

Ventura College Academic Senate
Senate Council Agenda
Thursday, April 29, 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 4/15 meeting minutes
- 5.02 Vote to Approve CE Liaison for Two Year Term (Deanna)
- 5.03 DE Handbook (2nd reading)
- 5.04 College Outcomes Group Recommendation (SLOs; Dan)
- 5.05 Correction to Ethnic Studies Resolution (corrected 2nd reading; Dan)
- 5.06 Cameras-On Policy (1st reading)
- 5.07 Revisions to AP-7120 (Consequences of not passing AP; Dan)

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 Curriculum Committee Faculty Leadership Update (Dan)
- 8.02 ASCCC Collegiality in Action Curriculum Assistance (Dan)
- 8.03 Program Vitality Process Work Group (Dan)

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 Academic Senate Evaluation Results
- 9.02 Faculty Representatives on College and District Committees (GP needs 2)
- 9.03 Feedback on Senate Constitution and Bylaws (Preston)--formation of work group for fall

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, April 15, 2021

3:30 - 5:00 pm

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

Constituency	Representative	Attended
President	Dan Clark	
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	
	Chris Frederick	X
	Heather Ladwig-Aguailar	X
	Donna Beatty	
	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
	Michael Ward	X
	Bill Hendricks	X
	Linda Kennedy	X
Sciences and Distance Education (3 Reps)	Kammy Algiers	X
	Erin Brocker	X
	Marta De Jesus	X
Self-Nominated Part-Time Faculty	Greg Cooper	X
Student Services (4 Reps)	Paula Munoz	X
	Gema Espinoza Sanchez	
	Marian Carrasco Nungaray	X
	Marcelino De Cierdo	

1. Call to Order

1.01 Call to Order

2. Adoption of the agenda.

2.01 Adoption of the agenda—Motion by KA; 2nd by RJ. Discussion: none. Vote: 14-0-0

3. Acknowledgement of Guests

3.01 Acknowledgement of Guests: Mea Brink, Tania de Clerk, Araceli Trujilo, Sharon Oxford, Matthew Moore, Stephanie Branca.

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 3/18 meeting minutes—Motion by AH; 2nd by KA. Discussion: none. Vote: 14-0-1

5.02 VC Participatory Governance Handbook update (addition of a Classified Professional co-chair on the Facilities Oversight Group (FOG))--Motion by AH; 2nd by GC. Discussion: none. 15-0-0

5.03 DE Handbook (first reading)--Motion by KA, 2nd by AH. Question about how evaluation of faculty is addressed? Answer: this is a best practices book, more of an accreditation piece, this is what we do and how we do it. It's designed for the new teacher. It does not touch upon evaluation. Vote: 14-0-0

5.04 Academic Senate position on AP 7120-D: Motion by PM to *not move this forward*. 2nd by MCN. Senators discuss. This document does not yet include the equity facilitator feedback that has been provided to HR. It also does not include all the DEI language yet. KA: She provided comments re: equity language (or lack thereof) and those have not been included yet either. Vote: 13-2-2.

5.05 Support Proposal for Compressed Calendar and Stakeholder Survey Language—PP gives senators an overview of this. Motion to approve by RM; 2nd by AH. Suggestion to get rid of the word “compressed” and change to “normal”--because VC is the school that is out of norm with its 18-week semesters. Senators discuss. Question about the details—ex. How long will classes run with a 16-week semester? Vote: 15-0-1.

5.06 Program Viability Process Draft (first reading)--PP gives senators an overview of this process. Motion by RM *not to approve*; 2nd by DH. RM explains: this document is too vague and could potentially punish small programs. It is too ambiguous and vague and needs much revision. No members of the curriculum committee were on the task force that worked on this document. Senators discuss. Vote: 14-0-3.

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) *Committee reports given as listed.*

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

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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)--Some senators do not see value in continuing these awards.

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>)

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11.01 Requests for Future Agenda Items

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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.

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; 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: The state-of-the-art training and recording studio, located in Learning Resource Center (LRC) Room 136, is available to instructors for video creation and online teaching needs. It is also used for live training sessions. You can reserve the Training Studio for video or podcast recording and/or demonstrations for your students. Contact VCDEFacultyHelp@vcccd.edu for a tour of the space and to reserve time in the Studio.

CVC Consortium: Ventura College is a member of the [CVC Consortium](#) and we actively participate in meetings across the state to determine what is best for Ventura College as well as the State of California in Online Education. Professional development resources are available at the [CVC Professional Development website](#).

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.

Peer Online Course Review (POCR)

Trained VC faculty and Distance Education team members are available to review online and hybrid courses for alignment with effective practices in quality online teaching that increase student success. Peer review is a collaborative process between teaching faculty and DE team members to ensure alignment with Course Outline of Record (COR)

objectives, the [CVC Course Design Rubric](#), and accessibility requirements. Faculty who complete the Ventura College POCR process can also submit their fully online courses for “Quality Reviewed” badging on the [CVC.edu](#) cross-enrollment platform. For more information, please contact VCDEFacultyHelp@vcccd.edu .

Equity Review

Our instructional designers and Online Faculty are trained in Conducting a Cultural Curriculum Audit. This process ensures that authentic assessment and student choice are at the forefront of creating course materials. Lead mentors will guide new faculty through the process of conducting the audit.

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 vhelppdesk@vccd.edu.

Licensed software includes the MS Office 365, Adobe Suite, Camtasia, Canvas Studio, Screencast O Matic, and other specialized software for various departments should be 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.

Instructor Created Materials

Faculty may also want to create their own materials to reduce textbook costs for students and provide their own customized course material. These materials may include instructional videos, podcasts, and other textual content. The Distance Education team is available to work with faculty on projects for online course material development.

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 is 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](https://www.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:

- [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.

Distance Education Student Help Desk

Students can contact our Student help desk with questions about Canvas, ConferZoom, General Online Classes Questions, and third party tools. Hours vary from term to term based upon the student workers’ schedules. It can be referenced by contacting VCDEStudentHelp@vccd.edu | (805) 289-6452.

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.

California Virtual Camps (CVC)

A place for students to search for common online classes across the state at 115 California Community Colleges. Faculty can participate in professional development including alignment with the CVC Course Design Rubric and course quality badging on the [CVC.EDU exchange](#). Ventura College is a member of the [CVC-OEI Consortium](#) which has been working to address online achievement gaps and increase student access to quality online courses. See the [About the CVC-OEI](#) for more information.

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.

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

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 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.

Policy for Assessing Courses that are Not Offered

The following is a policy on addressing classes that were not offered during the scheduled assessment semester. The purpose of this policy is to streamline the process by which SLO assessments are shifted from one semester to the next, while also ensuring that departments are regularly reviewing their curriculum and course offerings.

- 1) 1st instance – shift to next semester
 - a. Dept Chair and Dean are notified that course is on SLO notice, and that assessment semester was shifted. Dept chair can respond that they would prefer it to be shifted to a different semester.
 - b. Example – MATH V77 is scheduled for assessment in fall 2020. However, it was not offered in fall 2020. So, its scheduled assessment semester is shifted to spring 2021.

- 2) 2nd instance – shift to next semester
 - a. Dept Chair, Dean, VP of Academic Affairs, and Curriculum Committee Chair are notified that course is on SLO watch list.
 - b. Dept chair develops plan to address issue through curriculum process
 - c. Example – After being shifted to spring 2021, MATH V77 is not offered again during its scheduled assessment semester. So, its scheduled assessment semester is shifted again to fall 2021.

- 3) 3rd instance – shift to next semester
 - a. Dept Chair, Dean, VP of Academic Affairs, and Curriculum Committee Chair are notified that department meets “No SLO, No Dough” criteria
 - b. Dept chair develops plan to address issue through curriculum process
 - c. Example – After being shifted again to fall 2021, MATH V77 is not offered again during its scheduled assessment semester. So, its scheduled assessment semester is shifted again to spring 2022.

Resolution Number: 2020-2

Contact: Dan Clark

Approve an American Ethnic Studies Task Force as a Workgroup of the Curriculum Committee

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

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

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

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

Resolved, the Ventura College Academic Senate approves the amendment of Academic Senate Constitution and/or Bylaws to create an American Ethnic Studies Workgroup of the Curriculum Committee; and develop guidelines interpreting these requirements and providing language to assist with their fulfillment;

Resolved, the development and interpretation of Ethnic Studies requirements and guidelines, as well as the review and selection procedures and identification of courses meeting the CSU GE Breadth Area F requirements will occur in the American Ethnic Studies Workgroup of the Academic Senate Curriculum Committee;

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

~~Teaching faculty in American Ethnic Studies and as chair of the Workgroup~~

~~1 faculty member with American Ethnic Studies background~~

~~1 Student services, with an Ethnic Studies background~~

~~1 aligned discipline with C.I.D. descriptive experience,~~

~~2 student representatives; (1) from M.E.Ch.A and (1) B.S.U. student as historical advocates of Ethnic Studies, (preferably students striving for an Ethnic Studies degree).~~

a) Chair of Workgroup shall be a member of the American Ethnic Studies department

b) One faculty member from the American Ethnic Studies department

c) One faculty member with American Ethnic Studies minimum qualifications

d) One student services faculty with American Ethnic Studies minimum qualifications

First Reading Approved 3/4/2021

Second Reading Approved and Adopted 3/18/2021

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

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

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

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

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.

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 be present at invited to the final interview at the President's discretion.

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 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](#)

Academic Senate Evaluation 2020-2021

Q2 - Committee Charge: The Ventura College Academic Senate represents all Ventura College faculty on academic and professional matters. During the Fall and Spring semesters the VC Academic Senate meets regularly on the first and third Thursday of each month from 3:30 PM - 5:00 PM in MCW-312. According to Title 5, Section 53200, the term academic and professional matters covers the following areas: 1. Curriculum, including establishing prerequisites. 2. Degree and certificate requirements. 3. Grading policies. 4. Educational program development. 5. Standards or policies regarding student preparation and success. 6. College governance structures, as related to faculty roles. 7. Faculty roles and involvement in accreditation processes. 8. Policies for faculty professional development activities. 9. Processes for program review. 10. Processes for institutional planning and budget development. 11. Other academic and professional matters as mutually agreed upon. Informally, these areas of concern are called the 10+1.

Does the business of the committee reflect the committee charge?

#	Field	Choice Count
1	Yes	100.00% 15
2	No	0.00% 0

15

Q3 - Please explain:

Please explain:

Self-explanatory

The Senate has engaged throughout the year in discussing and taking action on issues directly connected to the 10 + 1.

The Senate does a good job in reflecting the committee charge?

Dan has done a great job supporting faculty on 10+1 issues.

Q5 - Goal 1: Update Academic Senate Constitution and Bylaws including but not limited

to: clarifying voting committee issue in the Senate Constitution.

#	Field	Choice Count
1	Met goal	69.23% 9
2	Did not meet goal	15.38% 2
3	Unsure	15.38% 2
		13

Showing rows 1 - 4 of 4

Q6 - Comments:

Comments:

none

With the constraints of COVID, we were able to effectively see various changes to the constitution, comment on it, take it back to our department/divisions, and make some positive changes. It is still an on-going item (mostly because other items took up more of the senate time than probably expected this semester) but we are in progress on this and good work has already been done.

Senate is in the process of revising the bylaws and has discussed voting.

Although the work was done, I'm not sure that the final voting approach was settled on.

Still working on the updates

Q7 - Goal 2: Work collaboratively and with respect for each other's opinions. Implement practices at Academic Senate Council meetings that foster rich, inclusive dialogue among senators.

#	Field	Choice Count
1	Met goal	76.92% 10
2	Did not meet goal	15.38% 2
3	Unsure	7.69% 1
		13

Showing rows 1 - 4 of 4

Q8 - Comments:

Comments:

Even when Senate has faced difficult discussions, it has worked hard to be inclusive and respectful of every member's viewpoint.

Even though we met on zoom, the meetings were well organized and protocols on responding, collaborating, voting, etc. were all done in a way to be inclusive, respectful, and mindful. senators were able to use chat, raise hand, or just speak out, which was helpful in accommodating various device usage. Conversations were always respectful and all voices were heard. It never felt as if a conversation was pushed into a certain direction by the senate exec. It was always inclusive of what the senators in the room wanted.

Senate can continue to create an open and honest community where people are free to speak and be heard. Senate would benefit from continued cultivation of making sure all voices are heard and all viewpoints considered to engage in a robust dialogue (that reflects critical thinking).

This committee works diligently to hear all points of view from its members and its guests.

Lot of discord at times between faculty groups, causing disruption and poor collegiality

Disagreements have occurred, but they have been civil.

Q9 - Goal 3: Practice and promote equity, diversity, inclusiveness and antiracist practices in Academic Senate Council meetings and throughout the campus. Consider resolutions related to racial justice.

#	Field	Choice Count
1	Met goal	76.92% 10
2	Did not meet goal	7.69% 1
3	Unsure	15.38% 2
		13

Showing rows 1 - 4 of 4

Q10 - Comments:

Comments:

We sure did. It seems like every meeting had some discussion that related to one of those goals.

Senate needs to take more care support opinions that do not agree with the majority on this issue.

We had an on-going Equity and Inclusion topic in our senate agenda each meeting. We also spent A LOT of time discussing Equity, inclusion and social justice in terms of policies and practices on campus. Ethnic studies was a big topic through the semester, equity hiring practices, multi-cultural center, many of these big topics came up over and over again in senate this year.

This is an ongoing process.

Senate passed a resolution on Black Lives Matter and three resolutions on ethnic studies.

Q11 - Goal 4: Professional development will focus inward on campus culture change through equity-centered professional development. Equity-focused coaching, workshops, institutes, and speaker series will be included as hands-on initiatives that will continually foster practitioner change.

#	Field	Choice Count
1	Met goal	61.54% 8
2	Did not meet goal	23.08% 3
3	Unsure	15.38% 2
		13

Showing rows 1 - 4 of 4

Q12 - Comments:

Comments:

none

Faculty PD began an equity summit this semester with an equity focus lens. This lead into the Curriculum audit that is now taking place and will continue through summer and fall. Many of the flex sessions have also been equity related.

We are working on this.

Most faculty professional development activities are NOT based on diversity, equity and inclusion. Definitely the committee is not meeting the goal. The committee is spending so much money on activities that do not focus on the DEI goals of the Senate.

Professional development has been outstanding this year. Kammy and Colleen have done an amazing job.

Q13 - Goal 5: Create a new faculty hiring prioritization process.

#	Field	Choice Count
1	Met goal	61.54% 8
2	Did not meet goal	23.08% 3
3	Unsure	15.38% 2
		13

Showing rows 1 - 4 of 4

Q14 - Comments:

Comments:

We worked toward it and made some advances, but the hiring practices now look a lot like they did before.

This has been a contentious issue this year and it does not appear to be fully resolved.

This was done as a first attempt. It is still a work in progress as we see problems come up and work on solutions to better our process.

We did this

The faculty hiring prioritization process has been fruitful. I appreciate the approach Senate has taken with regard to communicating prioritization process with the administration.

This did not happen to my knowledge.

We have a new process in place. There are still some issues to work out, but it works much better than the old process.

Q15 - Goal 6: Ensure transparency in all things including but not limited to: budgets, evaluations, communications, and committees.

#	Field	Choice Count
1	Met goal	83.33% 10
2	Did not meet goal	8.33% 1
3	Unsure	8.33% 1
		12

Showing rows 1 - 4 of 4

Q16 - Comments:

Comments:

none

Budget transparency has been an issue. Though our treasurer has tried, it is very difficult to get transparent line item budget information.

Ensuring transparency in all things including but not limited to: budgets, evaluations, communications, and committees is an ongoing process of Senate.

The Senate did a good job to ensure transparency.

Is Senate transparent? That remains to be seen. ☐

Q17 - Goal 7: Distribute the local Academic Senate handbook to all faculty and keep the Senate website updated to ensure information is easy to find. Promote 10+1 on campus including but not limited to: hiring committees (increase diversity), tenure review committee makeup, budget, and curriculum considerations (added to program review process).

#	Field	Choice Count
1	Met goal	50.00% 6
2	Did not meet goal	25.00% 3
3	Unsure	25.00% 3
		12

Showing rows 1 - 4 of 4

Q18 - Comments:

Comments:

none

Curriculum has been a mess.

Senate is working on this.

Need to work on this.

Q19 - Goal 8: Work collaboratively with AFT on issues where our missions overlap including but not limited to: lab pay equity, DE evaluations, and class caps. Increase frequency and/or prioritization of formal updates from AFT to Academic Senate, and from Academic Senate to AFT.

#	Field	Choice Count
1	Met goal	36.36% 4
2	Did not meet goal	27.27% 3
3	Unsure	36.36% 4
		11

Showing rows 1 - 4 of 4

Q20 - Comments:

Comments:

none

lab pay equity has not been addressed; Class caps have been discussed. AFT rep has been attending Senate and updating faculty on AFT matters.

Senate has more work to do when it comes to connecting with AFT and representatives in a genuine and productive way.

No progress on labs or class caps.

Q21 - Is the committee environment supportive and encouraging of input on relevant issues?

#	Field	Choice Count
1	Always	8.33% 1
2	Usually	75.00% 9
3	Sometimes	16.67% 2
4	Rarely	0.00% 0
5	Never	0.00% 0
		12

Showing rows 1 - 6 of 6

Q22 - Please explain:

Please explain:

Senate needs to take into take care not to sideline or diminish viewpoints that do not agree with the majority.

We have an inclusive group of faculty in senate and their voices are always heard.

Senate is getting better at slowing down to discuss issues more adequately and genuinely.

Mostly goodly, though I'd like to stop the practice of swamping meetings with public comments and/or dragging students into debates on contentious topics.

Q23 - Are the issues brought to the committee effectively addressed in a timely manner?

#	Field	Choice Count
1	Always	18.18% 2
2	Usually	63.64% 7
3	Sometimes	18.18% 2
4	Rarely	0.00% 0
5	Never	0.00% 0
		11

Showing rows 1 - 6 of 6

Q24 - Please explain:

Please explain:

none

Difficult to get an agenda item on the agenda as the EXEC team sets the agenda and sometimes they have left an item off the agenda because they don't want to address it. Several officers of the Exec are not antiracist and hide behind their White privilege.

Please stop rounding up students for public comments.

Q25 - To what degree do you agree with the following statement: “In this committee, I felt like my ideas were recognized and appreciated”?

#	Field	Choice Count
1	Strongly agree	16.67% 2
2	Agree	41.67% 5
3	Neither agree nor disagree	41.67% 5
4	Disagree	0.00% 0
5	Strongly disagree	0.00% 0
		12

Showing rows 1 - 6 of 6

Q26 - Please explain:

Please explain:

none

Time was given to each senator to speak out about their concerns or bring up their ideas at each meeting

Disagreements happen and have mostly been civil

Q27 - To what degree do you agree with the following statement: “I feel united with the other members of the committee in our pursuit of a better campus”?

#	Field	Choice Count
1	Strongly agree	8.33% 1
2	Agree	50.00% 6
3	Neither agree nor disagree	25.00% 3
4	Disagree	16.67% 2
5	Strongly disagree	0.00% 0
		12

Showing rows 1 - 6 of 6

Q28 - Please explain:

Please explain:

Senate's struggle is to keep in mind the goals of the campus overall in contrast viewpoints of constituent groups who might not have the same agenda.

Q29 - What improvements should be made for this committee to function more effectively? For example, items for future consideration by the committee, agenda items that need completion, and/or suggested changes.

What improvements should be made for this committee to function more effect...

I don't know if anything can be done about this, but I think the committee is too large. It is easy to get lost among the attendees. I think the chief officers do a fine job, though.

????

Public comments sometimes took a third of senate meetings, which made it difficult to move through the agenda and get real work done. I believe there have been some changes to public comment processes to help with this problem.

We need to remove some officers as they are racist.

Effective limits on public comments so that entire meetings don't get derailed. It would also be good practice to limit debate on topics (x2 comments per person) to ensure we get through the agenda.

End of Report