



Office of the President

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

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

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

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

## Out-of Cycle Resource Request Form

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

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

### Q1. Type of Resource Requested:

- Full-Time Faculty

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

- Replacement

### Q3. Description of Request:

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

Tenure-track full time Computer Science Instructor

Position #VFT 423

Vacancy date: 6/23/20

Failed search: 12/22/20

Replacement instructor sought to start Fall 2021 semester

### Q12. Estimated Cost

\$150K (includes salaries and benefits)

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

General Fund

FOAP: 111-30055-110-070100

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

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

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

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

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

- Educational Master Plan Goal 5 - Effectively Manage Campus Resources

**Q10. Your Name**

Lynn Wright

**Q11. Your VCCCD Email Address**

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

**Q7.**

**Vice President Over Your Area**

- Jennifer Kalfsbeek-Goetz

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

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

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

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

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

### Q1. Type of Resource Requested:

- Full-Time Faculty

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

- New

### Q3. Description of Request:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

# CRNs 8 6 8 6 9 8

CenErl 345 188 331 237 386 312

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

PROD 651 475 627 596 580 585

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

#CRNs 5 4 5 4 6 5

CenErl 237 143 231 165 216 191

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

PROD 714 536 696 626 498 573

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

# CRNs 1 1 1 1 1 1

CenErl 35 12 28 26 59 41

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

PROD 520 213 416 383 885 615

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

# CRNs 2 1 2 2 2 2

CenErl 74 33 73 72 111 80

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

**Q12. Estimated Cost**

\$150,000

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

General Fund

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

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

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



**Q10. Your Name**

Lisa Putnam and Rubisela Gamboa

**Q11. Your VCCCD Email Address**

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

**Q7.**

**Vice President Over Your Area**

- Jennifer Kalfsbeek-Goetz

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

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

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