a Senate meeting, the positions that these Senator Officers hold shall be noted after their names.

Senate Subcommittee Reports: Each regularly scheduled Senate meeting shall contain as a standing item a chance for a report out on pertinent Senate Subcommittees. At a minimum, each Senate meeting shall have agendized a report from the Curriculum Committee. The Presiding Officer shall call upon the Chair of a Senate subcommittee (or the most logical alternate person in attendance) to debrief the body on what has occurred at a given Senate subcommittee meeting since the last Senate meeting and/or the last report from a given subcommittee. See Also Campus Committee reports; District Committee reports.

Senator: As defined by the prefatory matter of the Senate Constitution, “members of the Academic Senate.” In other words, a Senator is an elected divisional representative on the Senate Council. When noted in the minutes as being present at a Senate meeting, the divisions that these Senators represent shall be noted after their names.

Study Sessions: All items that require open-ended discussion shall be agendized as study sessions. No motion is necessary to open or close a study session and the intent shall be to explore a topic more fully by engaging in discursive dialogue. Any Senator or Senate Officer (other than the Presiding Officer) may make a motion for the Senate to take a position based on the discussion that occurs during or as a result of a Study Session. Also, any Senator or Senate Officer (other than the Presiding Officer) may move to direct the Senate Exec to take the input garnered during a Study Session to formulate a more formal position (either by agendizing an additional Study Session, Motion or Resolution) for the Senate Council to consider adopting at a subsequent meeting. See Also Motion; Resolution.

Voting: All actionable items shall only require a majority vote (i.e., 50% of the Senators present +1) unless the Constitution, By-Laws or these Standard Operating Procedures otherwise dictate. When stipulated that a super majority vote is required, this shall mean a 2/3 vote of the Senator Council.