

Ventura College Academic Senate
Senate Council Agenda
Thursday, April 15, 2021
3:30 - 5:00 pm
Meeting held via Zoom <https://cccconfer.zoom.us/j/94303167532>

1. Call to Order

1.01 Call to Order

2. Adoption of the agenda.

2.01 Adoption of the agenda

3. Acknowledgement of Guests

3.01 Acknowledgement of Guests

4. Public Comments

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

5. Action Items

5.01 Approval of 3/18 meeting minutes

5.02 VC Participatory Governance Handbook update (addition of a Classified Professional co-chair on the Facilities Oversight Group (FOG))

5.03 DE Handbook (first reading)

5.04 Academic Senate position on AP 7120-D

5.05 Support Proposal for Compressed Calendar and Stakeholder Survey Language

5.06 Program Viability Process Draft (first reading)

6. Committee Reports

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

6.01 Curriculum Committee (Michael)

6.02 BRC (Andrea)

6.03 Guided Pathways (Erin)

6.04 CTE liaison report (Deanna)

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

7. Academic Senate President's Report

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

8. Informational Items

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

- 8.01 Feedback on Senate Constitution and Bylaws (Preston)
- 8.02 Guided Pathways request for funding proposals (Preston / Erin / Rachel)
- 8.03 Potential campus forum on cameras-on policy (Colleen)

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 Senate Awards (Preston)
- 9.02 Standing Rules for Senate Council (Preston)
- 9.03 Wait List Work Group (Kammy)
- 9.04 Faculty Staffing Update/Q&A (Kim Hoffmans)
- 9.05 ASCCC Resolutions (Preston)

10. For the Good of the Order

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

11. Requests for Future Agenda Items

12. Adjournment

12.01 Adjournment

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

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

Ventura College Academic Senate

Senate Council Minutes

Thursday, March 18, 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	
	Donna Beatty	X
	John Guelcher	X
Health, Kinesiology, Athletics, and Performing Arts (2 Reps)	Nathan Cole	X
	Mary McDonough	
Library, Languages, Behavioral & Social Sciences, Visual Arts (4 Rep)	Ron Mules	X
	Peter Sezzi for Michael Ward	X
	Bill Hendricks	
	Linda Kennedy	X
Sciences and Distance Education (3 Reps)	Kammy Algiers	X
	Erin Brocker	X
	Marta De Jesus	X
Self-Nominated Part-Time Faculty	Greg Cooper	
Student Services (4 Reps)	Paula Munoz	X
	Angelica Gonzales for Gema Espinoza Sanchez	X
	Marian Carrasco Nungaray	X
	Marcelino De Cierdo	X

1. Call to Order

1.01 Call to Order at 3:32pm

2. Adoption of the agenda.

2.01 Adoption of the agenda Motion by EB, 2nd by AH. Vote: 19 yes-0 nos-0 abstain

3. Acknowledgement of Guests

3.01 Acknowledgement of Guests: Lisa Putnam, Nicole Falso, Steve Slyker, Rubisela Gamboa, Araceli Trujillo, Mea Brink, Tom O'Connor, Belen Rodriguez, Devin Glass, Lisa Marie Ruiz, Luna

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 3/4 meeting minutes: Motion to approve by PP; 2nd by RJ. Vote: 19 yes-0 nos-0 abstain.

5.02 AP 7120-D (Dan; minor changes including duties of Facilitator clarified): Motion to approve by AG, 2nd by KA. Discussion: Question about whether this is last set of changes? Answer: This will be waves of editing and approval as we tweak our hiring processes. Question about equivalency and why it's not being included in this round of revisions? Clarification: It is something that is in the works but in the early stages. So again, this will be an iterative process. Motion withdrawn for further input/revisions. Senators should send their revisions to DC.

5.03 Proposed Resolution: Ethnic Studies Sub-Committee of Curriculum Committee (second reading): Motion to approve 2nd reading by PM; 2nd by AG. Discussion: Suggestion that this be changed to a "work group" so it is not confused with a Brown Act sub-committee. Motion amended by maker. Voting: 13 yes-0 nos-4 abstain. Follow-up: Senate by laws should be updated to show this change.

5.04 Proposed Resolution: Ethnic Studies Full Time Instructor Hiring (second reading): Motion to approve by PM; 2nd by MCN. Discussion: Add language specifying that one will be hired in fall 2021. Amended motion by KA; 2nd by NC. Vote (on amended motion): 12 yes-0 no-6 abstain. Vote (on perfected motion): 11 yes-1 no-5 abstain.

5.05 Proposed Resolution: Multicultural/Ethnic Center (second reading): Motion to amend by CC; 2nd by KA to add following language: "Resolved, the VC Academic Senate advocates/supports naming said Multicultural/Ethnic Center to honor the late Mayo de la Rocha in recognition of his more than 40 years of teaching..." Vote (on amended language): 5 yes-6 nos-7 abstain. Motion (on the original resolution): by PP; 2nd by PS. 16 yes-0 nos-4 abstain.

5.06 Recommendations from the Faculty Staffing Priorities Committee (EMT/PM and ES requests): Motion to re-rank the work of the FSPC by PP; second by PS. To move ES to be #1 (FSPC had ranked ES at #13). Vote 14 yes-2 no-5 abstain. Motion to send revised rankings to President: Motion by MCN; 2nd by

PM. Vote: the FSPC rankings: 15 yes-0 no-3 abstain. Pres. Hoffmans is here to discuss the process and senators ask questions.

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.

Committee reports were given by the individuals indicated.

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

In interest of time, the President's report to be provided to senators in writing.

8. Informational Items

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8.01 Lactation Accommodations AP (Dan) --DC updates senators re: this. Imp. To note that accommodations made for students cannot impact students negatively (i.e. they cannot be penalized for missed class time). Comment: One location is not adequate for a whole campus. Senators concur.

8.02 Feedback on Senate Constitution and Bylaws (Preston) --PP will update section re: curriculum committee (new work group).

8.03 Program Vitality Process Draft: DC asks senators to read this. It is required by district procedure.

8.04 ASCCC Resolutions for Area C Meeting and Spring Plenary: DC needs input on these in order to vote.

Time ran out. Meeting adjourned at 5:01pm.

9. Discussion Items

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

9.01 Resolution of Career Technical Education (Deanna)

9.02 Wait List Work Group (Kammy)

9.03 Standing Rules for Senate Council (Preston)

10. For the Good of the Order

10.01 AFT Update (Ty Gardner)

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

11. Requests for Future Agenda Items

11.01 Requests for Future Agenda Items

12. Adjournment

12.01 Adjournment at 5:01pm.

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

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

Appendix C

Governance Committee Recommendation to College President

At the November 3, 2020 meeting of the Ventura College Classified Senate, the committee approved a motion to recommend the following to the College President:

Addition of a Classified Co-Chair to the Facilities Oversight Group (FOG). See attached.

Sebastian Szczepiot
Committee Chair Signature

11/17/2020

Date

Committee Co-Chair Signature (If applicable)

Date

Committee Tri-Chair Signature (if applicable)

Date

I, [College President Name] have received the recommendation above on [Date], and have decided to:

- Accept the recommendation as worded above
- Accept the recommendation with modifications (described below)
- Decline the recommendation (justification below)

Modifications and/or Justification:

College President Signature

Date

Facilities Operations Group (FOG)

Charge

The Facilities Oversight Advisory Group (FOG) is an advisory group that makes recommendations to the Budget Resource Committee (BRC) and ensures compliance with Accreditation Standard IIIB. Providing oversight for the periodic revision of the Facilities Master Plan, FOG makes recommendations concerning total cost of ownership, aesthetics, locations of campus facilities and functionality. In addition, FOG provides recommendations for the interior and exterior designs of facilities and site-related projects.

Co-Chairs

Director of Facilities, Maintenance, and Operations

Faculty Co-Chair

Classified Co-Chair

Members

All interested faculty and staff

Meetings

4th Thursday of each month from 2:30pm to 3:30pm

Webpage

<https://www.venturacollege.edu/committees/facilities-oversight-advisory-group>

DRAFT

DISTANCE EDUCATION HANDBOOK

Best Practices in Teaching Online at Ventura College
Version 2021

ABOUT THIS HANDBOOK

The Ventura College Distance Education Handbook is a supplemental guide to the Ventura College Faculty Handbook. The purpose of this handbook is to provide resources to new faculty and to update current faculty on policies, procedures, and best practices at Ventura College.

The Ventura College Distance Education Handbook was prepared by the college's Instructional Technology and Design Team, Distance Education Faculty, the Dean of Distance Education, the Librarian, an Academic Counselor, the Distance Education Committee, the Educational Assistance Center, and the Academic Senate.

INTRODUCTION

The distance education and instructional technology department provides support for faculty teaching distance education courses. We maintain a web site, an online portal called “the DE Faculty Hub”, teach courses in best practices, hold workshops, and provide just in time support and resources. We train faculty so that they are certified in online instruction, recertified in online instruction, and other topics.

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1 WELCOME

Ventura College offers convenient, expanded access to higher education and learning opportunities via distance education. Distance education means instruction in which the instructor and student are separated by distance and /or time and interact through the assistance of communication technology. Distance Education courses are ideal for independent, self-directed, and motivated students who have functional computers at their home or office and have access to broad band internet on an ongoing basis. Distance Education has become a common learning method for students who are seeking to achieve their educational goals.

Online Education

Distance education is defined by the California Title 5 educational code as “ a means of instruction in which the instructor and student are separated by time and/or distance and interact through the assistance of technology” ([5 CCR § 55200](#)) the Accrediting Commission for Junior and Community Colleges describes Distance Education “as a formal interaction designed for learning in which the interaction principally occurs when the student is separated by location from the instructor, resources used to support learning, or other students.” At its very basic, distance education is instruction in which the student and the instructor are separated by distance and/or time and interact through online means. ACCJC further defines it as that which “uses one or more technologies to deliver instruction to students who are separated from the instructor and which supports regular and substantive interaction between the students and instructor, either synchronously or asynchronously.”

There are multiple methods of delivering a course, or any part of it, from a distance. Distance education often incorporates technologies such as the internet; one-way and two-way transmissions through open broadcast, closed circuit, cable, microwave, broadband lines, fiber optics, satellite, or wireless communications devices; audio conferencing; or video cassettes, DVD’s, and CD-ROMS, in conjunction with any of the other technologies.

There are various types of online learning.

- Online Classes offer 100% of the seat time off-campus with all classroom time moderated via a computer and the internet.
- Hybrid classes offer 1%-99% of the seat time in a campus-based, in-person classroom setting, and the remainder of the class time occurs outside of a traditional classroom with the instructional class time moderated by the use of a computer and the internet.
- HyFlex (hybrid-flexible) classes are defined as classes that allow each student to choose whether they wish to attend class online or in person –

classes are “live-steamed” for students to access remotely. Students can choose their preferred method of learning on a daily basis.

There are various modes of online learning.

- Asynchronous – does not integrate scheduled or optional live (Zoom) sessions. Structured, interactive online learning takes place in a Learning Management System (i.e., CANVAS) but lessons are not scheduled to occur live in which class participants engage in the learning activity at the same time. This is the most common type of online class.
- Asynchronous + Optional Synchronous – Includes structured, interactive, online learning within the LMS as well as optional live (Zoom) sessions.
- Asynchronous + Required Synchronous – Includes scheduled, live (Zoom) sessions as well as structured, interactive online learning within the LMS that takes place in the LMS.

“Scheduled” refers to live sessions listed in the official, online schedule of classes. Faculty can only require live attendance at synchronous sessions if they appear on the schedule of classes, allowing students to know the days and times of live sessions at the time of registration.

- Hybrid (Partially online) Classes In-person + Asynchronous – Classes meet in a traditional classroom setting for 1-99% of the allotted time, and the remainder incorporates structured, interactive learning activities within the learning management system (LMS). This is the most common type of hybrid class.
- In-person + Synchronous - Classes meet in a traditional classroom setting for 1-99% of the allotted time, and the remainder incorporates required or optional synchronous sessions.

Success Rates

Ventura College takes pride in its success rates. As an early pioneer in online education, we have been demonstrating high [success rates](#) and transfer potential on our campus. Please take a moment to better understand our rates by going to Office of Institutional Effectiveness. You may also want to examine [enrollment](#) and our distance education [demographics](#).

Best Practices

The following resources are available to you and throughout this document and are considered best practice usage at Ventura College.

Training: We believe in training our faculty to do the job that they are required to master. We created the Online Teacher Training course in Canvas and hold additional workshops on a variety of topics throughout the year.

Rubrics: We have adopted the statewide California Virtual Campus rubric, and we have a pre-semester checklist that highlights commonly addressed needs for Ventura College Courses. We are also starting to implement the Peralta Colleges Equity Rubric for online education.

Workshops: We continue to offer workshops in a variety of topics such as screencasting, video recording, graphic creation, lesson design, intrusive design, equity enhancements, and designing for every learner workshops. We want to reach all learners.

Faculty Hub: Ventura College maintains a [distance education faculty hub](#). All are encouraged to join to stay current, find valuable resources, and research great educational technology tools.

Training Studio: Our state-of-the-art studio is available with all your video creation and lesson planning needs. You can reserve the studio for a recording and/or a demonstration for your students.

2 REGULAR EFFECTIVE CONTACT

Title 5 regulations do not make a distinction between face-to-face and distance education courses beyond the need to have a [separate curriculum approval process](#) and the need to ensure [regular effective contact](#). DE Courses are considered the “virtual equivalent” of face-to-face courses. Therefore, the frequency of contact will be at least the same as it would be in an equivalent face-to-face course. In addition, the Accrediting Commission for Community and Junior Colleges (ACCJC) requires that Distance Education courses ensure that there is “regular and substantive interaction between the students and instructor.”

As per Title 5, section [55204](#), and AP 4105, “Any portion of a course conducted through distance education includes regular effective contact between instructor and students, and among students, either synchronously or asynchronously” which Ventura Community College Distance Education defines as follows:

Instructor-Initiated:

The Instructor will create an environment of academic integrity that discourages fraud in the form of student misrepresentation and constitutes a means for the following:

- Monitoring satisfactory progress, defined as earning grades consistent with a final course grade of a “C” or better OR “Pass.”
- Tracking student attendance
- Determining the last day of attendance for students who drop the course via the following methods:

- Prior to the first census date, the instructor will initiate an activity that requires student participation

The instructor will include various robust assessments and assignments on a frequent basis throughout the semester.

Instructors will regularly initiate interaction with students to determine whether they are accessing, comprehending, and participating in course activities. At the very least, the number of instructor-initiated contact hours per week available for face-to-face students will also be available in asynchronous and/or synchronous mode with students in the DE format. The Ventura College Distance Education Committee has approved a standard of instructors establishing a minimum of 1 hour of synchronous interaction per week in addition to regularly scheduled office hours.

The following list is intended to be a guide for instructors to ensure that their online courses fulfill the requirements for regular effective contact.

- Course contact page describing how contact will occur
- Course Announcements (e.g., videos, weekly summary, weekly review)
- Personalized Feedback (e.g., assignment comments, rubrics, email)
- Discussion Boards (e.g., question and answer forums, Flipgrid , Canvas Studio, VoiceThread)
- Videoconferencing (e.g., Confer Zoom, Microsoft Teams Skype, CCC Confer)
- Collaborative Projects (e.g., group blogs, group discussions, peer review, wikis)
- Instructor-Created Modules
- Lectures (e.g., recorded, streaming, slides with audio narration)
- Podcasts
- Webinars
- Screencasts
- Virtual Office Hours
- Email (district provided course email must be used)
- Private Messaging through district provided Learning Management System or Phone systems
- Chat

Student – Student Contact

Facilitating Student to Student Contact: Instructors are required to facilitate regular substantive conversations between students. This contact can be synchronous or asynchronous. This type of communication is very effective in providing opportunities for collaborative learning among students.

Student-Initiated:

Asynchronous Communication: When contacted via voicemail or email by a student, the instructor responds in a timely manner clearly outlined in the class syllabus, so the contact with the student is reasonably prompt, albeit not instantaneous. This contact is effective because it responds to specific concerns and questions of individual students.

Moderating a Discussion Forum: When a student posts a message in an open, public space in an online class the instructor responds in a timely manner clearly outlined in the class syllabus, so the contact is reasonably prompt, albeit not instantaneous. This contact is effective because it responds to specific concerns and questions of individual students, yet the responses are shared in a public arena, so all students can benefit from the question of one student.

Synchronous Office Hours: Faculty must include in their syllabi a specific hour(s) of specific days when a student can interact with an instructor. These can be physical synchronous office hours where the instructor is present on campus in a specific office. These synchronous office hours can also be times when the instructor is available via various technologies, including but not limited to telephone, email, audio conferencing (i.e., ConferZoom), video conferencing, and chat rooms. This contact is effective because it responds to specific concerns and questions of individual students.

Frequency

Contact shall be distributed in a manner that ensures that regular contact is maintained over the course of a week and should occur as often as appropriate for the course. The Ventura College Distance Education Advisory Group has approved a standard of instructors participating in each course a minimum of 3 times per week.

Online instructors are responsible to respond to students in a timely fashion. The Ventura College Distance Education Advisory Group has approved a standard of instructors generally responding to students emails within 24 hours of an established 5-day work week.

Expectations

The instructor's specific policies regarding the frequency and timeliness of instructor-initiated contact and feedback will be part of the syllabus or other course documents made available to students at the start of the course.

Instructor Absences

If an illness, family emergency, or other unexpected reason prevents the instructor from continuing regular contact, the instructor will inform students and their division office when regular contact stops and is likely to resume. Protocols for cancelling class, substitutes, doctor's notes for absence, etc. will follow the guidelines of face-to-face courses.

3 Faculty Preparation and Trainings

Course Approval to Teach Online Overview

Before a course can be offered online, it must go through a separate curriculum process. First, all information will be input into our course information management system. The course then goes through several rounds of approvals. After the course receives its final approval from the entire committee, the course is ready to be taught. In some cases, it can take up to two years. Work with your faculty curriculum representative to follow due dates. There is a sample template for DE approval available.

Note: During the Pandemic, many courses were accepted for emergency only online instruction while others were approved for future online instruction.

The Online Teacher Training Course in Canvas

Instructors teaching any online or hybrid class at VCCCD are required by title 5 and the AFT Contract to complete training in online teaching and best practices including regular effective contact and course LMS tools. The Online Teacher Training Course in Canvas is a four-week course that instructors complete in order to be put on the list of certified instructors. Instructors that have not taught online for a certain period of time since they were last certified will be asked to re-certify in order to stay up on the tools and techniques required to conduct an online class.

How are instructors assigned to teach a class?

Instructors are assigned online classes the same way they are assigned other classes at campuses. The Dean has the right of approval. The AFT contract (Article V) lays out the process by which instructors are assigned courses. Faculty are not required to teach online classes and can be offered an on-campus class instead of an online class based on right of assignment.

Equity Review

Our instructional designers are trained in Conducting a Cultural Curriculum Audit and will provide every opportunity to make assessments that are authentic and provide for student choice.

Recertification

As per the faculty contract, if you have not taught an online course within the past three semesters you are due for the recertification process. This involves taking the most recent version of the Online Teacher Training Course in Canvas or taking our Course Review based recertification process.

4 Course Quality Standards

Online / hybrid courses according to state requirements should provide the same quality, content and substantive contact as an in-person class. Faculty creating courses should use the following types of rubrics as they create and edit courses:

- [OEI CVC Self-Check Rubric](#)
- [OEI CVC Course Design Rubric](#)
- [Ventura College Pre-Term Course Check List](#)
- [Peralta Colleges Equity Minded Rubric](#)

5 Recommended Computer Equipment and Software

The Ventura College Distance Education program recommends that online instructors have adequate technology and equipment that supports online teaching and learning. a computer that was built within the past three years. The following additional equipment is recommended as a best practice:

- Computer (or laptop) built within the past three years
- Extra Monitor
- Web Cam
- Microphone (or headset with microphone)
- Adequate lighting (e.g. Ring Lights)
- Office Software
- Creative Software
- Quality Screencasting Software (e.g. Camtasia, Canvas Studio, Screencast O Matic)

Full Time Instructors: You may be given a laptop with an extra monitor from our Informational Technology department. Please contact them directly at (805) 289-6285 or via email vchelpdesk@vcccd.edu.

Licensed software includes the MS Office 365, Adobe Suite, Camtasia, Canvas Studio, Screencast O Matic, and other specialized software for various departments should loaded to the computer by our Ventura College Informational Technology Department.

6 Content Delivery

Good Instructional Design is a process. There are currently many design processes in existence in the field of educational technology. One easy process to remember is called ADDIE where the instructor constantly analyzes, designs, develops, implements,

and evaluates a portion of the course to make it better. A good course is in constant review. The following are additional course design and development concepts to consider.

Design & Development	DESCRIPTION
Course Design	<ul style="list-style-type: none"> • Prior to developing your course, determine whether a face-to-face component should be considered in place of, addition, or as part of the online course. • Certain departments require testing be given in person. Please check with your department chair to find out if this applies to your course. • In determining the need for a new distance education course, it is important to identify the audience. What is the demographic of the students anticipated to take the proposed distance education course? How will they benefit from taking this distance education course? What type of distance education course will best fit their needs– online or partially online?

<p>Course Development</p>	<ul style="list-style-type: none"> • Create the content outline for your course. What topics and information will be covered in this distance education course? • Review what materials, such as textbooks, exist that might be used with the course. Keep in mind instructional materials that may work well in a traditional, face-to-face course may not work well in distance education mode. It is important to determine the most appropriate learning materials given a particular audience (determined above) in shaping the course. When developing or adopting course materials, use the Ally function in Canvas to determine accessibility of specific content. For instance, consider the accessibility of pdf and word documents in your online course. These may work well in a face-to-face environment as printouts but may not be accessible as a digital file. Additionally, make sure that any video content has closed captions and check your Canvas pages with the immersive reader tool for appropriate content delivery for students using screen readers. • As you develop your syllabus make sure you address the following: How will students learn the course material – will there be independent reading? Discussion questions to answer? What topics will be covered each week? While the first step in the development process is a general outline, this step involves creating a semester-long lesson plan. • Consider the different tools within Canvas. Which tools would be useful in delivering the content and meeting the student learning outcomes and course outline of record for your course? Which tools might not work as well? (Please see the next page
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	for a list of tools available within the Canvas learning management system.)
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In addition to basic course design, the following are school approved software applications that you can use for best results.

Learning Management System

Canvas is our learning management system from which all content is delivered. There are trainings in Canvas throughout the year from our Instructional Designers. We take seriously the organization of the content into **modules** so that our learners can manipulate the materials well. **Discussions, Assignments, Announcements, Quizzes** and the **Calendar** are also good tools to know well.

Video Conferencing

Confer Zoom is our communications software allows us to video conference. ConferZoom sessions should be advertised with context inside of canvas.

Video Lessons

We also use **Canvas Studio**, **Camtasia**, **Screencast o Matic**, and **YouTube** to build and deliver video content that is ADA compliant. Please check out our Training Studio housed in the basement of the LRC. The Training Studio can be reserved so that you can design on a green screen, develop on a smartboard, video tape a lesson, bring in a class for an experiment, and edit your creation on the above software tools. It is state of the art.

Office Tools

The **Microsoft Office 365** is available from the Informational Technology Department as well as the **Adobe Suite**. Please call (805) 289-6285 or contact via email vchelpdesk@vcccd.edu to have it installed on your computer.

ADA Compliance Tools

For ADA compliance we use **Ally** for documents, **Canvas Accessibility** for HTML Pages, Closed Captioning processes from **Canvas Studio**, **Youtube**, and **3CMedia**.

It is up to the Instructor to make sure that their publisher materials are ADA Compliant and we have a process to follow should it be needed.

Third Party Applications

Third party tools such as Voice Thread, Padlet, Flipgrid, and Nearpod are available. We also encourage departmental software for more specific needs.

Equality of Design

Ventura College is committed to equality of design. We are preparing our materials with the best intentions for our students. We believe in cultural curriculum audits, equity in online education, and humanizing the online course. We will have additional trainings in these areas.

7 Assessments and Assignments

Providing students with resources that evaluate their understanding of the materials is key to teaching in an online environment. The following tools are available to you.

TOOL	DESCRIPTION
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Discussions	The Discussions tool is used for online discussions between the instructor(s) and students as well as for discussion among students. Instructors and students can post messages, link to external websites, embed audio visual content, and attach documents to their messages. Discussion topics can be locked by date and time restrictions and can remain unpublished until a specified date.
Assignments	The Assignments tool can be used to organize Quizzes, graded Discussions, and online assignment submissions in the form of media uploads (i.e., files, images, text, URLs, video). Assignments in Canvas can be used to challenge students' understanding and help assess competency by using a variety of media. The Assignments page shows all assignments the instructor created. The Assignments page supports keyboard shortcuts. To view a window with a list of keyboard navigation shortcuts, press the Shift+Question Mark keys simultaneously on your keyboard. Assignments will only be permanently deleted in this view. Assignments that are removed from modules are only removed from the module and need to be deleted in Assignments to be permanently removed from the course.
Quizzes	The Quizzes tool allows instructors to create a variety of assessments for their students. While labeled Quizzes, this tool can be used for exams, surveys, and/or homework assignments. The Quizzes tool can be used to create following kinds of questions: Multiple choice, Multiple answer, True/false, Fill-in-the-blank, Matching, Essay answer, and more Assessments except for essay questions will be graded automatically and sync up with the Grades tool. Quiz answers can be conditionally released based on date and time. Instructors can either add quiz questions as part of groups or link to previously created quiz banks that allow instructors to randomly pull a subset of questions.
Check in Points	Throughout your course you will have a series of check-in points that measure understanding of the material. These should be at frequent intervals and are also a way to measure attendance. It keeps the student honest and allows you to better understand what needs further review and what has already been clearly understood. It is a delicate art.

Assessing Students in Online Classes

For equity in online learning the CVC and the Chancellor's Office recommend Authentic Assessment to evaluate students in online learning. If you believe a conventional

assessment with proctoring software is necessary, you must request the proctoring software from your Dean. The requested tool may be provided if funding exists.

Authentic assessments provide opportunity of student choice, student voice, and supports the idea of student engagement in the classroom. You can learn more about Authentic Assessments from our Instructional Technologist Designers during Office Hours and/or specialized trainings. There are also links in the Faculty Hub to state-wide webinars.

8 Zero Textbook Cost Materials

Faculty have academic freedom and are expected to select the course materials needed based upon the Course Outline of Record. For those who would like to explore the use of Zero (or Low) Textbook Cost materials, there are a variety of methods and resources you can employ to achieve lower textbook costs for your students.

Library Resources

There are many library database subscriptions and collections free for students that instructors can leverage. These include articles, eBooks, and streaming media/video services. Librarians are also available to assist with the creation, curation and integration of Library resources into your instructional modules. (see Library Resources for more detail).

Open Educational Resources

Open Educational Resources (OER) include openly licensed textbooks and other material, much of which are under “CC BY” licensing which allows adaptation or remixing of work (with attribution to the author). The VC Library has created a comprehensive guide of popular resources for OER/ZTC materials that includes open textbook collections, OER repositories, and resources for diverse images. It also includes OER materials by Subject. Visit [Open Educational Resources: Overview](#). For more information or assistance, please contact Linda Kennedy: 805-289-6399, linda_kennedy1@vcccd.edu .

Pre-Made Canvas Modules

In addition, during the COVID-19 shift to online instruction, many departments submitted Canvas Modules to share among faculty for “hard-to-convert” courses. Check with your department to see what pre-made Canvas materials might be available for importing into your course.

9 Library Resources and Instructional Support

Library Resources

The VC Library collection is designed to support the research and instructional needs of all VC courses, disciplines, and modes of instruction. The collection includes both print and digital materials, including electronic subscription databases that provide access to articles and eBooks, as well as streaming media/videos. The [Library website](#) provides access to these resources through [OneSearch](#), the [Databases A-Z page](#), and the [Streaming Media page](#). Submissions of requests, recommendations or comments are always welcome. Send your suggestions and requests to: vclibrary@vccd.edu.

LMS Support and Resource Integration

Librarians are available to assist with the creation, curation and integration of Library resources into your instructional modules. Should your needs extend beyond what is available through current Library collections / subscriptions, support is also provided for OER and ZTC requests. Librarians regularly work within Canvas and can be a helpful resource for troubleshooting issues with integration of library content.

Permalink vs. URL

Please note that when linking to content from within a Library database into your course shell, you cannot simply copy and paste the URL. Unfortunately, copying and pasting the URL will lead to broken links as soon as you paste this address. Instead of pasting the URL, instead copy and paste the permalink for the source you have found. Each subscription database has the permalink found in a slightly different location; if you can't find the permalink, a librarian would be happy to help.

Instructional Workshops

The VC Librarians and the Instructional Technologist / Designers are continually working to provide innovative and engaging instructional content. Available instruction includes but is not limited to Library orientations (physical and virtual) and Information Evaluation workshops. The information evaluation workshops can be conducted in one session or be a collaborative effort between course instructor and Librarian(s), that culminates in a final deliverable that would demonstrate competency in specified skill sets. In addition, there are courses and trainings offered via the Instructional Technologist / Designers Offices.

Library Remote Services

45-Minute Scheduled Research Appointments

Students may schedule 45-minute appointments with librarians to receive one-on-one help with everything from becoming familiar with the library website to developing a

research strategy. The request form is available on the Library Homepage. Librarian schedules vary each semester; however, every effort is made to provide time slots for a variety of days and times.

Point of Need Support Through Library Chat

Librarians are available to provide live, real-time assistance through Library Chat. This function is accessible through the Library Homepage (main page and lower-level pages) and Library Guides. Library Chat hours are posted on the Library Homepage and include evening and weekend hours.

Library Videos

Library videos are available on the Library's YouTube Channel. The channel contains videos designed to walk students through the research process, including step-by-step instructions for accessing and utilizing library resources. Videos covering information literacy topics such as the information cycle and information evaluation are also available. Contact a librarian to request custom videos that address topics or concepts specific to your assignments or courses.

Circulation of Physical Materials

While distance education rarely requires the use of physical materials. The Library does provide access to physical copies of material when needed. With the events of the 2020 Pandemic, the Library has developed a no-touch system for circulating physical items and will retain this service should access to the Library be restricted.

COPYRIGHT AND FAIR USE INFORMATION

Many instructors are concerned with copyright and fair use rules, regulations, and laws, and rightfully so. There are limitations to what can be freely distributed. It is safe to assume that an entire textbook cannot be reproduced and distributed over the internet, or in person, without the author's consent. But what about the idea of "fair use"? How much is too much to use to supplement student learning? What is "fair" is open to debate among instructors and distance education faculty; however, the US Copyright Office has issued four factors that should be used when determining whether the inclusion of outside materials is fair or not. These four factors are:

- the purpose and character of the use, including whether such use is of commercial nature or for nonprofit educational purposes;
- the nature of the copyrighted work;
- amount and substantiality of the portion used in relation to the copyrighted work as a whole; and

- the effect of the use upon the potential market for or value of the copyrighted work.

Fair use is not dictated by a certain number of lines, words, pages, or percentages. While there are some general guidelines and suggestions available from reliable sources (see the link provided below), there is no set number or amount. Rather, using the four criteria above, it is up to the instructor to determine for what purpose outside resources will be used; what kind of copyrighted work will be utilized and distributed (textbook, novel, etc.); the portion of the work to be used; and what impact, if any, the use of copyrighted material will have on the work's potential market or its value. Fair use also only protects the specific way an author has expressed him or herself (their words or pictures), but not their ideas or any factual information present in the work.

10. Accessibility Practices and Contacts

Accessible course content is content that all students, including students who may be using assistive technology, can access with minimal to no barriers. (Assistive technology is any device, software, or equipment that helps people work around their challenges. - Understood.org) Common assistive technologies are screen readers, such as JAWS, NVDA, Window Eyes, etc., text-to-speech software, text-to-speech apps, braille display, etc. Accessible course content is not only a best practice but is mandated by federal and state law - Section 508, etc...

VCCCD Board Commitment

The Board of Trustees of the Ventura County Community College District, believes that higher education should be available to everyone and we support a diverse community that includes people with disabilities. We are committed to increasing access and opportunity for all students, faculty, classified professionals, and our community.

Ally is an external tool integrated into Canvas. When turned on, Ally scans the content you add to your Canvas course and assigns an “accessibility score”, which appears as a colored dial – red (0-33%), yellow (32-66%), and green (67%-100%). The higher the score the fewer accessibility issues found in your course content.

Ally currently checks the following file formats:

- PDF files
- Microsoft® Word files
- Microsoft® PowerPoint® files
- OpenOffice/LibreOffice files
- Uploaded HTML files
- Image files (JPG, JPEG, GIF, PNG, BMP, TIFF)

- WYSIWYG/VTBE content (results can be found in the [Institutional Report](#) and [Course accessibility report.](#))

Microsoft Office Accessibility Checker

[Microsoft Office](#) is committed to accessibility and ensuring content is easy for people of all abilities to read and edit. When creating a document (Word, Excel, Powerpoint, OneNote, etc.) or composing an email in Outlook, run the accessibility checker to identify potential accessibility issues prior to distributing. The **accessibility checker** identifies potential issues and provides suggestions for resolving the issues.

You'll see a list of errors, warnings, and tips with how-to-fix recommendations for each. View the [Rules for the Accessibility Checker webpage](#) more information.

Adobe Acrobat DC – Accessibility Checker

If your course content is in PDF, [Adobe Acrobat DC](#) has an accessibility checker and a Make Accessible Action Wizard to ensure your PDF is accessible prior to distributing or posting.

If creating a PDF from a Word document, PowerPoint, etc., run the accessibility checker and resolve any accessibility issues prior to exporting as PDF.

If creating a PDF from a scan, ensure your scan is clean, not grainy or marked up with underlines, highlights, etc. Be sure to OCR (or text recognize) the PDF and ensure the text is selectable and searchable. It should not be an image only PDF. Run the accessibility checker and resolve any accessibility issues prior to distributing or posting.

Listen to your PDF

- Open PDF with Adobe Acrobat Reader or DC
- Select VIEW – READ OUT LOUD
- Select ACTIVATE
- Go back to VIEW – READ OUT LOUD
- Select READ THIS PAGE or READ TO END OF DOCUMENT

Google Accessibility Checker

If you've created your own course website, use the following tools to evaluate if your website is accessible to students who may be using assistive technology:

[Google Accessibility Checker – Chrome Add-on](#)
[Web Accessibility Evaluation Tool \(WAVE\)](#)

Video Captioning

[The World Wide Web Consortium \(W3C\)](#) describes captions as a “text form of audio information in video and animations. This includes the words that are spoken, who is speaking when it is not evident, and important sounds like music, laughter, and noises. Captions must be synchronized with the visual content to contextualize them.”

Video captions benefit viewers who may be deaf or hard of hearing and cannot hear some of the content, viewers whose native language may be different, and/or viewers who may need to see and hear the content to better understand it.

Commonly used products that provide video captioning:

[Amara](#)

[Camtasia](#)

[Canvas Studio](#)

[YouTube](#)

[3CMedia](#)

11. ONLINE STUDENT SERVICES

Online Student Services and Distance Education Modalities

Student Services offer support to distance education learners via the implementation of various asynchronous and synchronous modalities. Online Student Services at Ventura College and their respected staff members can be accessed via email inquiry, phone, and video conferencing tools such as Zoom and ConferZoom.

Protection of Student’s Personal Information and Records

The Family Educational Rights and Privacy Act (FERPA) uphold that student’s personal information and records are protected and confidential with use of these modalities. Online Student Services adhere to FERPA by maintaining and protecting personally identifiable information (PII) from students’ education records from unauthorized disclosure (U.S. Department of Education, 2020). Ventura College and Student Services comply with FERPA by maintaining that student’s personal information and records are not shared with any unauthorized parties and are for the sole use of the individual student and institutional records.

Student personal information and records are kept in secure Enterprise Resource Planning (ERP) software databases such as Ellucian Banner. Also, students are verified of their identity by use of Ventura County Community College District (VCCCD) Student Identification Numbers (900 number); VCCCD login credentials, and VCCCD generated email addresses. For more information regarding privacy of personal information and

student records, please visit the VCCCD Administrative Procedure Manual and specifically [AP 5040](#).

Student Services

Ventura College offers online student services consisting of various offices and resources designed to assist distance education students in reaching their personal, career and educational goals. These services/resources range from: Admissions, Articulation, Assessment, Basic Needs, Financial Aid, Scholarships, Student Health, Student Business, Transfer, Academic Counseling, and more. Please visit the [Student Services Website](#) for more services/resources offered at Ventura College. Below highlight some of the Student Services that assist student's in reaching their educational goals.

[Admissions and Records](#)-We provide comprehensive services to prospective and continuing services to current students and alumni. These services include in person and online methods aimed at delivering streamlined assistance with applying for admission, registering for classes, awarding degrees and certificates, and information on official transcripts. In addition to the first point of inquiry for students, the Admissions and Records Office supports and helps the College's overall enrollment management strategic plan. The Admissions and Records Office processes and maintains records of transactions of student registration, develops and implements policies and procedures to assure the integrity, security, and preservation of each student's official academic record. The Admissions and Records Office staff conduct student contacts via in-person, phone, email inquiry or by ConferZoom.

[CalWORKS](#)- We are a welfare reform program designed to help head of households become self-sufficient through a variety of educational and work-related activities, including attendance at Ventura College. The CalWorks staff conduct student contacts via in-person, phone and email inquiry.

[Counseling](#)-Our mission is to assist students to identify and succeed in achieving their educational, career and personal/life goals. All counselors have the expertise to assist students with course selection, educational planning, and questions concerning requirements for majors, general education, graduation, or transfer to a four-year college or university. Students can meet with a counselor during a scheduled 45-minute appointment or call for same day drop-in counseling. Drop-in counseling is only for quick 5–10-minute questions such as class recommendations for next semester, questions about your current schedule and to request a transcript evaluation from outside vcccd transcripts. The Counseling staff conduct student contacts via in-person, phone, email inquiry or by ConferZoom.

[Educational Assistance Center](#) (EAC)-We promote the educational and vocational potential of students with disabilities by supporting each student's integration into the mainstream of college life. Students with learning disabilities, mobility, visual, hearing, speech, or psychological impairments, acquired brain injuries, or other health impairments, such as seizure disorders or attention deficit/hyperactivity disorder, are eligible for support services and special classes that are needed to fully participate in the educational process. The EAC staff conduct student contacts via in-person, phone and email inquiry.

[Educational Opportunity Programs and Services](#) (EOPS)-We are a Support Services Program designed to help Low-Income AND Educationally Disadvantaged students in reaching their goals. The focus of the EOPS program at Ventura College is to provide the necessary resources to students, so that they may successfully complete their educational objectives. The EOPS staff conduct student contacts via in-person, phone, email inquiry or by ConferZoom.

[Financial Aid](#)-We are dedicated financial aid professionals committed to providing all students with information to secure their necessary financial resources so they can meet their educational goals. Ventura College students have a variety of financial aid programs available. These programs vary in eligibility criteria, award amounts, and repayment options. The types and amounts of financial aid Ventura College awards or recommends are also subject to availability of funds, eligibility for funds, enrollment status and financial need. The Financial Aid staff conduct student contacts via in-person, phone, email inquiry or by ConferZoom.

12. FREQUENTLY ASKED QUESTIONS (needs review)

Is it easy to teach online?

Teaching a distance education course is different than teaching a tradition on-campus course. We have an Online Teacher Training Course that teachers take before teaching online at Ventura College. Online Teaching requires some knowledge of computers and the internet, a learning management system, excellent communication skills, a unique online pedagogy, engaging learning online learning activities, and creative troubleshooting. You can always ask an Instructional Technologist / Designer for help.

Why do I need to have office hours?

Office hours are essential to provide students with real time feedback, study resources, and overall student success strategies. Section 508 as well as Title 5 of the California Education Code requires that instructors provide their students with regular personal contact. Instructors should give their students several different ways that they can be reached as one method does not meet the needs of all students. Face-to-face contact, such as on-campus office hours, should be provided as an additional means of communication whenever possible so students unable to use email or the telephone can still have personal contact.

For clarification per the VCCCD Board Administrative Procedure 4105, faculty office hours are not included as fulfilling the regular effective contact requirement and are a separate requirement.

Where can I go for additional help?

Faculty can attend trainings, workshops, and consultations with the instructional technologists/designers. The ITDs also hold office hours and open studio hours. Please contact them for an updated schedule.

Students should first refer first to the Faculty member to clarify if the question is a course content question. If there is a technical issue identified, students can contact the VC DE Student Help Desk on the web site. There are trainings held at the beginning of each term for an introduction to the LMS.

Do I have to use the college's LMS for Distance Education Courses?

Yes, currently the entire Ventura County Community College District is using one of the VCCCD approved LMS systems for online and partially online classes as per school policies. By using this system, the school identifies your students and protects their identities in compliance with FERPA. Faculty should always use the district provided LMS

for communication with students in a secure environment via emails, gradebook, course content, and other LMS and district tools.

How do I use the LMS?

Trainings are provided on the LMS every semester. The dates and times are found on the college website. Consultations can be made, and drop-ins with the instructional technologists are welcome.

Can I still set deadlines for my students, or do they just have all semester to do their work?

Yes, you must set deadlines for your students as these are distance education courses and not correspondence courses.

Can I talk to someone who has already taught online?

Yes, and we encourage the collaboration. If you would like to speak with other distance education instructors, please contact the Instructional Technologist at Ventura College or just ask a colleague. We can help facilitate this process.

Can I schedule my time specific final any time during finals week?

No, online finals have a specific time schedule each semester and it is posted each semester. Any exam that is time specific must be scheduled during those times. Be careful that you do not set an exam time for an overlapping exam. This is very difficult on the student.

13. GLOSSARY

Accessible

All programs and multimedia used in online courses must be useable by all students with the aid adaptive technology if needed prior to the start of class; includes all multimedia and course content.

Adobe Creative Suite

Faculty have access to the adobe creative suite to edit photos, create animations, and create ADA compliant materials.

Americans with Disabilities Act (ADA)

Requires programs and services, including educational programs to be accessible to qualified persons with disabilities. Requires also that all telecommunications must be equal and equally effective.

Audio Descriptions

These describe the visuals that are portrayed in the video. Examples of what can be included in an audio description are if the video includes diagrams or charts.

Camtasia

Camtasia is an advanced video editing tool and the district can add a copy to your machine. Please contact the information technology department.

Canvas

The learning management system currently used by the Ventura County Community College District.

Canvas Studio

A video editing tool that connects to canvas and allows easy access to edit, caption, and share your video creations.

Captioning

A process of converting audio content (narration, dialogue, music, sound effects, etc.) of a video into text that is displayed on a screen, monitor, or other visual display system

Chrome

A Google browser that works the best with all of our products. We highly recommend using this browser instead of rival products such as Apple Safari, Microsoft Edge, and Mozilla Firefox. In fact, in some cases the later three just don't work.

Closed Captioning

A user level feature that can be turned on and off by the user

DDEAC

District-Wide Distance Education Advisory Committee

EAC

Educational Assistance Center.

Ellucian Banner

Enterprise Resource Planning (ERP) software for storage of student records

CalWorks

CalWORKs is California's welfare reform program designed to help head of households become self-sufficient through a variety of educational and work-related activities, including attendance at Ventura College. The CalWorks staff conduct student contacts via in-person, phone and email inquiry.

EOPS

Extended Opportunity Programs and Services

Face to Face Course

A Course that meets on campus, face to face.

Fair Use

Part of the United States copyright law that allows for minimal reproduction of copyrighted works without gaining permission from the author(s).

Family Education Rights and Privacy Act (FERPA)

The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education.

Hybrid Course (partially online)

A course that is offered both online and on campus.

ITAC

Information Technology Advisory Committee

Learning Management System (LMS)

A program used in training for delivering content. We currently use Canvas as our LMS.

LRC

Learning Resource Center.

LRC Training Studio

The LRC Training studio is available for creating videos, editing videos, recording videos, and experimental classrooms. You can be placed on the schedule by contact a Distance Education representative.

Microsoft Office

Our faculty have access to MS Office for word processing, excel spreadsheets, and PowerPoint presentations.

Online Courses

A Distance Education course that is fully online

On campus course

A traditional course on campus.

Open/burned Captioning

The captions that remain on video; cannot be turned off

Proctor

A proctor is a person supervising a quiz, test, or exam. The proctor typically works in some role at a university or community college.

Proctorio

A software that we use to simulate having a proctor in the room.

Real-time Captioning

When captions that are simultaneously prepared and transmitted. If lecturing or presenting live via video, use a videoconferencing tool like Zoom, and you may also want someone else to handle the captions

Screencasting

A process in which the area on your monitor is either presented live or copied live while you are speaking and/or presenting your lesson.

Screencast O Matic

Is a very reliable low cost video / screencasting tool. This is wonderful for part-time instructors. Many faculty are using it at Ventura College.

Section 504

Prohibits discrimination on the basis of disability in educational settings which receive federal dollars. To learn more about Section 504, please explore the information found at <http://www.ed.gov/about/offices/list/ocr/504faq.html>.

Section 508

Part of the federal Rehabilitation Act of 1973, Section 508 requires equal access to telecommunications for students with disabilities. This applies to students with disabilities enrolled in distance education courses. For more information regarding Section 508, please review the information available at <http://www.section508.gov/>.

Subtitles

Captions displayed at the bottom of a movie or television screen that translates or transcribes the dialogue or narrative. This is user level controlled.

Title 5

Title 5 is the part of the California Code of Regulations that deals with education in California.

Transcripts

A text version of the video or audio recordings; typically, useful for viewers to download and have access to the text of the media

Web-enhanced course

Canvas is our district approved Learning Management System. Instructors are provided a Canvas shell for all on courses. Teachers teaching on campus are encouraged to web-enhance their course by providing material, context, and grading feedback.

VCDEAG

Ventura College Distance Education Advisory Group

VC Tech Committee

Ventura College Technology Committee

Video Recording

This process differs from screencasting in that you are only video recording the teacher.

YouTube

We support those who are using YouTube creations. Please check out our LRC Training Studio.

Zoom

A video conferencing software that is used at VCCCD. The version is called ConferZoom that we use.

AP7120D Update Summary

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



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

SELECTION PROCEDURES FOR FULL-TIME FACULTY

A. NOTIFICATION OF VACANCY/POSTING NOTICES

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

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

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

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

The Human Resources Department sends the vacancy announcement to:

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

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

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

B. ANNOUNCEMENT/ADVERTISING

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

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

C. SELECTION COMMITTEE COMPOSITION, APPOINTMENTS, AND ROLES

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

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

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

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

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

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

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

D. ORGANIZATIONAL MEETING

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

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

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

E. AFTER CLOSE OF APPLICATION FILING

1. Equivalency Review

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

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

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

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

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

2. Release of Candidate Information

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

3. Prescreening

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

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

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

4. Application Screening

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

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

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

F. APPLICATION SCREENING TALLY MEETING

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

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

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

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

G. ORAL INTERVIEW

Oral Interview Briefing (thirty minutes before first interview)

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

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

Oral Interview

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

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

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

Oral Interview Discussion and Rating

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

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

Oral Interview Tally

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

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

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

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

H. PRESIDENT'S INTERVIEW

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

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

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

See:

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



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

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)	---

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

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

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

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

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

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

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

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

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D. ORGANIZATIONAL MEETING

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

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

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

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

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

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

E. PRIOR TO CLOSE OF APPLICATION FILING

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

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

FE. AFTER CLOSE OF APPLICATION FILING

1. Equivalency Review

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

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

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

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

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

2. Release of Candidate Information

~~Following the review of the requests for equivalency, 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 cCommittee members evaluate all applicants who meet minimum qualifications or have requested equivalency. The committee members complete the Academic Application Screening Evaluation forms their ratings while ensuring the following:

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

EG. APPLICATION SCREENING TALLY MEETING

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

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

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

GH. ORAL INTERVIEW

Oral Interview Briefing (thirty minutes before first interview)

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

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

Oral Interview

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

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

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

Oral Interview Discussion and Rating

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

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

Oral Interview Tally

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

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

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

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

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

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

H. PRESIDENT'S INTERVIEW

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

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

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

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

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

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

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

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

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

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

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

Compressed Calendar Proposal

Abstract

Proposed 16-week semester calendar with a 4-week winter session and a 12-week summer session enabling students an extra opportunity to take classes in an academic year that will replace the current 18-week semester calendar. The proposed calendar is expected to provide a small ~1-3% increase in FTES that is maintained and provide more consistency with calendars of nearby districts, making it more convenient for students that often attend multiple colleges and districts. This proposal is to disseminate information about the compressed calendar, answer questions, and collect information from all stakeholders. The proposal will then be brought to all participatory governance groups at each college for consideration, namely Associated Students, Classified Senate, and Academic Senate. If there is general support with recommendations from the participatory governance groups, the proposal will be presented to the Chancellor to present to the Board of Trustees for future implementation, likely Fall 2022 at the earliest.

The What: Overview of proposed calendar

Proposed 16-week Fall and Spring semesters with a 4-week winter session and a 12-week summer session. An example 16-week semester instructional calendar for the current 2020-2021 academic year is shown on the final page. Fall is blue, winter is purple, spring is green, and summer is shown as yellow. Flex week would be the week of August 23, 2021 with the first day of class starting on Monday August 30. The sample instructional calendar summarizes the main features of a compressed calendar.

The Why: Better for Students & Brief Background

The compressed calendar discussion has come and gone quite a few times over the years. It was most recently re-initiated when the Moorpark College Academic Senate adopted a resolution on October 31, 2017 to explore the compressed calendar in collaboration with the chancellor's office, sister colleges, and other stakeholders. A districtwide workgroup was formed in the 2018-2019 academic year and found that compressed calendars benefits students, largely due to the winter session providing another opportunity to take classes. A

second workgroup was formed in the 2019-2020 academic year to discuss what implementation would look like for the VCCCD and remaining items identified for further consideration. The transition to fully online due to COVID-19 temporarily paused this work that was then restarted in the 2020-2021 academic year. Both workgroups had broad representation across all stakeholder groups among the three colleges and the DAC.

The How: Common Concerns & Questions

There are a number of questions that have come up in discussing the compressed calendar. Note that many items are negotiated items with both unions, Service Employee International Union (SEIU) Local 99 and American Federation of Teachers (AFT) Local 1828, with details to be worked out if a compressed calendar is adopted. However, we provide likely scenarios based on other colleges and districts that have already adopted such a calendar.

Common concerns from Classified Professionals:

- Increased workload and need for additional staffing.
- Reduced downtime for operational needs performed by classified such as IT upgrades and custodial deep cleaning.

Answers to common questions from faculty:

- Full-time faculty contract covers Fall and Spring semesters
 - With 16-week semesters, this provides an additional month of time off during winter session
 - Or an additional earning opportunity by teaching over winter (non-contract)
- Winter and summer are both treated similar to current summer sessions
- Classes will have the same total class time as now
 - Therefore, classes carry the same load as currently and
 - Schedule requires updates to accommodate the adjusted longer class sessions
- Non-instructional faculty have same total hours/load
- Total faculty service hours and Flex hours remain the same over the shorter semesters

Final Note

This is not a comprehensive document that attempts to address all questions and concerns. It simply provides the basic framework of the proposed 16-week semester compressed calendar for consideration. Many college districts have worked through this transition and our district will be able to do likewise if the 16-week semester calendar is adopted to replace the current 18-week semester calendar.

Ventura County Community College District: 2020-2021 EXAMPLE 16-Week Semester Instructional Calendar

Saturday Classes	Summer 2020	Fall 2020	Spring 2021
Possible Instructional Days :	10	15	15
First Day of Instruction:	5/30	8/22	1/23
No Instruction:	5/23, 7/4	9/5, 11/28	1/16, 2/13, 3/20
Last Instruction Day/Final Exam:	8/8	12/12	5/15

Fall Semester 2020: 88 days	Spring Semester 2021: 87 s
Instructional Days: 84 (includes final exam days)	Instructional Days: 84 (includes final exam days)
Self-Assigned Flex Days: 3	Self-Assigned Flex Days: 3
Mandatory Flex Days: 1	Mandatory Flex Days: 0
First day of instruction for full-semester classes: 8/17	First day of instruction for full-semester classes: 1/11
Holidays: 9/7, 11/11, 11/26-27	Holidays: 1/18, 2/12, 2/15
Final Exam Week: 12/10-12/16	Spring Break: 3/29-4/2
Last day of fall semester: 12/16	Final Exam Week: 5/13-5/19
	Last day of spring semester: 5/19

Fall 2020

	S	M	T	W	Th	F	S
August 2020							1
	2	3	4	5	6	7	8
	9	10	11	12	13	14	15
	16	17	18	19	20	21	
	23	24	25	26	27	28	29
	30	31					
September 2020		1	2	3	4	5	
	6	7	8	9	10	11	12
	13	14	15	16	17	18	19
	20	21	22	23	24	25	26
	27	28	29	30			
October 2020					1	2	3
	4	5	6	7	8	9	10
	11	12	13	14	15	16	17
	18	19	20	21	22	23	24
	25	26	27	28	29	30	31
November 2020	1	2	3	4	5	6	7
	8	9	10	11	12	13	14
	15	16	17	18	19	20	21
	22	23	24	25	26	27	28
	29	30					
December 2020		1	2	3	4	5	
	6	7	8	9	10	11	12
	13	14	15	16	17	18	19
	20	21	22	23	24	25	26
	27	28	29	30	31		

	S	M	T	W	Th	F	S
January 2021							1
	2	3	4	5	6	7	8
	9	10	11	12	13	14	15
	16	17	18	19	20	21	22
	23	24	25	26	27	28	29
	30	31					
February 2021		1	2	3	4	5	6
	7	8	9	10	11	12	13
	14	15	16	17	18	19	20
	21	22	23	24	25	26	27
	28						
March 2021		1	2	3	4	5	6
	7	8	9	10	11	12	13
	14	15	16	17	18	19	20
	21	22	23	24	25	26	27
	28	29	30	31			
April 2021					1	2	3
	4	5	6	7	8	9	10
	11	12	13	14	15	16	17
	18	19	20	21	22	23	24
	25	26	27	28	29	30	
May 2021							1
	2	3	4	5	6	7	8
	9	10	11	12	13	14	15
	16	17	18	19	20	21	22
	23	24	25	26	27	28	29
	30	31					
June 2021			1	2	3	4	5
	6	7	8	9	10	11	12
	13	14	15	16	17	18	19
	20	21	22	23	24	25	26
	27	28	29	30			
July 2021					1	2	3
	4	5	6	7	8	9	10
	11	12	13	14	15	16	17
	18	19	20	21	22	23	24
	25	26	27	28	29	30	31
August 2021	1	2	3	4	5	6	7
	8	9	10	11	12	13	14
	15	16	17	18	19	20	21
	22	23	24	25	26	27	28
	29	30	31				

FLEX Fall 2021
First day of Fall 2021

Compressed Calendar Survey

Role:

- Student
- Classified Professional
- Faculty
- Management

Location:

- District Administrative Center
- Moorpark College
- Oxnard College
- Ventura College

Do you feel well informed about the proposed 16-week semester instructional calendar instead of the current 18-week semester calendar?

- Yes
- Somewhat
- No

Which best describes your response to this statement: Overall, I am in support of a 16-week, regular semester, instructional calendar instead of the current 18-week semester calendar?

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

Why did you choose the answer above about supporting a 16-week semester instructional calendar instead of the current 18-week semester calendar?

→text box←

Please share potential benefits and/or remaining questions/concerns about adopting a 16-week semester instructional calendar instead of the current 18-week semester calendar.

→text box←

Program Vitality Process

Background

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

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

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

Steps in Program Vitality Process

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

1. A program vitality study is triggered in one of two ways:
 - a. Instructional programs:
 - i. The program does not meet thresholds for a number of key metrics in their comprehensive program review.
 - ii. A formal request is made by the Department Chair/Coordinator over the program, the Dean over the Program, or the Vice President over the Program.
 - b. Service programs:
 - i. A formal request is made by the Department Chair/Coordinator over the program, the Dean over the Program, or the Vice President over the Program.
2. An ad-hoc recommendation group is formed to review the metric data and the program's response to the data. This group then makes a written recommendation for one of the two options below:
 - a. Program Continuance and Revision
 - b. Program Discontinuance
3. Chief Instructional Officer (CIO) or Chief Student Services Officer (CSSO), Analysis and Recommendation – Upon receiving and analyzing the formal written report of the Recommendation Group, and following consultation with the discipline, the Chief Instructional

Officer (if the program is instructional) or the Chief Student Services Officer (if the program is a student service program) formally informs the area dean, department chair/coordinator, discipline faculty and the Academic Senate President of programs that have been identified for possible discontinuance, accompanied by a written rationale for the recommendation.

4. Academic Senate Review and Recommendation - After reviewing the recommendations and the supporting documentation of the CIO/CSSO concerning possible program discontinuance, the Academic Senate shall review the recommendations and supporting documentation and take one of the following actions:
 - a. Concur with the recommendations of the CIO/CSSO; or
 - b. Demur with the recommendations of the CIO/CSSO and propose an alternative course of action to address the issues set forth in the CIO/CSSO's justification for program discontinuance.

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

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

Step 1 - Program Vitality Study Trigger

Every program completes a comprehensive program review every three years, in which they analyze data on key metrics, and create objectives for the next three years. In the intervening years, programs

complete a smaller mini-review in which they assess progress made towards their objectives. The program review process is staggered so that approximately 1/3 of programs are completing a comprehensive review in a given year.

Instructional Programs

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

There are two different scenarios that will trigger a vitality study via the comprehensive review:

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

The metrics and thresholds are below:

Student Demand

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

Student Success

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

Program Currency

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

There may be circumstances which would necessitate that a program vitality study be conducted in a year other than the one in which a program completes their 3-year comprehensive review. Thus, a program vitality study can also be triggered via an ad-hoc (or out-of-cycle) request. The request must be formally submitted by the Department Chair over the program, the Dean over the program, or the Vice President over the program via the Ad-Hoc Program Vitality Request Form (Appendix D). If a program vitality study is triggered via an ad-hoc request, another vitality study cannot be triggered for a minimum of three years. This will prevent programs from needing to undergo this process multiple times in a short timeframe.

Student and Administrative Service Programs

Data on student and administrative services is more limited than it is for instructional programs. In addition, the software systems used to collect data vary by service (i.e. Starfish, SARS, Accudemia, surveys, etc.) Thus, a vitality study for service programs is triggered via an ad-hoc request. The request must be formally submitted by the Department Chair/Coordinator over the program, the Dean over the program, or the Vice President over the program via the Ad-Hoc Program Vitality Request Form (Appendix D). If a program vitality study is triggered via an ad-hoc request, another vitality study cannot be triggered for a minimum of three years. This will prevent programs from needing to undergo this process multiple times in a short timeframe.

Step 2 – Ad-Hoc Recommendation Group

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

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

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

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

1. Recommendation:
 - a. Program Continuance and Revision with one of the three options below
 - i. No action needed
 - ii. Strengthen the program
 - Resources required to strengthen the program (e.g. hire faculty member, facilities upgrades, etc.)
 - Implementation timeline
 - Re-evaluation timeline

- iii. Reduce the program
 - Specific reductions that are recommended (e.g. curriculum reductions, number of sections offered, facilities reductions, staffing reductions, etc.)
 - Implementation timeline
 - Re-evaluation timeline

b. Program Discontinuance

2. Written rationale for the recommendation above

If program continuance and revision is recommended, the Recommendation Group Report, along with the Program Vitality Response template is sent to both the Division Dean and the Chief Instructional Officer (if it is an instructional program) or Chief Student Services Officer (if it is a student service program).

Recommendation for Strengthening or Reducing the Program

If the group recommends to either strengthen or reduce the program, the Division Dean provides context to the CIO/CSSO about how the recommendations could be implemented. The CIO/CSSO then provides a written response to the program and the recommendation group. The program then enters a monitoring period to ensure that the implementation plan is followed. A one-year follow up report is required to be submitted by the program to the recommendation group within 4 weeks of the subsequent year's program review submission deadline using the Program Vitality Follow-Up Form (Appendix E). The Recommendation Group reviews the report, and holds a meeting within 4 weeks of the program's submission of the Program Vitality Follow-Up Form. At the meeting, they review the progress made towards the implementation plan, and make one of the following recommendations:

- No further action needed
- Additional follow up report to be submitted in one year
- Recommend discontinuance

If an additional follow-up report is recommended, the second-year follow up report is required to be submitted by the program to the recommendation group within 4 weeks of the subsequent year's program review submission deadline using the Program Vitality Follow-Up Form (Appendix E). The Recommendation Group reviews the report, and holds a meeting within 4 weeks of the program's submission of the Program Vitality Follow-Up Form (Appendix E). At the meeting, they review the progress made towards the implementation plan, and make one of the following recommendations:

- No further action needed
- Recommend discontinuance

Recommendation for Program Discontinuance

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

Step 3 – Chief Instructional Officer or Chief Student Services Officer

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

Step 4 – Academic Senate

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

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

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

Step 5 – College President Review and Recommendations

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

Step 6 – Board of Trustees Review and Action

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

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

Step 7 – Implementation of Board Actions

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

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

DRAFT

Appendix A

Program Vitality Timeline

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

DRAFT

1. Please provide a general response to the data above.
 - a. If this is being completed in response to an ad-hoc vitality request, please provide a general response to the reasons described in the ad-hoc request form.

2. Please highlight the strengths of your program.

3. Please provide a detailed response for each metric above that was triggered.
 - a. If this is being completed in response to an ad-hoc vitality request, please provide a detailed response to each reason listed in the ad-hoc vitality request form.

4. What solutions have you considered to improve these metrics?

5. What resources does your program need to implement these solutions?

6. How long would it take for these solutions to improve the metrics above that were triggered?
 - a. If this is being completed in response to an ad-hoc vitality request, please describe how long it would take to implement the solutions to address the reasons in the ad-hoc request form.

7. Have these metrics been triggered in the past? If so, what resources were provided or went unmet?

8. Is there any other information that you believe should be considered by the Recommendation Group?

Appendix C

Recommendation Group Report Template

Program Name:

Recommendation Group Co-Chairs:

Recommendation Group Members:

Group Recommendation

Based on all available information, the Recommendation Group recommends:

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

Implementation Plan for Program Continuance and Revision

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

Rationale for Recommendation to Discontinue Program

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

Appendix D

Ad-Hoc Request for Program Vitality Study

I, [Name, title] am requesting that an ad-hoc program vitality study be conducted on [Program Name] for the reasons below:

Once complete, please submit this form to the department chair/coordinator over the program, the Dean over the program, and the Vice President over the program. Upon receipt, the department chair/coordinator and/or lead program faculty will need to complete the Program Vitality Response Form (Appendix B) within four weeks. A Recommendation Group (described on page 4 of this document) will then be convened within 2 weeks after that to review the Program Vitality Response Form, and provide a recommendation on the program's vitality.

Appendix E

Program Vitality Follow-Up Form

Program Name:

Name of person/people who completed this form:

Program Response

1. Have any components of the implementation plan been fully completed? If so, please describe.
2. Have any components of the implementation plan been partially completed? If so, please describe.
3. Are there any components of the implementation plan for which no progress has been made? If so, please describe.
4. Is there any other information that you believe should be considered by the Recommendation Group?

Recommendation Group Response

Recommendation Group Chairs:

Recommendation Group Members:

Based on the progress made towards the implementation plan, the Recommendation Group recommends:

- Program Continuance and Revision
 - No Further Action Needed
 - Additional Follow-Up Report to be Submitted in One Year (This option cannot be selected if this is a second-year follow-up report.)
- Program Discontinuance

Rationale for recommendation:

DRAFT VCCCD POLICY FOR ONLINE CAMERA USE **(Moorpark College)**

In Legal Opinion 2020-12: Online Class Cameras-On Requirements, given by the California Community Colleges Chancellor's Office on October 19, 2020, the CCCCO recommends that "districts adopt policies that strictly limit or prohibit faculty from instituting cameras-on requirements in order to protect against violations of student privacy, balance academic freedom, and ensure compliance with FERPA, California's student privacy law, and federal disability laws and their state analogs."

In fulfillment of the Legal Opinion the VCCCD presumes that all synchronous classes are operated under a cameras-optional approach with the exception of the following areas where audio and visual student participation is considered essential.

- Proctored assessments
- Presentations
- Demonstration of academic, performance, and workplace skills
- When mandatory attendance is required by disciplines to fulfill their accreditation regulations

For these stated exceptions faculty may require a cameras-on policy provided they follow the guidelines given in the CCCCO's Legal Opinion (see attachment).

Colleges should adopt a cameras-optional approach that respects student concerns regarding privacy, access, and equity. Such a policy should address or include:

- Cameras should be presumptively optional for live synchronous online classes.
- If audio and visual student participation is essential:
 - Allow faculty to require cameras to be on, but only to the extent necessary, and with adequate notice to students;
 - Clearly identify the essential nature of video for instruction and consider a student's privacy or technical objections and create a confidential "opt-out" mechanism that allows a student to decline video participation;
 - Encourage faculty to consider an alternative to video participation such as audio participation;
 - Encourage the use of electronic video backgrounds; and
 - Allow students flexibility to turn off their cameras or mute audio unless needed.
- Encourage the use of the chat feature for attendance and discussion.

Ventura College Academic Senate
Standard Operating Procedures
February 2013

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

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

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

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

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

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

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

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

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

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

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

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

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

District Committee Reports (See President’s Report)

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

Exec (See Senate Executive Committee)

First Readings (See Action Items)

Guests (See Acknowledgment of Guests)

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

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

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

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

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

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

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

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

Readings (See Action Items)

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

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

Second Readings (See Action Items)

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

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

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

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

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

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

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

Wait List Work Group

Kamelia Algiers <KAlgiers@vcccd.edu>

Wed 3/3/2021 3:21 PM

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

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

Hello Senate Exec.

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

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

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

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

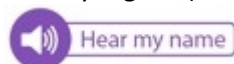
The group also felt there are a few other items that need to be addressed:

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

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

-Kammy

Kammy Algiers (she, her, hers)



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3/4/2021

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VENTURACOLLEGE

SET YOUR COURSE

Office of the President

To: Dr. Dan Clark, Academic Senate President
From: Dr. Kim Hoffmans, President
CC: Executive Team; Administrative Council
Date: April 2, 2021
Re: Full-time Faculty Priority Fall 2021

Fall 2021 Faculty Hiring Plan

As part of our annual planning and resource allocation and Out of Cycle processes, the Executive Team has reviewed the revised Faculty Prioritization recommendation list developed by the Academic Senate. We have also considered the current full-time faculty percentage, anticipated faculty retirements, uncertain State funding allocation, and declining enrollments.

The following positions have been prioritized by the Executive Team and align with the recommendations of the Academic Senate.

1. Ethnic Studies*
 2. Construction Technology*
 3. Engineering*
 4. Criminal Justice
 5. Business/Accounting
 6. Business
 7. Psychology
 8. EMT/Paramedics**
 9. Astronomy/Physics
 10. Health Sciences/Nursing Lab
 11. Child Development
 12. Life Sciences/Anatomy and Physiology
 13. Comm Studies
- *** Articulation Officer

*Construction Technology and Engineering have been approved to begin the recruitment process. Due to the reprioritization placing Ethnic Studies as the # 1 ranking, the college will also move forward with a fall hire for the Ethnic Studies position.

**The EMT/Paramedic position was recently vacated by a full-time employee. The second EMT/Paramedic position in this area afforded the program the opportunity to develop a part-time curriculum sequence requested by our advisory committee. To respect the prioritization of the Senate and meet the needs of the program, we will hire a full-time temporary faculty member in this discipline and request the program prioritize a permanent hire for fall 2022.

***When the Executive Team originally reviewed the Senate recommendation for faculty priorities, we did not realize the Articulation Officer position was not ranked. The Articulation Officer position is necessary for Ventura College to ensure smooth articulation with four-year universities and to support the college in all of our curriculum development work to reduce course/program backlog. Additionally, the Curriculum Committee recommended through their goal setting process the hiring of a permanent Articulation Officer for this academic year. Ventura College will hire this position for fall 2022.

Any additional faculty from the list may be considered for hire at a later date contingent on funding; using the ordered rankings recommended by the Academic Senate above.

Please share this information as appropriate. Thank you for your contributions to the prioritization process.

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

President's Office • 4667 Telegraph Rd., Ventura, CA 93003 • 805-289-6102 • www.venturacollege.edu

Ventura College Delegate (Dan Clark, Academic Senate President) Voting Recommendations

Packet of resolutions is available at

https://asccc.org/sites/default/files/Resolutions%20Spring%202021%20For%20Review%20Period--To%20Send%20%20Out_0.pdf

- YES 3.01 S21 Include Cultural Competence in Faculty Evaluations
- YES 3.02 S21 Establishing Local Inclusion, Diversity, Equity, and Anti-racism (IDEA) Liaison
- YES *5.01 S21 Support for Additional Guided Pathways Funding
- YES *6.01 S21 Revisiting the 50% Law and the Faculty Obligation Number
- YES *6.02 S21 Support AB 417 (McCarty, 2021) as of March 8, 2021 (Justice involved students)
- YES *6.03 S21 Support AB 421 (Ward, 2021) as of March 8, 2021 (Credit, Non-credit funding parity)
- YES +*6.04 S21 Flexibility in Remote Attendance at Local Academic Senates
- YES +*6.05 S21 Aligning Attendance Accounting for Asynchronous Credit Distance Education Courses with Synchronous Credit Distance Education Courses
- YES *8.01 S21 Counseling Faculty, Student Success, and Transfer
- YES 9.01 S21 Develop a Set of Resources to Assist in Establishing Ethnic Studies Programs in Alignment with California State University Requirements
- YES +*9.01.01 S21 Amend Resolution 9.01 (Adds a second resolved to support long-term sustainability through additional funding)
- YES 9.02 S21 Develop a Rubric for Ethnic Studies Courses and Ethnic Studies or Cultural Awareness Competencies
- YES +9.02.01 S21 Amend Resolution 9.02 (Amend title and second resolved of 9.02 to remove “Cultural Awareness”; Remove “and faculty from related disciplines” in the first and second resolved)
- YES +*9.03 S21 Asserting Faculty Primacy in Teaching Modality
- YES +*9.04 S21 Update Title 5 Language for Section 55070 Credit Certificates (Rationale: Select ESL courses would become more attractive to students if Title 5 allowed them to be used in certificate programs)
- YES +9.05 S21 Developing an Anti-Racism, Diversity, Equity, and Inclusion Curriculum Audit Process for the Open Educational Resources Initiative
- YES *10.01 S21 Disciplines List—Film and Media Studies
- YES *10.02 S21 Disciplines List—Digital Fabrication Technology
- YES *11.01 S21 Urge the Release of Distance Education Guidelines and Related Compendium of Effective Distance Education Practices
- YES +*11.02 S21 Advocate for Development of a ZTC Data Element
- YES 12.01 S21 Approve the Paper Going Beyond Development: Faculty Professional Learning—An Academic Senate Obligation to Promote Equity-Minded Practices that Improve Instruction and Student Success¹⁴
- NO +13.01 S21 Institutionalizing Open Educational Resources (Rationale: Broad incorporation of OER into institutional goals, Ed master plan, accreditation ISER, BPs and Aps, etc., prior to robust and widely available OERs for all disciplines is premature. Ventura College supports the second resolved, but not the first resolved.)**
- YES *18.01 S21 Ensuring Transparency and Input in Improvements to CCC Apply
- YES** 20.01 S21 Enabling Preferred Name and Pronoun across Campus and all Digital Environment (**Yes ONLY if amendment 20.01.01 passes)
- YES +20.01.01 S21 Amend Resolution 20.01 (Changes “Preferred” to “Chosen” in title and text of resolution)
- NO +20.02 S21 Student Participation in Hiring Processes (Rationale: Whether or not to include students on hiring committees is a local decision. This resolution could be read as an ASCCC position influencing this local decision.**
- YES +*20.03 S21 Support for Students Affected by the Military Coup in Myanmar
- YES *21.01 S21 Collaborate with Regional Consortia
- YES +*21.02 S21 Prioritizing System Support for the ECE/EDU Education and Human Development Sector