

Ventura College Academic Senate
Senate Council Agenda
Thursday, February 4, 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 two minutes. Please note that discussion following a public comment is not allowed.

5. Action Items

5.01 Approval of 1/21 meeting minutes

6. Committee Reports

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

6.01 Curriculum Committee (Michael)

6.02 BRC (Andrea)

6.03 Guided Pathways (Erin)

6.04 CTE liaison report (Deanna)

6.05 Treasurer's Report (Andrea)

6.06 OER Report (Andrea)

6.07 DE (Colleen)

6.08 Faculty PD Committee (Colleen)

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 Proposed Resolution: Ethnic Studies Sub-Committee of Curriculum Committee

8.02 Proposed Resolution: Ethnic Studies Full Time Instructor Hiring

8.03 Proposed Resolution: Multicultural/Ethnic Center

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 FYE and Priority Registration (15 minutes; Dan)

9.02 Waitlists/Class Caps/Enrollment Management (15 minutes)

9.03 Revised Senate Constitution and Bylaws (10 minutes; Preston)

9.04 AP 7120-D (Dan) (5 minutes)

9.05 AP 4010 (Dan) (5 minutes)

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

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, January 21, 2021

3:30 - 5:00 pm

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

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

1. Call to Order

1.01 Call to Order

2. Adoption of the agenda.

2.01 Adoption of the agenda Motion by PP; 2nd by GC. Vote: ___ Yes – 0 No

3. Acknowledgement of Guests

3.01 Acknowledgement of Guests: Rubisela Gamboa; Araceli Trujillo; Nicole Falco; Jennifer Garner; Jennifer K-Goetz

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 1/7 meeting minutes Motion by AH; 2nd by MB. 20 yes-0 no-1 abstain. Question about why attendance not included in these minutes—because this was a meeting of the whole attendance was not captured.

6. Committee Reports

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

6.01 Curriculum Committee (Michael)

6.02 BRC (Andrea)

6.03 Guided Pathways (Erin)

6.04 CTE liaison report (Deanna)

6.05 Treasurer's Report (Andrea)

6.06 OER Report (Andrea) --no report, hasn't met

6.07 DE (Colleen)

6.08 Faculty PD Committee (Kammy)

6.09 Student Success Committee (Paula/Dan)

7. Academic Senate President's Report

7.01 Ventura College Meetings—DC gives these reports. Question about compressed calendar—this could have significant impact on short term classes; also involves AFT; no definitive decisions yet.

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 Applications for [2021 Stanback-Stroud Diversity Award](#) (due by 5:00 pm on February 8, 2021)--PP gives this information. Link contains the process for nominating individuals or departments.

8.02 Ventura County Vaccination Progress—TG gives this info. AFT surveying next week re: vaccines, ability/willingness to return to campus under different scenarios.

8.03 Senate Constitution and Bylaws (Preston)--PP gives this information. These revisions will go out tonight for senators to review. They are also free to share with constituencies if they wish. It will go to all faculty eventually. The intention is just to get as many eyes on the document as possible right now in order to make the document as clear as it can be before it goes out to all.

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 Ethnic Studies Out of Cycle Request (Jennifer Kalfsbeek-Goetz)--JKG starts this discussion by explaining context of this OOC request. Clarifying question: We are not filling the ES position and it will be part of program review in the fall? Answer: Yes, but the dean (Lisa) may decide to submit a revised OOC request. Otherwise, it will be in program review in the fall. Also: the form we're using needs updating—it's brand new and, as it turns out, doesn't ask everything we need to weigh these kinds of requests. So that has been addressed too. Out of cycle should be used for urgent vacancies. Question: When will AS have a reply from admin on regular (program review) faculty requests? Reply: Execs are meeting on 2/5. Question: What about programs already established (ex: Construction Tech) with no f/t faculty and weighing that with brand new departments (ex: ES). Answer: Programs with no f/t faculty do often struggle so that is something to take into consideration.

9.02 Low-Cost Textbook designation for textbooks priced at \$40 or under (Dan)--Senators discuss what price point makes the most sense. Suggestion: Get copyright permissions and print in house (i.e. readers) and sell at cost? This is another possible low-cost option. Comment: What about academic rigor? We're putting all this emphasis on zero and low cost, but really not serving students' long-term interest by racing to the bottom of price. Comment: Difficult to find anything low/zero cost in some programs. Further discussion captured in chat for DC to carry back to district.

9.03 District Policies, Procedures, and Plans (VCCCD Strategic Plan writing, AP 7120-D; Dan)--Goal is to complete the rewriting of this by the end of this semester. This should be written to be more equity-

minded. Some of these statements just don't ring true. We should emphasize that that employees need to be paid more so they can live in this county. Comment: Mission statement needs to specifically say: "high quality..." We will discuss this more going forward.

AP7120-D: How faculty are hired. Unclear what the faculty co-chair job is. On the tally sheets for hiring, we've been using 5,4, and 1. Proposed change is to use 5, 3, 1. This is going before District Committee on HR—DC needs feedback in the next week for this particular AP. Comment: Faculty should be on faculty hiring committees, not staff or students. Other senators agree with this. Also: danger of faculty on committee with their own dean—that can create conflicts of interest or influence faculty participation on the committee.

9.04 Waitlist, Class Capacities, and Enrollment Management practice—Enrollment management is the purview of department chairs & coordinators. Asks senators to discuss how their departments use waitlists. Request that this come back next time so that we have time for more robust discussion and policy-setting.

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

10. For the Good of the Order

10.01 AFT Update (Ty Gardner)

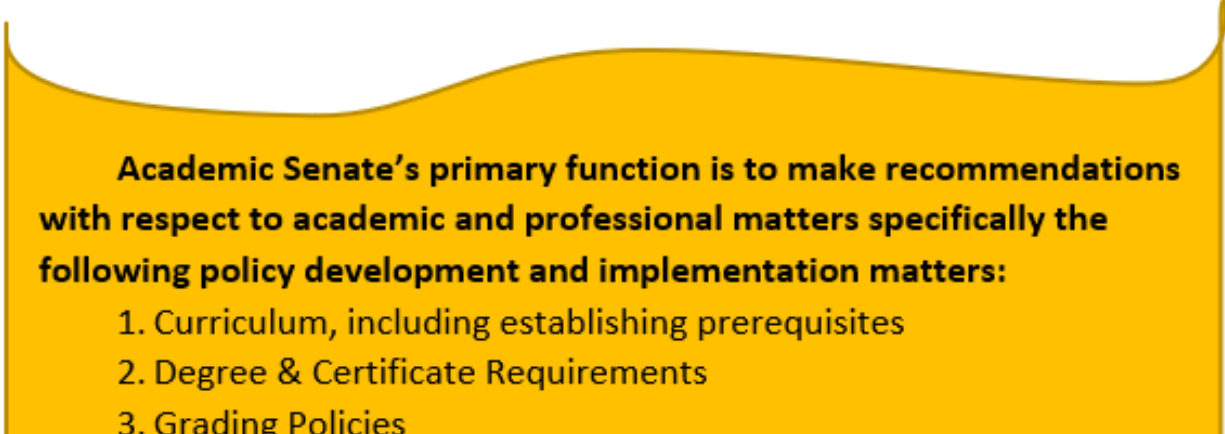
10.02 Upcoming ASCCC Events (<https://asccc.org/calendar/list/events>)

11. Requests for Future Agenda Items

11.01 Requests for Future Agenda Items—Waitlist, Class Capacities, and Enrollment Management. Resolution re: ES Department.

12. Adjournment

12.01 Adjournment at 5:05pm.



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

PROPOSAL

Resolution, 1-29-2021

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

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

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

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

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

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>

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

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

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

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%2020Assembly%20Constitutional%20Amendment%20No.%205_5.pdf

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

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

3. Support the creation of a Multicultural/Ethnic Center

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

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

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

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

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

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

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

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

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

Presented by:

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

What is Best for Our Ventura College Students

Lack of Process

During the spring 2019 semester, the Health Education department asked for a process whereby departments could petition to have courses added to the options incoming first year students could enroll to be part of the 2019 First Year Experience (FYE) program. This request was met with evading, delaying and stalling tactics by those administrators in charge of the FYE program. Incoming students were required to enroll in a Counseling class in the fall 2019 semester, the 2020 fall semester and now in the fall 2021 semester. As an incentive, students who enroll in FYE and a counseling class will have access to early registration the following spring semester.

Area E: Life-long Learning and Self Development.

Although some students might best be served by enrolling in a counseling class, many other students will be better served by taking another course that satisfies Area E. Life-Long Learning & Self Development. However, due to financial aid restrictions and the 60-unit degree constraints, students might not get financial aid to take any of the other courses in Area E.

Third Request for Inclusion

We are requesting (again) that HED V76, Managing Stress be offered as one of the options students may enroll in to be a part of FYE. With anxiety and other stress related issues being serious problems among college students, HED V76, Managing Stress, may be a more beneficial and useful class for many, if not most of our incoming freshmen.

Mental Health Problems in College Students Cause by Stress

The mental health counselors in the Ventura College Student Health Center are seeing many more students from stress related issues resulting, in part, because of the anxiety, isolation, and loneliness students are facing.

Depression, Suicide and Drug Overdoses

Our students, just like young people nationwide, are at risk for clinical depression, suicide, and drug overdose. One in four people aged 18 to 24 seriously contemplated suicide in June 2020, according to new research from the Centers for Disease Control and Prevention. Suicide is currently ranked as the second leading cause of death for youth (15 to 24 years old) in the United States. The CDC [data](#) are the latest in a series of reports highlighting increases in anxiety, depression and suicidal ideation since the COVID-19 pandemic began. Of those aged 18 to 24, about one-quarter also said they had increased their substance use to cope with the pandemic, and about three-quarters reported facing at least one adverse mental health symptom.

Suicide and drug overdoses are killing more young people than COVID-19 as the two pre-existing epidemics have been exacerbated by the coronavirus pandemic, CDC Director Robert Redfield warns. "We're seeing, sadly, far greater suicides now than we are deaths from COVID, and we're seeing far greater deaths from drug overdose."

Nadine Kaslow, professor of psychiatry and behavioral sciences at Emory University and past president of the American Psychological Association, is emphasizing the need for colleges to train people to be gatekeepers, who can recognize the warning signs that someone is depressed or suicidal.

The Top College Student Mental Health Statistics for 2019

- 80% of students feel overwhelmed by their responsibilities at college.
- 50% of students feel that their mental health is poor or below average.
- 73% of students with a mental health condition had a crisis on college grounds.
- 41.6% of students say that anxiety is their top concern.
- More than 1,000 suicides occur on campuses in the US every year.
- More than 50% of all college students have suicidal thoughts.

And these statistics are from BEFORE the Pandemic! It has become much, much worse!

Equity and Ethical Concerns

- This violates the Ventura College Mission Statement which includes: ***Placing students at the center of their learning experience.***
- This also violates one of our Ventura College guiding principles: ***Design student-centered solutions.***
- Not all students will best be served with a Counseling class.
- Incoming freshmen are often pressured by the counselors to take a Counseling class that may or **may not** be in each individual student's best interests!
- There is a serious conflict of interest with the counselors who are teaching these Counseling classes and advising students which classes they should enroll in. Counselors are much too often recommending their own Counseling (COUN) classes over other classes that may be more appropriate for any given student that also meet the requirements of Area E: Life-long Learning and Self Development.
- There are financial aid implications for some students who would prefer taking one of the 25 courses meeting Area E. After finishing the counseling class, financial aid might not pay for one of the Area E courses that may be more beneficial to them.

Ventura College Procedural Concerns with the Requirement that Students Must Enroll in a Counseling Class to be Included in the FYE.

- This was an arbitrary decision made at the Student Services administrative level with little consideration of how this might affect the enrollment of other departments on campus, especially those other 25 courses meeting Area E: Life-long Learning & Self Development. This is an **equity issue!**
- This was never vetted through the Department Chair Council.
- This requirement was never approved by the Academic Senate.
- There is even a question as to whether this policy was ever vetted through the Office of Academic Affairs and the executive team!

Conclusion

In conclusion, Ventura College students should have options from outside Counseling classes and not be pressured into taking a class within one discipline (Counseling) that may or may not benefit them and thereby be discouraged from looking at other options within Area E: Life-long Learning and Self Development. All of us who are signing this letter have had students tell us that they were pressured into taking one of the Counseling classes. We have all had students share with us that their Counseling class was not helpful to them. Our students deserve a choice!

In unity,

Raeann Koerner

Terry Morris

Nancy Fredrickson

Maureen Eliot

Jeff Fisher

Mary McDonough

Diane Vandermay, RN; NP

Gina LaMonica

Lynn Shuler



To: Ventura College Executive Team
Raeann Koerner, Instructor

CC: Dan Clark, Academic Senate President
Marnie Melendez, Dean

From: Jesús Vega, Assistant Dean and Coordinator

RE: What is Best for Our Ventura College Students

Dear Executive Team and Raeann,

Thank you for your communication regarding the First Year Experience Program (FYE) at VC. First, let me begin by apologizing for the evasion, delay, and stalling that you experienced with the previous leadership of the program. I can assure you that now that I oversee the program, that will no longer be the case. I agree that the mental health of our students should be and is a major concern for all of us (administrators, faculty, and staff).

Since I am new to overseeing FYE, I had to do some research before I could respond. I hope that you can add to this narrative on things I have missed or was not aware of. I found that the leadership of the program along with faculty from the Counseling Team met in November of 2018 to discuss the requirements for the students participating in the program. At this meeting, it was decided that a Counseling course (COUN V01, V02, V03 and EAC V01) would be required since research showed that a freshman seminar course increased the persistence and retention of first year students. For our students to be successful, the course would need to have the following SLOs:

1. Strategies for Academic Success (e.g. Study Skills, Learning Styles, Research, and library skills, etc.)
2. Campus and Community Connections (e.g. Knowledge of academic services, campus resources, and policies, Civic engagement, etc.)
3. Life Skills (e.g. Personal and career goals, time management, financial responsibility, etc.)
4. Foundations for Global Learning (e.g. Ethics, leadership, citizenship, etc.)

The courses that had these SLOs in their COR were the counseling courses. In addition to these courses, English and math were identified as requirements of FYE participation (based on a student's educational objective at VC) since both have been identified as courses that can impede retention and degree

completion. The question was raised that it was a conflict of interest to have counseling faculty to advise students to enroll in these classes, but our data shows that most of our students in the last two years have already taken the required course at their high school due to it being a high school graduation requirement. This would allow for students to enroll in another Area E course and not have it affect their 90-unit Financial Aid limitation.

In October 2019, the leadership of the program, along with the Dean of Student Services, met to discuss the planning for 2020-2021, which included criteria for additional course to be included for FYE. The First Year Experience Overview (see attached) outlined the requirements I listed previously and was on the agenda to be presented at the Department Chair and Coordinator meeting in November 2019. Now, in full transparency, I am not aware if it was presented and discussed.

I would be more than happy to set up a meeting with all parties to discuss how HED V76 can become part of the courses identified as a freshman seminar.

Sincerely,

Jesús Vega

Assistant Dean and Coordinator



First Year Experience Program

The First Year Experience (FYE) program empowers and motivates first-year Ventura College students to discover a major and career path through a developmental approach, in alignment with California Community College Student Equity & Achievement Program guidelines.

- Student Transition – Provide programming for in-person transition program (FYE New Student Expo) that includes a track for parents in both English & Spanish.
- Counseling and EAC Courses (directed by the Counseling Department) – All FYE Students will take one Counseling or EAC course offered during the Fall semester.
 - COUN V01 – College Success (3 units)
 - COUN V02 – Career Exploration & Life Planning (3 units)
 - COUN V03 – College Orientation (1 unit)
 - EAC V01 – Strategies for Success in College and Life (3 units)
- Follow-Up Programming – All FYE students will attend programs & activities focused on helping them to transition to college life.
- Peer Leaders – Every FYE student will have a Peer Leader that will be trained to support them throughout their first year at VC.
- Early Alert – FYE will work with the Academic Standing Task Force and use Starfish to provide Early Alert interventions for first year students.
- Assessment – FYE will regularly review Service Unit Outcomes to ensure that program goals are being met.

There are currently 894 students in the FYE cohort. We have 750 of our students coming from the 23 sections of the COUN V01, COUN V02, COUN V03, & EAC V01 courses. The rest of our students have taken some form of one of these courses while in high school. We connect with our students via a Canvas shell that we use to communicate information, promote workshops, and collect the assignments required for priority registration.

First-Year Seminar Courses for 2020-2021

In Fall 2018 a group of Counselors worked on the 2019-2020 Counseling Plan for FYE students. This plan included the identification of COUN V01, COUN V02, COUN V03, & EAC V01 as courses required for participation in the FYE program. These courses share common themes that make them appropriate for use as a first-year seminar course in conjunction with the FYE program. Any other courses considered should include the following:

- Career Exploration & Educational Planning; for example:
 - Research and analysis of choice of major and post-secondary pathway to meet career goals

- Complete career assessment inventory
- Meet with a Counselor to create a comprehensive educational plan
- Reviewing transfer guides, major preparation, course to course articulation agreements, and ASSIST
- Study Skills & Personal Growth; for example:
 - Tools and strategies for effective time management
 - Goal setting & decision making
 - Personal values, ethics, and cultural identity
 - Success in the classroom (including goal setting, note taking, & test taking)
- Introduction to Student Services & College Process; for example:
 - Identification and understanding of student support services
 - Understanding college policies: student rights/responsibilities, student code of conduct, student grievance procedure, academic progress, financial aid, etc.

In addition to recommending courses for the FYE program, the Counseling work group also created a document called “Student Success Strategies to Support First Year Experience Students at Ventura College”. This document highlights some teaching best practices that are highly encouraged for use by any faculty teaching a first-year seminar course at Ventura College.

In September 2019, the FYE Team met with the Counseling Co-Chairs and the Dean of Student Services to discuss how to proceed with Counseling & EAC courses for 2020-2021. We discussed the creation of criteria and a process for evaluating other courses to be added. It was decided that a meeting should be held with Administration to confirm that criteria and clarify the process, which could then be communicated to the campus. It was also discussed that human resources should be considered when determining whether to add courses. There is a lot of work that goes into processing and tracking our very large cohort, and we have just two Classified Professionals assigned to the area.

It is the recommendation of the FYE team that any courses considered for the First Year Experience program should include the above course components in their course outline of record and adhere to the “Student Success Strategies to Support First Year Experience Students at Ventura College” document.

Data

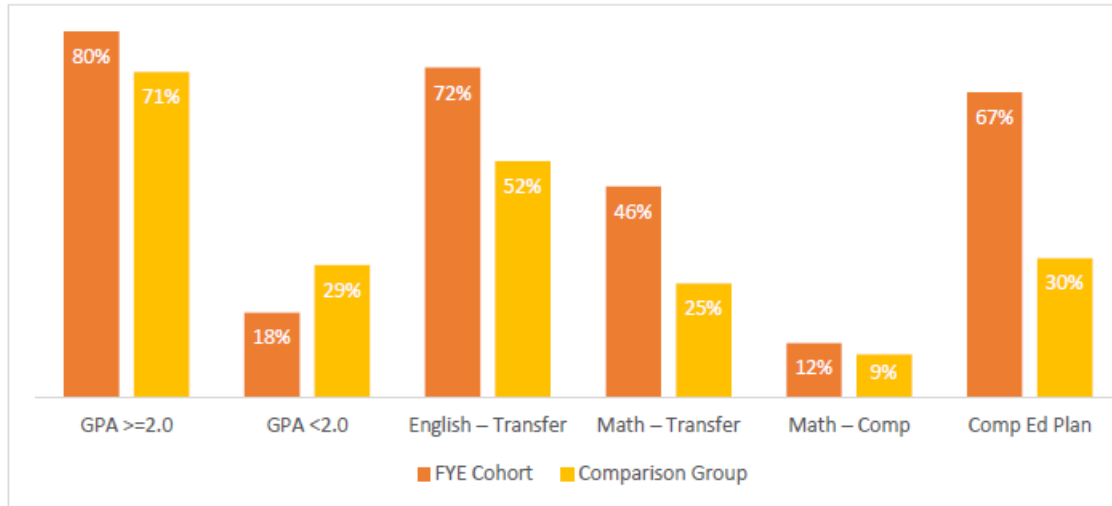
Fall 2015 Completion Data (FYE Cohort = 90)

Ventura College 2015-2016 FYE Student Completions, Fall 2015 – Summer 2018

	Transfer to Four-Year		Awards						Any Completion	
	Count	% of Total	Cert	Undup	% of Total	Degree	Undup	% of Total	Count	% of Total
FYE (n=90)	29	32%	33	31	34%	60	35	39%	41	46%**
Comparison Group* (n=1,842)	354	19%	337	300	16%	470	303	17%	506	28%**

2018-2019 Cohort Data (FYE Cohort = 315)

2018-2019 FYE Cohort Student Statistics Versus Comparison Group



2018-2019 FYE Cohort Student Statistics Versus Comparison Group

Category	FYE Cohort		Comparison Group		Difference in % Points
	Count	% of Total	Count	% of Total	
Total	315	100%	1,546	100%	0
GPA					
Fall 2018 – 2.0 or higher	252	80%	1,100	71%	9
Fall 2018 – Below 2.0	58	18%	446	29%	-11
English or Mathematics Completion					
English – Transfer Level	227	72%	797	52%	20
Mathematics – Transfer Level	145	46%	383	25%	21
Mathematics – Competency	37	12%	144	9%	3
Comprehensive Education Plan	210	67%	469	30%	37

Comparison Group - Students who were first-time students in Fall 2018 and who attempted 6 or more units GPA for VCCCD.

Hello Dan,

Thank you for sharing this. I'd been wondering in the back of my mind when we might be able to review this, and you've now succeeded in bringing my period of anticipation to an end.

Here are some concerns that I hope may be addressed to improved the accuracy and clarity of the document.

✓ ** General: "By-laws" and "Bylaws" are both used in different parts of the constitution document. I recommend adopting one or the other consistently, and making sure the by-laws or bylaws document title is also consistent with the usage that is ultimately adopted in the constitution.

Commented [RPP1]:

This has been corrected in both the Constitution and Bylaws.

✓ ** General: The organization of Articles I through VIII of the constitution is to divide the Articles into Sections 1, 2, 3, etc. However, Articles IX through XII contain lettered subdivisions A, B, C, etc.; I recommend systematizing the organizational scheme.

Commented [RPP2]:

This has been corrected. The organizational scheme is now consistent for Constitution.

OPERATIONAL DEFINITIONS

!! ** I have a small issue with the definition of Senate Subcommittee at the bottom of page 2. I am pretty sure that Curriculum Committee is a Senate Subcommittee, given that its function covers the multiple 10+1 items pertaining to curriculum. Although it is true that the **voting** membership of this committee is faculty only, we recognize as members (non-voting) both managers and classified professionals whose views are integral to the successful operation of the committee, and have been so for at least the last fifteen years. The non-voting members cannot vote or participate in the making and seconding of motions, but otherwise there is a long tradition of allowing them the same rights of speech at meetings as are afforded the faculty (voting) members. A small change would address my objection; namely, changing "...whose membership is composed entirely..." to "...whose **voting** membership is composed entirely...."

Commented [RPP3]:

Changed operational definition of Senate Subcommittee to read as follows:

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

We should check with Senate Council to see if everyone is comfortable with this change.

CONSTITUTION

✓ ** The previous constitution embodied (in several places) a bit of apparent confusion among its previous authors regarding the difference between statutory law (the California Education Code) and regulatory law (Title 5 of the California Code of Regulations) governing the California community colleges. These are two separate documents. Some of that language remains; for example, the use of the phrase "California Education Code, Title 5" at the end of the definition of Senate Subcommittee in the last paragraph on page 2, and again in the first paragraph of Article II, Section 1 on page 4. A rather more subtle example is the lack of an Oxford comma following "Title 5" in the first paragraph of Article II, Section 3 on page 6, which makes it appear that the list contains only two items ("California

Education Code, Title 5" and "the policies of the Board of Trustees") rather than three ("California Education Code," "Title 5 [of the California Code of Regulations]," and "the policies of the Board of Trustees").

Commented [RPP4]:

This has been corrected to make a clear distinction between California Education Code and Title 5 CCR in both the Constitution and Bylaws.

!! ** In Article III, Section 3 on page 8 (Parliamentary Authority), it should be noted that some provisions of Robert's Rules also conflict with Brown Act. This recognition may need to be added to the existing statement of parliamentary authority, which appears to indicate that conflicts between Robert's Rules and the Senate constitution/by-laws are resolved in favor of the latter. The pecking order of rules that we observe at Curriculum Committee is Brown Act > constitution [charter]/by-laws > Robert's Rules, and I believe that the Senate would be wise to do the same.

Commented [RPP5]:

This suggestion has been incorporated into a revised Article III Section 3. The revision includes an order of authority.

✓ ** In Article IV, Section 3 on page 9 (Duties), I recommend rewording item #1 in the list to end with "...District policy and State laws and regulations." Otherwise we would be indirectly excluding Title 5 as one of our governing documents.

"A. The latest edition of Roberts' Rules of Order shall guide the Academic Senate on all matters not specifically covered by state laws and regulations (California Education Code, Title 5 CCR, Ralph M. Brown Act), the Senate Constitution, and/or the Senate Bylaws.

!! ** In the same section/page as above, should item #4 be more specific that "any other matters of faculty concern" must be of a non-contractual nature?

B. The order of authority for the Academic Senate shall be state laws and regulations (California Education Code, Title 5 CCR, Ralph M. Brown Act), the Senate Constitution, Senate Bylaws, and Robert's Rules and adopted Standing Rules."

✓ ** In Article IV, Section 5 on page 10 (Term of Office for Senators), the word "reach" in item B should be "reached."

Commented [RPP6]:

This has been corrected using the suggested changes.

✓ ** In the first paragraph of Article IV, Section 6 on page 11 (Vacancies), a commendable effort was made to list all the reasons why a vacancy may open on the Senate Council. Should we also include the possibility that program growth (new hires) in a division or department might make that area eligible for an additional Senate rep (which would naturally come into being as a vacant seat) based on that area's increased headcount?

Commented [RPP7]:

Need to request feedback from Senate Council.

Commented [RPP8]:

This has been corrected.

!! ** In Article V, Section 4 on page 12 (Term of Office for the Senate Exec), I'm a little unclear on the interpretation for someone who serves consecutive terms as Vice-President and then as President. If a faculty member serves one term as Vice-President and then immediately ascends to President in the following term, is a second consecutive term as President permitted, or does the two-consecutive-term limit apply to these two positions in the aggregate, disqualifying the President from a second term in that position?

Commented [RPP9]:

This issue is addressed in Article II Section 3 of the Bylaws.

!! ** In Article VI, Section 3 on pages 14-15, item B (Quorum) might lead to a mathematical peculiarity if the language were interpreted literally. Suppose, for the sake of argument, that the Senate Council had 19 members, so 10 attendees would constitute a quorum. Let us further suppose that a contentious vote caused 6 Council members to tender their resignations at once in disgust, temporarily leaving 13 members on the Council. If the

Commented [RPP10]:

Added clarification:

"No faculty member shall serve more than two (2) consecutive terms in either the role of Senate President and/or Vice President. There shall be no term limits for Treasurer or Secretary."

quorum were "reduced by one" at the following meeting for each member who resigned, that would reduce quorum to just 4 members (10 minus 6) in a group of 13, when I would expect that the desired quorum would actually (albeit temporarily) be 7 to be compliant with Brown Act. I suggest rewording so that quorum is a majority of (nominal council membership minus vacancies). This is what we do at curriculum committee when there are vacancies. The same issue would arise in part B of Section 4 of the same Article, and I recommend the same correction.

Commented [RPP11]:

Revised the wording to provide more clarity:

"If a vacancy exists in a voting membership position, then that position shall be temporarily removed from the count of voting members until such time as the vacancy is filled."

!! ** In Article VII, Section 3 on page 16, it is not clear to me what "elected representative" means. May a recall be launched against any member of the Senate Council (since they are technically elected by their constituencies), or only against a member of the Senate Exec? Part of what was lost when the crossed-out language following this paragraph was moved to the bylaws was an explicit indication that recall could apply to either Council or Exec members.

Commented [RPP12]: Revised this section to provide more clarification. The section now reads:

"A. The general membership may recall any officer or committee chairperson using the procedures specified in the Bylaws.

B. Faculty shall retain the right to recall Senators from their constituency using the procedures specified in the Bylaws."

✓ ** In Article VIII on page 17 (Committees), someone's "S" key broke. We need a terminal "s" on

- * "Senate subcommittees" in Section 1 part A,
- * "Committee appointments" in Section 1 part B, and
- * "Senate Bylaws" in the first paragraph of Section 3.

Commented [RPP13]:

These issues have been corrected. My "S" key has also been fixed 😊

!! ** The language of Article VIII on pages 17-18 with regard to selection of Senate subcommittee members is partially out of accord with past practice. Please disregard the following comments if the change is intentional; however, if the change is intentional then I believe it merits further discussion at Senate Council.

Commented [RPP14]:

Would it be better to move the Committee section entirely to the Bylaws so that the information is in one location?

I'd also like to request some help revising this section.

!! * In Section 1 Part B, because curriculum membership is based on division (two reps per division), it is general practice for each division (sometimes the dean, sometimes the faculty) to appoint its divisional representatives.

Commented [RPP15]:

My opinion is that Deans should never be allowed to appoint members to Senate Subcommittees. However, I think it is important to get the opinion of the entire Senate Council on this issue.

!! * The Senate Council does approve these appointments, but it is very rare, if ever, that the Senate President makes the appointments. Often it has fallen to the curriculum co-chair to appeal to deans and department chairs to recruit faculty to fill vacancies.

Commented [RPP16]:

This is an issue that should be clarified by the Senate Council.

!! * I haven't reached the bylaws yet to see if there is an exception to the one-year term stated in Part A, but the typical term on curriculum (for both members and co-chairs) is 2 years rather than one, to give faculty time to become familiar with the technical and legal details of curriculum.

Commented [RPP17]:

The Curriculum Committee does have its own section in the Bylaws (though I didn't specify a two-year term for members).

Would it be better to move the Committee section entirely to the Bylaws so that the information is in one location?

!! * In section 2 Part B, it would probably be wise to note that the chairpersons elected by Senate subcommittees are still subject to Senate Council approval. Also, I wrote bylaws for the curriculum committee when I first became co-chair (it did not previously have any), and the senate president at the time asked me to allow the Senate Council to review and approve these (which it did). If this oversight role is a practice the Senate Council wishes to continue, it might be worth documenting here.

!! * In section 3 item 2, I believe it is our current practice that Senate subcommittees report at every Senate Council meeting, or at least monthly, but not yearly.

!! * In section 4 (Dissolution) part B, "rescinds" should be changed to "rescind~~ed~~". In the prohibition on rescinding the faculty bargaining appointee to a committee, does "Academic Senate" mean "general membership"? Should "using the referendum process" be added her to parallel Section 3 Part 3?

✓ ** In Article X Part B on page 19, the phrase "those matter" should be changed to "those matters".

!! ** Article XI appears not to be internally self-consistent. Part C seems to state the the "Academic Senate" (general membership?) needs to approve amendments by simple majority vote, but Part D subpart 1 seems to state that a 2/3 vote is required to amend the constitution.

!! ** Article Xii requires only a majority vote to **adopt** the constitution. If the requirement to **amend** is truly 2/3, then a larger vote is required to **amend** the constitution than to **adopt** it. Was that intentional?

✓ ** In Article XI Part D on page 19, I recommend appending "...in accordance with the provisions of the Bylaws regarding elections" to the existing sentence. In Part D subpart 2 on page 20, I recommend changing "requires a simple majority of the general membership" to "requires a simple majority vote of the general membership."

✓ ** In Article XI Part E on page 20, I recommend changing "election result" to "election results."

✓ ** Given that the Operational Definitions state that all full-time tenured and tenure-track faculty are members of the Academic Senate, I think that Article Xii on page 20 could be

Commented [RPP18]:

We should discuss this at Senate Council.

Commented [RPP19]:

Our current Constitution requires subcommittees "to report to the Senate Council at least once a year". However, the current Bylaws state that a subcommittee must "provide a monthly report to the Senate".

This is a contradiction that I should have caught. The wording has been revised in the new Constitution to be monthly instead of yearly.

Commented [RPP20]:

This section has been revised to provide additional clarity. The wording now reads:

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

The idea behind this section was to prevent the Senate from committing potential contractual violations. For example, let's say the Senate Council was upset with a decision made by the AFT and scheduled a standing action item to rescind the AFT rep at each meeting. The Senate Council would be preventing the AFT from exercising its contractual rights (i.e. having a rep on the committee).

Commented [RPP21]:

This issue has been corrected.

Commented [RPP22]:

The wording has been revised to provide more clarity. It now reads:

"B. Proposed changes shall be communicated to the Senate Council at least two (2) weeks prior to a regular meeting at which time it will appear on the agenda. The Senate Council may debate, revise, and/or amend proposed changes.

C. The Senate Council shall approve or reject proposed changes to the Constitution and/or Bylaws.

1. Approval of a proposed change requires a simple majority vote. Approved change shall be sent to the general membership for adoption.

Commented [RPP23]:

The wording has been changed to reduce confusion:

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

Commented [RPP24]:

These issues have been corrected using the suggested changes.

Commented [RPP25]:

This issue has been corrected.

simplified to "This Constitution shall be effective upon approval by a voting majority of the Ventura College general membership." (Or "...Ventura College Academic Senate.")

It's late and I'm bleary-eyed so will have to tackle the Bylaws in a separate message.

Commented [RPP26]:

This issue has been corrected. The phrasing has been modified to:

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

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 (discipline specific?)
- 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 added to section D
 - a) Included draft language for HR approval to not allow this option but who signs off?
- 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
- 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 and fixed typo of contract language
 - a) Is proper language "Article 5.10" or "Section 5.10"?
- 9) Section H, President's Interview: facilitator "shall" be present



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.

~~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)	---

* 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.

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- 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 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, t~~The 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 c Committee 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~~4 - 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 5.104(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.
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, 3,4 - 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 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.

III. 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 the final interview at the President's discretion.

IV. 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](#)



Book	VCCCD Administrative Procedure Manual
Section	Chapter 4 Academic Affairs
Title	AP 4010 Academic Calendar
Code	AP 4010
Status	Active
Legal	Title 5, Section 58142 Title 5, Section 55700 et. seq. Education Code 79020
Adopted	June 23, 2009
Last Reviewed	October 11, 2011

The Chancellor or his/her designee shall meet with the Ventura County Federation of College Teachers AFT Local 1828 each year to establish the instructional calendar for subsequent year(s).

Elements of the academic calendar include, but are not limited to the following:

- An academic year is defined as 175 days of instruction and evaluation
- Primary terms of the academic year are fall and spring semester, each consisting of at least 17.5 weeks
- Fall semester is the first semester of the academic year
- VCCCD subscribes to the flexible calendar option
- Balancing the total number of instruction days on each day of the week

Legally mandated holidays acknowledged by the Academic Calendar include:

- New Year's Day (January 1)
- Dr. Martin Luther King, Jr. Day (Third Monday in January)
- Lincoln Day (February 12 or see Note below)
- Washington Day (Third Monday in February)
- Memorial Day (Last Monday in May)
- Independence Day (July 4)
- Labor Day (First Monday in September)
- Veterans Day (Fourth Thursday in November)
- Thanksgiving Day (Fourth Thursday in November)
- Christmas Day (December 25)

Terms and conditions of the summer sessions are established at the sole discretion of VCCCD management.

Note: Please refer to Education Code 79020 for laws regulating the scheduling of Lincoln Day, Veterans Day, and holidays that fall on weekends.

See [Board Policy BP 4010](#)