



**Thursday, January 10, 2013  
Chancellor's Consultation Council**

**Ventura County Community College District  
Consultation Council  
District Administrative Center  
255 West Stanley Avenue, Suite 150  
Ventura, CA 93001  
9:00 a.m.**

**1. Call to Order**

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1.01 Call to Order

**2. Review of Consultation Council Notes**

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2.01 Review of the November 30, 2012 Consultation Council Notes

**3. Board Meeting Agenda Review**

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3.01 Review and discuss Board of Trustees January 22, 2013 Board Meeting

**4. Other Items**

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4.01 Participatory Governance Handbook

4.02 Program Discontinuance

4.03 Educational Master Plan Timeline

4.04 Future Agenda Items

4.05 Future Meetings

**5. Adjourn Meeting**

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5.01 Adjourn meeting

**Ventura County Community College District**  
**Consultation Council Notes**  
**November 30, 2012**  
**9:00 a.m.**

**Present:** Pam Eddinger, Ramiro Sanchez, Karen Bulger, Peder Nielsen, Peter Sezzi, Linda Kama'ila, Robin Calote, Dan Casey, Patricia Parham, Nenagh Brown, Alan Hayashi, Mike Bush

**Chair:** Sue Johnson

**Recorder:** Patti Blair

**Absent:** Jamillah Moore, Daniel Chavez, Handel Evans, Richard Duran, Riley Dwyer, Clare Geisen, Laura Brower, Karla Banks, Steve Hall, Richard Duran

| <b>Agenda Item</b>                                        | <b>Summary of Discussion</b>                                                                                                                                                                                                | <b>Action<br/>(If Required or<br/>Information Provided)</b> | <b>Completion<br/>Timeline</b> | <b>Assigned to:</b> |
|-----------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------|--------------------------------|---------------------|
| Opening of Meeting                                        | Ms. Johnson welcomed everyone to the meeting.                                                                                                                                                                               | N/A                                                         | N/A                            | Sue Johnson         |
| Review of Consultation Council Notes from August 31, 2012 | The notes from the November 2, 2012 Consultation Council were reviewed and approved, with one change.                                                                                                                       | N/A                                                         | N/A                            | Jamillah Moore      |
| Board Agenda                                              | In Dr. Moore's absence, Ms. Johnson led a review of the December 11, 2012 Board of Trustees Agenda.<br><br>There were no constituent objections to the December 11, 2012 Board of Trustees agenda.                          | N/A                                                         | N/A                            | Jamillah Moore      |
| Master Plan                                               | Consultation Council members discussed the feasibility of successfully bringing the Board of Trustees a completed document by Spring 2013 and moved expanded discussion of the Educational Master Plan to January 11, 2013. | 1/11/13                                                     | N/A                            | Jamillah Moore      |
| Future Agenda Items                                       | Educational Master Plan                                                                                                                                                                                                     | 1/11/13                                                     | N/A                            | Jamillah Moore      |
| Future Meetings                                           | <u>2013 Future Meetings</u><br>January 11, February 1, March 1, March 29, May 3, June 7, June 14, June 28, August 2, August 30, September 27, November 1, November 27                                                       |                                                             |                                |                     |



**Tuesday, January 22, 2013  
Board of Trustees**

**Order of the Agenda  
Oxnard College Performing Arts Building  
4000 South Rose Avenue  
Oxnard, California  
Closed Session: 3:00 p.m.  
Open Session 3:30 p.m.**

**1. Ventura County Community College District**

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- 1.01 Ventura County Community College District Mission
- 1.02 District Strategic Planning Vision Statement, adopted October 11, 2011.
- 1.03 Ventura County Community College District Board Objectives, adopted September 11, 2012.
- 1.04 Association of Community College Trustees: Code of Ethics
- 1.05 Ventura County Community College Governance Roles

**2. Call to Order 3:00 p.m.**

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- 2.01 Call to order.

**3. Public Comments Regarding Closed Session Agenda Items**

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3.01 Chair will ask for public comments. Pursuant to the federal Americans with Disabilities Act, if you need any special accommodation or assistance to attend or participate in the meeting, please direct your written request, as far in advance of the meeting as possible, to the Office of the Chancellor, Dr. Jamillah Moore, VCCCD, 255 W. Stanley Avenue, Suite 150, Ventura, CA.

**4. Recess to Closed Session**

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- 4.01 PUBLIC EMPLOYMENT (Gov. Code, section 54957) - Management
- 4.02 PUBLIC EMPLOYEE DISCIPLINE/DISMISSAL/RELEASE (Gov. Code, sec. 54957)
- 4.03 CONFERENCE WITH LABOR NEGOTIATOR: SEIU AND AFT (Gov. Code, sec. 54957.6)

**5. Reconvene in Open Session and Closed Session Report 3:30 p.m.**

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- 5.01 Chair will reconvene and provide a closed session report.

**6. Pledge to the Flag**

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- 6.01 Pledge to the Flag

## **7. Board of Trustees Agenda**

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7.01 CHANCELLOR'S RECOMMENDATION OF THE AGENDA. The District's Consultation Council is the representative body designed to support the governance processes at each College and to assist in District governance through the review and analysis of the Board of Trustees agenda prior to action by the Trustees. The items presented to the Board of Trustees contained in the meeting agenda of January 22, 2013, have been reviewed within the District's Consultation Council and are hereby presented to the Trustees for action.

## **8. Acknowledgement of Guests and Special Recognitions**

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8.01 There are no guests or special recognitions.

## **9. Public Comments**

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9.01 Chair will ask for public comments. Pursuant to the federal Americans with Disabilities Act, if you need any special accommodation or assistance to attend or participate in the meeting, please direct your written request, as far in advance of the meeting as possible, to the Office of the Chancellor Dr. Jamillah Moore, VCCCD, 255 W. Stanley Avenue, Suite 150, Ventura, CA.

## **10. Associated Student Government Reports**

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10.01 Associated Student Government

## **11. Senate President Business Reports**

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11.01 Academic Senate

11.02 Classified Senate

## **12. Trustee Professional Development 4:30 p.m.**

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12.01 PROFESSIONAL DEVELOPMENT: Technical Assistance Visit (AB 1725) Community College League of California.

## **13. Board Policy**

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13.01 The Policy Committee met on December 19, 2012. The Policy Committee provides recommendations to the Board regarding policy for Ventura County Community College District. The Policy Committee reviews policies and administrative procedures to ensure uniform practice Districtwide and avoid impeding college operational effectiveness (Accreditation Standards III.A.3.a, III.A.4.c, IV.B.1.b-c; IV.B.1.e)

13.02 ACTION TO REAFFIRM BOARD POLICY (BP) 2431 CEO SELECTION. This item presents for reaffirmation BP 2431 CEO Selection. Revised AP 2431 Recruitment and Hiring: Chancellor is provided for information.

13.03 ACTION TO REAFFIRM BOARD POLICY (BP) 7120 RECRUITMENT AND HIRING. This item presents for reaffirmation BP 7120 Recruitment and Hiring. Proposed AP 7120-A Recruitment and Hiring: Vice Chancellor(s), revised AP 7120-B Recruitment and Hiring: College President, revised AP 7120-C Recruitment and Hiring: Academic Managers, and existing AP 7120-D Recruitment and Hiring: Full-Time Faculty are provided for information.

13.04 ACTION TO APPROVE BOARD POLICY (BP) 7211 MINIMUM QUALIFICATIONS AND EQUIVALENCIES. This item presents for approval BP 7211 Minimum Qualifications and Equivalencies. Revised AP 7211 Minimum Qualifications and Equivalencies is provided for information.

13.05 ACTION TO APPROVE BOARD POLICY (BP) 7600 COLLEGE POLICE. This item presents for

approval BP 7600 College Police. No administrative procedure is required.

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#### **14. Trustees/Chancellor's Office**

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14.01 BOARD OF TRUSTEES COMMITTEE APPOINTMENTS TO SERVE FOR 2013 BOARD COMMITTEES. This item presents for approval Trustee appointments to serve on the 2013 Board of Trustees Committees.

14.02 BOARD OF TRUSTEES COMMITTEE MEETING SCHEDULE. This item presents for approval the 2013 Board of Trustees Board Committee Meeting Schedule.

14.03 STUDY SESSION. BOARD MEETING ASSESSMENT FROM THE December 11, 2012 BOARD OF TRUSTEES MEETING. This item presents for review an assessment for the December 11, 2012 Board of Trustees meeting.

14.04 ACTION TO APPROVE GOVERNING BOARD MEMBER ABSENCE. This item presents for approval the absence of a Board of Trustees member.

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#### **15. Business Services**

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15.01 The Audit and Budget Committee did not meet.

15.02 Budget Update

15.03 PLACEHOLDER ADOPTION OF 2013-2014 NONRESIDENT TUITION RATE: This item seeks Governing Board adoption of the 2013-2014 Nonresident Tuition Rate. As required by law, the Board must adopt a Nonresident Tuition Rate prior to February 1st from one of seven calculation methods.

15.04 ADOPTION OF 2013-14 NONRESIDENT STUDENT CAPITAL OUTLAY SURCHARGE AND FOREIGN STUDENT APPLICATION PROCESSING FEE: This item seeks Governing Board adoption of the 2013-2014 Nonresident Student Capital Outlay Surcharge, as permitted by law; and the 2013-2014 Foreign Student Application Processing Fee, as permitted by law.

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#### **16. Human Resources**

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16.01 APPROVAL OF SABBATICAL LEAVE RECOMMENDATIONS FOR 2013-2014 PER THE AGREEMENT BETWEEN THE VENTURA COUNTY COMMUNITY COLLEGE DISTRICT AND THE VENTURA COUNTY FEDERATION OF COLLEGE TEACHERS, AFT LOCAL 1828, AFL-CIO: This item presents for approval the required sabbatical leave recommendations of the District Sabbatical Leave Committee.

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#### **17. Capital Planning**

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17.01 Trustees: Capital Planning & Facilities Committee met on December 18, 2012.

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#### **18. Student Learning**

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18.01 There are no items.

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#### **19. Consent Calendar**

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19.01 APPROVAL OF CONSENT CALENDAR. This item presents for approval the Consent Calendar.

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#### **20. Consent Calendar: Approval of Minutes**

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20.01 APPROVAL OF MINUTES FOR THE BOARD OF TRUSTEES ANNUAL ORGANIZATIONAL MEETING DECEMBER 11, 2012. This item presents for approval the minutes of the December 11, 2012 Annual Organizational Meeting of the Board of Trustees.

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#### **21. Consent Calendar: Business Services**

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21.01 RATIFICATION OF ACCOUNTS PAYABLE AND PAYROLL FOR THE PERIOD OF NOVEMBER 14, 2012 TO DECEMBER 17, 2012: This item presents for ratification Accounts Payable and Payroll for the period of November 14, 2012 to December 17, 2012.

21.02 APPROVAL/RATIFICATION OF BOARD PURCHASE ORDER REPORT #08 FOR FY 2012-13: This item presents for approval/ratification of Board Purchase Order Report #08, for FY 2012-2013 from November 26, 2012 to January 7, 2013.

21.03 ACCEPTANCE OF GIFTS: This item presents for approval the acceptance of gifts.

21.04 SURPLUS/DISPOSAL OF EQUIPMENT: This item presents for approval the surplus/disposal of equipment and materials.

21.05 MONTHLY BUDGET TRANSFER SUMMARY & AMENDMENT: This item presents for ratification the monthly budget transfer summary and budget amendment for the months of November-December 2012.

21.06 APPROVAL OF NEW GRANTS FOR FISCAL YEAR 2012-13: This item request approval of new grants for FY 2012-13 and authorization to amend the General Fund Restricted budgets.

## **22. Consent Calendar: Human Resources**

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22.01 CHANGES IN PERSONNEL/EMPLOYMENT STATUS: APPROVAL OF SEPARATION FROM EMPLOYMENT: This item presents for approval the separation of employment of an employee.

22.02 EMPLOYMENT AND POSITION CONTROL: APPROVAL OF THE ABOLISHMENT AND ESTABLISHMENT OF POSITIONS: This item presents for approval the abolishment and establishment of positions.

22.03 EMPLOYMENT AND POSITION CONTROL: APPROVAL OF THE ESTABLISHMENT OF A POSITION: This item presents for approval the establishment of a position.

22.04 CHANGES IN PERSONNEL/EMPLOYMENT STATUS: APPROVAL/RATIFICATION OF GRANTING LEAVE OF ABSENCE FOR UNION BUSINESS

## **23. Consent Calendar: Capital Planning & Facilities**

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23.01 ACCEPTANCE OF CHANGE ORDER SUMMARY REPORTS FOR CAPITAL PROJECTS: This item presents for approval the Change Order Summary Reports for Capital Projects.

23.02 ACCEPTANCE OF COMPLETION OF CONTRACT WITH VENCO WESTERN FOR THE LANDSCAPING OF THE G BUILDING (THEATER) AT VENTURA COLLEGE, PROJECT #39117. This item presents for approval the acceptance of completion of the contract with Venco Western for the landscaping of the G Building (Theater) at Ventura College, Project #39117.

23.03 ACCEPTANCE OF COMPLETION OF CONTRACT WITH KIWITT'S GENERAL BUILDING FOR THE ADA PUSH PADS AT VENTURA COLLEGE, PROJECT #39120. This item presents for approval the acceptance of completion of the contract with Kiwitt's General Building for the ADA push pads at the MCE and MCW (AT/GPC) buildings at Ventura College, Project #39120.

## **24. Consent Calendar: Student Learning**

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24.01 There are no items.

## **25. Informational Items**

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25.01 There are no items.

## **26. Reports**

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26.01 Academic Senates

26.02 Trustees

26.03 Legislative Committee met on January 3, 2013.

26.04 Planning, Accreditation, and Communication Committee met on January 3, 2013.

26.05 Chancellor

**27. Adjournment 7:00 p.m.**

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27.01 Chair will adjourn the meeting.



## **Agenda Item Details**

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|          |                                                        |
|----------|--------------------------------------------------------|
| Meeting  | Jan 22, 2013 - Board of Trustees                       |
| Category | 1. Ventura County Community College District           |
| Subject  | 1.01 Ventura County Community College District Mission |
| Access   | Public                                                 |
| Type     | Information                                            |

## **Public Content**

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The Ventura County Community College District (VCCCD) is committed to assisting students in the attainment of its primary mission as a system of state supported two-year colleges.

The primary mission of the District is to produce student learning in lower division level academic transfer and career/vocational degree and certificate programs. Effective, efficient student support services are offered to assist in the accomplishment of the District's primary mission based on need and available resources.

Ventura County Community College District works to enhance state, regional, and local economic growth and global competitiveness within the pursuit of its primary mission. Additionally, workforce and economic development activities and services are offered based on need and available resources.

English as a Second Language instruction, remedial, adult education, and supplemental learning services that contribute to student success are offered and operated based on need and available resources. Ventura County Community College District improves the quality of community life by offering not-for-credit, recreational, vocational, cultural, and civic programming based on community demand and available resources.

All District programs, services, and activities operate within a framework of integrated planning and budgeting. Ongoing, student learning outcome assessment and systematic program review are used to ensure District-wide excellence through sustainable, continuous quality improvement in compliance with its mission.

## **Administrative Content**

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## **Agenda Item Details**

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|          |                                                                              |
|----------|------------------------------------------------------------------------------|
| Meeting  | Jan 22, 2013 - Board of Trustees                                             |
| Category | 1. Ventura County Community College District                                 |
| Subject  | 1.02 District Strategic Planning Vision Statement, adopted October 11, 2011. |
| Access   | Public                                                                       |
| Type     | Information                                                                  |

## **Public Content**

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VCCCD Board Strategic Planning is committed to optimal student access and degree and certificate completion through the effective and efficient use, assessment, and improvement of its fiscal, human, and technological resources.

## **Administrative Content**

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## Agenda Item Details

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|----------|----------------------------------------------------------------------------------------------|
| Meeting  | Jan 22, 2013 - Board of Trustees                                                             |
| Category | 1. Ventura County Community College District                                                 |
| Subject  | 1.03 Ventura County Community College District Board Objectives, adopted September 11, 2012. |
| Access   | Public                                                                                       |
| Type     | Information                                                                                  |

## Public Content

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### **BOARD GOAL ONE: PROVIDE ACCESS AND STUDENT SUCCESS**

- Strategic Objective 1-A: Students are served more efficiently by expedited movement through District Programs resulting associate, transfer, and CTE degree and certificate completion. Student learning opportunities are enhanced by implementing system-wide efficiencies. Establish a Districtwide General Education subcommittee to develop ideas and strategies to improve commonality among courses at each college. Responsible Parties: District Council for Academic Affairs (DCAA)
- Strategic Objective 1-B: Review collegiate level English and Science courses to ensure comparability in units and learning objectives with equivalent courses at four-year CSUs or transfer model curriculum. Responsible Parties: District Council for Academic Affairs (DCAA), Local Curriculum Committee, Local English and Science Faculty
- Strategic Objective 1-C: Review English and Mathematics objectives for pre-collegiate courses to ensure comparability among District colleges. Responsible Parties: District Council for Academic Affairs (DCAA), Local Curriculum Committee, Local English and Mathematics Faculty
- Strategic Objective 1-D: Participate in the SB 1440 (TMC - Transfer Model Curriculum) and C-ID (Course Identification Number System) initiative to ensure college courses are comparable District-wide and within the California Community College system. Responsible Parties: District Council for Academic Affairs (DCAA), Local Curriculum Committees

### **BOARD GOAL TWO: MAINTAIN INSTRUCTIONAL QUALITY WITHIN BUDGETARY LIMITS**

- Strategic Objective 2-A: Technical and vocational college courses and programs are aligned with employer and market needs. Responsible Parties: Local Curriculum Committees, Local Program Review Committees
- Strategic Objective 2-B: Professional development activities for faculty and staff promote organizational best practices and technological activities that empower employees to work smarter allowing greater time to be expended on activities linked to student access, persistence, and success. Responsible Party: Local Professional Development Committees, Human

### **BOARD GOAL THREE: PRUDENT FISCAL STEWARDSHIP**

- Strategic Objective 3-A: The link between discretionary budgeting and strategic planning is strengthened. Responsible Parties: District Committee for Accreditation and Planning (DCAP), Consultation Council
- Strategic Objective 3-B: Expenditures linked to District Planning are reviewed on an annual basis. Responsible Party: District Council for Administrative Services (DCAS)
- Strategic Objective 3-C: The effectiveness and efficiency of all District operations, programs, and services are improved and associated cost savings are redirected to student learning and support. Responsible Parties: Program Review Committees, Management, All Constituencies
- Strategic Objective 3-D: District long-term retirement obligations (GASB45) are funded and adequate cash reserves are maintained to handle cash flow requirements, including state funding deferrals and unanticipated expenditures. Responsible Party: District Council for Administrative Services (DCAS)
- Strategic Objective 3-E: Costs in areas such as healthcare, work-related injuries, facilities and operations, etc. are contained or reduced and cost savings are redirected to student learning and support. Responsible Parties: Employee Health Benefits Committees, Risk Management, Human Resources Department
- Strategic Objective 3-F: The state's financial condition is monitored and assessed to allow for timely budgetary intervention to avoid crises and unanticipated disruptions in District operations and programs. Responsible Parties: Vice Chancellor of Finance, District Council for Administrative Services (DCAS)

#### **Administrative Content**

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## Agenda Item Details

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|----------|----------------------------------------------------------------|
| Meeting  | Jan 22, 2013 - Board of Trustees                               |
| Category | 1. Ventura County Community College District                   |
| Subject  | 1.04 Association of Community College Trustees: Code of Ethics |
| Access   | Public                                                         |
| Type     | Information                                                    |

## Public Content

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The following model code of ethics was developed by the Association of Community College Trustees.

As a community college governing board member, I am responsible to:

1. Devote time, thought, and study to the duties and responsibilities of a community college board member so that I may render effective and creditable service;
2. Work with my fellow board members in a spirit of harmony and cooperation in spite of differences of opinion that arise during vigorous debates on issues;
3. Base my personal decision upon all available facts in each situation; vote my honest conviction in every case, unswayed by partisan bias of any kind; therefore, to abide by and uphold the final majority decision of the board;
4. Remember at all times that as an individual I have no legal authority outside the meetings of the board, and to conduct my relationships with the community college staff, the local citizenry, and all media of the community on the basis of this fact;
5. Resist every temptation and outside pressure to use my position as a community college board member to benefit myself or any other individual or agency apart from the total interest of the community college district;
6. Recognize that it is as important for the board to understand and evaluate the educational program of the community college as well as to plan for the business of the college operations;
7. Bear in mind under all circumstances that the primary function of the board is to establish the policies by which the college is to be administered;
8. Welcome and encourage active participation of the community in helping to establish the policies guiding the operations of the college and proposed future developments;
9. Support the state and national community college organizations;
10. Finally, strive step by step toward ideal conditions for the most effective community college board service to my community, in a spirit of teamwork and devotion to public education as the greatest instrument for the preservation and the perpetuation of our representative democracy.



## Agenda Item Details

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|          |                                                        |
|----------|--------------------------------------------------------|
| Meeting  | Jan 22, 2013 - Board of Trustees                       |
| Category | 1. Ventura County Community College District           |
| Subject  | 1.05 Ventura County Community College Governance Roles |
| Access   | Public                                                 |
| Type     | Information                                            |

## Public Content

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### Roles

Critical to the integrity of the College and District governance structure is that each member of the District community understands the roles, responsibilities, and accountability of each constituent group in the governance process.

Members of the District have the authority and responsibility to make recommendations in matters appropriate in scope. The scope for each constituent group outlined below is derived from several sources: the Government Code of California, California Code of Regulations, VCCCD Board Policy, District practices and procedures, and job descriptions.

### Role of the Board of Trustees

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The Board of Trustees are representatives of the broad community, elected to act as guardians of the public's trust. Although elected within subsections of Ventura County, Trustees serve and represent all county citizens. The Board's primary responsibility is to establish District policies that align with the Minimum Standards set by the Board of Governors of the California Community Colleges. The Board ensures that the mission and vision will be accomplished by assigning responsibilities to District employees through job descriptions. In this way, the Board remains outside the operations of the District.

The following responsibilities are stated in Education Code Section, which authorizes and defines local boards. The section also authorizes local boards to delegate their power to the chief executive officer and other college staff and committees, unless specifically prohibited by law.

1. Establish rules and regulations not inconsistent with the regulations of the Board of Governors and the laws of this state.
2. Establish policies for and approve comprehensive, academic, and facilities plans.
3. Establish policies for and approve courses of instruction and educational programs.
4. Establish academic standards and graduation requirements.

5. Employ all personnel and establish employment practices.
6. Determine budgets within legal constraints and determine the needs for tax and bond elections.
7. Manage and control district property.
8. Establish procedures for effective involvement in the local decision-making process.
9. Establish rules for student conduct.
10. Establish fees as required by law.
11. Accept grants, gifts, and scholarships.
12. Provide auxiliary services, as necessary.
13. Determine the academic calendar.
14. Participate in the Board of Governors' state consultation process.

Boards of Trustees in California delegate significant authority to the CEO, as well as to the Academic Senate according to Title 5 regulations. Effective boards limit their role to developing broad policy and providing oversight in the areas listed above, and delegate the responsibility for administrative and professional duties to the professionals in the colleges.

As a legislative body, the VCCCD Board of Trustees conducts deliberations and actions openly within the realm of public scrutiny consistent with Government Code Section 54953, also known as the Ralph M. Brown Act. Minutes are prepared for all actions taken by the VCCCD Board of Trustees to serve as the District's public record.

### **Role of District Chancellor**

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The Chancellor is the chief executive officer of the District and administrative agent of the Board of Trustees and, as such, is the District's only employee reporting directly to the Board. The Chancellor is accountable for the operation of the District and for providing policy recommendations to the Board. Further definition of the Chancellor's responsibilities is provided in the following section on the Role of Administrators and further referred to in BP 2430 Delegated Authority to Chancellor.

### **Role of Faculty**

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Full-time and part-time faculty members at each College are represented in governance by an Academic Senate. The Academic Senate at each College assumes primary responsibility for making recommendations in the areas of curriculum, academic standards, and other areas of professional and academic matters identified in Assembly Bill 1725.

The VCCCD Board of Trustees agreed in Board Policy 2510 to function with the Colleges' Academic Senates in academic and professional matters under the mutual agreement option. When the Board elects to provide for mutual agreement with the Academic Senates, and an agreement has not been reached, existing policy shall remain in effect unless such policy exposes the District to legal liability or fiscal hardship. In cases where there is no existing policy, or when legal liability or fiscal hardship requires existing policy to be changed, the Board may act, after a good faith effort to reach agreement, only for compelling legal, fiscal, or organizational reasons.

Through the three Academic Senates and their College governance structure, recommendations are made to the administration of its College and the District on the following specific academic and professional matters:

- Curriculum, including establishing prerequisites and placing courses within disciplines;
- Degree and certificate requirements;
- Grading policies;

- Educational program development;
- Standards or policies regarding student preparation and success;
- District and College governance structures, as related to faculty roles;
- Faculty roles and involvement in accreditation processes, including self-study and annual reports;
- Policies for faculty professional development activities;
- Processes for program review; and
- Processes for institutional planning and budget development
- Other academic/professional matters, mutually agreed upon between the Board of Trustees and the Academic Senate.

Academic Senates have a statutory requirement to confer with students in their respective areas of responsibility.

Consultation is required on processes in program review, planning, and budgeting. Consultation is not required on the content of program review, planning, and budgeting.

Academic Senates appoint faculty members to District groups.

### **Role of Classified Staff**

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Classified staff members include College and District employees in a wide range of positions. Classified staff members are provided with opportunities to participate in the formulation and development of District and College recommendations as well as in the processes for developing recommendations that have or will have a significant effect on them.

SEIU recommends classified representatives for appointments to the various groups as identified through Article 4.8 of the agreement between the Ventura County Community College District and Service Employees International Union Local 99.

### **Role of Administrators**

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Administrators are defined as college presidents, vice chancellors, college executive vice presidents, college vice presidents, deans, classified managers, and classified supervisors. The job descriptions for College and District administrators assign specific roles for administrators. Administrators are appointed to committees based on function or position or appointed by the College President or Chancellor. Administrators address issues of District-wide impact, including governance recommendations, operational matters to ensure alignment of practices, cross-District communication, uniform application of policies and procedures, progress on District goals, and Board support in District-wide planning processes.

### **Role of Students**

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Students at each College are represented by an Associated Student Government organization composed of elected officers. Each College's student government organization operates in accordance with its own constitution and bylaws and is responsible for appointing student representatives to serve on District councils. In their role representing all students, they offer opinions and make recommendations to the administration of the College and to the Board of Trustees with regard to District and College policies and procedures that have or will have a significant effect on students. Those areas are specifically defined as:

- Grading policies;
- Codes of student conduct;
- Academic disciplinary policies;

- Curriculum development;
- Courses or programs which should be initiated or discontinued;
- Processes for institutional planning and budget development;
- Standards and policies regarding student preparation and success;
- Student services planning and development;
- Students fees within the authority of the District to adopt; and
- Any other District and College policy, procedure, or related matter that the District Board of Trustees determines will have a significant effect on students.

Generally, the Board of Trustees shall not take action on a matter having a significant effect on students unless they have been provided with an opportunity to participate in the recommendation process.

rev. 06.19.12

## **Administrative Content**

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### **Agenda Item Details**

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|----------|----------------------------------|
| Meeting  | Jan 22, 2013 - Board of Trustees |
| Category | 2. Call to Order 3:00 p.m.       |
| Subject  | 2.01 Call to order.              |
| Access   | Public                           |
| Type     | Information                      |

### **Public Content**

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### **Administrative Content**

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## Agenda Item Details

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|----------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Meeting  | Jan 22, 2013 - Board of Trustees                                                                                                                                                                                                                                                                                                                                                            |
| Category | 3. Public Comments Regarding Closed Session Agenda Items                                                                                                                                                                                                                                                                                                                                    |
| Subject  | 3.01 Chair will ask for public comments. Pursuant to the federal Americans with Disabilities Act, if you need any special accommodation or assistance to attend or participate in the meeting, please direct your written request, as far in advance of the meeting as possible, to the Office of the Chancellor, Dr. Jamillah Moore, VCCCD, 255 W. Stanley Avenue, Suite 150, Ventura, CA. |
| Access   | Public                                                                                                                                                                                                                                                                                                                                                                                      |
| Type     | Information                                                                                                                                                                                                                                                                                                                                                                                 |

## Public Content

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Persons may speak to the Board either on an agenda item or on other matters of interest to the public that are within the subject matter jurisdiction of the Board.

Oral presentations relating to a matter on the agenda, including those on the consent agenda shall be heard before an item is addressed and voted on.

Persons wishing to speak to matters not on the agenda shall do so at the time designated at the meeting for public comment.

Those wishing to speak to the Board are subject to the following:

- The Chair of the Board may rule members of the public out of order if their remarks do not pertain to matters that are within the subject matter jurisdiction of the Board, or if remarks consist of personal attacks on others.
- Non-scheduled substitutes may not speak in place of scheduled speakers unless alternates have been submitted on the original request.
- Employees who are members of a bargaining unit represented by an exclusive bargaining agent may address the Board under this policy, but may not attempt to negotiate terms and conditions of their employment. This policy does not prohibit any employee from addressing a collective bargaining proposal pursuant to the public notice requirements of Government Code Section 3547 and the policies of this Board implementing that section.
- Individuals wishing to address the Board shall complete a public speaker card that includes the individual's name, name of organization or group represented, if any, and a statement noting the agenda item or topic to be addressed. The individual can submit the completed public speaker card to the Board Clerk prior to the start of Closed Session, Open Session, or prior to the agenda item he/she has requested to address. A speaker can elect to speak during Public Comments or

Speak at the time the agenda item is addressed by the Board. Public speakers are required to address unagenda topics during Public Comments.

- No member of the public may speak without being recognized by the Chair of the Board.
- Each speaker will be allowed a maximum of three (3) minutes per topic; thirty (30) minutes shall be the maximum time allotment for public speakers on any one subject regardless of the number of speakers at any one board meeting. At the discretion of a majority of the Board, these time limits may be extended.
- Each speaker coming before the Board is limited to one (1) presentation per specific agenda item before the Board, and to one (1) presentation per meeting on non-agenda matters.

[Board Policy 2350 Speakers](#)

**Administrative Content**

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### **Agenda Item Details**

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Meeting Jan 22, 2013 - Board of Trustees  
Category 4. Recess to Closed Session  
Subject 4.01 PUBLIC EMPLOYMENT (Gov. Code, section 54957) - Management  
Access Public  
Type Discussion

### **Public Content**

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PUBLIC EMPLOYMENT (Gov. Code, section 54957) - Management

### **Administrative Content**

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### **Agenda Item Details**

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|          |                                                                           |
|----------|---------------------------------------------------------------------------|
| Meeting  | Jan 22, 2013 - Board of Trustees                                          |
| Category | 4. Recess to Closed Session                                               |
| Subject  | 4.02 PUBLIC EMPLOYEE DISCIPLINE/DISMISSAL/RELEASE (Gov. Code, sec. 54957) |
| Access   | Public                                                                    |
| Type     | Discussion                                                                |

### **Public Content**

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### **Administrative Content**

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### **Agenda Item Details**

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|          |                                                                               |
|----------|-------------------------------------------------------------------------------|
| Meeting  | Jan 22, 2013 - Board of Trustees                                              |
| Category | 4. Recess to Closed Session                                                   |
| Subject  | 4.03 CONFERENCE WITH LABOR NEGOTIATOR: SEIU AND AFT (Gov. Code, sec. 54957.6) |
| Access   | Public                                                                        |
| Type     | Report                                                                        |

### **Public Content**

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### **Administrative Content**

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## **Agenda Item Details**

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Meeting            Jan 22, 2013 - Board of Trustees

Category           5. Reconvene in Open Session and Closed Session Report 3:30 p.m.

Subject            5.01 Chair will reconvene and provide a closed session report.

Access             Public

Type                Report

## **Public Content**

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## **Administrative Content**

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## **Agenda Item Details**

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|          |                                  |
|----------|----------------------------------|
| Meeting  | Jan 22, 2013 - Board of Trustees |
| Category | 6. Pledge to the Flag            |
| Subject  | 6.01 Pledge to the Flag          |
| Access   | Public                           |
| Type     | Information                      |

## **Public Content**

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## **Administrative Content**

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## **Agenda Item Details**

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|          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|----------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Meeting  | Jan 22, 2013 - Board of Trustees                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| Category | 7. Board of Trustees Agenda                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| Subject  | 7.01 CHANCELLOR'S RECOMMENDATION OF THE AGENDA. The District's Consultation Council is the representative body designed to support the governance processes at each College and to assist in District governance through the review and analysis of the Board of Trustees agenda prior to action by the Trustees. The items presented to the Board of Trustees contained in the meeting agenda of January 22, 2013, have been reviewed within the District's Consultation Council and are hereby presented to the Trustees for action. |
| Access   | Public                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| Type     | Information                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |

## **Public Content**

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The District's Consultation Council is the representative body designed to support the governance processes at each College and to assist in District governance through the review and analysis of the Board of Trustees agenda prior to action by the Trustees. The items presented to the Board of Trustees contained in the meeting agenda of January 22, 2013, have been reviewed within the District's Consultation Council on January 10, 2013, without constituent objection, and are hereby presented to the Trustees for action.

## **Administrative Content**

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## **Agenda Item Details**

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Meeting Jan 22, 2013 - Board of Trustees  
Category 8. Acknowledgement of Guests and Special Recognitions  
Subject 8.01 There are no guests or special recognitions.  
Access Public  
Type Information

## **Public Content**

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## **Administrative Content**

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## Agenda Item Details

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|          |                                                                                                                                                                                                                                                                                                                                                                                            |
|----------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Meeting  | Jan 22, 2013 - Board of Trustees                                                                                                                                                                                                                                                                                                                                                           |
| Category | 9. Public Comments                                                                                                                                                                                                                                                                                                                                                                         |
| Subject  | 9.01 Chair will ask for public comments. Pursuant to the federal Americans with Disabilities Act, if you need any special accommodation or assistance to attend or participate in the meeting, please direct your written request, as far in advance of the meeting as possible, to the Office of the Chancellor Dr. Jamillah Moore, VCCCD, 255 W. Stanley Avenue, Suite 150, Ventura, CA. |
| Access   | Public                                                                                                                                                                                                                                                                                                                                                                                     |
| Type     | Report                                                                                                                                                                                                                                                                                                                                                                                     |

## Public Content

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Persons may speak to the Board either on an agenda item or on other matters of interest to the public that are within the subject matter jurisdiction of the Board.

Oral presentations relating to a matter on the agenda, including those on the consent agenda shall be heard before an item is addressed and voted on.

Persons wishing to speak to matters not on the agenda shall do so at the time designated at the meeting for public comment.

Those wishing to speak to the Board are subject to the following:

- The Chair of the Board may rule members of the public out of order if their remarks do not pertain to matters that are within the subject matter jurisdiction of the Board, or if remarks consist of personal attacks on others.
- Non-scheduled substitutes may not speak in place of scheduled speakers unless alternates have been submitted on the original request.
- Employees who are members of a bargaining unit represented by an exclusive bargaining agent may address the Board under this policy, but may not attempt to negotiate terms and conditions of their employment. This policy does not prohibit any employee from addressing a collective bargaining proposal pursuant to the public notice requirements of Government Code Section 3547 and the policies of this Board implementing that section.
- Individuals wishing to address the Board shall complete a public speaker card that includes the individual's name, name of organization or group represented, if any, and a statement noting the agenda item or topic to be addressed. The individual can submit the completed public speaker card to the Board Clerk prior to the start of Closed Session, Open Session, or prior to the agenda item he/she has requested to address. A speaker can elect to speak during Public Comments or

speak at the time the agendized item is addressed by the Board. Public speakers are required to address unagendized topics during Public Comments.

- No member of the public may speak without being recognized by the Chair of the Board.
- Each speaker will be allowed a maximum of three (3) minutes per topic; thirty (30) minutes shall be the maximum time allotment for public speakers on any one subject regardless of the number of speakers at any one board meeting. At the discretion of a majority of the Board, these time limits may be extended.
- Each speaker coming before the Board is limited to one (1) presentation per specific agenda item before the Board, and to one (1) presentation per meeting on non-agenda matters.

[Board Policy 2350 Speakers](#)

## **Administrative Content**

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## **Agenda Item Details**

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|          |                                           |
|----------|-------------------------------------------|
| Meeting  | Jan 22, 2013 - Board of Trustees          |
| Category | 10. Associated Student Government Reports |
| Subject  | 10.01 Associated Student Government       |
| Access   | Public                                    |
| Type     | Report                                    |

## **Public Content**

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- Moorpark College
- Oxnard College
- Ventura College

## **Administrative Content**

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## **Agenda Item Details**

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|          |                                       |
|----------|---------------------------------------|
| Meeting  | Jan 22, 2013 - Board of Trustees      |
| Category | 11. Senate President Business Reports |
| Subject  | 11.01 Academic Senate                 |
| Access   | Public                                |
| Type     | Information                           |

## **Public Content**

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- Moorpark College
- Oxnard College
- Ventura College

Through the three Academic Senates and their College governance structure, recommendations are made to the administration of its College and the District on the following specific academic and professional matters:

- Curriculum, including establishing prerequisites and placing courses within disciplines;
- Degree and certificate requirements;
- Grading policies;
- Educational program development;
- Standards or policies regarding student preparation and success;
- District and College governance structures, as related to faculty roles;
- Faculty roles and involvement in accreditation processes, including self-study and annual reports;
- Policies for faculty professional development activities;
- Processes for program review;
- Processes for institutional planning and budget development

## **Administrative Content**

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## **Agenda Item Details**

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|          |                                       |
|----------|---------------------------------------|
| Meeting  | Jan 22, 2013 - Board of Trustees      |
| Category | 11. Senate President Business Reports |
| Subject  | 11.02 Classified Senate               |
| Access   | Public                                |
| Type     | Report                                |

## **Public Content**

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- Moorpark College
- Oxnard College
- Ventura College

## **Administrative Content**

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## **Agenda Item Details**

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Meeting Jan 22, 2013 - Board of Trustees

Category 12. Trustee Professional Development 4:30 p.m.

Subject 12.01 PROFESSIONAL DEVELOPMENT: Technical Assistance Visit (AB 1725)  
Community College League of California.

Access Public

Type

## **Public Content**

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## **Administrative Content**

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## Agenda Item Details

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|----------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Meeting  | Jan 22, 2013 - Board of Trustees                                                                                                                                                                                                                                                                                                                                                                                      |
| Category | 13. Board Policy                                                                                                                                                                                                                                                                                                                                                                                                      |
| Subject  | 13.01 The Policy Committee met on December 19, 2012. The Policy Committee provides recommendations to the Board regarding policy for Ventura County Community College District. The Policy Committee reviews policies and administrative procedures to ensure uniform practice Districtwide and avoid impeding college operational effectiveness (Accreditation Standards III.A.3.a, III.A.4.c, IV.B.1.b-c; IV.B.1.e) |
| Access   | Public                                                                                                                                                                                                                                                                                                                                                                                                                |
| Type     | Information                                                                                                                                                                                                                                                                                                                                                                                                           |

## Public Content

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The following Board policies and administrative procedures are presented for reaffirmation or approval by the Board of Trustees:

| No.       | Title                                      | Status                                                                                                                             |
|-----------|--------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------|
| BP 2431   | CEO Selection                              | No change/reaffirm.                                                                                                                |
| AP 2431   | Recruitment and Hiring: Chancellor         | Revised. Reviewed in DCHR 11/29/12.                                                                                                |
| BP 7120   | Recruitment and Hiring                     | No change/reaffirm. Reviewed in DCHR 11/29/12.                                                                                     |
| AP 7120-A | Recruitment and Hiring: Vice Chancellor(s) | Proposed [new]. Reviewed in DCHR 9/27/12, 10/11/12 and 11/29/12.                                                                   |
| AP 7120-B | Recruitment and Hiring: College President  | Revised. Reviewed in DCHR 9/27/12, 10/11/12 and 11/29/12.                                                                          |
| AP 7120-C | Recruitment and Hiring: Academic Managers  | Revised. Reviewed in DCHR 4/26/12, 9/27/12, 10/11/12 and 11/29/12.                                                                 |
| AP 7120-D | Recruitment and Hiring: Full-Time Faculty  | No change/reaffirm. Reviewed in DCHR 9/27/12, 10/11/12 and 11/29/12.                                                               |
| BP 7211   | Minimum Qualifications and Equivalencies   | Revised. Reviewed in DCHR 11/29/12.                                                                                                |
| AP 7211   | Minimum Qualifications and Equivalencies   | Revised. Reviewed in DCHR 11/29/12. Revised attachment reviewed in DCHR 4/26/12. Attachment will be reviewed and updated annually. |
| BP 7600   | College Police                             | Revised. Reviewed in DCHR 9/27/12. No administrative procedure is required.                                                        |

## Administrative Content

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**Agenda Item Details**

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Meeting Jan 22, 2013 - Board of Trustees

Category 13. Board Policy

Subject 13.02 ACTION TO REAFFIRM BOARD POLICY (BP) 2431 CEO SELECTION. This item presents for reaffirmation BP 2431 CEO Selection. Revised AP 2431 Recruitment and Hiring: Chancellor is provided for information.

Access Public

Type Action

Recommended Action The Chancellor recommends the Board of Trustees reaffirm BP 2431 CEO Selection as presented. Revised AP 2431 Recruitment and Hiring: Chancellor is provided for information and is consistent with BP 2431.

**Public Content**

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Background

Existing BP 2431 CEO Selection has been reviewed as part of the District's policy/procedure two-year review cycle (Accreditation Standard IV.B.1.e). Revised AP 2431 Recruitment and Hiring: Chancellor is provided for information and is consistent with BP 2431.

Analysis

The Policy Committee reviewed existing BP 2431 on December 19, 2012, and recommends the Board take action to reaffirm this policy as presented. Revised AP 2431 is provided for information. BP 2431 does not appear to impede the operational effectiveness of the colleges.

| Staff Review                                       | N/A                              | Date(s) Reviewed                  |
|----------------------------------------------------|----------------------------------|-----------------------------------|
| Chancellor's Cabinet                               |                                  | 7/23/2012, 12/03/2012             |
| President's Council                                | X                                |                                   |
| Academic Senate                                    | X                                |                                   |
| Administrative Council                             | X                                |                                   |
| District Council on Administrative Services (DCAS) | X                                |                                   |
| District Council on Human Resources (DCHR)         |                                  | 9/27/2012, 10/11/2012, 11/29/2012 |
| District Council on Student Learning (DCSL)        | X                                |                                   |
| District Technical Review Workgroup (DTRW)         | X                                |                                   |
| Consultation Council                               |                                  | 1/10/2013                         |
| Legal Counsel                                      | X                                |                                   |
| Further Information                                | Jamillah Moore, Michael Arnoldus |                                   |

|               |                                                                                                                                     |
|---------------|-------------------------------------------------------------------------------------------------------------------------------------|
| Book          | VCCCD Board Policy Manual                                                                                                           |
| Section       | Chapter 2 Board of Trustees                                                                                                         |
| Title         | BP 2431 CEO SELECTION                                                                                                               |
| Number        | BP 2431                                                                                                                             |
| Status        | Active                                                                                                                              |
| Legal         | Accreditation Standard IV.B.1<br>Accreditation Standard IV.B.1.j.<br>California Code of Regulations, Title 5, Section 53000 et seq. |
| Adopted       | November 8, 2005                                                                                                                    |
| Last Revised  | April 12, 2011                                                                                                                      |
| Last Reviewed | <del>March 10, 2011</del> _____                                                                                                     |

In the case of a Chancellor vacancy or notification of a vacancy, the Board shall establish a search process to fill the vacancy. The process shall be fair and open and comply with relevant regulations.

See Administrative Procedure 2431.

|               |                                            |
|---------------|--------------------------------------------|
| Book          | VCCCD Administrative Procedure Manual      |
| Section       | Chapter 2 Board of Trustees                |
| Title         | AP 2431 RECRUITMENT AND HIRING: CHANCELLOR |
| Number        | AP 2431                                    |
| Status        | Active                                     |
| Legal         | BP 2431                                    |
| Adopted       | December 8, 2009                           |
| Last Revised  | <del>April 12, 2011</del>                  |
| Last Reviewed | <del>March 10, 2011</del> _____            |

The following practices shall be followed for the recruitment and selection of the Chancellor.

### **Notification of Vacancy/Recruitment Strategy**

Upon notification of a Chancellor vacancy, the Board Chair informs the Trustees of the need to secure new District leadership. Vacancy notification shall be provided in the form of Board receipt of the Chancellor's resignation, retirement, contract buyout, or information regarding death or departure for special circumstances. At its earliest opportunity, the Board considers, as part of its public deliberations, the approach it wishes to use for the selection of a succeeding Chancellor. The Board, by formal action, determines whether it wishes to contract for an external recruitment firm, utilize the District's Human Resources Department for a District conducted search, or utilize a combination of contracted recruitment firm and Human Resources Department support services. Should the Board choose to contract for external recruitment services exclusively, the Vice Chancellor, Human Resources, serves as the Board's liaison to the firm.

### **Externally-Conducted Recruitment**

In the event an external recruitment firm is contracted by the Board of Trustees, the Board, through the Vice Chancellor, Human Resources, determines the procedures, timelines, and activities supporting the search in consultation with the contracted recruitment firm. The Board will ensure commitment to broad community and college participation in its searches, as well as providing equal employment opportunity to qualified candidates.

### **Internally-Conducted Recruitment**

The following procedure shall be observed for internally conducted recruitments:

#### *Committee Composition and Appointments*

Academic, classified, and student appointments are made by the Board from the groups/individuals listed below. Appointments are made by the Board of Trustees to which ensures diversity of representation within the selection committee. The Board of Trustees appoints the screening committee chair from among the committee membership. The Board announces the composition of the committee without reference to specific names in open session at the Board of Trustees meeting and approves any changes to the committee composition. The screening committee shall consist of the following:

| <b>Committee Composition Number</b>                                         | <b>Recommendations of the Following:</b> |
|-----------------------------------------------------------------------------|------------------------------------------|
| Academic Senate Presidents 3                                                | N/A                                      |
| College-Classified Senate Representatives 4 <u>(one from each location)</u> | N/A                                      |
| Student ASB Presidents 3                                                    | N/A                                      |
| Community Members (one from each Area 1-5) 5                                | Board of Trustees                        |
| College Managers 3                                                          | Board of Trustees                        |
| College President 1                                                         | Board of Trustees                        |
| District Administrative Center Manager 1                                    | Board of Trustees                        |
| <u>AFT Representative 1</u>                                                 | <u>AFT</u>                               |
| <u>SEIU Representative 1</u>                                                | <u>SEIU</u>                              |
| Vice Chancellor, Human Resources/Screening Committee Facilitator 1          | N/A                                      |
| Total <u>234</u>                                                            |                                          |

### *Screening/Selection*

The Vice Chancellor, Human Resources, approves timelines for the organizational meeting, application screening, application tally, oral interviews, and oral interview tally.

Timeline approval may be completed after the committee has set the calendar for the screening process. Any changes in the approved composition and/or timelines must be submitted to the Board for approval.

### *Announcement/Advertising*

The Vice Chancellor, Human Resources, or designee, prepares the vacancy announcement, including 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 qualified applicants. Recruitment, identification of advertising sources and applicant targets, ad placement, and web posting is the responsibility of the Vice Chancellor, Human Resources, or designee. If the District selects a recruitment firm to assist in any aspect of the recruitment and selection process, these responsibilities may be reallocated to the firm.

At a minimum, vacancy announcements, at a minimum, will be distributed to the community colleges in California. Advertisements will be placed, at a minimum, in the *Chronicle of Higher Education*, the Association of California Community College Administrators (ACCCA), the Los Angeles Times, the Registry-California Community College State Chancellor's Office, HigherEdJobs.com, and VCCCD.edu.

### *Organizational Meeting*

The Vice Chancellor, Human Resources, provides the screening committee with confidentiality policies and informs 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. In order to ~~ensure~~ maintain consistency in the process, each screening committee member must be available for all committee meetings.

The screening committee, under the direction of the Chair and the Vice Chancellor, Human Resources, identifies and discusses application screening criteria, creates oral interview questions and criteria, discusses the basis of the questions in relationship to the job announcement, and determines the relative weighting. All criteria and questions are based upon the requirements listed in the vacancy announcement.

### *Prescreening*

The prescreening committee consists of the chair of the screening committee and at least one additional member of the screening committee as agreed upon by majority vote of all screening committee members at the organizational meeting.

- A. The prescreening committee confers and determines which applicants meet minimum qualifications.
- B. The prescreening committee forwards the results of these deliberations to the Vice Chancellor, Human Resources.
- C. The Human Resources Department deactivates (in ORAP) those who fail to meet minimum qualifications or those who fail to meet requirements.

### *Screening*

The Human Resources Department forwards the guest user ID and the password for the particular vacancy to the all screening committee members. Committee members have an opportunity to review any applicant file which was determined to be unqualified in the prescreening whether based on minimum qualifications or equivalency determination. Each committee member screens the application materials independently and submits their results to the Chair. Committee members complete the applicant screening forms emphasizing the following:

- Screening evaluation forms must reflect the level of desired criteria and written comments in support of the overall recommendation.
- Screening evaluation forms must document a recommendation for oral interview (4 - Highly Recommend, 3 - Recommend, 0 - Do Not Recommend).
- Screening Committee members sign and date the screening evaluation forms.

### *Application Tally*

All committee members must participate in ~~shall be present at~~ the application tally meeting and shall have completed their screening of applicants. Any absences or exceptions must be approved by the Vice Chancellor, Human Resources.

- A. The Chair and the Vice Chancellor, Human Resources, tally the results.
- B. The committee as a whole determines which applicants will be called for interviews. The determination is based on the scores and not the individuals' identities. "Natural breaks" in the tally total should be the determining factor.
- C. The committee determines if additional candidates are to be interviewed in the event interview invitations are refused by the selected candidates. Additional candidates are

considered for interview based on their ranks and may only be considered if invitations are refused by the original invited candidates.

D. The Human Resources Department e-mails the individuals who are not selected for interview.

E. The Vice Chancellor, Human Resources, assigns dates and times for oral interviews taking into consideration distance and time of travel of for the applicants.

### *Oral Interview*

The Vice Chancellor, Human Resources, discusses guidelines pertinent to the interview process, appropriate follow-up questions, guidelines for written comments on oral interview forms, the District's diversity policy, and procedures for discussion following each candidate's interview. The committee reviews each question and discusses, in general, an appropriate answer. At the oral interviews, follow-up questions may be asked and should be based on information presented by the applicants. All follow-up questions must be for purposes of clarification and expansion of an applicant's response. Follow-up questions may not deviate from the intent of the original questions.

At the conclusion of each oral interview, the Vice Chancellor, Human Resources, facilitates the following ~~the~~ discussion process:

A. At the conclusion of each oral interview, each committee member shares a brief summary of each applicant's strengths and limitations.

Generally, the discussion will consist of:

- (1) Clarification of technical questions asked during the interview
- (2) Favorable and unfavorable impressions concerning the manner in which the candidate responded to questions asked during the interview
- (3) Strengths and weaknesses of each candidate, including professional impact
- (4) Impressions concerning the manner in which the candidate responded to questions asked during the interview.

B. Among those items which are inappropriate for discussion are the following:

- (1) Advocacy for or opposition to ~~for~~ a particular candidate based on information obtained outside the interview process
- (2) Comments based on rumor or unsubstantiated knowledge of a candidate
- (3) Any comment not related to specific interview information is inappropriate, such as comments on race, gender, age, sexual orientation, and physical characteristics

C. Each committee member individually rates each candidate (4 - Highly Recommend, 3 - Recommend, 0 - Do Not Recommend). The Oral Interview Record Form is used for oral interview rating. Ratings must be supported by clearly written comments. Final ratings should be representative of the candidates' performance across all questions and any demonstrations.

#### *Oral Tally*

A. The Chair and Vice Chancellor, Human Resources, tally the oral interview ratings and display the ratings to the entire committee with the candidates' names redacted for the purpose of determining the natural break in ratings.

B. After determining the natural break, the candidates' names are displayed to the committee to consider high/low discrepancies. The discussion focuses on information provided in the interview as well as information provided in the candidates' applications. Any committee member may change or remain with the original rating after considering the information discussed.

C. The committee as a whole reviews the ratings and determines who should be forwarded to the Board of Trustees for final interview based on the candidates' performances. The committee as a whole may decide if candidates below the natural break should be forwarded to the Board. If no candidates are deemed to be acceptable to the screening committee, the Board has the option of interviewing the candidates and/or reopening the recruitment. The Human Resources Department e-mails the individuals who were not selected for interview.

D. The committee summarizes, in writing, the strengths and weaknesses of the candidates and forwards the summary to the Board for review prior to interviewing the candidates.

#### *Reference Checks*

The Vice Chancellor, Human Resources, conducts reference checks for all candidates forwarded by the screening committee to the Board for consideration. Upon review of the candidates' references and any other pertinent material, the Vice Chancellor, Human Resources, notifies the Board Chair of any areas of concern pertaining to the candidates.

#### *Board of Trustees Interview*

The Board of Trustees conducts final interviews from an unranked list of candidates forwarded by the screening committee. The Vice Chancellor, Human Resources, will attend the Board interviews. The Board may request that the committee forward additional candidates. A successful candidate may be selected by the Board, or the Board may determine the recruitment and selection process needs to be extended or postponed to a later date.

#### *Offer of Employment/Notifications*

A. The Vice Chancellor, Human Resources, and the Board Chair discuss the salary offer.



B. The Vice Chancellor, Human Resources, contacts the successful candidate and makes all necessary contractual arrangements. The Vice Chancellor, Human Resources, notifies the Board Chair, within a reasonable period of time, whether the candidate has or has not accepted the contract.

C. The Vice Chancellor, Human Resources, or designee, completes the Record of Interview form indicating which applicants have not met minimum qualifications, which applicants were not invited to oral interviews, which applicants received oral interviews, and the candidate selected. The Trustees sign the form.

D. The Board Chair presents the outcome of the recruitment and selection process at the Board's next scheduled public meeting.

E. Release of information to District staff and the press regarding the outcome of the search will be undertaken by the Director of Administrative Relations in consultation with the candidate.



**Agenda Item Details**

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Meeting Jan 22, 2013 - Board of Trustees

Category 13. Board Policy

Subject 13.03 ACTION TO REAFFIRM BOARD POLICY (BP) 7120 RECRUITMENT AND HIRING. This item presents for reaffirmation BP 7120 Recruitment and Hiring. Proposed AP 7120-A Recruitment and Hiring: Vice Chancellor(s), revised AP 7120-B Recruitment and Hiring: College President, revised AP 7120-C Recruitment and Hiring: Academic Managers, and existing AP 7120-D Recruitment and Hiring: Full-Time Faculty are provided for information.

Access Public

Type Action

Recommended Action The Chancellor recommends the Board of Trustees reaffirm BP 7120 Recruitment and Hiring. Proposed AP 7120-A Recruitment and Hiring: Vice Chancellor(s), revised AP 7120-B Recruitment and Hiring: College President, revised AP 7120-C Recruitment and Hiring: Academic Managers, and existing AP 7120-D Recruitment and Hiring: Full-Time Faculty are provided for information and are consistent with BP 7120.

**Public Content**

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Background

Existing BP 7120 Recruitment and Hiring has been reviewed as part of the District's policy/procedure two-year review cycle (Accreditation Standard IV.B.1.e). Proposed AP 7120-A Recruitment and Hiring: Vice Chancellor(s), revised AP 7120-B Recruitment and Hiring: College President, revised AP 7120-C Recruitment and Hiring: Academic Managers, and existing AP 7120-D Recruitment and Hiring: Full-Time Faculty are provided for information and are consistent with BP 7120.

Analysis

The Policy Committee reviewed existing BP 7120 on December 19, 2012, and recommends the Board take action to reaffirm this policy as presented. Proposed AP 7120-A Recruitment and Hiring: Vice Chancellor(s), revised AP 7120-B Recruitment and Hiring: College President, revised AP 7120-C Recruitment and Hiring: Academic Managers, and existing AP 7120-D Recruitment and Hiring: Full-Time Faculty are provided for information. BP 7120 does not appear to impede the operational effectiveness of the colleges.

| Staff Review                                       | N/A | Date(s) Reviewed                  |
|----------------------------------------------------|-----|-----------------------------------|
| Chancellor's Cabinet                               |     | 7/23/2012, 7/30/2012, 12/03/2012  |
| President's Council                                | X   |                                   |
| Academic Senate                                    | X   |                                   |
| Administrative Council                             | X   |                                   |
| District Council on Administrative Services (DCAS) | X   |                                   |
| District Council on Human Resources (DCHR)         |     | 9/27/2012, 10/11/2012, 11/29/2012 |
| District Council on Student Learning (DCSL)        | X   |                                   |

|                                            |                                  |          |
|--------------------------------------------|----------------------------------|----------|
| District Technical Review Workgroup (DTRW) | X                                |          |
| Consultation Council                       |                                  | 01/10/13 |
| Legal Counsel                              | X                                |          |
| Further Information                        | Jamillah Moore, Michael Arnoldus |          |

[13.03.01.BP 7120 Recruitment and Hiring.pdf \(36 KB\)](#)

[13.03.02.AP 7120-A Recruitment and Hiring-Vice Chancellor \[proposed\].pdf \(64 KB\)](#)

[13.03.03..AP 7120-B Recruitment and Hiring-College President.pdf \(79 KB\)](#)

[13.03.04.AP 7120-C Recruitment and Hiring-Academic Managers.pdf \(80 KB\)](#)

[13.03.05.AP 7120-D Recruitment and Hiring Full-Time Faculty .pdf \(72 KB\)](#)

**Administrative Content**

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|               |                                                                                                                                                                                                                  |
|---------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Book          | VCCCD Board Policy Manual                                                                                                                                                                                        |
| Section       | Chapter 7 Human Resources                                                                                                                                                                                        |
| Title         | BP 7120 RECRUITMENT AND HIRING                                                                                                                                                                                   |
| Number        | BP 7120                                                                                                                                                                                                          |
| Status        | Active                                                                                                                                                                                                           |
| Legal         | Accreditation Standard III.1.A<br>California Code of Regulations, Title 5, Section 53000 et seq.<br>California Education Code Section 87100 et seq.<br>California Education Code, Section 70902, subdivision (d) |
| Adopted       | May 17, 2007                                                                                                                                                                                                     |
| Last Reviewed | <del>February 14, 2012</del> _____                                                                                                                                                                               |

The Chancellor shall establish procedures for the recruitment and selection of employees including, but not limited to:

- The criteria and procedures for the recruitment and selection of management employees including college presidents;
- The criteria and procedures for selection and hiring of academic employees in accordance with established and implemented board policies and procedures regarding the Academic Senate’s role in local decision-making. Academic employees shall possess the minimum qualifications prescribed for their positions by the Board of Governors or the equivalent in accordance with established procedures; and
- The criteria and procedures for hiring classified employees shall be established by the Personnel Commission.

See:

Administrative Procedure 7120-A Recruitment and Hiring: Vice Chancellor(s)  
Administrative Procedure 7120-B Recruitment And Hiring: College President  
Administrative Procedure 7120-C Recruitment And Hiring: Academic Managers  
Administrative Procedure 7120-D Recruitment And Hiring: Full-Time Faculty  
Administrative Procedure 7120-E Recruitment And Hiring: Part-Time Faculty

Book VCCCD Administrative Procedure Manual  
Section Chapter 7 Human Resources  
Title AP 7120-A Recruitment and Hiring: Vice Chancellor(s)  
Number AP 7120-A  
Status Active  
Legal California Education Code Section 87100 et seq.  
 California Code of Regulations, Title 5, Section 53000 et seq.  
 Accreditation Standard III.A

Adopted

**SELECTION PROCEDURES FOR VICE CHANCELLOR POSITIONS**

The following practices shall be followed for all vice chancellor positions.

**I. NOTIFICATION OF VACANCY/RECRUITMENT STRATEGY**

Upon formal notification of a vice chancellor vacancy, the Chancellor informs the Director of Employment Services of his/her plans to fill the position. Vacancy notification occurs upon the Chancellor's acceptance of the vice chancellor's resignation, retirement, contract non-renewal, or the receipt of information regarding death or departure for special circumstances. During the two weeks following the formal notification date, the Chancellor reviews the existing job description with the Director of Employment Services and makes any necessary changes. In the event substantial changes need to be made or there is a restructuring of the District administration functions, the new or revised job description must be presented to the Board of Trustees and the Personnel Commission (if applicable) for approval.

**II. COMMITTEE COMPOSITION**

Academic and classified appointments to the screening committee are made by the Chancellor or designee from recommendations from the groups/individuals listed below. When subject matter expertise is necessary, additional committee members may be commissioned from outside the District.

| <b><u>VICE CHANCELLOR POSITIONS</u></b>                                                                 |                                     |
|---------------------------------------------------------------------------------------------------------|-------------------------------------|
| <b><u>Committee Composition Number</u></b>                                                              | <b><u>Recommendations from:</u></b> |
| <u>College Management/Supervisors 6</u><br><u>(2 from each college)</u>                                 | <u>College President(s)</u>         |
| <u>District Administrative Center Representatives 2</u>                                                 | <u>Chancellor's Cabinet</u>         |
| <u>Academic Senate Presidents 3</u>                                                                     | <u>n/a</u>                          |
| <u>Classified Representatives 3</u>                                                                     | <u>Chancellor's Cabinet</u>         |
| <u>Management-level representative(s) from outside the District for subject-matter expertise 1 to 3</u> | <u>Chancellor</u>                   |
| <u>AFT Representative 1</u>                                                                             | <u>AFT President</u>                |

|                                                                  |                                      |
|------------------------------------------------------------------|--------------------------------------|
| <u>SEIU Representative 1</u>                                     | <u>SEIU Chief Steward</u>            |
| <u>Screening Committee Facilitator non-voting ex-officio ---</u> | <u>Director, Employment Services</u> |
| <u>Total 17-19</u>                                               | -                                    |

### III. VICE CHANCELLOR POSITIONS SCREENING COMMITTEE GUIDELINES

#### A. Committee Appointments

The Director of Employment Services reviews the membership recommendations to ensure the diversity of representation within the Screening Committee. The Chancellor appoints the chair from among the membership, and the chair convenes the committee.

#### B. Timelines for Screening/Selection Process

Timelines for the Organizational Meeting (where applicable), Application Screening, Application Tally, Oral Interviews, and Oral Interview Tally will be approved by the Director of Employment Services. Timeline approval may be completed after the committee has set the calendar for the screening process.

#### C. Announcement/Advertising

The Director of Employment Services or designee prepares the vacancy announcement including 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. The Director of Employment Services or designee is responsible for the recruitment, identification of advertising sources and applicant targets, ad placement, and web posting. If the District selects a recruitment firm to assist in any aspect 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 Chronicle of Higher Education, Association of California Community College Administrators (ACCCA), the Registry-California Community College State Chancellor's Office, HigherEdJobs.com, and VCCCD.edu.

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

The Screening Committee, under the direction of the chair and the screening committee facilitator, identifies and discusses application screening criteria, creates oral interview questions and criteria, discusses the basis of the questions in relationship to the job announcement, and determines the relative weighting. All criteria and questions must be based upon the requirements listed in the vacancy announcement.

#### E. Prescreening

All members of the prescreening committee confer and determine which applicants meet minimum qualifications. The members forward the results of these deliberations to the Screening Committee Facilitator. The Screening Committee Facilitator forwards the information to the Human Resources Department. The Human Resource Department deactivates (in ORAP) those who fail to meet minimum qualifications or those who fail to meet requirements.

#### F. Screening

The Human Resources Department forwards the quest user ID and the password for the particular vacancy to all Screening Committee members. Committee members have an opportunity to review any applicant file which was determined to be unqualified in the prescreening whether based on minimum qualifications or equivalency determination. Each committee member screens the application materials independently and submits their results to the chair.

#### G. Application Tally

All committee members must participate in the application tally meeting and have completed their screening of applicants. Any absences or exceptions must be approved by the Director of Employment Services.

- a. Chair and the Screening Committee Facilitator tally the results.
- b. The committee as a whole determines which applicants will be called for interviews. The determination is based on the scores and not the individuals' identity. "Natural breaks" in the tally total should be the determining factor.
- c. The committee determines if additional candidates are to be interviewed in the event interview invitations are refused by the selected candidates. Additional candidates will be considered for interview based on their rank and may be considered only if invitations are refused by the original invited candidates.
- d. The Screening Committee Facilitator notifies the Human Resources Department of the candidates who were selected for an interview. The Human Resources Department emails the individuals who were not selected for interview.
- e. The Screening Committee Facilitator assigns dates and times for oral interviews taking into consideration distance and time of travel of the applicants.

#### H. Oral Interview

The Screening Committee Facilitator discusses guidelines pertinent to the interview process, appropriate follow up questions, guidelines for written comments on oral interview forms, District's diversity policy, and procedures for discussion following each candidate's interview. The committee reviews each question and discusses, in general, an appropriate answer. At the oral interview, follow-up questions may be asked and should be based on information presented by the applicants. All follow-up questions must be for purposes of clarification and expansion of an applicant's response. Follow-up questions may not deviate from the intent of the original questions.

1. At the conclusion of each oral interview, the Screening Committee Facilitator facilitates a discussion process during which the following actions occur:

- a. Each committee member shares a brief summary of each applicant's strengths and limitations: that may include the following:
  - (1) Clarification of technical questions asked during the interview
  - (2) Favorable and unfavorable impressions concerning the manner in which the candidate responded to questions asked during the interview
  - (3) Strengths and weaknesses of each candidate, including professional impact
  - (4) Impressions concerning the manner in which the candidate responded to questions asked during the interview
- b. Among those items which are inappropriate for discussion are the following:
  - (1) Advocacy or opposition for a particular candidate based on information obtained outside the interview process
  - (2) Comments based on rumor or unsubstantiated knowledge of a candidate
  - (3) Any comment not related to specific interview information is inappropriate, such as comments on race, gender, age, sexual orientation, and physical characteristics
- c. The Oral Interview Record Form is used for oral interview rating. Ratings must be supported by clearly written comments. Final ratings should be representative of the candidates' performance across all questions.
- d. The committee rates each candidate (4 - Highly Recommend, 3 - Recommend, 0 - Do Not Recommend). The committee reviews the ratings to consider high/low discrepancies. The discussion focuses on information provided in the interview as well as information provided in the candidates' applications. Any committee member may change or remain with original rating after considering the information discussed.

#### I. Oral Tally

- 1. The Chair and Screening Committee Facilitator tally the oral interview ratings and display the ratings to the entire committee with candidates' names redacted for the purpose of determining the natural break in ratings.
- 2. After determining the natural break, candidates' names are displayed to the committee for the purpose of determining who should be recommended to the Chancellor for final consideration. The committee as a whole may decide if candidates below the natural break should be recommended for final consideration. For classified positions, the Director of Employment Services will establish an unranked eligibility list to be certified to the Chancellor based on the recommendations of the screening committee. All



candidates on the unranked eligibility list will be forwarded to the Chancellor for consideration.

3. The committee summarizes, in writing, the strengths and weaknesses of the candidates recommended to the Chancellor for consideration.
4. The Human Resources Department emails the individuals who were not selected for final consideration.

#### J. Chancellor Interview

The Chancellor conducts final interviews from an unranked list of candidates recommended by the Screening committee. The Chancellor may interview without the presence of the Screening Committee Facilitator.

For both classified and academic positions, the Chancellor has the option of reopening the recruitment if no selection is made.

#### K. Reference Checks and Offer of Employment

1. The Chancellor or designee conducts reference checks on the identified individuals in accordance with the VCCCD reference checking procedure.
2. Upon review of the selected candidate's references and any other pertinent material, the Director of Employment Services notifies the Chancellor that an official employment offer may be made. The Director of Employment Services and the Chancellor discuss the salary offer.
3. The Screening Committee Facilitator completes the Record of Interview form indicating which applicants have not met minimum qualifications, which applicants were not invited to oral interviews, which applicants received oral interviews, and the candidate selected. The Chancellor signs the form and forwards the original form to the Human Resources Department.
4. The Screening Committee Facilitator forwards all screening files, forms, and related notes and records to the Human Resources Department.

|               |                                                                                                                                                                       |
|---------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Book          | VCCCD Administrative Procedure Manual                                                                                                                                 |
| Section       | Chapter 7 Human Resources                                                                                                                                             |
| Title         | AP 7120- <del>CB</del> Recruitment and Hiring: College President                                                                                                      |
| Number        | AP 7120- <del>CB</del>                                                                                                                                                |
| Status        | Active                                                                                                                                                                |
| Legal         | California Education Code Section 87100 et seq.<br>California Education Code Section 87400<br>California Education Code Section 88003<br>Accreditation Standard III.A |
| Adopted       | June 20, 2006                                                                                                                                                         |
| Last Reviewed | <hr/>                                                                                                                                                                 |

## **Selection Procedures for PRESIDENTS**

### **Notification of Vacancy/Recruitment Strategy**

Upon formal notification of a presidential vacancy, the Chancellor will inform the Board of Trustees of the need to secure new college leadership. Vacancy notification shall be provided in the form of ~~Board~~ the Chancellor's acceptance of a presidential resignation, retirement, contract buyout, or the receipt of information regarding death, or departure for special circumstances. ~~At the following Board meeting, the Board will consider, as part of its public deliberations, the approach it wishes to use for the selection of a successor president. The Board, by formal action~~ The Chancellor will determine whether it he/she wishes to contract for an external recruitment firm, to utilize the District's Human Resources Department (HR), or to utilize a combination of consultant and internal HR support services for the selection of a successor president. Should the ~~Board~~ Chancellor choose to contract for external search services exclusively, the ~~Chancellor~~ Vice Chancellor, Human Resources, or his/her designees shall serve as the ~~Board~~ Chancellor's liaison to the firm. The Vice Chancellor, Human Resources, will ensure commitment to community and college participation in the search, as well as providing equal employment opportunity to qualified candidates.

The following procedure shall be observed for all recruitments:

#### **~~External Searches~~**

~~In the event that an external search firm is contracted by the Board of Trustees, the procedures, timelines, and activities supporting the search will be determined by the Board, through the Chancellor, in consultation with their consultant firm. The Board is committed to broad community and college participation in its searches, as well as providing equal employment opportunity to qualified candidates.~~

#### **~~District Conducted Searches~~**

~~Should the Board determine it wishes to conduct a district-supported search, the following practices shall be observed.~~

#### **~~Committee Composition~~**

~~Academic, classified, and student appointments will be made from recommendations from the groups/individuals listed below. Each will be requested to forward five (5) names for consideration.~~

\*In the absence of a president.

### **Committee Appointments**

Membership recommendations will be reviewed and appointments made by the Chancellor to ensure the diversity of representation within the selection committee. The Chancellor will appoint the chair from among the membership. The Chancellor will report on the composition and diversity of the committee to the Board of Trustees.

### **Screening/Selection**

Timelines for the Organizational Meeting, Application Screening, Application Tally, Oral Interviews, and Oral Interview Tally will be approved by the Vice Chancellor, Human Resources, and the Chancellor. Timeline approval may be completed after the committee has set the calendar for the screening process. Any changes in the approved composition and/or timelines must be submitted to the Chancellor and diversity office for approval.

### **Announcement/Advertising**

Preparation of the vacancy announcement including a description of duties and responsibilities, qualifications and application procedures is the responsibility of the Vice Chancellor, Human Resources or designee. 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 Vice Chancellor, Human Resources, 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 *Chronicle of Higher Education*, Association of California Community College Administrators (ACCCA), the *Los Angeles Times*, the Registry-California Community College State Chancellor's Office, HigherEdJobs.com, and VCCCD.edu.

### **Organizational Meeting**

The search committee will be provided with confidentiality policies and notified that all applicant files are considered confidential and must be maintained and reviewed in a manner to ensure the candidates' identities are not revealed. In order to ensure consistency in the process, each screening committee member must be available for the application screening and all committee meetings. The screening committee, under the direction of the chair and the diversity officer, will identify and discuss application screening criteria, create oral interview questions and criteria, discuss the basis of the questions in relationship to the job announcement, and determine the relative weighting. All criteria and questions must be based upon the requirements listed in the vacancy announcement.

### **Screening**

Each committee member will screen the application materials independently and submit their results to the chair.

## **Application Tally**

All committee members should be present at the application tally meeting. Any exceptions must be approved by the diversity officer. The chair and diversity officer will tally results and present them to the committee without names. The committee will determine which applicants will be invited for an interview. The determination will be based on the scores and not the individuals' identities.

"Natural breaks" in the tally total should be a determining factor. In the event an applicant declines an interview invitation, the committee will determine if additional applicants will be considered for interview.

## **Oral Interview/Tally**

Prior to the oral interview, the committee will review each question and discuss in general an appropriate answer. At the oral interview, follow-up questions may be asked and should be based on information presented by applicant. All follow-up questions must be for purposes of clarification and expansion of an applicant's response. Follow-up questions may not deviate from the original questions.

At the conclusion of the oral interviews, each committee member will share a brief summary of each applicant's strengths and limitations. Following the comments, the chair and the diversity officer will tally the results. All results will be presented to the committee without disclosing the identities of the applicants. The committee will determine which applicants to forward to the Chancellor for consideration. The Chancellor may request a minimum number to be forwarded. If the committee wishes, the forwarded applicants' identities may be disclosed. If the committee chooses, additional applicants may be forwarded after the identities have been disclosed.

## **Reference Checks**

The Vice Chancellor, Human Resources, or designee, will conduct background checks on the finalist(s) consistent with Board Policy 7120-C.

## **Board/Chancellor Interview**

The Trustees and Chancellor will conduct joint final interviews from an unranked list of a plurality of candidates forwarded from the committee. Trustees and Chancellor may request the committee forward additional applicants. Upon completion of the joint interviews, the Chancellor will, for purpose of discussion with Trustees, declare his or her preferences regarding candidates. A successful candidate may be selected or a determination made that the search process needs to be extended or postponed to a later date. The outcome of the search process will be presented by the Chancellor to the Board at its public meeting.

The diversity officer will attend the Board/Chancellor interview.

## **Notifications**

HR will contact the successful presidential candidate and make all necessary contractual arrangements. The Board will be notified by the Chancellor, within a reasonable period of time, that the candidate has or has not accepted the contract. Release of information to the campus

and press regarding the outcome of the search will be undertaken by the Director of Administrative Relations in consultation with the candidate.

**Committee Composition and Appointments**

Academic, classified, and student appointments are made by the Chancellor from the groups/individuals listed below. The Chancellor shall make appointments to ensure diversity of representation within the selection committee. The Chancellor appoints the screening committee chair from among the committee membership. The screening committee shall consist of the following:

| <b>Committee Composition</b>                                                                     | <b>Number</b> | <b>Selected from Among the Recommendations of the Following:</b> |
|--------------------------------------------------------------------------------------------------|---------------|------------------------------------------------------------------|
| Faculty <u>(from the college with the vacancy)</u>                                               | <u>34</u>     | Academic Senate President                                        |
| Classified Representatives <u>(from the college with the vacancy)</u>                            | <u>34</u>     | Classified Senate President                                      |
| Students <u>(from the college with the vacancy)</u>                                              | <u>31</u>     | <u>Associated</u> Student Government President                   |
| <b>Additional appointments will be selected from among the recommendations of the following:</b> |               |                                                                  |
| Community Members                                                                                | <u>32</u>     | <del>Board of Trustees</del> <u>Chancellor</u>                   |
| College Management <u>(from the college with the vacancy)</u>                                    | <u>2</u> 4    | <del>Outgoing President or</del> Chancellor*                     |
| <del>Current/Retired</del> Community College President                                           | 1             | Chancellor's Cabinet                                             |
| District Administrative Center Representative                                                    | 1             | Chancellor's Cabinet                                             |
| <del>Ex-officio diversity officer</del> <u>Screening Committee Facilitator (ex officio)</u>      | <u>1---</u>   | <del>Chancellor's Cabinet</del> <u>Human Resources</u>           |
| <b>TOTAL</b>                                                                                     | 17            |                                                                  |

**Screening/Selection**

The Vice Chancellor, Human Resources, approves timelines for the organizational meeting, application screening, application tally, oral interviews, and oral interview tally.

Timeline approval may be completed after the committee has set the calendar for the screening process. Any changes in the approved composition and/or timelines must be submitted to the Chancellor for approval.

**Announcement/Advertising**

The Vice Chancellor, Human Resources, or designee, prepares the vacancy announcement, including 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 qualified applicants. Recruitment, identification of advertising sources and applicant targets, ad placement, and web posting is the responsibility of the Vice Chancellor, Human Resources, or designee. If the Chancellor selects a recruitment firm to assist in any aspect of the recruitment and selection process, these responsibilities may be reallocated to the firm.

At a minimum, vacancy announcements will be distributed to the community colleges in California. Advertisements will be placed, at a minimum, with the *Chronicle of Higher Education*, the Association of California Community College Administrators (ACCCA), the *Los Angeles Times*, the Registry-California Community College State Chancellor's Office, HigherEdJobs.com, and VCCCD.edu.

### **Organizational Meeting**

The Vice Chancellor, Human Resources, provides the screening committee with confidentiality policies and informs the committee that all applicant files are considered confidential and must be maintained and reviewed in a manner to ensure that the candidates' identities are not revealed. In order to maintain consistency in the process, each screening committee member must be available for all committee meetings.

The screening committee, under the direction of the Chair and the Vice Chancellor, Human Resources, identifies and discusses application screening criteria, creates oral interview questions and criteria, discusses the basis of the questions in relationship to the job announcement, and determines the relative weighting. All criteria and questions are based upon the requirements listed in the vacancy announcement.

### **Prescreening**

The prescreening committee consists of the chair of the screening committee and at least one additional member of the screening committee, as agreed by majority vote of all screening committee members at the organizational meeting.

A. \_\_\_\_\_ The prescreening committee confers and determines which applicants meet minimum qualifications.

B. \_\_\_\_\_ The prescreening committee forwards the results of these deliberations to the Vice Chancellor, Human Resources.

C. \_\_\_\_\_ The Human Resources Department deactivates (in ORAP) those who fail to meet minimum qualifications or those who fail to meet requirements.

### **Screening**

The Human Resources Department forwards the guest user ID and the password for the particular vacancy to all screening committee members. Committee members have an opportunity to review any applicant file that was determined to be unqualified in the prescreening whether based on minimum qualifications or equivalency determination. Each committee member screens the application materials independently and submits their results to the Chair. Committee members complete the applicant screening forms emphasizing the following:

- Screening evaluation forms must reflect the level of desired criteria and written comments in support of the overall recommendation.
- Screening evaluation forms must document a recommendation for oral interview.
- Screening Committee members sign and date the screening evaluation forms.

### **Application Tally**

All committee members must participate in the application tally meeting and shall have completed their screening of applicants. Any absences or exceptions must be approved by the Vice Chancellor, Human Resources.

A. The Chair and the Vice Chancellor, Human Resources, tally the results.

B. The committee as a whole determines which applicants will be called for interviews. The determination is based on the scores and not the individuals' identities. "Natural breaks" in the tally total should be the determining factor.

C. The committee determines if additional candidates are to be interviewed in the event interview invitations are refused by the selected candidates. Additional candidates are considered for interview based on their ranks and may only be considered if invitations are refused by the original invited candidates.

D. The Human Resources Department e-mails the individuals who are not selected for interview.

E. The Vice Chancellor, Human Resources, assigns dates and times for oral interviews taking into consideration distance and time of travel for the applicants.

### **Oral Interview**

The Vice Chancellor, Human Resources, discusses guidelines pertinent to the interview process, appropriate follow-up questions, guidelines for written comments on oral interview forms, the District's diversity policy, and procedures for discussion following each candidate's interview. The committee reviews each question and discusses, in general, an appropriate answer. At the oral interview, follow-up questions may be asked and should be based on information presented by the applicants. All follow-up questions must be for purposes of clarification and expansion of an applicant's response. Follow-up questions may not deviate from the intent of the original questions.

At the conclusion of each oral interview, the Vice Chancellor, Human Resources, facilitates the following discussion process:

A. At the conclusion of each oral interview, each committee member shares a brief summary of each applicant's strengths and limitations.

Generally, the discussion will consist of:

(1) Clarification of technical questions asked during the interview

(2) Favorable and unfavorable impressions concerning the manner in which the candidate responded to questions asked during the interview

- (3) Strengths and weaknesses of each candidate, including professional impact
- (4) Impressions concerning the manner in which the candidate responded to questions asked during the interview.

B. Among those items which are inappropriate for discussion are the following:

- (1) Advocacy or opposition for a particular candidate based on information obtained outside the interview process
- (2) Comments based on rumor or unsubstantiated knowledge of a candidate
- (3) Any comment not related to specific interview information is inappropriate, such as comments on race, gender, age, sexual orientation and physical characteristics

C. Each committee member individually rates each candidate (4 - Highly Recommend, 3 - Recommend, 0 - Do Not Recommend). The Oral Interview Record Form is used for oral interview rating. Ratings must be supported by clearly written comments. Final ratings should be representative of the candidates' performances across all questions and any demonstrations.

### **Oral Tally**

A. The Chair and Vice Chancellor, Human Resources, tally the oral interview ratings and display the ratings to the entire committee with the candidates' names redacted for the purpose of determining the natural break in ratings.

B. After determining the natural break, the candidates' names are displayed to the committee to consider high/low discrepancies. The discussion focuses on information provided in the interview as well as information provided in the candidates' applications. Any committee member may change or remain with the original rating after considering the information discussed.

C. The committee as a whole reviews the ratings and determines who should be forwarded to the Chancellor for final interview based on the candidates' performances. The committee as a whole may decide if candidates below the natural break should be forwarded to the Chancellor. If no candidates are deemed to be acceptable to the screening committee, the Chancellor has the option of interviewing the candidates and/or reopening the recruitment. The Human Resources Department e-mails the individuals who were not selected for interview.

D. The committee summarizes, in writing, the strengths and weaknesses of the candidates and forwards the summary to the Chancellor for review prior to interviewing the candidates.

### **Reference Checks**

The Vice Chancellor, Human Resources, conducts reference checks for all candidates forwarded by the screening committee to the Chancellor for consideration. Upon review of the candidates' references and any other pertinent material, the Vice Chancellor, Human Resources, notifies the Chancellor of any areas of concern pertaining to the candidates.



## **Chancellor Interview**

The Chancellor conducts final interviews from an unranked list of candidates forwarded by the screening committee. The Chancellor may interview without the presence of the Screening Committee Facilitator. The Chancellor has the option of reopening the recruitment if no selection is made.

## **Offer of Employment/Notifications**

A. The Vice Chancellor, Human Resources, and the Chancellor discuss the salary offer.

B. The Vice Chancellor, Human Resources, contacts the successful candidate and makes all necessary contractual arrangements. The Vice Chancellor, Human Resources, notifies the Chancellor, within a reasonable period of time, whether the candidate has or has not accepted the contract.

C. The Vice Chancellor, Human Resources, or designee, completes the Record of Interview form indicating which applicants have not met minimum qualifications, which applicants were not invited to oral interviews, which applicants received oral interviews, and the candidate selected. The Chancellor signs the form.

D. Release of information to VCCCD staff and the press regarding the outcome of the search will be undertaken by the Director of Administrative Relations in consultation with the candidate.

|               |                                                                                                                                                   |
|---------------|---------------------------------------------------------------------------------------------------------------------------------------------------|
| Book          | VCCCD Administrative Procedure Manual                                                                                                             |
| Section       | Chapter 7 Human Resources                                                                                                                         |
| Title         | AP 7120-AC Recruitment and Hiring: <u>Academic Managers</u>                                                                                       |
| Number        | AP 7120-AC                                                                                                                                        |
| Status        | Active                                                                                                                                            |
| Legal         | California Education Code Section 87100 et seq.<br>California Code of Regulations, Title 5, Section 53000 et seq.<br>Accreditation Standard III.A |
| Adopted       | April 14, 2009                                                                                                                                    |
| Last Reviewed | <del>March 12, 2009</del> _____                                                                                                                   |

## SELECTION PROCEDURES FOR ACADEMIC MANAGERS

The following practices shall be followed for all academic management positions. ~~Classified management positions will follow the rules and regulations as established by the Personnel Commission.~~

### I. NOTIFICATION OF VACANCY/RECRUITMENT STRATEGY

Upon formal notification of an academic manager vacancy, the hiring manager informs the Director of Employment Services of his/her plans to fill the position. Vacancy notification occurs upon the Chancellor's acceptance of the manager's resignation, retirement, contract non-renewal, or the receipt of information regarding death or departure for special circumstances. During the two weeks following the formal notification date, the responsible manager reviews the existing job description with the Director of Employment Services and makes any necessary changes. In the event substantial changes need to be made or there is a restructuring of college's functions, the new or revised job description must be presented to Chancellor's ~~e~~Cabinet for approval. Unless substantial changes are made to the job description, the Director of Employment Services begins the recruitment process two weeks following the formal notification date.

### II. COMMITTEE COMPOSITION

#### College Positions

Academic, classified, and student appointments to the Selection Committee are made by the Chancellor or designee from recommendations from the groups/individuals listed below. The recommended persons forward two (2) names for each seat on the committee to the Director of Employment Services for consideration. ~~The committee composition for classified management positions may be modified to be in compliance with Personnel Commission rules.~~ When subject matter expertise is necessary, committee members may be commissioned from outside the dDistrict.

| <b><u>ACADEMIC COLLEGE-BASED MANAGEMENT POSITIONS</u></b>                                                                                                                                    |                                                                                                       |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------|
| <b><u>Committee Composition Number</u></b>                                                                                                                                                   | <b><u>Recommendations From:<br/>of the Following</u></b>                                              |
| College Management/Supervisors <del>4</del> <u>5</u><br>( <del>2</del> <u>4</u> from the college in which vacancy occurs<br>and 1 each from <u>one of the other two</u> another<br>colleges) | College President(s)                                                                                  |
| District Administrative Center Representative <u>1</u>                                                                                                                                       | Chancellor's Cabinet                                                                                  |
| Faculty (for <del>academic management only</del> ) <del>2</del> <u>3</u><br>( <u>from the college with the vacancy</u> )                                                                     | <u>College President</u> (following<br>consultation with<br>the <u>aAcademic sSenate pPresident</u> ) |
| Students (for <u>Dean of Student Learning at the<br/>discretion of the President, Dean of Student<br/>Services Instructional VP, SS VP, and EVP only</u> )<br><u>1</u>                       | <u>College President</u> (following<br>consultation with <u>Associated<br/>Student Government</u> )   |
| <u>Classified Employee Representative (from the<br/>college with the vacancy) 1</u>                                                                                                          | <u>College President</u> (following<br>consultation with the <u>Classified<br/>Senate President</u> ) |
| Screening Committee Facilitator - <u>non-<br/>voting</u> (ex-officio) <del>1</del> ---                                                                                                       | Director of Employment Services                                                                       |
| Total <del>9</del> <u>11</u>                                                                                                                                                                 |                                                                                                       |

District Administrative Positions

Academic and classified appointments are made by the Chancellor or designee from recommendations from the groups/individuals listed below. The recommended persons forward two (2) names for each seat on the committee to the Director of Employment Services for consideration. The committee composition for classified management positions may be modified to be in compliance with Personnel Commission rules. When subject matter expertise is necessary, committee members may be commissioned from outside the District.

| <b><u>Committee Composition Number</u></b>                                       | <b><u>Recommendations of the Following:</u></b> |
|----------------------------------------------------------------------------------|-------------------------------------------------|
| College Management/Supervisors <del>3</del><br>( <del>1</del> from each college) | College President(s)                            |
| District Administrative Center Representative <del>2</del>                       | Chancellor's Cabinet                            |
| Screening Committee Facilitator (ex-officio) <del>1</del>                        | Director of Employment Services                 |
| Total <del>6</del>                                                               | -                                               |

### III. MANAGEMENT SCREENING COMMITTEE GUIDELINES

#### A. Committee Appointments

The Director of Employment Services reviews the membership recommendations to ensure the diversity of representation within the Screening Committee. The Director of Employment Services appoints the chair from among the membership, and the chair convenes the committee.

#### B. Timelines for Screening/Selection Process

Timelines for the Organizational Meeting (where applicable), Application Screening, Application Tally, Oral Interviews, and Oral Interview Tally will be approved by the Director of Employment Services. Timeline approval may be completed after the committee has set the calendar for the screening process.

#### C. Announcement/Advertising

The Director of Employment Services or designee prepares the vacancy announcement including 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. The Director of Employment Services or designee is responsible for the recruitment, identification of advertising sources and applicant targets, ad placement, and web posting. If the District selects a recruitment firm to assist in any aspect 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 Chronicle of Higher Education, Association of California Community College Administrators (ACCCA), the Registry-California Community College State Chancellor's Office, HigherEdJobs.com, and VCCCD.edu.

#### 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. In order to ensure consistency in the process, each Screening Committee member must be available for all committee meetings.

The Screening Committee, under the direction of the chair and the Screening Committee Facilitator, identifies and discusses application screening criteria, creates oral interview questions and criteria, discusses the basis of the questions in relationship to the job announcement, and determines the relative weighting. All criteria and questions must be based upon the requirements listed in the vacancy announcement.

#### E. Prescreening

All members of the prescreening committee confer and determine which applicants meet minimum qualifications. The members forward the results of these deliberations to the Screening Committee Facilitator. The Screening Committee Facilitator forwards the information to the Human Resources Department. The Human Resource Department deactivates (in ORAP) those who fail to meet minimum qualifications or those who fail to meet requirements.

#### F. Screening

The Human Resources Department forwards the guest user ID and the password for the particular vacancy to the all ~~s~~Screening ~~e~~Committee members. Committee members have an opportunity to review any applicant file which was determined to be unqualified in the prescreening whether based on minimum qualifications or equivalency determination. Each committee member screens the application materials independently and submits their results to the chair. Committee members complete the applicant screening forms emphasizing the following:

- Screening evaluation forms must reflect the level of desired criteria and written comments in support of the overall recommendation.
- Screening evaluation forms must document a recommendation for oral interview (5.4 - Highly Recommend for interview, 3 – Recommend for interview, 2 – Consider for Interview, 0 - Do Not Recommend).
- Screening Committee members sign and date the screening evaluation forms.

#### G. Application Tally

All committee members ~~should be present at~~ must participate in the application tally meeting and have completed their screening of applicants. Any absences or exceptions must be approved by the Director of Employment Services.

1. ~~a.~~ Chair and the Screening Committee Facilitator tally the results.
2. ~~b.~~ The committee as a whole determines which applicants will be called for interviews. The determination is based on the scores and not the individuals' identity. "Natural breaks" in the tally total should be the determining factor.
3. ~~c.~~ The committee determines if additional candidates are to be interviewed in the event interview invitations are refused by the selected candidates. Additional candidates will be considered for interview based on their rank and may be considered only if invitations are refused by the original invited candidates.
4. ~~d.~~ The Screening Committee Facilitator notifies the Human Resources Department of the candidates who were selected for an interview. The Human Resources Department emails the individuals who were not selected for interview.
5. ~~e.~~ The Screening Committee Facilitator assigns dates and times for oral interviews taking into consideration distance and time of travel of the applicants.

#### H. Oral Interview/Tally

The Screening Committee Facilitator discusses guidelines pertinent to the interview process, appropriate follow up questions, guidelines for written comments on oral

interview forms, District's diversity policy, and procedures for discussion following each candidate's interview. The committee reviews each question and discusses, in general, an appropriate answer. At the oral interview, follow-up questions may be asked and should be based on information presented by the applicants. All follow-up questions must be for purposes of clarification and expansion of an applicant's response. Follow-up questions may not deviate from the intent of the original questions.

1. At the conclusion of each oral interview, the Screening Committee Facilitator facilitates ~~the following a~~ discussion process that will generally consist of the following:

~~Generally, the discussion will consist of:~~

- a. ~~At the conclusion of each oral interview, e~~Each committee member shares a brief summary of each applicant's strengths and limitations- that may include the following:

- (1) Clarification of technical questions asked during the interview.
- (2) Favorable and unfavorable impressions concerning the manner in which the candidate responded to questions asked during the interview
- (3) Strengths and weaknesses of each candidate, including professional impact
- (4) Impressions concerning the manner in which the candidate responded to questions asked during the interview

- b. Among those items which are inappropriate for discussion are the following:

- (1) Advocacy or opposition for a particular candidate based on information obtained outside the interview process
- (2) Comments based on rumor or unsubstantiated knowledge of a candidate
- (3) Any comment not related to specific interview information is inappropriate, such as comments on race, gender, age, sexual orientation, and physical characteristics

2. ~~e.~~ The Oral Interview Record Form is used for oral interview rating. Ratings must be supported by clearly written comments. Final ratings should be representative of the candidates' performance across all questions ~~and teaching demonstration.~~

3. ~~d.~~ The committee rates each candidate (4 - Highly Recommend, 3 - Recommend, 0 - Do Not Recommend). The committee reviews the ratings to consider high/low discrepancies. The discussion focuses on information provided in the interview as well as information provided in the candidates' applications. Any committee member may change or remain with original rating after considering the information discussed.

## I. Oral Tally

2. a.—The Chair and Screening Committee Facilitator tally the oral interview ratings and display the ratings to the entire committee with candidates' names redacted for the purpose of determining the natural break in ratings.
3. b.—After determining the natural break, candidates' names are displayed to the committee for the purpose of determining who should be forwarded to the eCollege pPresident/chancellor for final interview. The committee as a whole may decide if candidates below the natural break should be forwarded to the eCollege pPresident/chancellor. The committee determines the number of candidates to be forwarded to the eCollege pPresident/chancellor based on the candidates' performance and president's preference. If no candidates are deemed to be acceptable to the sScreening eCommittee, the eCollege pPresident/chancellor has the option of interviewing the candidates and/or reopening the recruitment. The Human Resources Department emails the individuals who were not selected for interview.
4. e.—The committee summarizes, in writing, the strengths and weaknesses of the candidates forwarded to the eCollege pPresident/chancellor for review prior to interviewing the candidates.

#### J. President/Chancellor Interview

~~For college positions, tThe eCollege pPresident and chancellor conducts joint final interviews from an unranked list of a plurality of candidates forwarded from the committee. The eCollege pPresident and chancellor may request the committee forward additional candidates (not applicable for classified management).~~  
 The eCollege pPresident and chancellor may interview without the presence of the Screening Committee Facilitator. ~~In the event that it is a District Administrative Center position, the hiring manager and the chancellor will conduct final interviews.~~

#### K. Reference Checks and Offer of Employment

1. a.—The eCollege pPresident/chancellor directs the responsible manager (first-line supervisor) to conduct reference checks on the identified individuals in accordance with the VCCCD reference checking procedure.
2. b.—The responsible manager forwards the references for the selected candidate to the Director of Employment Services for review.
3. e.—Upon review of the selected candidate's references and any other pertinent material, the Director of Employment Services notifies the hiring manager that an official employment offer may be made. The eDirector of Employment Services and the hiring manager discuss the salary offer.
4. d.—The Screening Committee Facilitator completes the Record of Interview form indicating which applicants have not met minimum qualifications, which applicants were not invited to oral interviews, which applicants received oral interviews, and the candidate selected. The eCollege pPresident/chancellor signs the form and forwards the original form to the Human Resources Department.
5. e.—The Screening Committee Facilitator forwards all screening files, forms, and related notes and records to the Human Resources Department.

|               |                                                                                                                                                                        |
|---------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Book          | VCCCD Administrative Procedure Manual                                                                                                                                  |
| Section       | Chapter 7 Human Resources                                                                                                                                              |
| Title         | AP 7120- <del>BD</del> Recruitment and Hiring: Full-Time Faculty                                                                                                       |
| Number        | AP 7120- <del>BD</del>                                                                                                                                                 |
| Status        | Active                                                                                                                                                                 |
| Legal         | <u>California Education Code Section 87100 et seq.</u><br><u>California Code of Regulations, Title 5, Section 53000 et seq.</u><br><u>Accreditation Standard III.A</u> |
| Adopted       | July 14, 2009                                                                                                                                                          |
| Last Reviewed | <del>February 14, 2012</del> _____                                                                                                                                     |

## **Selection Procedures for Full-Time Faculty**

### **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. The Human Resources Department determines the announcement closing date in consultation with the college's needs and policy/contract requirements. The Human Resources Department distributes the following in accordance with negotiated agreements and applicable policies:

- Transfer notice to full-time faculty a minimum of three days prior to opening the position for submission of applications
- Vacancy announcement to all faculty
- Vacancy announcement to mailing lists, CCC registry, publications, newspapers, online websites, list servers, etc.
- Screening committee calendar and composition forms to college president

### **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 Chronicle of Higher Education, the Registry-California Community College State Chancellor's Office, HigherEdJobs.com, edjoin.org and VCCCD.edu.

### **Committee Composition and Appointments**

The College President or designee, in consultation with the dean and/or department chair or coordinator, is responsible for recommending appointments to the screening committee. The



College President consults with the Academic Senate President and the Screening Committee Facilitator regarding the recommended committee composition prior to forwarding the recommendation to the Director of Employment Services for approval. The Director of Employment Services reviews the committee composition to ensure diverse representation within the committee and adherence to District policies and agreements where applicable.

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 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 committees on an exception basis. The following guidelines should be followed when composing a committee.\*

| <u>Committee Composition</u>                                                                                                                                                                                                          | <u>Number</u> |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|
| Faculty from the Division<br><br>Of the 3-5 faculty members on the committee:<br><br>A minimum of 2 faculty members must be from the discipline, when possible;<br><br>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 Facilitator – non-voting ex-officio                                                                                                                                                                               | ---           |

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

The composition of the 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 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.

The College President identifies a Screening Committee Facilitator to serve on the committee from a pre-established list of trained Screening Committee Facilitators provided by the Human Resources Department.

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

### **Organizational Meeting**

The Screening Committee Facilitator picks up the committee files from the Human Resources Department and the Screening Committee Facilitator file containing the list of VCCCD part-time applicants, applicant gender/ethnicity information, and other materials to be used in the organizational meeting.

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

- The committee selects a faculty member to co-chair the committee with the academic administrator.
- 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.
- 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/Chancellor.
- 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 in the discipline (one of whom may be the co-chair) and the Screening Committee Facilitator.

### **Prior to Close of Application Filing**

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

After the organizational meeting, the Screening Committee 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.

A few days prior to the close of application filing (close of recruitment period), the Screening Committee Facilitator inquires of the Human Resources Department the number of complete application records and advises the committee accordingly.

## **After Close of Application Filing**

Within three days following the close of application filing, the Human Resources Department e-mails the screening forms with criteria, oral interview records with questions, and electronic copies of the application screening and oral tally sheets to the Screening Committee Facilitator.

The Screening Committee Facilitator is responsible for copying all forms needed for the committee's use.

## **Districtwide Equivalency Review**

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 forwards the recommendations to the Human Resources Department. The Human Resources Department deactivates the applications in Online Requisition and Application Processing (ORAP) for those not recommended for equivalency.

Applications for candidates not recommended for equivalency remain available to the entire Screening Committee in ORAP. Committee members may review the equivalency recommendations and challenge any recommendation to not recommend equivalency. The Director of Employment Services or designee takes the challenges back to the districtwide equivalency committee for consideration. Upon review, the districtwide equivalency committee may choose to sustain or modify its initial recommendation.

## **Prescreening**

Following the review of the requests for equivalency, the Human Resources Department provides the ORAP guest user ID and password to the Screening Committee Facilitator and the prescreening committee. All members of the prescreening committee confer and determine which applicants meet minimum qualifications. The prescreening committee forwards the results of these deliberations to the Screening Committee Facilitator. The Screening Committee Facilitator forwards the information to the Human Resources Department. The Human Resources Department deactivates the applications for the applicants who fail to meet minimum qualifications.

## **Application Screening**

Upon completion of the prescreening process, the Human Resources Department forwards the guest user ID and the password for the particular recruitment to all screening committee members. Committee members have an opportunity to review any applicant file that was determined to be unqualified in the prescreening whether based on minimum qualifications or equivalency determination. Committee members complete the applicant screening forms emphasizing the following:

- Screening evaluation forms must reflect the level of desired criteria and written comments in support of the overall recommendation.
- Screening evaluation forms must document a recommendation for oral interview (5 - Highly Recommend for Interview, 3 Recommend for Interview, 2 – Consider for Interview, 0 - Do Not Recommend).
- Screening Committee members must sign and date the screening evaluation forms.
- Each committee member screens the application materials independently and submits their results to the chair.

### **Application Tally Meeting**

All committee members must ~~be present at~~ participate in the application tally meeting and have completed their screening of the applicants. Any absences or exceptions must be approved by the Screening Committee Facilitator.

- a. The Co-Chairs and the Screening Committee Facilitator tally the application screening results.
- b. The committee as a whole determines which applicants will be called for interviews. The determination is based on the scores and not the individual's identity. "Natural breaks" in the tally total should be the determining factor when possible. Per the Agreement between the District and the AFT, Section 5.4(c)(6), a minimum of 25% (or 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 committee shall be interviewed by the committee.
- c. The 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.
- d. The Screening Committee Facilitator notifies the Human Resources Department of the candidates who were selected for an interview. The Human Resources Department e-mails the individuals who were not selected for interview.
- e. The Screening Committee Facilitator assigns dates and times for oral interviews taking into consideration distance and time of travel of the applicants.
- f. 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 Facilitator.

## **Oral Interview**

### **Oral Interview Briefing** (thirty minutes before first interview)

The Screening Committee Facilitator discusses the District's diversity 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 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**

- a. At the beginning of the interview, the Screening Committee 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 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 Facilitator.
- b. At the close of each interview, the Screening Committee Facilitator thanks the candidate and advises them of the next step in the process.
- c. The Screening Committee 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 Facilitator facilitates the following discussion process:

- a. 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:

- (1) Clarification of technical questions asked during the interview.
- (2) The manner in which the candidate responded to questions asked during the interview.
- (3) Strengths and weaknesses of each candidate, including professional impact.

- b. Among those items that are inappropriate for discussion are the following:
  - (1) Advocacy or opposition for a particular candidate based on information obtained outside the interview process.
  - (2) Comments based on rumor or unsubstantiated knowledge of a candidate.
  - (3) Any comment not related to specific interview information is inappropriate, such as comments on race, gender, age, sexual orientation, and physical characteristics.
- c. The Oral Interview Record Form shall be used for oral interview rating. Ratings must be supported by clearly written comments. Final ratings should be representative of the candidates' performance across all questions and the teaching demonstration.
- d. The committee rates each candidate (4 - Highly Recommend, 3 - Recommend, 0 - Do Not Recommend). The committee reviews the ratings to consider high/low 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.

### **Oral Tally**

- a. The Co-Chairs and Screening Committee Facilitator tally the oral interview ratings and display the ratings to the entire committee with candidates' names redacted for the purpose of determining the natural break in ratings.
- b. 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. The committee as a whole may decide if candidates below the natural break should be forwarded to the College President. The committee determines the number of candidates to be forwarded to the President based on the candidates' performances and President's preference. If no candidates are deemed to be acceptable to the screening committee, the committee will meet with the President to discuss the option of reopening the recruitment. The Human Resources Department e-mails the individuals who were not selected for interview.
- c. The committee summarizes the strengths and limitations of the candidates and forwards the summary to the College President for review.
- d. The Co-Chairs and Screening Committee Facilitator meet with the College President to discuss the summaries.

### **President's Interview**

The College President determines who is present in the final interview. The Screening Committee Facilitator may be present at the final interview at the President's discretion.

## Reference Checks and Offer of Employment

- a. 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.
- b. The academic administrator conducts reference checks for the selected candidate(s) and sends them to the President and Director of Employment Services for review.
- c. Upon review of the selected candidate's references and any other pertinent material, the Director of Employment Services notifies the academic administrator that an official employment offer may be extended.
- d. The College President authorizes the academic administrator to extend an offer of employment.
- e. The Screening Committee Facilitator completes the Record of Interview form indicating which applicants have not met minimum qualifications, which applicants were not invited to oral interviews, which applicants received oral interviews, and the candidate(s) selected. The College President signs the form and forwards the original form to the Human Resources Department.
- f. The Screening Committee Facilitator forwards all screening files, forms, and related notes and records to the Human Resources Department.



**Agenda Item Details**

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|                    |                                                                                                                                                                                                                                                                  |
|--------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Meeting            | Jan 22, 2013 - Board of Trustees                                                                                                                                                                                                                                 |
| Category           | 13. Board Policy                                                                                                                                                                                                                                                 |
| Subject            | 13.04 ACTION TO APPROVE BOARD POLICY (BP) 7211 MINIMUM QUALIFICATIONS AND EQUIVALENCIES. This item presents for approval BP 7211 Minimum Qualifications and Equivalencies. Revised AP 7211 Minimum Qualifications and Equivalencies is provided for information. |
| Access             | Public                                                                                                                                                                                                                                                           |
| Type               | Action                                                                                                                                                                                                                                                           |
| Recommended Action | The Chancellor recommends the Board of Trustees approve BP 7211 Minimum Qualifications and Equivalencies as presented. Revised AP 7211 Minimum Qualifications and Equivalencies is provided for information and is consistent with BP 7211.                      |

**Public Content**

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Background

Revised BP 7211 Minimum Qualifications and Equivalencies has been reviewed as part of the District's policy/procedure two-year review cycle (Accreditation Standard IV.B.1.e). Revised AP 7211 Minimum Qualifications and Equivalencies is provided for information and is consistent with BP 7211.

Analysis

The Policy Committee reviewed revised BP 7211 Minimum Qualifications and Equivalencies on December 19, 2012, and recommends the Board take action to approve this policy as presented. Revised AP 7211 Minimum Qualifications and Equivalencies is provided for information and is consistent with BP 7211. BP 7211 does not appear to impede the operational effectiveness of the colleges.

| Staff Review                                       | N/A                              | Date(s) Reviewed                   |
|----------------------------------------------------|----------------------------------|------------------------------------|
| Chancellor's Cabinet                               |                                  | 7/23/2012, 7/30/2012, 12/03/2012   |
| President's Council                                | X                                |                                    |
| Academic Senate                                    | X                                |                                    |
| Administrative Council                             | X                                |                                    |
| District Council on Administrative Services (DCAS) | X                                |                                    |
| District Council on Human Resources (DCHR)         |                                  | 9/27/2012, 10/11//2012, 11/29/2012 |
| District Council on Student Learning (DCSL)        | X                                |                                    |
| District Technical Review Workgroup (DTRW)         | X                                |                                    |
| Consultation Council                               |                                  | 01/10/13                           |
| Legal Counsel                                      | X                                |                                    |
| Further Information                                | Jamillah Moore, Michael Arnoldus |                                    |



|               |                                                                                                                                                                                                                                              |
|---------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Book          | VCCCD Board Policy Manual                                                                                                                                                                                                                    |
| Section       | Chapter 7 Human Resources                                                                                                                                                                                                                    |
| Title         | BP 7211 MINIMUM QUALIFICATIONS AND EQUIVALENCIES                                                                                                                                                                                             |
| Number        | BP 7211                                                                                                                                                                                                                                      |
| Status        | Active                                                                                                                                                                                                                                       |
| Legal         | California Code of Regulations, Title 5, Section 53400 et seq.<br>California Education Code Section 87001<br>California Education Code Section 87003<br>California Education Code Section 87359<br>California Education Code Section 87743.2 |
| Adopted       | October 13, 2009                                                                                                                                                                                                                             |
| Last Reviewed | <del>October 30, 2009</del> _____                                                                                                                                                                                                            |

It is the policy of Ventura County Community College District (District) to provide an opportunity for individuals applying for academic positions within the District to demonstrate their qualifications as presented in the *Minimum Qualifications for Faculty and Administrators in California Community Colleges* or through an equivalency process should the individuals not possess a valid California Community College Teaching Credential appropriate to the discipline.

Review of minimum qualifications for applicants including equivalencies will be done in accordance with established procedure. The procedure will ensure a fair and objective process for determining if an applicant has the equivalent qualifications and is not intended to grant waivers for lack of the required qualifications.

## I. QUALIFICATIONS FOR EMPLOYMENT

**Minimum Qualifications:** Minimum qualifications are established by the Legislature and the Board of Governors in consultation with the Academic Senate of the California Community Colleges. A current list of the Board of Governors' approved Minimum Qualifications for Faculty and Administrators in California Community Colleges is available on the District's website (<http://jobs.vccd.edu>).

**Diversity Qualifications:** In accordance with California Code of Regulations, Title 5, section 53022, job requirements shall include "sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability, and ethnic backgrounds of community college students." These criteria are included in standard language on all District faculty job announcements.

**Local Qualifications:** The District may establish local qualifications which focus on knowledge, skills, and abilities of instructors, counselors, librarians, and other student services faculty. These local qualifications are to be determined by the ~~Dean~~ after consultation with faculty in the discipline and in collaboration with the Human Resources Department. The hiring process will focus on ensuring the District selects instructors who can inspire learning and who are experts in the subject matter of the curriculum as well as counselors, librarians, and other instructional and student service faculty who can foster community college effectiveness and who are subject matter experts in their area of specialty.

## **II. EQUIVALENCY**

**A. Definition:** Equivalency, as defined in California Education Code section 87359, California Code of Regulations, Title 5, section 53430, and by the Academic Senate of California Community Colleges, was established to credit those whose preparation is at least equal to the state-adopted minimum qualifications as defined in *Minimum Qualifications for Faculty and Administrators in California Community Colleges*. Equivalency for disciplines in which a master's degree is required means equal to a master's degree. In disciplines for which a master's degree is not generally available nor expected as determined by the *Minimum Qualifications for Faculty and Administrators in California Community Colleges*, equivalency means equal to either a required lower-level degree, or a combination of degree and experience. Employees approved for an equivalency in a discipline in the District are determined to have met equivalency standards Districtwide. The authority to grant equivalency resides with the Board of Trustees or designee relying primarily on the expertise of the faculty in the discipline utilizing the Board's policy and procedures developed and agreed upon jointly by the Academic Senate(s) and approved by the Board. It does not give the District the authority to waive or lower standards and accept less-qualified individuals. Minimum qualifications shall be determined for disciplines, not for courses or subject areas within disciplines. In compliance with the California Community Colleges State Chancellor's Office regulations, "[A] district is not authorized to establish a single-course equivalency as a substitute for meeting minimum qualifications in a discipline." The District Board of Trustees or designee will not approve single-course equivalencies.

### **B. Criteria for Equivalency: Disciplines Requiring a Master's Degree**

Equivalency may never mean fewer qualifications than the published minimum qualifications. Equivalency may be granted based upon any of the following:

1. Anticipated Completion of a Degree: Equivalency may be considered based on the completion or anticipated completion of course-work necessary for the required degree. However, the applicant must possess the master's degree required by the discipline as listed ~~on~~ in the job announcement and consistent with the current *Minimum Qualifications for Faculty and Administrators in California Community Colleges* prior to date of employment. Validation of conferred degree is required prior to beginning employment.
2. Completion of Appropriate Coursework in a Related Degree: Equivalency may be considered based on a completion of appropriate coursework for a related degree. In the event an applicant lacks the specific degree or experience listed in the current *Minimum Qualifications for Faculty and Administrators in California Community Colleges*, the applicant must meet one of the following minimum standards:

- a.      Possess a master's degree in a discipline not specifically listed in the job announcement and upon review by the Districtwide equivalency subcommittee, it is determined the coursework is closely related and/or parallel to the required discipline; OR
    - ~~1.~~
  - b.      Possess a bachelor's degree in the required discipline, plus an additional 30 graduate-level semester units of coursework specific to the discipline and relevant to the position. The coursework must be from an "accredited institution" as defined by Title 5, section 53406.
    - ~~2.~~      (An applicant may not be deemed equivalent for both a bachelor's and a master's degree.)
3.    Eminence: Eminence may be considered for an individual who is eminent in a specific endeavor and is recognized as such beyond the boundaries of his or her community; has demonstrably advanced his or her field; has been acknowledged by his or her peers beyond the norm for others in the specific endeavor, and attained prominence and celebrity status in the specific industry and/or community at-large. Eminence alone is not sufficient to grant equivalency. In addition, the individual must provide:

Evidence he or she possesses the equivalent of the minimum general education component of the appropriate degree; and

Evidence of the specialized knowledge of a particular discipline; and:

~~A.~~—Eminence criteria must include all of the following:

- a.    The applicant is recognized as eminent beyond the boundaries of his or her community. The applicant must be renowned outside of the individual's geographic community, whose professional reputation, expertise, and influence is beyond the norm within the field;

AND

- b.    The applicant has demonstrably advanced his or her field. The applicant must provide documentation to demonstrate advancement of the field by advanced degrees OR distinguished employment within the field OR evidence of research and authorship activities substantially contributing to the field;

AND

- c.    The applicant is acknowledged by his or her peers beyond the norm for others in the specific endeavor and provides evidence of several of the following:

- 1)    -Letters from other experts, former employers, or professional colleagues in the field (beyond those with whom he or she currently

works) relating to the individual's recognized expertise, position, or prominence within the field;

- 2)\_\_\_–Documents evidencing an extraordinary ability worthy of distinction, such as written advisory opinions from peer groups or organizations representing the field;
- 3)\_\_\_–Evidence of a major, nationally or internationally recognized award for uncommon achievement in or advancement of a particular field;
- 4)\_\_\_–Evidence of a significant contribution made to their fields;
- 5)\_\_\_–Publications and/or articles published in established trade or professional journals;
- 6)\_\_\_–Evidence of having been invited to present to discipline-related professional organizations;
- 7)\_\_\_–Evidence of extraordinary success in their field;

AND

d.\_\_\_\_–The applicant has attained prominence and celebrity status in the specific industry or community at-large. This may include appropriate local, state, national, and international associations, organizations, trade unions, guilds, or communities comprised of experts, who are themselves renowned in the specific field and who can attest, in writing, the prominence and celebrity status of the individual;

B2.\_\_\_\_–Documentation verifying eminence.

It is the applicant's responsibility to provide supporting documentation and information for consideration. Documentation shall include a completed Supplemental Questionnaire for Equivalency from the individual describing his or her accomplishments that support a claim of eminence and shall include:

Academic background documentation:

- \_\_\_ Transcripts showing completion of advanced degrees;

OR

- \_\_\_ Transcripts showing academic work equivalent to general education required for the degree listed under the minimum qualifications for the discipline.

Eminence-supporting documentation:

- Distinguished employment or performance records in the specific field of endeavor;
- 
- Evidence of leadership in state or national professional organizations;
- 
- Authored publications in their entirety;
- 
- Evidence of work products demonstrating a command of the discipline;
- 
- Awards or honors attained for contributions to his or her field of endeavor;
- 
- Statements/letters from individuals or groups (beyond those with whom he or she currently works) whose evaluations would support eminence.

**C. Criteria for Equivalency: Disciplines in which a Master's Degree is Not Generally Expected or Available, but Which Require a Specific Bachelor's or Associate Degree**

The Board may elect to grant equivalency for a related bachelor's or associate degree based on any of the following criteria ~~for faculty in disciplines not requiring a master's degree but where a related bachelor's or associate degree is generally expected or available:~~

1. A. Anticipated completion of a degree: Equivalency may be considered based on the completion or anticipated completion of coursework necessary for the required degree. However, the applicant must possess the bachelor's or associate degree required by the discipline as listed in the job announcement and consistent with the current *Minimum Qualifications for Faculty and Administrators in California Community Colleges* prior to date of employment. Validation of conferred degree is required prior to beginning employment.

2. Completion of related college or university-level coursework may be substituted for the required bachelor's or associate degree requirement as follows:

120 semester units AND two year of occupational experience in the discipline; or

60 semester units AND six years of occupational experience in the discipline; or

30 semester units or industrial certification AND eight years of occupational experience in the discipline.

Note: All semester or equivalent units must be earned from a regionally accredited postsecondary educational institution.

~~B~~3. Teaching experience in the discipline may be substituted for related occupational experience on a year-for-year basis.

~~C~~4. Recency: An individual shall demonstrate current knowledge of the discipline.

**D. Criteria for Equivalency: Disciplines in which a ~~M~~ master's ~~D~~ degree is ~~N~~not ~~G~~generally ~~E~~expected or ~~A~~available, and in ~~W~~hich a ~~R~~related ~~B~~bachelor's or ~~A~~associate ~~D~~degree is ~~N~~not ~~G~~generally ~~E~~expected or ~~A~~available**

The Board may elect to grant equivalency for a bachelor's or associate degree based on any of the following criteria ~~for faculty in disciplines not requiring a master's degree, but where a bachelor's or associate degree is not generally expected or available:~~

1. Anticipated completion of a degree: Equivalency may be considered based on the completion or anticipated completion of coursework necessary for the required degree. However, the applicant must possess a bachelor's or associate degree as listed in the job announcement and consistent with the current *Minimum Qualifications for Faculty and Administrators in California Community Colleges* prior to date of employment. Validation of conferred degree is required prior to beginning employment.

~~A.~~

2. Completion of college or university-level coursework may be substituted for the required bachelor's or associate degree requirement as follows:

120 semester units AND two years of occupational experience in the discipline; or

60 semester units AND six years of occupational experience in the discipline; or

30 semester units or industrial certification AND eight years of occupational experience in the discipline.

Note: All semester or equivalent units must all be earned from a regionally accredited postsecondary educational institution.

~~B~~3. Teaching experience in the discipline may be substituted for related occupational experience on a year-for-year basis.

~~C4.~~ Recency: An individual shall demonstrate current knowledge of the discipline.

~~Review of minimum qualifications for applicants including equivalencies will be done in accordance with established procedure. The procedure will ensure a fair and objective process for determining if an applicant has the equivalent qualifications and is not intended to grant waivers for lack of the required qualifications.~~

See Administrative Procedure 7211.

Book: VCCCD Administrative Procedure Manual  
Section: Chapter 7 Human Resources  
Title: AP 7211 Minimum Qualifications and Equivalencies  
Number: AP 7211  
Status: Active  
Legal: California Code of Regulations, Title 5, Section 53400 et seq.  
California Education Code Section 87001  
California Education Code Section 87003  
California Education Code Section 87359  
California Education Code Section 87743.2  
Adopted: December 14, 2010  
Last Reviewed: ~~November 11, 2010~~ \_\_\_\_\_

**A. Procedure for the Determination of Qualifying Degrees.** (When not specifically defined by the Minimum Qualifications for Faculty and Administrators in California Community Colleges)

1. Committees of faculty evaluate the disciplines listed in the Minimum Qualifications for Faculty and Administrators in California Community Colleges that allow for any qualifying degree in a specified area, but that do not specifically list the exact titles of the degrees which qualify (e.g., Biological Sciences, Dance) for the purpose of developing lists of specific degrees meeting the minimum qualification requirements. Composition of these discipline-specific qualification committees consists of two full-time faculty members in the discipline from each college, an Academic Senate President, and a Human Resources Department representative. The committees convene each time the Minimum Qualifications for Faculty and Administrators in California Community Colleges is revised and published, or more often as necessary.
2. The Human Resources Department maintains lists approved by the discipline-specific qualifications committee and provides such lists to screening committees as necessary.
3. All screening committees refer to the established lists, as appropriate, when determining if candidates meet the minimum qualification requirements. Screening committees may not consider a degree as qualifying unless it is specifically listed in the Minimum Qualifications for Faculty and Administrators in California Community Colleges, or it is determined to qualify under the list developed by the discipline-specific qualification committee(s).

**B. Procedure for the Determination of Equivalency**

1. All faculty position announcements state the required qualifications as specified by the Minimum Qualifications for Faculty and Administrators in California Community Colleges, local qualifications, if any, and diversity qualifications, including the possibility of meeting the degree requirements by equivalency.



2. Each fall term, the Human Resources Department identifies the need for specific districtwide equivalency committees for the following academic year and in consultation with the Academic Senates, establishes such committees. Composition of the committee(s) includes one tenured faculty member in the discipline from each of the colleges in the District who are the only voting members of the committee, an Academic Senate President serving in an ex-officio capacity, and a Human Resources Department representative responsible for meeting facilitation. A minimum of two faculty members, the Academic Senate President and the Human Resources Department representative must be present for there to be a quorum. For disciplines in which tenured faculty are not available at all three colleges, a tenured faculty member from a related discipline may be substituted for the tenured faculty member(s) in the discipline. A related discipline is one that is listed as a qualifying degree in the Minimum Qualifications for Faculty and Administrators in California Community Colleges for that discipline. The Director of Employment Services approves exceptions to the above composition as necessary following consultation with the Academic Senate Presidents. Should an equivalency be requested in a discipline that exists at only one college, a local college equivalency committee from that college shall convene for the purpose of reviewing the request for equivalency. The committee will consist of two tenured faculty members in the discipline. The Director of Employment Services approves exceptions to committee compositions as necessary.
3. Following the closing date of the recruitment, the Human Resources Department forwards requests for equivalencies for faculty positions to the appropriate districtwide equivalency committee no later than two working days following the closing date of the position and prior to releasing the pool of applicants to the screening committee. The equivalency committee will meet within five working days following the closing date. The Human Resources Department will not forward files for applicants who are not requesting an equivalency or for applicants who request in their application an equivalency be considered but fail to attach the Supplemental Questionnaire for Equivalency.
4. The equivalency committee reviews requests for equivalency and provides recommendations to the Human Resources Department. Recommendations to grant equivalency are forwarded for consideration provided there is a unanimous vote by all committee members present. Less than a unanimous vote results in the denial of the equivalency request. The districtwide equivalency committee documents in writing whether the equivalency is recommended or not recommended on the Declaration of Equivalency Form.
5. The Human Resources Department forwards all recommended equivalencies to the full screening committee(s) for review along with all other completed application materials.
6. Applications for candidates not recommended for equivalency are made available to the entire screening committee(s). Committee members may review the equivalency recommendation and challenge any recommendations to deny

equivalency. Challenges are taken back to the districtwide equivalency committee for consideration. Upon review, the committee may choose to sustain or modify its initial recommendation.

7. The local Academic Senate President, Executive Vice President, College President, Director of Employment Services, Vice Chancellor, Human Resources, Chancellor, and Board of Trustees or designee, in that order, reviews those applicants who are recommended for hire and for whom equivalency is required. The individuals endorse or deny the recommendation for equivalency, relying primarily on the advice and judgment of the equivalency committee, in accordance with California Education Code section 87359, subdivision (b). Individuals sign the Declaration of Equivalency form for the purpose of indicating endorsement of the equivalency. In the event a recommendation for equivalency is denied at any level of review in the process, the denying individual sends the recommendation back to the previous reviewer for discussion. The authority to approve the hiring of employees with equivalency remains with the Board of Trustees or designee.
8. Representatives of the collective Academic Senates and the Human Resources Department will review the equivalency process after one year, no later than spring 2011, to ensure its effectiveness and adherence to established policy and procedures.

See Attachment: Disciplines Unique to a College (Spring 2012).

Disciplines Unique to a College  
~~Fall 2010~~ Spring 2012

| Moorpark College |                                       | Oxnard College                   |                                                                  | Ventura College |                                |
|------------------|---------------------------------------|----------------------------------|------------------------------------------------------------------|-----------------|--------------------------------|
| Discipline       | Title                                 | Discipline                       | Title                                                            | Discipline      | Title                          |
| EATM             | Exotic Animal Training and Management | AB                               | Automotive Body Technology                                       | ARCH            | Architecture                   |
| GR               | Graphic Arts                          | AC                               | Air Conditioning & Refrigeration                                 | CT              | Construction Technology        |
| HIM              | Health Information Technologies       | ADS                              | Addiction/Paraprofessional Training                              | FDM             | Fashion & Related Technologies |
| HUM              | Humanities                            | CRM                              | Culinary Arts/Food Tech                                          | MT              | Manufacturing Technology       |
| <del>ID</del>    | <del>Interior Design</del>            | <del>DTDA</del><br>and <u>DH</u> | Dental Technology*<br><br>(*Dental Assisting and Dental Hygiene) | RE              | Real Estate                    |
| NTS              | Nutritional Science                   | ENGT                             | Engineering Technology                                           | WEL             | Welding                        |
| RADT             | Radiological Technology               | FT                               | Fire Technology                                                  |                 |                                |
| <u>FILM</u>      | Film Studies                          | LA                               | Legal Assisting                                                  |                 |                                |



**Agenda Item Details**

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Meeting Jan 22, 2013 - Board of Trustees

Category 13. Board Policy

Subject 13.05 ACTION TO APPROVE BOARD POLICY (BP) 7600 COLLEGE POLICE. This item presents for approval BP 7600 College Police. No administrative procedure is required.

Access Public

Type Action

Recommended Action The Chancellor recommends the Board of Trustees approve BP 7600 College Police as presented. No administrative procedure is required.

**Public Content**

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Background

Revised BP 7600 College Police has been reviewed as part of the District's policy/procedure two-year review cycle (Accreditation Standard IV.B.1.e). No administrative procedure is required.

Analysis

The Policy Committee reviewed revised BP 7600 College Police on December 19, 2012, and recommends the Board take action to approve this policy as presented. No administrative procedure is required. BP 7600 does not appear to impede the operational effectiveness of the colleges.

| Staff Review                                       | N/A                                             | Date(s) Reviewed                   |
|----------------------------------------------------|-------------------------------------------------|------------------------------------|
| Chancellor's Cabinet                               |                                                 | 11/09/2012                         |
| President's Council                                | X                                               |                                    |
| Academic Senate                                    | X                                               |                                    |
| Administrative Council                             | X                                               |                                    |
| District Council on Administrative Services (DCAS) | X                                               |                                    |
| District Council on Human Resources (DCHR)         |                                                 | 9/27/2012, 10/11//2012, 11/29/2012 |
| District Council on Student Learning (DCSL)        | X                                               |                                    |
| District Technical Review Workgroup (DTRW)         | X                                               |                                    |
| Consultation Council                               |                                                 | 01/10/13                           |
| Legal Counsel                                      | X                                               |                                    |
| Further Information                                | Jamillah Moore, Michael Arnoldus, Richard DeLaO |                                    |

|               |                                           |
|---------------|-------------------------------------------|
| Book          | VCCCD Board Policy Manual                 |
| Section       | Chapter 7 Human Resources                 |
| Title         | BP 7600 COLLEGE POLICE                    |
| Number        | BP 7600                                   |
| Status        | Active                                    |
| Legal         | California Education Code Section 72330.5 |
| Adopted       | May 17, 2007                              |
| Last Reviewed |                                           |

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~~The District shall employ campus police officers, who shall provide police and security services as patrol officers on or about the campuses owned and/or operated by the district in accordance with Section 67381(a) of the California Education Code. Their duties include, but are not limited to, protecting persons and property, preventing the theft or damage of District property, and reporting any unlawful activity to the District and other local law enforcement agencies as appropriate.~~

~~The selection and training of all campus police officers will comply with those requirements and standards set forth by the Commission on Peace Officer Standards and Training (P.O.S.T.) of the State of California. Each officer shall obtain a P.O.S.T. Basic Certification upon completion of at least one (1) year of police employment by the District.~~

~~The Chief of Police shall establish procedures necessary for the administration of campus security. In addition, the Chief shall enter into a written agreement with local law enforcement agencies, which includes that campus police officers shall cooperate with local law enforcement in the performance of their duties in accordance with Section 67381(b) (c) (d) and (e) of the California Education Code.~~

~~Police officers employed by the District, when so appointed and duly sworn, are peace officers as defined in Chapter 4.5 (commencing with Section 830) of title 3 of Part 2 of the California Penal Code.~~

~~Each campus police officer shall meet the other requirements set forth in Education Code 72330.5.~~

The Board has established a Police Department under the supervision of one Chief of Police, who shall report directly to the Chancellor. The purpose of the Department is to provide safe and secure campuses for students, faculty, staff and visitors, as well as protect and to safeguard all properties owned and operated by the VCCCD.

District police officers shall be employed as members of the classified service, but shall, when duly sworn, be peace officers as defined by California Education Code Section 72330, subdivision (c), and as defined in Chapter 4.5 (commencing with Section 830) of Title 3 of Part 2 of the California Penal Code. Prior to employment, they shall satisfy all training requirements set forth by the Commission on Peace Officer Standards and Training (POST.)

The Chancellor shall establish minimum qualifications of employment for the Chief of Police, including but not limited to, prior employment as a peace officer or completion of a basic peace officer training course approved by POST.

The Chancellor shall ensure that every member of the Police Department first employed by the District before July 1, 1999, satisfies the requirements set forth by (POST) regarding qualifications for sworn peace officers.

Every member of the Police Department first employed by the District before July 1, 1999, must, in order to retain employment, meet the requirements of California Education Code Section 72330.2.

Every member of the Police Department shall be issued a suitable identification card and authorized to wear a badge bearing the words "Ventura County Community College District Police Department."

The Chancellor, in cooperation with the Chief of Police, shall issue such regulations as may be necessary for the administration of the Police Department.

The Chief of Police shall cooperate with local law enforcement, in accordance with an agreement (Memorandum of Understanding (MOU)) to be entered into in accordance with the requirements of California Education Code Section 67381. Agreements shall address, but not be limited to, the following:

- Operational responsibilities for investigations of the following violent crimes: willful homicide, forcible rape, robbery, aggravated assault;
- Geographical boundaries of the operational responsibilities;
- Mutual aid procedures.

No Administrative Procedure required.



**Agenda Item Details**

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Meeting Jan 22, 2013 - Board of Trustees

Category 14. Trustees/Chancellor's Office

Subject 14.01 BOARD OF TRUSTEES COMMITTEE APPOINTMENTS TO SERVE FOR 2013 BOARD COMMITTEES. This item presents for approval Trustee appointments to serve on the 2013 Board of Trustees Committees.

Access Public

Type Action

Recommended Action The Chancellor recommends the Board of Trustees approve this action.

**Public Content**

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The term of office on a Board committee is for a period of one year. Membership shall be voluntary on the part of Trustees and Trustees are encouraged to rotate their service on any one committee.

| <b>Committee</b>                                            | <b>2013 Members</b>             | <b>Chair/Member</b> | <b>Alternate</b> |
|-------------------------------------------------------------|---------------------------------|---------------------|------------------|
| Audit and Budget                                            | Dianne McKay<br>Larry Kennedy   | Dianne McKay        | Bernardo Perez   |
| Capital Planning                                            | Bernardo Perez<br>Art Hernandez | Bernardo Perez      | Steve Blum       |
| Planning, Accreditation, Communication, and Student Success | Dianne McKay<br>Steve Blum      | Dianne McKay        | Bernardo Perez   |
| Policy                                                      | Steve Blum<br>Larry Kennedy     | Steve Blum          | Art Hernandez    |
| Legislative                                                 | Bernardo Perez<br>Art Hernandez | Bernardo Perez      | Larry Kennedy    |



**Agenda Item Details**

Meeting Jan 22, 2013 - Board of Trustees

Category 14. Trustees/Chancellor's Office

Subject 14.02 BOARD OF TRUSTEES COMMITTEE MEETING SCHEDULE. This item presents for approval the 2013 Board of Trustees Board Committee Meeting Schedule.

Access Public

Type Action

Recommended Action The Chancellor recommends the Board of Trustees approve this action.

**Public Content**

**2013 COMMITTEE MEETINGS OF THE BOARD**

*District Administrative Center  
255 West Stanley Avenue – Suite 150  
Ventura, CA 93001*

| <b>DATE</b>                   | <b>TIME</b>       | <b>PURPOSE</b>                                                |
|-------------------------------|-------------------|---------------------------------------------------------------|
| <i>January 3, Thursday</i>    | <i>11:00 a.m.</i> | <i>Legislative</i>                                            |
| <i>January 3, Thursday</i>    | <i>12:00 p.m.</i> | <i>Planning, Accreditation, Communication, and Student Su</i> |
| <i>January 16, Wednesday</i>  | <i>3:30 p.m.</i>  | <i>Citizens Oversight Committee</i>                           |
| <i>January 16, Wednesday</i>  | <i>3:30 p.m.</i>  | <i>Policy</i>                                                 |
| <i>January 17, Thursday</i>   | <i>6:00 p.m.</i>  | <i>Citizens Advisory Body</i>                                 |
| <i>January 23, Wednesday</i>  | <i>12:00 p.m.</i> | <i>Capital Planning</i>                                       |
| <i>February 7, Thursday</i>   | <i>11:00 a.m.</i> | <i>Legislative</i>                                            |
| <i>February 7, Thursday</i>   | <i>12:00 p.m.</i> | <i>Planning, Accreditation, Communication, and Student Su</i> |
| <i>February 20, Wednesday</i> | <i>12:00 p.m.</i> | <i>Capital Planning</i>                                       |
| <i>February 20, Wednesday</i> | <i>3:30 p.m.</i>  | <i>Policy</i>                                                 |
| <i>February 21, Thursday</i>  | <i>4:00 p.m.</i>  | <i>Audit and Budget</i>                                       |
| <i>March 7, Thursday</i>      | <i>11:00 a.m.</i> | <i>Legislative</i>                                            |
| <i>March 7, Thursday</i>      | <i>12:00 p.m.</i> | <i>Planning, Accreditation, Communication, and Student Su</i> |
| <i>March 20, Wednesday</i>    | <i>12:00 p.m.</i> | <i>Capital Planning</i>                                       |



|                                |                   |                                                               |
|--------------------------------|-------------------|---------------------------------------------------------------|
| <i>March 20, Wednesday</i>     | <i>3:30 p.m.</i>  | <i>Policy</i>                                                 |
| <i>April 4, Thursday</i>       | <i>11:00 a.m.</i> | <i>Legislative</i>                                            |
| <i>April 4, Thursday</i>       | <i>12:00 p.m.</i> | <i>Planning, Accreditation, Communication, and Student Su</i> |
| <i>April 11, Thursday</i>      | <i>6:00 p.m.</i>  | <i>Citizens Advisory Body</i>                                 |
| <i>April 17, Wednesday</i>     | <i>12:00 p.m.</i> | <i>Capital Planning</i>                                       |
| <i>April 17, Wednesday</i>     | <i>3:30 p.m.</i>  | <i>Policy</i>                                                 |
| <i>April 24, Wednesday</i>     | <i>3:30 p.m.</i>  | <i>Citizens Oversight Committee</i>                           |
| <i>May 2, Thursday</i>         | <i>11:00 a.m.</i> | <i>Legislative</i>                                            |
| <i>May 2, Thursday</i>         | <i>12:00 p.m.</i> | <i>Planning, Accreditation, Communication, and Student Su</i> |
| <i>May 15, Wednesday</i>       | <i>3:30 p.m.</i>  | <i>Policy</i>                                                 |
| <i>May 22, Wednesday</i>       | <i>12:00 p.m.</i> | <i>Capital Planning</i>                                       |
| <i>May 30, Thursday</i>        | <i>4:00 p.m.</i>  | <i>Audit and Budget</i>                                       |
| <i>June 6, Thursday</i>        | <i>11:00 a.m.</i> | <i>Legislative</i>                                            |
| <i>June 6, Thursday</i>        | <i>12:00 p.m.</i> | <i>Planning, Accreditation, Communication, and Student Su</i> |
| <i>June 19, Wednesday</i>      | <i>12:00 p.m.</i> | <i>Capital Planning</i>                                       |
| <i>June 19, Wednesday</i>      | <i>3:30 p.m.</i>  | <i>Policy</i>                                                 |
| <i>July 3, Thursday</i>        | <i>11:00 a.m.</i> | <i>Legislative</i>                                            |
| <i>July 3, Thursday</i>        | <i>12:00 p.m.</i> | <i>Planning, Accreditation, Communication, and Student Su</i> |
| <i>July 17, Wednesday</i>      | <i>12:00 p.m.</i> | <i>Capital Planning</i>                                       |
| <i>July 17, Wednesday</i>      | <i>3:30 p.m.</i>  | <i>Policy</i>                                                 |
| <i>July 24, Wednesday</i>      | <i>3:30 p.m.</i>  | <i>Citizens Oversight Committee</i>                           |
| <i>August 1, Thursday</i>      | <i>11:00 a.m.</i> | <i>Legislative</i>                                            |
| <i>August 1, Thursday</i>      | <i>12:00 p.m.</i> | <i>Planning, Accreditation, Communication, and Student Su</i> |
| <i>August 21, Wednesday</i>    | <i>12:00 p.m.</i> | <i>Capital Planning</i>                                       |
| <i>August 21, Wednesday</i>    | <i>3:30 p.m.</i>  | <i>Policy</i>                                                 |
| <i>August 29, Thursday</i>     | <i>4:00 p.m.</i>  | <i>Audit and Budget</i>                                       |
| <i>September 5, Thursday</i>   | <i>11:00 a.m.</i> | <i>Legislative</i>                                            |
| <i>September 5, Thursday</i>   | <i>12:00 p.m.</i> | <i>Planning, Accreditation, Communication, and Student Su</i> |
| <i>September 12, Thursday</i>  | <i>6:00 p.m.</i>  | <i>Citizens Advisory Body</i>                                 |
| <i>September 18, Wednesday</i> | <i>12:00 p.m.</i> | <i>Capital Planning</i>                                       |
| <i>September 18, Wednesday</i> | <i>3:30 p.m.</i>  | <i>Policy</i>                                                 |
| <i>October 3, Thursday</i>     | <i>11:00 a.m.</i> | <i>Legislative</i>                                            |
| <i>October 3, Thursday</i>     | <i>12:00 p.m.</i> | <i>Planning, Accreditation, Communication, and Student Su</i> |
| <i>October 16, Wednesday</i>   | <i>12:00 p.m.</i> | <i>Capital Planning</i>                                       |

|                               |                   |                                                               |
|-------------------------------|-------------------|---------------------------------------------------------------|
| <i>October 16, Wednesday</i>  | <i>3:30 p.m.</i>  | <i>Policy</i>                                                 |
| <i>October 23, Wednesday</i>  | <i>3:30 p.m.</i>  | <i>Citizens Oversight Committee</i>                           |
| <i>November 7, Thursday</i>   | <i>11:00 a.m.</i> | <i>Legislative</i>                                            |
| <i>November 7, Thursday</i>   | <i>12:00 p.m.</i> | <i>Planning, Accreditation, Communication, and Student Su</i> |
| <i>November 20, Wednesday</i> | <i>12:00 p.m.</i> | <i>Capital Planning</i>                                       |
| <i>November 20, Wednesday</i> | <i>3:30 p.m.</i>  | <i>Policy</i>                                                 |
| <i>November 21, Thursday</i>  | <i>4:00 p.m.</i>  | <i>Audit and Budget</i>                                       |
| <i>December 5, Thursday</i>   | <i>11:00 a.m.</i> | <i>Legislative</i>                                            |
| <i>December 5, Thursday</i>   | <i>12:00 p.m.</i> | <i>Planning, Accreditation, Communication, and Student Su</i> |
| <i>December 18, Wednesday</i> | <i>12:00 p.m.</i> | <i>Capital Planning</i>                                       |
| <i>December 18, Wednesday</i> | <i>3:30 p.m.</i>  | <i>Policy</i>                                                 |

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**Administrative Content**

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## **Agenda Item Details**

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|          |                                                                                                                                                                                                      |
|----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Meeting  | Jan 22, 2013 - Board of Trustees                                                                                                                                                                     |
| Category | 14. Trustees/Chancellor's Office                                                                                                                                                                     |
| Subject  | 14.03 STUDY SESSION. BOARD MEETING ASSESSMENT FROM THE December 11, 2012 BOARD OF TRUSTEES MEETING. This item presents for review an assessment for the December 11, 2012 Board of Trustees meeting. |
| Access   | Public                                                                                                                                                                                               |
| Type     | Discussion                                                                                                                                                                                           |

## **Public Content**





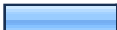

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[12.11.12 Board of Trustees Meeting Assessment.pdf \(37 KB\)](#)


## **Administrative Content**

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**1. I was present for the December 11, 2012 Board of Trustees meeting.**

|                                  |                                                                                   | Response Percent         | Response Count |
|----------------------------------|-----------------------------------------------------------------------------------|--------------------------|----------------|
| Bernardo M. Perez , Chair        |  | 16.7%                    | 1              |
| Dianne McKay, Vice Chair         |  | 16.7%                    | 1              |
| Stephen P. Blum, Trustee         |  | 16.7%                    | 1              |
| Arturo Hernandez, Trustee        |  | 16.7%                    | 1              |
| Larry Kennedy, Trustee           |  | 16.7%                    | 1              |
| A.J. Valenzuela, Student Trustee |  | 16.7%                    | 1              |
|                                  |                                                                                   | <b>answered question</b> | <b>6</b>       |
|                                  |                                                                                   | <b>skipped question</b>  | <b>0</b>       |


**2. The Board of Trustees meeting agenda was distributed and posted timely, electronically or in paper copy.**

|                                   |                                                                                      | Response Percent                                   | Response Count |
|-----------------------------------|--------------------------------------------------------------------------------------|----------------------------------------------------|----------------|
| Agree                             |  | 100.0%                                             | 6              |
| Disagree                          |                                                                                      | 0.0%                                               | 0              |
| Don't Know (please comment below) |                                                                                      | 0.0%                                               | 0              |
|                                   |                                                                                      | Comments about the agenda distribution or content? | 0              |
|                                   |                                                                                      | <b>answered question</b>                           | <b>6</b>       |
|                                   |                                                                                      | <b>skipped question</b>                            | <b>0</b>       |


**3. Closed session items were explained and supported, either orally and/or through written reports, in a clear and concise manner.**

|                                               |                                                                                    | Response Percent | Response Count |
|-----------------------------------------------|------------------------------------------------------------------------------------|------------------|----------------|
| N/A                                           |   | 16.7%            | 1              |
| Agree                                         |  | 83.3%            | 5              |
| Disagree                                      |                                                                                    | 0.0%             | 0              |
| Don't Know (please comment below)             |                                                                                    | 0.0%             | 0              |
| Comments and recommendations for improvement: |                                                                                    |                  | 0              |
| <b>answered question</b>                      |                                                                                    |                  | <b>6</b>       |
| <b>skipped question</b>                       |                                                                                    |                  | <b>0</b>       |


**4. Human Resources, Business Services, Capital Planning, and Student Learning items were explained and supported by clear and concise detail.**

|                                                                   |                                                                                      | Response Percent | Response Count |
|-------------------------------------------------------------------|--------------------------------------------------------------------------------------|------------------|----------------|
| N/A                                                               |                                                                                      | 0.0%             | 0              |
| Agree                                                             |  | 100.0%           | 6              |
| Disagree                                                          |                                                                                      | 0.0%             | 0              |
| Don't Know (please comment below)                                 |                                                                                      | 0.0%             | 0              |
| If not, please comment on items not fully explained or supported. |                                                                                      |                  | 0              |
| <b>answered question</b>                                          |                                                                                      |                  | <b>6</b>       |
| <b>skipped question</b>                                           |                                                                                      |                  | <b>0</b>       |


**5. Chancellor's Office/Board of Trustees items were explained and supported by clear and concise detail.**

|                                                                   |                                                                                    | Response Percent | Response Count |
|-------------------------------------------------------------------|------------------------------------------------------------------------------------|------------------|----------------|
| N/A                                                               |                                                                                    | 0.0%             | 0              |
| <b>Agree</b>                                                      |  | <b>100.0%</b>    | <b>6</b>       |
| Disagree                                                          |                                                                                    | 0.0%             | 0              |
| Don't Know (please comment below)                                 |                                                                                    | 0.0%             | 0              |
| If not, please comment on items not fully explained or supported. |                                                                                    |                  | 0              |
| <b>answered question</b>                                          |                                                                                    |                  | <b>6</b>       |
| <b>skipped question</b>                                           |                                                                                    |                  | <b>0</b>       |

**6. Trustee committee reports were explained and supported by clear and concise detail.**

|                                                                   |                                                                                      | Response Percent | Response Count |
|-------------------------------------------------------------------|--------------------------------------------------------------------------------------|------------------|----------------|
| N/A                                                               |                                                                                      | 0.0%             | 0              |
| <b>Agree</b>                                                      |  | <b>100.0%</b>    | <b>6</b>       |
| Disagree                                                          |                                                                                      | 0.0%             | 0              |
| Don't Know (please comment below)                                 |                                                                                      | 0.0%             | 0              |
| If not, please comment on items not fully explained or supported. |                                                                                      |                  | 0              |
| <b>answered question</b>                                          |                                                                                      |                  | <b>6</b>       |
| <b>skipped question</b>                                           |                                                                                      |                  | <b>0</b>       |


**7. Questions/concerns regarding specific items were adequately addressed prior to the Board of Trustees meeting.**

|     |                                                                                    | Response Percent | Response Count |
|-----|------------------------------------------------------------------------------------|------------------|----------------|
| N/A |                                                                                    | 0.0%             | 0              |
| Yes |  | 100.0%           | 6              |
| No  |                                                                                    | 0.0%             | 0              |

If no, please provide detailed comments below related to unaddressed questions/concerns. 1

|                   |   |
|-------------------|---|
| answered question | 6 |
| skipped question  | 0 |

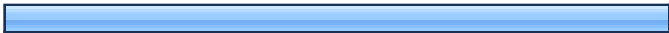
**8. The Board of Trustees conducted themselves in accordance with its Code of Ethics/Standards of Practice (e.g., was prepared, read materials and raised questions prior to public meeting, respected divergent opinions and avoided the perception of conflicts of interest and involvement in institutional operations, and took actions in the best interest of the entire community. See Board Policy BP 2715 Code of Ethics/Standards of Practice).**

|                                   |                                                                                      | Response Percent | Response Count |
|-----------------------------------|--------------------------------------------------------------------------------------|------------------|----------------|
| Agree                             |  | 100.0%           | 6              |
| Disagree                          |                                                                                      | 0.0%             | 0              |
| Don't Know (please comment below) |                                                                                      | 0.0%             | 0              |

Comments and recommendations for improvement: 0

|                   |   |
|-------------------|---|
| answered question | 6 |
| skipped question  | 0 |

**9. During the Board of Trustees public meeting, Trustees remained open-minded, courteous, and respectful of each other and staff.**


|                                   |                                                                                    | Response Percent | Response Count |
|-----------------------------------|------------------------------------------------------------------------------------|------------------|----------------|
| Agree                             |  | 100.0%           | 6              |
| Disagree                          |                                                                                    | 0.0%             | 0              |
| Don't Know (please comment below) |                                                                                    | 0.0%             | 0              |

Comments: 1

answered question 6

skipped question 0

**10. The Board acted in a professional manner and communicated through focused and relevant discussion specific to the agenda.**

|                                   |                                                                                      | Response Percent | Response Count |
|-----------------------------------|--------------------------------------------------------------------------------------|------------------|----------------|
| Agree                             |  | 100.0%           | 6              |
| Disagree                          |                                                                                      | 0.0%             | 0              |
| Don't Know (please comment below) |                                                                                      | 0.0%             | 0              |

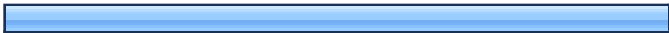
Comments: 0

answered question 6


skipped question 0




**11. The Board of Trustees followed appropriate Parliamentary Procedure in their public meeting.**

|                                   |                                                                                    | Response Percent | Response Count |
|-----------------------------------|------------------------------------------------------------------------------------|------------------|----------------|
| Agree                             |  | 100.0%           | 6              |
| Disagree                          |                                                                                    | 0.0%             | 0              |
| Don't Know (please comment below) |                                                                                    | 0.0%             | 0              |
| Comments:                         |                                                                                    |                  | 1              |
| answered question                 |                                                                                    |                  | 6              |
| skipped question                  |                                                                                    |                  | 0              |

**12. The Board of Trustees managed public comment in a lawful, respectful, and efficient manner. Presenters completed public speaker cards. (e.g., speakers were allowed a maximum of three minutes per topic; speakers were limited to one (1) presentation per specific agenda item, and to one (1) presentation per meeting on non-agenda items; and the Board did not discuss unagendized business with speakers (see BP 2340 Speakers).**

|                                               |                                                                                      | Response Percent | Response Count |
|-----------------------------------------------|--------------------------------------------------------------------------------------|------------------|----------------|
| Agree                                         |  | 100.0%           | 6              |
| Disagree                                      |                                                                                      | 0.0%             | 0              |
| Don't Know (please comment below)             |                                                                                      | 0.0%             | 0              |
| Comments and recommendations for improvement: |                                                                                      |                  | 0              |
| answered question                             |                                                                                      |                  | 6              |
| skipped question                              |                                                                                      |                  | 0              |

**13. The Board of Trustees meeting was led in a timely, organized manner. A balance was maintained among open exploration of opinions, running the meeting efficiently, and reaching closure on agenda items.**

|                                   |                                                                                    | Response Percent | Response Count |
|-----------------------------------|------------------------------------------------------------------------------------|------------------|----------------|
| Agree                             |  | 100.0%           | 6              |
| Disagree                          |                                                                                    | 0.0%             | 0              |
| Don't Know (please comment below) |                                                                                    | 0.0%             | 0              |

Comments and recommendations for improvement: 2

|                   |   |
|-------------------|---|
| answered question | 6 |
| skipped question  | 0 |

**14. To increase the effectiveness of the Board of Trustees in strengthening its activities in relation to its policy-making role, please provide any additional comments or recommendations.**

|                   | Response Count |
|-------------------|----------------|
|                   | 1              |
| answered question | 1              |
| skipped question  | 5              |

**15. I completed the December 11, 2012 Board of Trustees Meeting Assessment.**

|                                         |                          | Response<br>Percent      | Response<br>Count |
|-----------------------------------------|--------------------------|--------------------------|-------------------|
| <b>Bernardo M. Perez , Chair</b>        | <input type="checkbox"/> | 16.7%                    | 1                 |
| <b>Dianne McKay, Vice Chair</b>         | <input type="checkbox"/> | 16.7%                    | 1                 |
| <b>Stephen P. Blum, Trustee</b>         | <input type="checkbox"/> | 16.7%                    | 1                 |
| <b>Arturo Hernandez, Trustee</b>        | <input type="checkbox"/> | 16.7%                    | 1                 |
| <b>Larry Kennedy, Trustee</b>           | <input type="checkbox"/> | 16.7%                    | 1                 |
| <b>A.J. Valenzuela, Student Trustee</b> | <input type="checkbox"/> | 16.7%                    | 1                 |
|                                         |                          | <b>answered question</b> | <b>6</b>          |
|                                         |                          | <b>skipped question</b>  | <b>0</b>          |

**Q7. Questions/concerns regarding specific items were adequately addressed prior to the Board of Trustees meeting.**

1 I had several questions that were well addressed, thank you.

**Q9. During the Board of Trustees public meeting, Trustees remained open-minded, courteous, and respectful of each other and staff.**

1 Board gets along very well.

**Q11. The Board of Trustees followed appropriate Parliamentary Procedure in their public meeting.**

1 The new chair did an excellent job.

**Q13. The Board of Trustees meeting was led in a timely, organized manner. A balance was maintained among open exploration of opinions, running the meeting efficiently, and reaching closure on agenda items.**

1 The organization meeting was well done and the transition was also smooth.

2 Chair Perez did a good job leading the meeting. He will be an outstanding chair.

**Q14. To increase the effectiveness of the Board of Trustees in strengthening its activities in relation to its policy-making role, please provide any additional comments or recommendations.**

1 I was very pleased with how smoothly the election of chair and vice chair proceeded. Trustee Hernandez showed class and wisdom by nominating Trustee Perez for Chair and Trustee McKay for Vice Chair.



**Agenda Item Details**

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Meeting Jan 22, 2013 - Board of Trustees

Category 14. Trustees/Chancellor's Office

Subject 14.04 ACTION TO APPROVE GOVERNING BOARD MEMBER ABSENCE. This item presents for approval the absence of a Board of Trustees member.

Access Public

Type Action

Fiscal Impact No

Budgeted No

Recommended Action That the Board of Trustees approve the absence of the Trustee(s) identified below.

**Public Content**

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Background

In accordance with Education Code Section 72024(d):

*“A member may be paid for any meeting when absent if the board, by resolution duly adopted and included in its minutes, finds that, at the time of the meeting, he or she is performing services outside the meeting for the community college district, he or she was ill or on jury duty, or the absence was due to a hardship deemed acceptable by the Board.”*

The Board of Trustees is to approve the absence of \_\_\_\_\_ who is absent from the \_\_\_\_\_ meeting due to the specified reason.

| Staff Position Review | N/A                        | Primary | Advisory |
|-----------------------|----------------------------|---------|----------|
| President             | X                          |         |          |
| Academic Senate       | X                          |         |          |
| Legal Counsel         | X                          |         |          |
| Further Information   | Jamillah Moore/Patti Blair |         |          |

**Administrative Content**

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### **Agenda Item Details**

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Meeting Jan 22, 2013 - Board of Trustees  
Category 15. Business Services  
Subject 15.01 The Audit and Budget Committee did not meet.  
Access Public  
Type Information

### **Public Content**

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### **Administrative Content**

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### **Agenda Item Details**

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|          |                                  |
|----------|----------------------------------|
| Meeting  | Jan 22, 2013 - Board of Trustees |
| Category | 15. Business Services            |
| Subject  | 15.02 Budget Update              |
| Access   | Public                           |
| Type     | Information                      |

### **Public Content**

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An update on the budget will be provided.

### **Administrative Content**

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## Agenda Item Details

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|                    |                                                                                                                                                                                                                                                                                        |
|--------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Meeting            | Jan 22, 2013 - Board of Trustees                                                                                                                                                                                                                                                       |
| Category           | 15. Business Services                                                                                                                                                                                                                                                                  |
| Subject            | 15.03 PLACEHOLDER ADOPTION OF 2013-2014 NONRESIDENT TUITION RATE: This item seeks Governing Board adoption of the 2013-2014 Nonresident Tuition Rate. As required by law, the Board must adopt a Nonresident Tuition Rate prior to February 1st from one of seven calculation methods. |
| Access             | Public                                                                                                                                                                                                                                                                                 |
| Type               | Action                                                                                                                                                                                                                                                                                 |
| Recommended Action | It is recommended that the Board of Trustees adopt a Nonresident Tuition Rate, effective Fall 2014 of \$230 per semester unit, a decrease of \$20 per unit.                                                                                                                            |

## Public Content

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### Background/Analysis

Education Code Section 76140 allows a community college to admit nonresident students and charge these students tuition fees in addition to the enrollment fees of \$46 per unit. AB 540 added Education Code Section 68130.5 which provides for exemption of these fees for students who met certain criteria, such as graduating from or having attended a California high school for more than three years, etc. In addition, California residency status may be acquired after 12 months. The Ventura County Community College District does not receive state apportionment dollars for nonresident students; this nonresident tuition fee is charged to cover the total cost of educating this student. Nonresident tuition is assessed to both domestic (out of state) and international nonresident students. Education Code 76140 requires that the Governing Board of each community college district establish the Nonresident Tuition Rate no later than February 1<sup>st</sup> of each year for the succeeding fiscal year.

The Governing Board has the flexibility of selecting from among several options in deciding which specific rate to adopt. Two years ago, AB 2297 amended ECS 76140(e) to add two new options for the calculation of the rate. These new options widened the range of rates from which a District may decide from. The options from which the Board must choose are:

1. The Statewide average cost (\$190),
2. The District's average cost (\$179),
3. The District's average cost with 10% or more non-resident FTES (does not apply to VCCCD),
4. No more than a contiguous district, no less than District average cost (minimum of \$179)
5. No more than District average, no less than statewide average (\$179)
6. Highest Years Statewide Average Tuition (\$190), or
7. No more than 12 Comparable States' Average Tuition (\$368).

A student is subject to Nonresident Tuition Rates only until they meet the eligibility requirements for establishing California residency, typically one year and one day.



For Fiscal Year 2012-13, due to declining state resources and the subsequent contraction of the class schedule, as a matter of public policy, the Board adopted option 7 to provide greater access for California residents. The fee approved at that time was \$250/unit, an increase of \$74/unit. The enrollment of non-resident students for the fall semester after that increase was 171 FTES, only 25 less than the prior year. It is, therefore, recommended that the Board again adopt Option 7 with a rate of \$230. This rate is comparable to that charged by Santa Monica Community College District in FY13.

The Board must establish a Nonresident Tuition Rate; it is recommended that the annual Nonresident Tuition Rate for 2013-2014 be option 7, the 12 Comparable States' Average Tuition rate. For 2013-14 that rate will be \$230 per unit, a \$20 unit decrease from the prior year.

Fiscal Impact

Estimated 2013-14 Nonresident Tuition Rate revenues will be included in the General Fund – Unrestricted budget. Estimated decrease in nonresident tuition fee revenues is \$150,000.

| <b>Staff Position Review</b> | <b>N/A</b>  | <b>Primary</b> | <b>Advisory</b> |
|------------------------------|-------------|----------------|-----------------|
| President                    | X           |                |                 |
| Academic Senate              | X           |                |                 |
| Legal Counsel                | X           |                |                 |
| Further Information          | Sue Johnson |                |                 |

**Administrative Content**

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## **Agenda Item Details**

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|                    |                                                                                                                                                                                                                                                                                                                                                                                                            |
|--------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Meeting            | Jan 22, 2013 - Board of Trustees                                                                                                                                                                                                                                                                                                                                                                           |
| Category           | 15. Business Services                                                                                                                                                                                                                                                                                                                                                                                      |
| Subject            | 15.04 ADOPTION OF 2013-14 NONRESIDENT STUDENT CAPITAL OUTLAY SURCHARGE AND FOREIGN STUDENT APPLICATION PROCESSING FEE: This item seeks Governing Board adoption of the 2013-2014 Nonresident Student Capital Outlay Surcharge, as permitted by law; and the 2013-2014 Foreign Student Application Processing Fee, as permitted by law.                                                                     |
| Access             | Public                                                                                                                                                                                                                                                                                                                                                                                                     |
| Type               | Action                                                                                                                                                                                                                                                                                                                                                                                                     |
| Recommended Action | It is recommended that the Board of Trustees adopt: A) A Nonresident Student Capital Outlay Surcharge Rate, effective Fall 2013, of \$14 per semester unit to both foreign and domestic students (representing no change in rate from prior year); and B) A Foreign Student Application Processing Fee, effective Fall 2013, in the amount of \$50 per applicant (representing no change from prior year). |

## **Public Content**

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### Background/Analysis

#### Nonresident Student Capital Outlay Surcharge

Education Code Section 76141(a) permits the governing board of a community college district to establish a capital outlay surcharge to all nonresident students. Education Code Section 68130.5 provides for exemption of these fees for students who met certain criteria, such as graduating from or having attended a California high school for more than three years, etc. In addition, California residency status may be acquired after 12 months. The surcharge's unit rate must be based on the district's capital outlay expenditures per full-time equivalent student (FTES) for the preceding fiscal year. The rate adopted may be any dollar amount that does not exceed the computed amount. Surcharge revenues are deposited in the Capital Projects Fund and may only be used for capital outlay, maintenance and equipment purposes.

Approximately \$135,000 in surcharge revenues were generated in fiscal year 2011-12 from nonresident students, and were utilized by the colleges to augment other funding for construction projects, maintenance costs and equipment purchases.

The District's calculated cost for Nonresident Student Capital Outlay Surcharge for 2013-14, based on the District's capital outlay expenditures per FTES, is \$34 per unit. This cost rate varies from year to year based on funding available for capital construction.

The Governing Board has adopted this permissive surcharge each year since 1993-94. The Governing Board has adopted a rate of \$14 per unit for the past fourteen fiscal years. It is recommended that the Governing Board adopt a rate of \$14 per unit for FY 2013-14 for nonresident students.

#### Foreign Student Application Processing Fee

Education Code Section 76142 permits the governing board of each community college district to establish a processing fee for international nonresident applicants. Its purpose is to defray the cost of processing the application for admission and federally required documentation of foreign student applicants. The charge may not exceed \$100 per applicant.

The Governing Board has adopted this permissive fee at \$50 per applicant each year since 1993-94.

Fiscal Impact

Estimated 2013-14 Nonresident Student Capital Outlay Surcharge revenues of \$135,000 will be included in the Capital Projects Fund budget.

Estimated 2013-14 Foreign Student Application Processing Fee revenues of \$4,000 will be included in the General Fund-Unrestricted budget.

| <b>Staff Position Review</b> | <b>N/A</b>  | <b>Primary</b> | <b>Advisory</b> |
|------------------------------|-------------|----------------|-----------------|
| President                    | X           |                |                 |
| Academic Senate              | X           |                |                 |
| Legal Counsel                | X           |                |                 |
| Further Information          | Sue Johnson |                |                 |

**Administrative Content**

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**Agenda Item Details**

Meeting Jan 22, 2013 - Board of Trustees

Category 16. Human Resources

Subject 16.01 APPROVAL OF SABBATICAL LEAVE RECOMMENDATIONS FOR 2013-2014 PER THE AGREEMENT BETWEEN THE VENTURA COUNTY COMMUNITY COLLEGE DISTRICT AND THE VENTURA COUNTY FEDERATION OF COLLEGE TEACHERS, AFT LOCAL 1828, AFL-CIO: This item presents for approval the required sabbatical leave recommendations of the District Sabbatical Leave Committee.

Access Public

Type Action

Fiscal Impact Yes

Recommended Action The Chancellor recommends the Board of Trustees approve this item.

**Public Content**

| Rank | Faculty Member     | College  | Discipline          | Length of Leave |
|------|--------------------|----------|---------------------|-----------------|
| 1    | Brinkman, Chuck    | Moorpark | Counseling          | Spring 2014     |
| 2    | Harber, James      | Oxnard   | Biological Sciences | Spring 2014     |
| 3    | Lange, Cari        | Ventura  | Anthropology        | Spring 2014     |
| 4    | Edwards, Rex       | Moorpark | Economics           | Spring 2014     |
| 5    | Edwards, Amy       | Oxnard   | Communications      | Spring 2014     |
| 6    | Gonzalez, Angelica | Ventura  | Counseling          | Fall 2013       |
| 7    | Scrofano, Diane    | Moorpark | English             | Spring 2014     |
| 8    | Vega, Jose         | Oxnard   | Counseling          | Spring 2014     |
| 9    | Hagerman, Michelle | Ventura  | Chemistry           | Fall 2013       |
| 10   | Miller, Joanna     | Moorpark | Journalism          | Fall 2013       |
| 11   | Croker, Gaylene    | Oxnard   | English             | Spring 2014     |
| 12   | Chen, Albert       | Ventura  | Sociology           | Fall 2013       |

| Sabbatical leave alternates (in the event one of the above sabbaticals is declined): |                |          |            |                        |
|--------------------------------------------------------------------------------------|----------------|----------|------------|------------------------|
| Rank                                                                                 | Faculty Member | College  | Discipline | Length of Leave        |
| 1                                                                                    | Adams, Kathryn | Moorpark | English    | Fall & Spring, 2013-14 |
| 2                                                                                    | Butler, Marie  | Oxnard   | Sociology  | Spring 2014            |

## Background/Analysis:

In accordance with the Agreement between the Ventura County Federation of College Teachers, AFT Local 1828, AFL-CIO (AFT), and the Ventura County Community College District (District), proposals for sabbatical leaves are evaluated by each College Sabbatical Leave Committee and the District Sabbatical Leave Committee. The committees are charged with weighing the value of each request to the faculty member, the students, and the District. The District Sabbatical Leave Committee forwards its recommendations to the Chancellor for review, who in turn submits the recommendations to the Board. The College Presidents do not review nor make recommendations regarding these leave requests. Applicants are to be notified by the Governing Board by February 1, 2013, of the acceptance or rejection of their applications.

Section 8.6.E(3) of the Agreement states:

*“Applications and recommendation of each campus committee shall be forwarded to a District Sabbatical Leave Committee composed of six members, one each appointed by each College President, and one each by each Academic Senate. The District Sabbatical Leave Committee shall forward its recommendations to the Chancellor for review and submission to the Governing Board.”*

Section 8.6.L(1) of the Agreement provides for sabbatical leaves as indicated by the following language:

*“The number of sabbatical leaves granted each year shall be 3% of the full-time faculty members (with a fraction of a faculty member rounded up) in the District, including at least one at each college, except that if a reduction in force of full-time faculty is necessary due to lack of funds, the parties agree to reopen negotiations prior to May 15 of each calendar year on the minimum number of sabbaticals to be granted per year.”*

Currently, the number of full-time faculty members in the District is 385; three percent of this figure equals 11.55. Therefore, twelve (12) faculty members are being recommended for regular sabbaticals. Their proposals are attached to this item.

Section 8.6.L(2) of the Agreement provides as follows:

*“A list of alternates will be established and maintained by the Sabbatical Leave Committees in the event that change of plans for applicants or increase in staff permits additional grants.”*

Based on the number of faculty members being recommended for sabbaticals, two alternates are recommended.

**Fiscal Impact:** Moorpark College: \$97,432; Oxnard College: \$97,432; Ventura College: \$97,432; General Fund

| Staff Position Review | N/A                                                                      | Primary | Advisory |
|-----------------------|--------------------------------------------------------------------------|---------|----------|
| President             | X                                                                        |         |          |
| Academic Senate       |                                                                          |         | X        |
| Legal Counsel         | X                                                                        |         |          |
| Further Information   | Jamillah Moore, Annette Loria, Robin Calote, Richard Duran, Pam Eddinger |         |          |

[Sabbatical Leave Proposals 2013-2014.pdf \(2,440 KB\)](#)

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## Administrative Content





VENTURA COUNTY COMMUNITY COLLEGE DISTRICT
HUMAN RESOURCES DEPARTMENT

Application for Academic Sabbatical Leave

Applicant Name: CHARLES BRINKMAN Employee ID Number: 900 000 878

Position Title: COUNSELOR Discipline: COUNSELING College: MOORPARK

This application for Sabbatical Leave is submitted for consideration by the College Sabbatical Leave Committee. The leave is requested for the following time period subject to the conditions stipulated on the reverse side of this form and the terms of Section 8 of the VCCCD/AFT Agreement:

Academic Year: 2013-2014 [ ] Fall Semester [X] Spring Semester (Check one if sabbatical is for one semester only)

Date of first contract employment with the District\*: 1997

Date and type of last leave of absence from the District\* SABBATICAL - SPRING 2007
\*Include time when the Ventura Union High School District operated VC

Applicant Signature: [Signature] Date: OCT 30, 2012

Reviewed and recommended by:

[Signature]
Chair, Campus Sabbatical Leave Committee

7 Dec 2012
Date

For Human Resources Use Only

At a meeting of the Governing Board, Ventura County Community College District, held on \_\_\_\_\_, the leave of absence requested above was authorized. Salary to be paid for the leave of absence period will be:

FULL PAY \_\_\_\_\_ 2/3rds PAY \_\_\_\_\_ UNPAID \_\_\_\_\_

\_\_\_\_\_, Chancellor
For the Governing Board





**VENTURA COUNTY COMMUNITY COLLEGE DISTRICT  
HUMAN RESOURCES DEPARTMENT**

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THIS APPLICATION ALONG WITH A DETAILED STATEMENT OF THE PROPOSED SABBATICAL LEAVE PROJECT MUST BE SUBMITTED TO THE COLLEGE SABBATICAL LEAVE COMMITTEE BY NOVEMBER 1 FOR CONSIDERATION.

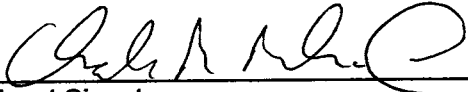
**GENERAL CONDITIONS**

1. Leave applications shall be submitted and processed as set forth in Article 8 of the Agreement between the VCCCD and AFT, Local 1828.
2. A leave of absence may be revoked by action of the Governing Board if and when it shall appear to the satisfaction of the Board that the employee on leave is engaged in activities for which an initial application would not have been approved.
3. All applications for leave of absence must be on file in the President's Office at least ninety days prior to the effective date of the leave, except in exceptional circumstances.
4. The Governing Board shall not be held liable for the payment of any compensation or damages arising from the death or injury of any employee while on leave of absence.

In making this application I understand that should I fail to report for service upon the expiration of the leave and such extensions of leave as may be authorized, I shall be deemed to have abandoned my position and all rights to employment by the Ventura County Community College District. In such event, this may be considered as my resignation, which may be accepted by the Governing Board at any time after two weeks following such failure to report for service. Such abandonment and resignation shall not be effective if I am able to demonstrate to the Governing Board that for reasons outside my control I was unable to report for service upon the appointed date and was likewise unable to communicate said inability to report for service.

In the case of sabbatical leave, I understand and accept the requirement "to return to the District for a period of service equal to twice the period of the leave." In consideration of this written agreement and pursuant to prior action of the Governing Board, I understand and accept the stipulation that the sabbatical leave bond will be waived. In addition, as defined under Article 8.6 C., "Purposes of Sabbatical Leave," (4) "Work or research in industry, business, or government," I understand that total compensation received shall not exceed the amount that would have been received had I remained in active service in the District, and if necessary, compensation paid by the District shall be reduced by the appropriate amount so that the total stipend shall not exceed my salary.

OCTOBER 30, 2012  
Date

  
Applicant Signature





# **Sabbatical Proposal**

**Revision of the Moorpark College Counseling "Online Orientation".**

**Charles R. Brinkman IV**

**October 2012**

## **Faculty Background**

In my position as full-time Counselor over the past 15 years at Moorpark College, I have been involved in many different areas of responsibility. Currently, I am one of 11 full-time counselors who help advise and guide students toward their educational goal, through new student orientations, counseling appointments, express counseling services and more. Several years ago I was the Chair of the Moorpark College counseling department, where I was responsible for scheduling, evaluations, the Transfer Center, various majors, and other tasks. I was the articulation officer at Moorpark College for 1 year, from 2001-2002. Also, since I was hired full-time in July 1997, I have served as the EATM counselor, where I have guided over 700 students from application, admission through graduation in this program. I maintain the EATM web site, and I am usually the first Moorpark College contact that many prospective EATM students have. I plan to remain here at Moorpark College for at least another 8+ years, and I am sure I will have different opportunities and experiences in the future.

I have taken one previous sabbatical leave. That leave was for 1 semester.

For over the past five years I have answered the "MC Online Counseling" service we have set up thru the college website, where students can submit their counseling question via email, and I get back to them, often the same day or very soon after. During the past several years, I have recorded over 1500+ counseling inquiries per year through the "MC counseling" email site. These are questions from students (or potential students) requesting information about Moorpark College, the requirements for graduation, transfer, or anything else they can think of to ask via email. Through this online service and other means, I reply to inquiries from prospective, current and previous Moorpark College students, who often want to know about starting or continuing their college education.

I have extensive experience with web site creation, as I have maintained the EATM web site for the past 10 years. I have used Dreamweaver to create/update the EATM web site, and the several other off-campus/non-college web sites I maintain also. I am very proficient with the current Omniupdate web page system in place here in the District. I would say my web experience is probably better than 90+% of the people here at Moorpark College, so I am very confident about undertaking this task.

## **Current Status and Perceived Need**

As the number of full-time counselors in the counseling department continues to shrink, we need to find ways to work smarter, not harder, while continuing to serve the numbers and variety of students that find their way to Moorpark College. While our "MC Counseling" online email service is a help, it is geared toward quick answers, without needing to do in-depth counseling. Many years ago, we attempted to devise a way to "Orient" new students online, and our first generation of an "online orientation" was created as a way that students could learn how to get the enrollment process started. We tried to incorporate everything they would need to know about enrollment, which classes to take here at Moorpark College, how and when to register, and more. We tried to develop the "online orientation" for students, so they would not need to make a trip to Moorpark College, but instead could do everything from their home computer. While we currently have that first generation online orientation in place, it has not been revised or updated in the past 7+ years, so it is most definitely now in need of change.

Technology changes fairly rapidly, so we now need to update/revise our online orientation to stay current. Our students are very computer literate, and use the computer for pretty much everything these days. While face-to-face contact is very valuable, if we can use technology to help reduce the number of students needing our services during peak times, it will benefit all students.

Recently, the counseling office has been inundated with students seeking appointments this Fall 2012 semester. In semesters past, we were scheduling for appointments a maximum of 10 days prior, and we had many openings available in that 10 day period. This Fall 2012, with the reduced number of counselors available (there were 2 retirements recently), and even more students wanting appointments, we have started scheduling appointments 14 days out – and all these appointments (2 weeks away) are usually filled by 10am in the morning. If a student calls or comes in anytime after 12 noon wanting to schedule a counseling appointment in the future, there are none available. The student is instructed to call or come by EARLY the next day, to make an appointment for 14 days away. Bottom line, we do not have enough counseling faculty available to support all the students who come to our office.

We need to find another way to assist some of the students, as we are currently unable to meet the needs of many of our students.

## Proposal

**My one semester sabbatical proposal/project will be to revise the Moorpark College "online orientation".**

I am requesting a 1-semester sabbatical leave – during the Spring Semester 2014.

I plan to do a serious overhaul of the Moorpark College "online orientation" so that it better meets the current needs of the incoming (and even current) Moorpark College students. This should also help relieve some of the pressure from students who come to the counseling office to speak with a counselor. This orientation revision will allow us to assist some of our students, by using technology to meet their needs. Counseling has created and is responsible for the new student orientations at Moorpark College, so this project fits perfectly in my discipline. I plan to spend a good amount of time to research other colleges online orientations, and "borrow" the best ideas and designs.

Summer and early Fall are the busiest times of the year for the Moorpark College counseling office.... it also happens to be the time of year when we have the fewest counselors on contract, so we try to use part-time hours to assist with the influx of new students. As soon as the fall schedule of classes is posted online, the numbers of students coming in to the counseling office increases dramatically. The students want to know what classes they need to take for the next semester. And while we are working with these continuing students, new students also appear, wanting to know what classes they should be taking at Moorpark College. So we get hit by two large groups of students.

Even though our old "online orientation" is still active (although outdated), we have been providing more "in-person" new student orientations from early May thru mid-August, to assist the new arriving students with course planning. If we can find a way to reduce or channel some/all of these new students to an "online orientation", we can redirect more of our efforts to the continuing students who also need our services.

We need to create a current, accurate, useable and informative online orientation.

I plan to revise and expand the existing web options and create a new online orientation for current and future Moorpark College students.

My efforts during this sabbatical will be focused on several areas;

### **1 -- Web Development**

The Internet will play a key role in this and other efforts. I am currently responsible for maintaining and updating the many pages of the EATM web site using Omniupdate.

**<http://www.moorparkcollege.edu/zoo>**

I have found that about 85% of the students who learn about the EATM program find out about it from the internet, and over 95+% of the applications submitted for the EATM program are downloaded from online. Students are very computer savvy these days, and we should use this to our advantage.

## **2 - Retention**

Retention has always been a key topic in today's academic arena. The new Student Service Initiative in place at California Community Colleges will require colleges to invest more effort on this topic.

With declining budgets (and limiting community college enrollment by cutting classes), it is important to find ways to retain the students we do have or that seek to enroll here, and to help them be successful while they are here. A new Student-friendly Online Orientation will help.

The two main causes I have found that students are unable to complete their classes are financial and academic reasons. Often the lack of academic success can be traced to financial difficulties. If the student is working too much (to help pay for college), often their academic performance will suffer, so the two can be directly related. These are points I plan to address in depth when creating the new online orientation, in the hope that students will realize that taking too many classes during their first term may not be the best plan.

## **3 – Placement & Class Pre-requisites**

One main goal of the online orientation will be to help ensure the students are placed (or place themselves) into the correct classes. Now that complete prerequisite enforcement is in place, students cannot register into classes they are not eligible for. BUT now counselors and other departments must clear these prerequisites for eligible students. This "prerequisite clearance" has become something that now takes a large amount of our time in the counseling office. I am hoping that with the revision of the online orientation, I will be able to put in place a better system to help students with prerequisite clearance, and prevent the long waits they now experience in the counseling office at certain times of the year, especially during registration periods.

## Revision of the Moorpark College Counseling “Online Orientation”.

Submitted by Charles R. Brinkman IV

### Who will benefit from this project?

#### **Benefit to the Students -**

All NEW students coming to Moorpark College are currently “encouraged” (but not required) to attend one of our “in-person” new student orientations. We do these orientations year-round, but our main goal is to catch all new incoming students for the fall semester... so the vast majority of our orientations occur in the summer and early fall, when fall registration is occurring.

These orientations are usually the only chance new students have to speak with a counselor before enrolling in classes (since counselors are extremely busy in the summer advising continuing students). While we are able to orient many students in person, we do not come close to catching them all. So, if we can channel ALL new students to an “online orientation” that they can do from their computer at home or anywhere else, the students will be so much better prepared to enroll in the correct fall classes, because they would actually learn and know what they should be taking for their first term at Moorpark College.

The online orientation will encompass most/all of the material we currently present to students during the in-person orientation, but an online orientation will be able to go beyond that standard information. I will also provide “hot-links” that the students can click on to learn even more information about;

- Specific programs or majors at Moorpark College
- Transfer options and opportunities
- Job placement resources
- Financial Aid & EOPS
- Access

And much more.... there is no limit...!

The student will receive the knowledge they need to register for appropriate classes, and have a vast amount of information available to them in one place, through this new online orientation. While this online orientation will be geared toward helping new students get started, my plan is that it can also be used as a resource by continuing students, to help find information they need/want. So I am hoping the new online orientation will benefit ALL students, not just new incoming students.

### **Benefit to the College -**

Many of our services here at Moorpark College have been going online. Class registration, financial aid, fee payment, transcript requests and much more can now be done online. The portal and the new DegreeWorks software are further examples of how we expect our students to use the computer for much of their education. The UC system has launched their "Transfer Admission Planner", which allows first semester college students from anywhere, to set up a plan to transfer to the UC System. And students must go online to apply to most transfer colleges.

My goal is to have this online orientation be able to guide and place students into the correct classes here at Moorpark College. This online orientation should then make available more counseling hours for continuing student appointments – a cost saving move of services online. We can provide an orientation to literally thousands or even millions of students online, instead of in person. This online orientation will provide up to date useful information to the students, to aid in enrollment, placement and retention

### **Benefit to the Faculty member –**

This revision of the Moorpark College online new student orientation will allow me to update my web design knowledge, while providing a useful service to students. It will also give me more time to devote to continuing students, as the new students will now have a useful tool to help them get started.

I will return from sabbatical ready to enjoy the work of implementing my new online orientation. I am sure a few adjustments will be needed, as we start using this new tool, and I can make those changes as we see what is needed. If my online orientation project can relieve/reduce the numbers of new students coming in to the counseling office during our peak periods, it will greatly reduce my future stress levels, and the stress levels of my colleagues. This project will also allow me an opportunity to update my web development skills.

**Benefit to the District -** The District will benefit from all areas of this sabbatical, as other colleges in the district could use this online orientation as a template or model, and create their own online orientation. The district will benefit from increased student success and retention. We will be able to serve students who do not need to physically come to our campus for orientation.

### **Feasibility of Implementation -**

This new online orientation will be implemented before the end of my sabbatical leave, so that it is in place for Fall 2014 registration and enrollment. I have discussed this idea/proposal with other members of my department, and with members from other departments. They all agree that this is a very worthwhile project, as the online orientation is definitely in need of revision, and we need to find a way to help expedite the counseling process for new students.

## **Sabbatical Proposal – Summary**

### **Revision of the Moorpark College Counseling “Online Orientation”.**

**Charles R. Brinkman IV**

#### **Purpose:**

My sabbatical will have 3 main goals;

#### **1 – Web Development – Create a New “Online Orientation”.**

Completely revise and update the Moorpark College counseling “online orientation” – which has not been updated in the 7 years since it was created.

#### **2 – Retention.**

Revise the online orientation so that hopefully it will aid in student retention and student success. The majority of student attrition occurs during the first year of college. I plan to give the students the knowledge they need to be successful in their first college experience.

#### **3 – Placement and Prerequisites.**

Revise the online orientation so that students then have the knowledge to place themselves in the correct classes, and also devise a means so we can clear more prerequisites without the students needing to physically come in to the counseling office.

I am requesting a 1-semester sabbatical leave – during the spring semester 2014.

## **Proposed Sabbatical Timeline**

**Revision of the Moorpark College Counseling "Online Orientation".**

**Submitted by Charles R. Brinkman IV**

**For Sabbatical - Spring 2014**

### **October - November 2013**

Discussion with all members of the counseling department and other departments – gather input as to what should be included in the Moorpark College online orientation revision. Discussion with other departments/service areas at Moorpark College - gather input as to what new students should know, so I can address it in the online orientation revision.

### **November - December 2013**

Review online orientations in place at other colleges. Learn how online orientations currently in place at other colleges are successful. Gather input as to what is good, what is bad, what do they wish was included. There is no sense in re-creating what may already exist elsewhere. I can "borrow" the best ideas in use at other colleges. Explore methods other colleges have found to be successful/useful.

### **January - February 2014**

Initiate contacts at other 2-year & even 4-year colleges with current online orientations by email and phone. Collect ideas, and start to create a template for the new Moorpark College online orientation.

### **February - March 2014**

Review web creation process in use at Moorpark College. Refresh/retrain/update myself with the Omniupdate system used here. Collect necessary passwords needed to start revision of website. Begin web design - start creating/revising our current online orientation.

### **March - April 2014**

Continue web design. Write/create new "online orientation". Share drafts with counseling office. Use feedback to revise and rewrite, aiming for a final version everyone will be comfortable using. Continue update of the Moorpark College online orientation web site.

### **May - June 2014**

Go live. Publish new Moorpark College online orientation, for the start of new student registration for the fall 2014 semester.





VENTURA COUNTY COMMUNITY COLLEGE DISTRICT  
HUMAN RESOURCES DEPARTMENT

Application for Academic Sabbatical Leave

Applicant Name: Dr. James Harber Employee ID Number: 900006784

Position Title: Associate Professor Discipline: Biology College: Oxnard

This application for Sabbatical Leave is submitted for consideration by the College Sabbatical Leave Committee. The leave is requested for the following time period subject to the conditions stipulated on the reverse side of this form and the terms of Section 8 of the VCCCD/AFT Agreement:

Academic Year: 2014  Fall Semester  Spring Semester  
(Check one if sabbatical is for one semester only)

Date of first contract employment with the District\*: Fall 2007

Date and type of last leave of absence from the District\* \_\_\_\_\_  
\*Include time when the Ventura Union High School District operated VC

Applicant Signature: James Harber Date: 11/1/12

Reviewed and recommended by:

Stuta Edwards Date: 11/16/12  
Chair, Campus Sabbatical Leave Committee

For Human Resources Use Only

At a meeting of the Governing Board, Ventura County Community College District, held on \_\_\_\_\_, the leave of absence requested above was authorized. Salary to be paid for the leave of absence period will be:

FULL PAY \_\_\_\_\_ 2/3<sup>rds</sup> PAY \_\_\_\_\_ UNPAID \_\_\_\_\_

\_\_\_\_\_, Chancellor  
For the Governing Board



**VENTURA COUNTY COMMUNITY COLLEGE DISTRICT**  
**HUMAN RESOURCES DEPARTMENT**

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THIS APPLICATION ALONG WITH A DETAILED STATEMENT OF THE PROPOSED SABBATICAL LEAVE PROJECT MUST BE SUBMITTED TO THE COLLEGE SABBATICAL LEAVE COMMITTEE BY NOVEMBER 1 FOR CONSIDERATION.

**GENERAL CONDITIONS**

1. Leave applications shall be submitted and processed as set forth in Article 8 of the Agreement between the VCCCD and AFT, Local 1828.
2. A leave of absence may be revoked by action of the Governing Board if and when it shall appear to the satisfaction of the Board that the employee on leave is engaged in activities for which an initial application would not have been approved.
3. All applications for leave of absence must be on file in the President's Office at least ninety days prior to the effective date of the leave, except in exceptional circumstances.
4. The Governing Board shall not be held liable for the payment of any compensation or damages arising from the death or injury of any employee while on leave of absence.

In making this application I understand that should I fail to report for service upon the expiration of the leave and such extensions of leave as may be authorized, I shall be deemed to have abandoned my position and all rights to employment by the Ventura County Community College District. In such event, this may be considered as my resignation, which may be accepted by the Governing Board at any time after two weeks following such failure to report for service. Such abandonment and resignation shall not be effective if I am able to demonstrate to the Governing Board that for reasons outside my control I was unable to report for service upon the appointed date and was likewise unable to communicate said inability to report for service.

In the case of sabbatical leave, I understand and accept the requirement "to return to the District for a period of service equal to twice the period of the leave." In consideration of this written agreement and pursuant to prior action of the Governing Board, I understand and accept the stipulation that the sabbatical leave bond will be waived. In addition, as defined under Article 8.6 C., "Purposes of Sabbatical Leave," (4) "Work or research in industry, business, or government," I understand that total compensation received shall not exceed the amount that would have been received had I remained in active service in the District, and if necessary, compensation paid by the District shall be reduced by the appropriate amount so that the total stipend shall not exceed my salary.

11/1/12  
Date

James Harker  
Applicant Signature



James Harber  
Application for Sabbatical 2013-2014  
Spring Semester 2014 requested for Sabbatical at 100%  
October 22, 2012 Draft

**1. Statement of Purpose**

The purpose of this one semester sabbatical is to pursue two goals:

(1) Participate in an unpaid research fellowship/internship in the iPS and Stem Cell sciences. This internship would involve acquisition of knowledge to support the cultivation of cell lines to support research and/or human clinical trials for eye diseases or alternatively another disease model such as heart, liver or kidney. Currently the main university destinations for our transfer students -UC Santa Barbara and UCLA collaborate on this research and are involved in human clinical trials for diseases including macular degeneration. Though unpaid, material support for this internship would be provided from existing support lines from grants to a University of California Science Research Laboratory that collaborates with the California Institute for Regenerative Medicine (CIRM) and/or a private company in the area of the adult induced pluripotent stem cell (iPS) and Stem Cell sciences. The newly awarded 2012 Nobel Prize emphasizes cell reprogramming as a way to achieve “autologous” transplantation, which is the amazing method of taking ones own cells and using them as therapy in personalized medicine. Learning the methods of this new discipline and following the emergence of new curriculum modalities for teaching this science in microbiology and cell biology classes are key goals for my sabbatical.

(2) Draft and submit to the Ventura Community College District for approval and submission to a National Science Foundation (NSF) grant. The purpose of this grant is to improve the ability to transfer Oxnard Community College students to the university. The grant provides full support for the remaining 2 years of university study. This grant falls under the S-STEM funding stream at NSF and requires very little administrative overhead. For this reason, a grant of this nature is often considered to be a good first application by a newly tenured scientist according to the program office of the NSF. The grant cycle starts in October with a letter of intent to apply with the NSF. The deadline for this grant is yearly, usually each June. Thus this project would be targeting the 2014-2015 application period.

[http://www.nsf.gov/funding/pgm\\_summ.jsp?pims\\_id=5257&org=NSF](http://www.nsf.gov/funding/pgm_summ.jsp?pims_id=5257&org=NSF)

**Oxnard College Mission, Vision and Statewide Goals:**

With regard to the mission and strategic goals of Oxnard College, this internship would allow me to pursue a grant to increase the ability of students to successfully matriculate after transfer to university. This would increase the completion rate of 4-10 students by providing financing for the final two years of instruction for the university. The research internship for learning the new iPS stem cell technologies would improve instruction and provide me with opportunities for additional university level student internship placements. Placement of students in research internships while pursuing a degree has been a success area for my Directed Studies students over the past seven

years. Second, the Community College mission for improving the educational partnerships for economic development and the pursuit of opportunities for lifelong learning are supported by the research internship I intend to pursue. Furthermore, both of my project goals are aligned with the state level mission of the California Community Colleges for supporting transfer education, career and technical education, community education and economic development. The advancement of a highly technical workforce requires well-trained faculty and support for a career pathway for students, which are both goals of this sabbatical.

My project proposal supports the vision statements of Oxnard College for improving my ability to:

- >“Rely upon scholarly, comprehensive, and current knowledge in all areas of instruction and service” by improving my knowledge of an area of therapeutic importance.
- >“Provide innovative, appropriate, and effective instruction for student success” by allowing me to obtain view best practices of similar curriculum in a university setting.
- >“Ensure student and staff access to technology and develop proficiency in all forms of communication, information retrieval, critical thinking and applied analysis” by allowing me to further educate myself to learn which specific items we can focus on at Oxnard College which will keep instruction current in these key areas.
- >“Establish mutually beneficial relationships with the industries and communities we serve” including the local biotechnology industry and the medical research community that I intend to engage.
- >“Provide leadership and resources for economic development and for improving the quality of life within the region” as I seek out new opportunities for bringing back to Oxnard College competitive technologies that are taught elsewhere.
- >“Secure sufficient resources - material, financial and otherwise to facilitate the accomplishment of all of the above” and additionally through a grant proposal I intend to help drive the quest for external resources for student achievement through material support of a university Degree for Oxnard College students.

## **2. Rationale:**

This sabbatical application for the research fellowship/internship in the iPS and Stem Cell sciences for autologous transplantation has applications to section 8.6C of the AFT Local 1828-VCCCD for the followings items: (3) Approved teaching or research fellowships and teacher exchange programs and (4) Work or research in industry, business, or government. Furthermore the inclusion of the grant writing component to support transfer students for the remaining two years of their university degree has applications to the General Community (item e).

Professional Development: My goal is to obtain further experience in the laboratory for projects that relate to curriculum advances for science students. These now include exercises in how skin cells may be turned back into stem cells for the purpose of making new therapeutic cell types in field known as “autologous” transplantation. Many opportunities exist for learning the newly emerging technologies at companies and university research labs. The knowledge remains highly valued because it takes a semester to master a basic technique. One of the most difficult aspects of pursuing a career that emphasizes teaching is the ability to stay current in one’s discipline. In the

biotechnology field where methods and ideas change yearly, the stem cell sciences have emerged as a field that includes human therapeutics since I began teaching at Oxnard College. At Oxnard College as faculty, I have aligned myself with the organization Bio-Link.org that holds a yearly conference at U.C. Berkeley, which I attend in June that satisfies some aspects of professional development through participating exercises with companies and university collaborators. In the past several years, I have become aware that the stem cell sciences are a scientifically strategic area where each institution needs to have faculty with literacy. This is evidenced by the discovery in 2006 of the induced pluripotent stem cell technology in San Francisco at the Gladstone Institute. The 2012 Nobel Laureate for this work now enjoys his own institute in Japan for iPS. Our Oxnard College students need to be trained to understand the nuance of the promise of iPS research, the economic competitiveness of the field and the predicted transformational effects it will have on medicine. For example, since 2011 at Cedars-Sinai Hospital here in Los Angeles therapies for re-introducing cells from the patient for repairing heart attacks have passed the first stages of clinical trials. Heart disease is the highest cost item in healthcare and heart repair in this manner was previously unknown prior to 2011. Discoveries like these have accelerated interest in new areas of medicine that were previously uncharted. One important example from the Cedars-Sinai Medical Center illustrates a contemporary heart therapy that could have been invented decades ago, but was not considered because the intellectual basis of this low cost treatment (labor excluded) was not understood. For example, I recently attended an invitation only conference on stem cell therapies at Cedars Sinai and this video best captures the excitement of this promise of new approaches to therapy:

[http://www.youtube.com/watch?v=dT8EQrH\\_qvw](http://www.youtube.com/watch?v=dT8EQrH_qvw)

#### Value to Department or Discipline:

The research internship component of this project will enable me to master laboratory skills that have already been incorporated into community college student laboratory activities. City College of San Francisco is the lead for eight Community Colleges for the stem cell disciplines in California and is closely aligned with UCSF. {<http://www.cirm.ca.gov/content/city-college-san-francisco-stem-cell-training-enhancement-program>} As the only full time specialist for Molecular and Cellular Biology, Microbiology and Biotechnology at Oxnard College, I am seeking to address a need for further expertise aligning myself with UCSB and UCLA. These are the two UC schools that our transfer students prefer. Furthermore, the sabbatical will allow me to further understand the student internship placement process at these institutions (which is interwoven with work study). Often students are only granted 10 days to find a job on campus; this might be dishwashing or studying stem cells for minimum wage depending on the student's preparation. I can say unequivocally that the Directed Studies students I have taught have far exceeded my expectations for internships in the life sciences. So gaining further detailed intelligence on UC expectations on curriculum for student success is both important to my internship and the grant application components of the sabbatical.

I am aware that solving the question of disease in humans will involve the new technologies whereby a person's own cells are removed from the skin, reprogrammed with four discrete genes and returned to the same person in a differentiated state. City

College of San Francisco released curriculum related to this area for heart therapy in 2011 but without further formal training, none of the participants nationally including myself were able to achieve the endpoint of the model curriculum. I work exclusively in non-human cells for the work I perform in the lab and follow the guidelines of the NSF, CDC and Bio.org industry organization. However, in the new technologies it is best to observe how a major university is adapting itself to teach these iPS technologies to undergraduates and follow suite here at OC.

I am also aware of the need to balance new curriculum with the existing set of course offerings at Oxnard College. Development of our program for Molecular and Cellular (Majors Biology R120/120L) and Microbiology (MICR R100/100L) may not proceed past these four courses for the next several years due to the budget climate. Each semester I have taught at Oxnard College, I have also offered a limited number of students the option in Directed Studies for teaching areas of biotechnology that are part of the standard curriculum offerings to students at Moorpark and Ventura colleges.

Additionally, with regard to the 2-year university support grants from NSF for transfer students, the value to the department would be to increase awareness of the competitive education that we have to offer in the sciences at Oxnard Colleges by removing the main stumbling block to post-transfer student success in a university degree.

#### Value to College and/or District:

It is widely acknowledged in the scientific fields that many students' high achieving success is the result of the development of an individual strategy for navigating the upper division curriculum and related university laboratory internship opportunities. The current expectation for pre-medical and research oriented students is that they achieve some demonstrated immersion in research prior to applying to professional schools. Already students seek out the BIOL R199 directed studies opportunity I offer and this has provided competitive support for these student applications. My concern is that my thinking should reflect the state of the art and for that I need to return to the research environment to be re-educated in depth periodically. Furthermore, what I observe and participate in within this research environment will be used as additional justification in the grant application to support student success in university matriculation following transfer.

#### Value to Students:

This is the detail from the NSF site for the grant I intend to pursue for NSF Scholarships in Science, Technology, Engineering, and Mathematics (S-STEM):

“This program makes grants to institutions of higher education to support scholarships for academically talented students demonstrating financial need, enabling them to enter the STEM workforce or STEM graduate school following completion of an associate, baccalaureate, or graduate-level degree in science, technology, engineering or mathematics disciplines. Grantee institutions are responsible for selecting scholarship recipients, reporting demographic information about student scholars, and managing the S-STEM project at the institution.”

[http://www.nsf.gov/funding/pgm\\_summ.jsp?pims\\_id=5257&org=NSF](http://www.nsf.gov/funding/pgm_summ.jsp?pims_id=5257&org=NSF)

Our current STEM grant program specifically addresses the transitional difficulties between High School and the Community Colleges. The financial hurdle is much lower between the High School and Community College than the Community College to university transition, which is addressed in the NSF grant proposal I intend to write.

Value to General Community (Optional):

The Oxnard Community contributes more than its share of intellectual capital by way of students entering the university. As we are all aware, there are retention issues related to the significant financial hurdle involved in achieving a degree which limit or delay student completion of the Bachelor's degree. This has a detrimental effect on the rate of creation of science professionals within our Oxnard City and Ventura County community.

**3. Implementation:**

**a. Implementation Procedure:**

The implementation procedure will involve the acquisition of an unpaid research fellowship/internship at UCSB, Caltech, City of Hope, Cedars Sinai Medical Center, USC or other tier 1 research institutions supporting undergraduate and graduate education in the area of iPS stem cell technologies that is supported by the California Institute for Regenerative Medicine ([www.cirm.ca.gov](http://www.cirm.ca.gov)). This may involve collaboration with the private sector in this technology area. Towards that goal, I will include a support letter in this sabbatical application detailing the opportunity to achieve an unpaid research position from Dr. Dennis Clegg, the Center Executive Director of Strategy, Planning, and Operations for the Center for Stem Cell Biology and Engineering at UCSB.

<http://www.youtube.com/watch?v=11INt6PvAU8> He has published methods to derive therapeutic eye cells using the iPS method.

<http://www.thecaliforniaproject.org/bios.html#clegg> Dennis collaborates with the California Project to Cure Blindness that aligns UCSB with USC, Caltech, the City of Hope and the Keck Institute. Dennis also collaborates with UCLA and the Cedars-Sinai Medical Center for clinical trials related to Macular Degeneration. The internship will be secured at one of these institutions for acquiring research skills in stem cell sciences that would lead to the implementation of a student oriented iPS protocol for Community College students. I have personally known Dennis for the past 18 years and recently attended a stem cell conference at Cedars-Sinai that featured his progress on the human clinical trials for macular degeneration.

In preparation for writing a grant that would be submitted to the Ventura College District for S-STEM support from the NSF for student fellowships for support for the final two years of the undergraduate degree, I have begun collaborating with the Southern California Conference for Undergraduate Research (SCCUR). In February 2012, I traveled with Dean Carolyn Inouye and Sciences Department Chair Chris Mainzer to Irvine to attend a conference on strategic planning in undergraduate research. At this conference it became clear that there are several grant lines that Oxnard College would be



immediately eligible for from the NSF. The SCCUR organization sponsors regular workshops to support grant applications to NSF.

Additionally, each year since 2009, I attended the weeklong Bio-Link conference at UC Berkeley in June that supports professional development for biotechnology faculty. Several NSF program officers that are in charge of advising, coordinating and reviewing the S-STEM grant applications to NSF, attend this conference. In 2010 I was invited to participate with NSF as a program officer, but I was still in the tenure process and unable to make this commitment. The Bio-Link organization provides direct access to NSF and I have taken advantage of the opportunity to travel to Washington D.C. to participate in the review of grants from other institutions.

Following the careful advice from SCCURS and Bio-Link in conjunction with NSF will be an important component of success in achieving an S-STEM grant. The grant writing process is often tedious and so the opportunity to devote time to this project during the sabbatical is desirable. Already I have been encouraged to write this grant by members of my department and Oxnard College. My experience in grant writing is based on my obtaining approximately 2 million dollars for the Central Coast Biotechnology Center at Ventura College from this type of funding. The unique Hispanic Serving Institution character of Oxnard Community College will be highlighted in this grant application, though the overall intent of the grant is to address economic need.

#### **a. Projected Results**

There are two main deliverables from the proposed sabbatical project. One is the acquisition of skills and technology sufficient to generate a new laboratory curriculum in iPS stem cell biology for the undergraduates here at Oxnard College. The second is the production of a grant application that would be submitted to the VCCCD for S-STEM via the NSF. The financial impacts of the implementation project would not add any additional costs to the College since it does not specifically require any additional equipment or material costs beyond what is currently being provided. The main thrust of the Sabbatical is to acquire knowledge and an analogy would be that sand could be made into silicon computer chips just as salt and water can be used to grow therapeutic stem cells. The cost of media for cell culture is cheap but the knowledge required to implement curriculum in this area is exotic and will require patient study. At present we have the available equipment to implement curriculum in this area as I have already been teaching tissue culture methods for six years in Directed Studies. At Oxnard College we are blessed with donated materials and equipment from Biotechnology Companies that have greatly assisted the implementation of many contemporary laboratories. The two HSI-STEM grants have filled important voids in our supply and equipment needs as well. This iPS Stem Cell internship project is different in that the main objective is knowledge of the methods used to differentiate cells.

a. **Spring 2014 Sabbatical Timeline**

| Semester:                  | Fall 2012                                | Spring 2013                                                                | Summer 2013                                         | Fall 2013                                                | Spring 2014 (proposed sabbatical)                                     | Fall 2014                                  |
|----------------------------|------------------------------------------|----------------------------------------------------------------------------|-----------------------------------------------------|----------------------------------------------------------|-----------------------------------------------------------------------|--------------------------------------------|
| <b>Research Internship</b> | Secure letter(s) of support and veracity | Visit regenerative medicine institutions of interest (UCSB, UCLA or other) | Run OC summer HSI-STEM research with iPS component  | Acquire materials necessary to performing the internship | Perform the Research Internship at one of the specified institutions. | Turn in Final Report for the Sabbatical    |
| <b>Grant Writing</b>       | Discuss S-STEM with NSF program officer  | Attend a SCCURS conference on NSF grants                                   | Attend the Bio-Link conference strand on NSF grants | Participate with NSF for grant writing in Washington DC  | Writing the S-STEM NSF grant while on Sabbatical.                     | Engage NSF and VCCCD for Grant Application |

**d. Dissemination Plan**

The dissemination plan (besides those items required in the contract) includes generating an iPS curriculum for implementation at Oxnard College that can be provided to other faculty via the web. In the past, efforts of this type have been published in texts that I have participated in producing (see scholarship section below for example links to Amazon). In this project, dissemination via the Bio-Link website curriculum section would be desirable: <http://www.bio-link.org/home/content/bio-link-instructional-material-and-curriculum-clearinghouse>. The dissemination plan for the grant application would be the Ventura Community College District to the National Science Foundation

**4. Past Contributions to the District**

**a. Scholarship:**

Please see the Curriculum Vitae for James Harbor that follows these pages for more detail on items 4a-4e. Briefly I have three degrees: B.S. Biology U.C. Davis 1982; M.A. Biology Humboldt State University California 1988; and Ph.D. Genetics from S.U.N.Y Stony Brook, N.Y. 1994. I have held faculty assignments at Caltech, C.S.U. Sonoma, C.S.U. Northridge and Moorpark, Ventura and Oxnard Colleges from 1994-present.

My Contributions include being Director of a Biotechnology Center (CCBC) for six years at Ventura College, writing biotechnology curriculum in a textbook produced at Moorpark College for the NSF <http://www.amazon.com/Industrial-Biotechnology->

Training-Manual-Harrigan/dp/0759305145, and publishing details of the Community College Biotechnology Programs in a book while at Oxnard College <http://www.amazon.com/Best-Practices-Biotechnology-Education-Friedman/dp/0973467673>.

#### **4b. Service**

##### **1. Department/Discipline**

I have donated my time to run the Directed Studies BIOL R199 program for student research at Oxnard College. Additionally I have supported maintenance of microbial stocks and laboratory curriculum for both the Microbiology and Biology Majors courses. As of Fall 2012, I have trained six newly hired part time faculty on their laboratory responsibilities in Microbiology (MICR R100L) and/or Majors Biology (BIOL R100L). The outcomes of these were that we retained one person part time at OC (Graham). The economic profile of the cohort are that currently two are employed full time in biotech companies (Martinez, Graham), two are in medical school (Wilson, Du-Graff), one is now full time with the California Community Colleges (Hulbert) and one is employed at the State University (Majda). Three of these persons are still in our area and available for teaching at OC (Martinez, Majda, Graham).

##### **2. College**

I have been involved with the organization of the yearly Gold Coast Science Network Conference at Oxnard College for High School teachers and Community College faculty from 2007-2012. I hosted the Cold Spring Harbor Laboratory for workshops in Cancer Biology and Neurobiology in 2010.

##### **3. District**

For six years, I was the Director of the Central Coast Biotechnology Center at Ventura College. This provided support for the development of biotechnology within the curriculum of all three colleges of the Ventura Community College District.

##### **4. Community**

The awards I received for my work as Director of the Central Coast Biotechnology Center were evidence of my extensive involvement in Community affairs for assisting with articulation to the CSUCI campus, development of a biodiesel refinery at the Port Hueneme base among others. I was a participant in Governor Davis' Statewide Biotechnology Initiative in 2002 and was recognized by Governor Schwarzenegger for my work in Technology in 2006.

##### **5. Length of Service & Past Sabbaticals Awarded**

a. I began full time faculty status in Spring 2001 at Ventura College for the position of Biotechnology Director and in Fall of 2007 I became eligible to engage the sabbatical process when I became a tenure track faculty as Associate Professor at OC.

b. I have not received a sabbatical previously and would gratefully reward Oxnard College for this opportunity with the knowledge I receive for furthering our student's career success.

## Curriculum Vitae

James J. Harber

  
jharber@vcccd.edu

### Faculty

- 2007-2012: Oxnard College, Associate Professor, Tenured for Microbiology, Cell/Molecular Biology and Biotechnology
- 2005-2009: California State University, Adjunct Faculty and Advisory Board, Channel Islands Masters Program in Biotechnology/Bioinformatics and Adjunct for the Undergraduate Biology Program
- 2001- 2007: Ventura College, Central Coast Biotechnology Center Director  
[www.ccbcweb.net](http://www.ccbcweb.net) and full time Faculty
- 2000-2001: California State University, Northridge (Adjunct)
- 1999-2001: Moorpark Community College, California (Adjunct)
- 1996-1998: Sonoma State University, California (Adjunct)
- 1994-1996: California Institute of Technology (Full Time, Non-Tenure Track)

### Education

- 1994-1996: Research Associate of the Howard Hughes Medical Institute at the California Institute of Technology performing research on the structure and function of immune system proteins including the MHC, TCR and FcRn. Dr. Pamela Bjorkman, Advisor/Principle Investigator.
- 1987-1994: Ph.D. of Genetics from the State University of New York, Stony Brook working on the thesis: A study of the structure, genetics and evolution of picornaviruses and their cellular receptors (see publications sections). Dr. Eckard Wimmer, Advisor/Principle Investigator.
- 1984-1987: Biological Sciences M.A. degree at the Humboldt State University, California: research for understanding multiple antibiotic resistant bacteria generated by dairy farming and their role in the aquatic environment. Dr. James F. Welsh, Advisor/Principle Investigator.
- 1977-1982: B.S. in Biological Sciences at U.C. Davis with a undergraduate project studying biological insect control with the UCD Ecology Graduate Group at Point Reyes. Dr. Norma J. Lang, Advisor.

## Special Projects

- 2009-2012 HSI-STEM Grant participant for Biotechnology at Oxnard College (total institutional award \$5 Million). New award (\$6 Million) begins Fall 2011.
- 2008-2012 June. Bio-Link Summer Fellow. Week long workshop for Community College biotechnology faculty and NSF participants at the U.C. Berkeley Campus ([www.bio-link.org](http://www.bio-link.org)) Sample: [bio-link.org/home/sites/files/102009\\_Newsletter.pdf](http://bio-link.org/home/sites/files/102009_Newsletter.pdf)
- 2010 November. Reviewer for the article “Academic Entrepreneurship and Entrepreneurial Universities” for the Journal of Commercial Biotechnology.
- 2010 August. National Science Foundation Participant; Washington DC.
- 2010 July. Author of a review for the Journal of Commercial Biotechnology of: Biotechnology: A Comprehensive Training Guide for the Biotechnology Industry (by Syed Imtiaz Haider and Anika Ashtok *CRC Press, 2009*) <http://www.palgrave-journals.com/jcb/journal/v16/n3/abs/jcb20101a.html>
- 2010 June-July (7 weeks). Three days per week laboratory curriculum development projects for Microbiology and Biotechnology with STEM students at Oxnard College. These are PCR for bacterial detection, western blot, cell culture, fluorescence microscopy, and investigations of portable environmental sampling instrumentation. (volunteer faculty).
- 2010 April. Presenter Title: “Careers in Medicine, Research and Biotechnology” for the Oxnard College Youth Conference 2010.  
<http://www.oxnardcollege.edu/departments/academic/STEM/2010YC/workshops.shtml>
- 2010 April. Co-Organizer, Presenter and Member of the Board for the Gold Coast Science Network Conference at Oxnard College for High School teachers and Community College science faculty. <http://goldcoastscience.org/conference.htm>
- 2010 March. Presenter Title: “Biotech Skills Development Research Program”, PITTCON conference, Orlando, Florida. Advances in Biotechnology Workforce Education (strand). <http://www.pittcon.org/website/archive.php> for March 1, 2010 Session 790-4 pg.60  
<http://pittcon.dirxion.com/WebProject.asp?BookCode=pit10flx&from=2#>
- 2009 October. Organizer for the Cold Spring Harbor Laboratory Workshops in Cancer Biology and Neurobiology for College and University Faculty at Oxnard College. [www.dnalc.org](http://www.dnalc.org) and see pg. 12 of:  
[www.dnalc.org/files/pdf/annreppdf/annrep2009.pdf](http://www.dnalc.org/files/pdf/annreppdf/annrep2009.pdf)
- 2009 June-July (8 weeks). Four days per week laboratory curriculum development projects for Microbiology and Biotechnology with STEM students at Oxnard College.
- 2009 June. Bio-Link Summer Fellow. Week long workshop for biotechnology faculty and NSF participants at the U.C. Berkeley Campus ([www.bio-link.org](http://www.bio-link.org)) [bio-link.org/home/sites/files/102009\\_Newsletter.pdf](http://bio-link.org/home/sites/files/102009_Newsletter.pdf)
- 2008 Author of the chapter “The Central Coast Biotechnology Center and The Role of the Regional Biotech Center in Emerging Curriculum Development” in 22 Best Practices in Biotechnology Education (Yali Friedman, Ed.) Logos Press. [http://www.logos-press.com/books/biotechnology\\_education.php](http://www.logos-press.com/books/biotechnology_education.php)

- 2008 October. Participant of Bio Advances in Stem Cell Discoveries Conference, S.F., CA <http://www.gtcbio.com/userAgenda.aspx?id=135>
- 2008 September. Presenter, California Institute for Nanotechnology at San Bernadino Community College (<http://www.cinano.com>)
- 2008 June-July (8 weeks). Laboratory curriculum development projects for Microbiology and Biotechnology with STEM and MESA students at Oxnard College.
- 2003-2009: Advisor to “The New Genetics”, a Stanford University Center for Biomedical Ethics and National Science Foundation project. [http://bioethics.stanford.edu/\(http://www.thenewgenetics.net/participant\\_list.html\)](http://bioethics.stanford.edu/(http://www.thenewgenetics.net/participant_list.html)). This project is designed to create a modular curriculum for undergraduates that broaden the original “new genetics” curriculum for medically oriented students and provided ongoing education credit for medical professionals. Also: [http://www.ccewd.net/industry\\_publications.cfm](http://www.ccewd.net/industry_publications.cfm)
- 2004-2009: Member and Chair (2008-2009), Advisory Board of the California State University at Channel Islands Master’s Degree in Biotechnology. Provided consulting related to initial program start-up, recruitment and organization related to the capstone team project course and for the speaker’s symposium. The symposium includes leadership speakers from local technology companies that mentor students towards the development of their second year team projects. See also the section on teaching repertoire heirin. See <http://www.csuci.edu/exed/msbiotech.htm>
- 2007 August: Workforce Needs Assessment in Biotechnology for the Central Coast. Produced by the Resource Group in Conjunction with Moorpark and Ventura Colleges with an introduction by Dr. Harber (Central Coast Biotechnology Center). [www.ccbcweb.net/pdf/Biotech\\_Final\\_Report\\_2007.pdf](http://www.ccbcweb.net/pdf/Biotech_Final_Report_2007.pdf)
- 2007 March: Presentation to the Tech-Ed new technologies conference in Ontario, CA organized by the California Community College Foundation. The conference presentation illustrated the use of the three-dimensional computer projection for having entire classes visualize GIS mapping and molecular modeling data. <http://www.techedevents.org/2007/conference/> (download program, page 8)
- 2006 September: Development of a teaching module in rapid genetic detection of bacteria (20 minutes) for mapping sites of environmental contamination along coastal waterways. This is a grant-funded project awarded collaboratively for the geographic and biotechnology sciences. The curriculum has now been deployed at Community Colleges in Moorpark, Canyons, Salinas, Ventura and Sacramento. [http://www.cccco.edu/Portals/4/EWD/Economic%20Development/2005-06\\_annual\\_report.pdf](http://www.cccco.edu/Portals/4/EWD/Economic%20Development/2005-06_annual_report.pdf)
- 2006 August: NCLT. National Center for Learning and Teaching in Nanoscale Science and Engineering. Participant in the annual curriculum development conference for the national center (<http://www.nclt.us>). This is a National Science Foundation center for developing K12 through University curriculum in the nanosciences and bionanotech. <http://www.nclt.us/workshop/ws-faculty-aug06.shtml>
- 2006 April: The Business and Technology Partnership Committee awarded the “Technologist of the Year” to Dr. James Harber. This included a presentation at the Reagan Presidential Library and awards from the Governor, State Senate and State Assembly members for the regional community work of the Central Coast

- Biotechnology Center. As reported by Ventura College:  
[http://www.venturacollege.edu/assets/pdf/vcnews\\_200604.pdf](http://www.venturacollege.edu/assets/pdf/vcnews_200604.pdf)
- 2005 November: Bioreactor Certificate of Training from Mark Smith Laboratories at the University of Vancouver, British Columbia.  
<http://www.msl.ubc.ca/training/workshops>
- 2002, 2003, 2004, 2005, 2006: “Who’s Who in Healthcare and Biotechnology” Dr. Harber was recognized in special editions of the Pacific Coast Business Times along with C.E.O.s of all the local biotechnology companies (Amgen, Baxter, Biosource, and many others) in three consecutive years. (November 15-21, 2002, December 5-11, 2003, December 10-16, 2004 and December 2005 editions).<http://www.pacbiztimes.com/>
- 2004 May: Participant/Co-organizer for the Los Angeles Region Life Sciences Strategic Action Plan Regional Meeting and Publication  
 This set of recommendations is the result of the California’s Governor’s Life Sciences Initiative to collect the strategic thinking of the C.E.O.s of biotechnology companies, Chancellor’s of the University of California, State University CSUPERB leadership, Community Colleges Biotechnology Initiative (CCCEWDP) and local biotechnology industry organizations (VCBio, GCIC, SCBC). Three regional reports and a statewide report describe a long range strategy for California. Dr. Harber participated with the Los Angeles Regional Life Sciences Action Plan which can be downloaded from:  
<http://www.monitor.com/Expertise/Industries/PharmaceuticalsLifeSciencesandHealthcare/tabid/80/ctl/ArticleDetail/mid/687/CID/11122007164053101/CTID/1/L/en-US/Default.aspx>
- 2004 January: Co-author of the White Paper: The History, Current Status, and Future Direction for the California Community Colleges Biotechnology Initiative: Helping Meet the California Biotech Industry Need for an Operational Workforce.  
[www.ccewd.net](http://www.ccewd.net)<http://www.ccbiotech.org>[http://www.ccewd.net/industry\\_publications.cfm](http://www.ccewd.net/industry_publications.cfm)
- 2001-2005: Member of the Board, Venture Coast Biotechnology Industry Organization[http://web.archive.org/web/\\*/http://www.vcbio.org](http://web.archive.org/web/*/http://www.vcbio.org)  
 This was a group of professionals who are interested in business development and workforce training in biotechnology. VCBio sponsors business forums and educational seminars on topics such as New Local Biotechnology Companies, F.D.A. regulations, Medical Devices and Biosciences Venture Capital.
- 2002-2007: Participant and Chair (2004-5) of the Biotechnology Subcommittee of the Business and Technology Partnership Committee (University Foundation of the California State University Channel Islands). Seminars related to biotechnology and bioenergy were cosponsored for the University community in conjunction with other organizations such as the M.I.T. Enterprise Forum, VCBio, CIB2C and GCIC.  
<http://www.csuci.edu/btp/>
- 2001-2004: Member of the Board, Gold Coast Innovation Center This is an organization with its own business incubator located at CSUCI (Channel Islands University) that is concerned with energy entrepreneurship and business innovation. Its flagship company was Onsite Power, that constructs biomass digesters to convert plant clippings into methane/Hydrogen for energy production:

- <http://web.archive.org/web/20040729034000/http://www.gcic.org/>  
and <http://www.onsitepowersystems.com/>
- 2004, 2005, 2006: Grant Reviewer at California Polytechnic University, San Luis Obispo C3RP. <http://www.c3rp.org> Participant with all science deans in the prioritization of research grant awards to C.S.U. faculty. Approximately one million dollars of Office of Naval Research Funding was awarded to thirty faculty teams.
- 2004: Judge for the California State University Graduate Student Research Competition (held at CSU Northridge).
- 2003: Biodiesel Refinery Groundbreaking Participant. Original member of the Ventura County Memorandum of Understanding between the National Park Service, U.S. Navy, County of Ventura, Central Coast Biotechnology Center (Harber, Director) and Biodiesel Industries (Santa Barbara).  
<http://www.zyn.com/flcfw/fwnews/fwarch/fw032a.htm>
2003. Contributor to the document The History, Current Status and Future History of the California Community Colleges Biotechnology Initiative. Helping Meet the California Biotech Industry Need for an Operational Workforce. [http://www.cccbitech.org/images/white\\_paper.pdf](http://www.cccbitech.org/images/white_paper.pdf)
2002. Contributor to the document California Careers in Biotechnology, A Counselor's Guide to the Best Jobs, 2nd Edition by Gina Frierman-Hunt and Julie Solberg (published by the California Community Colleges Economic Development Network Statewide Initiative in Biotechnology and Women at Work.  
<http://www.cccbitech.org/cacareers.html>)
2001. Presenter. A two-hour computer laboratory presentation on Proteomics and three-dimensional molecular structure strand was delivered at the National Science Foundation Summer Institute in Bioinformatics (University of California at Davis).
- 1999-2006: Advisory Board Member for Moorpark College's Industrial Biotechnology technical training program. In conjunction with employment at Moorpark College, Dr. Harber developed curriculum for teaching at the laboratory located at the California State University Channel Islands Campus.
- 2000: Author of the PCR Mycoplasma Detection and SDS-PAGE chapters in the text developed by Moorpark College instructors titled: Industrial Biotechnology, A Training Manual. Thompson Publishing, 2001, ISBN 0-7593-0514-5
- 1998: Consultant to Norse Associates (Thousand Oaks). Preparation of research reports for the purpose of pursuing acquisitions and mergers. Reports were prepared summarizing the development of bio-pharmaceutical products by emerging companies in development. This included information on clinical trial stage, aspects of the scientific strategy, intellectual property, chemical syntheses and genetic origin (see research publications below).
- 1996-2007: James Harber Consulting, Thousand Oaks. Technology analysis and research support for wireless internet and biotechnology start-up companies.
- 1996: Biological Sciences Judge at the Statewide Science Fair in Los Angeles.
- 1988-1994: Co-established and staffed a bioinformatics and three-dimensional molecular graphics and World Wide Web (internet) facility (Microbiology and Genetics Department at the State University of New York at Stony Brook). This resource was based around a Silicon Graphics workstation that bridged a T1 (megabit) World Wide Web connection to a local network of personal computers. Research Faculty, Staff



and graduate students were advised in the use of resources such as Genbank, The Wisconsin Genetics Group GCG suite of molecular analysis programs, National Center for Biotechnology Information (NCBI), European Molecular Biology Laboratory (EMBL), and Protein Data Bank (PDB). The maintenance of the facility involved configuring and maintaining routers, IP numbers, and e-mail accounts. The machines that interoperated on the network included UNIX, VAX-VMS, DOS/Windows and Macintosh systems.

1986-1987: Computer Program Development. A method for illustrating the biochemical reactions of glycolysis using interactive computer animations on the Macintosh 512 was presented at the annual meeting for the California State University Association of Biologists for Computing.

### **External Funding**

2008-2010: Faculty Participant for the Biotechnology section of the Hispanic Serving Institution Science Technology Engineering Math (HSI-STEM) grant awarded to Oxnard College

2001-2007: The Director of the Central Coast Biotechnology Center for the Counties of Ventura, Santa Barbara, San Luis Obispo and Northern Los Angeles ([www.ccbcweb.net](http://www.ccbcweb.net)) that is funded by the California Community Colleges Economic and Workforce Development Program ([www.cccewd.net](http://www.cccewd.net)).

2006-2007: SB-70 grant for rapid bacterial genetic detection and GIS (principally authored by W. Budke (Environmental Sciences, Ventura College).

2004-2005: The Director for the Ventura College section of the Highway 126 Biotechnology Corridor Industry Driven Regional Collaborative Grant (collaboration with College of the Canyons).

1994-1996: An Associate Scientist funded by the Howard Hughes Medical Institute at Caltech.

1987-1994: A Graduate Student funded by the National Science Foundation and National Institutes of Health (including National Institute of General Medical Sciences National Research Service Award 5T32GMO7964-07)

1985-1987: A Graduate student funded by the Nielsen Dairy Institute, Arcata, CA.

### **Teaching Repertoire**

#### ***California Community Colleges (1999-2010):***

Majors Biology (Cellular and Molecular); (126 hours, 2009-2010). An introduction to the central paradigms of contemporary biology including cell function, Mendelian genetics, genomics, metabolism, signal transduction, biochemistry, proteomics, epigenomics, embryology and immunology. A significant writing component is emphasized for developing a research paper based on peer reviews and a powerpoint based on contemporary laboratory methods.

Methods: Biotech and Molecular Biology (team taught 144 hours, 2006-7). A unique high technology curriculum consisting of on campus laboratories taught by faculty and industry instructors (2/3 of the course). One third of the course consists of off-campus laboratories at eight company sites. The flexible industry driven curriculum format assures that the students are exposed to the most recent technologies. Students

are provided resources to find employment directly at local companies or in laboratories at the universities. The course has been operating in various formats since 1986 at Ventura College.

Biotechnology Modules (Grant Supported Regional Activity, 2001-2007). Organization, distribution and delivery of curriculum for various techniques including real time PCR, bioreactor, DNA isolation, western blotting, polymerase chain reaction, DNA transformation, and electrophoresis.

Human Heredity(54 hours/semester at Ventura College, 2001-1007)

This course provides an introduction to the applications of genetics to human disease prediction, genetic counseling and therapeutic intervention. Mendelian and population genetics, biotechnology, reproductive sciences, and cancer are topics covered with an emphasis on new technologies and products available from local companies.

Principles of Microbiology with Laboratory(160 hours/semester with 6 hr/wk lab at Ventura College, Moorpark College and Oxnard College, 1999-2010). An introduction to microbiology designed for the health/medical/biotechnology sciences student. Replication strategies of bacteria, fungi, protozoans, helminths and viruses are emphasized. Microbes are presented both as potential adversaries and as necessary commensals. Microbial disease processes involved in cancer, cardiovascular/heart disease, sepsis and AIDS are covered. The laboratory provides an introduction to classical biochemical and contemporary genetic molecular methods including the determination of bacterial unknowns.

Biotechnology Laboratory (technical assistance for the 188 hour course at Moorpark College 1999-2000). Support for the establishment of the industrial biotechnology course and laboratory in its first semester on the California State University Channel Islands campus. The course industry instructors generated a biotechnology lab text that included two chapters contributed by Dr. Harber. The class was designed to expose students to all phases of biotechnology from research through clinical development and production. A high placement rate to industry and university was achieved for the students.

***California State University Channel Islands, M.S. Biotechnology and Bioinformatics (2006-2009):***

Team Projects (4 Units, M.S. Biotech)

This capstone course for the second year students was designed to prepare students to advance in their employment or enter new employment. The class consisted of presentations and extensive reports of the team projects (approximately four students each) prepared with an industry advisor. A discussion of the strategic goals of the class can be found in "22 Best Practices in Biotechnology", edited by Yali Friedman (2008).

Seminar (1 Unit, M.S. Biotech)

***California State University (1996-1998; 2000; 2007):***

Biotechnology in the Twenty First Century (3 units Undergraduate, CSUCI).A review course for a combination audience of business and biology undergraduates. An interdisciplinary approach emphasizes the major achievements in biotechnology as

well as trends in business, finance and regulation. Students are encouraged to develop semester projects which emphasize emerging technology applications.

Team Project (3 units Master's Program for Biotechnology and Bioinformatics, CSUCI).

Local industry scientist team leaders have been paired with four students in each of six teams. The teams are performing research investigations into bioenergy, structural biology, vaccine formulations, stem cells for heart therapy, nanobiotech microfluidics, and the neurobiology of Alzheimers disease. The Team Projects Produced by Dr. Harber in a team taught course with Dr. Ching-Hua Wang (2007) and Karol Pessin, J.D. (2008-2009) include the first 19 projects listed on the following site (Industry Advisor Mentors, Project Names, and Student Numbers Listed):

[biology.csuci.edu/Team%20Projects%20and%20Internships%20for%20MS%20Biotech%2005-%202009.pdf](http://biology.csuci.edu/Team%20Projects%20and%20Internships%20for%20MS%20Biotech%2005-%202009.pdf) - 2009-10-30

Student Seminar (1 unit Master's Program for Biotechnology and Bioinformatics,

CSUCI). Scientists and leading business people from local industry were invited to speak on biotechnology topics including cancer biology, F.D.A. regulations, venture capital, nanobiotechnology, bioinformatics, medical devices and marine biotechnology.

General Biology(45 hours/semester at C.S.U. Northridge). This was the classical course designed as a two-semester curriculum for the pre-professional student majoring in the biological. The course provided a survey of contemporary cell biology, Mendelian genetics, population genetics, ecology, evolution, taxonomy, physiology and behavior.

General Genetics and Laboratory(90 hours/semester at C.S.U. Sonoma). An upper division science majors course that emphasized principles of heredity, including topics in classical and molecular genetics, cytogenetics and population genetics.

Biology of Cancer(45 hours/semester at C.S.U. Sonoma). A contemporary view of cancer was presented including predisposing genetics, stem cells, environmental carcinogens and presence of oncogenic microbes. The course involved many oncology professionals as guest lecturers. Science undergraduates were encouraged to take opportunities provided by the course for job shadowing oncology, surgery, radiation, hospice, counseling and public health professionals.

General Microbiology with Laboratory(90 hours/semester at C.S.U. Sonoma).

Undergraduates were provided an introduction to the organization and characteristics of microorganisms, including bacteria, fungi, protozoa and viruses. Topics included the role of microbes in agriculture, industry and disease processes. The laboratory emphasized identifying unknown bacteria relevant to human health and disease.

Sexually Transmitted Diseases(45 hours/semester at C.S.U. Sonoma). A medical microbiology class for non-majors that emphasized contemporary disease issues, including AIDS. The biological, psychological, social and economic impacts of sexually transmitted diseases were covered by me, the instructor and guest lecturers.

The Biology of Aging (45 hours/semester at C.S.U. Sonoma). This course introduced non-majors to human physiology, nutrition, disease processes, cancer, biochemistry and immunology. It examined the cumulative molecular processes of human senescence including gene mutation, oncogenes/tumor suppressor gene alteration,

mitochondrial mutation and disruptions of the cell cycle. Aging avoidance strategies were discussed in detail.

***Caltech (1995-1996):***

**Semester Seminar.**(45 hours/semester).Caltech. A weekly seminar course organized by Dr. Harber that emphasized molecular biology, virology, immunology and internet methods for undergraduates. The discussion topics included emerging diseases, contemporary molecular medicine, laboratory research of human pathogens and genome sequencing projects. The course was taught in the only internet-enabled classroom on the campus at the time.

**Research Publications**

- Emerging Pharmaceutical and Biotechnology Companies of the Western United States.A Summary of Products in Clinical Trials and their Chemical Syntheses. Part I: Southern California Area and Part II: Northern California Area. Norse Associates Consulting, Thousand Oaks, CA. (1999)
- James Harber, Gunter Bernhardt, Hui-Hua Lu and EckardWimmer. Canyon Rim Residues, Including Antigenic Determinants Modulate the Serotype-Specific Binding of Poliovirus to Mutants of the Receptor. *Virology*; volume 214: p. 559-570 (1995).
- Hui-Hua Lu, C.F. Yang, Andrew Murdin, Michael H. Klein, James J. Harber, Olin M. Kew and EckardWimmer. Mouse Neurovirulence Determinants of Poliovirus Type-1 Strain Ls-A Map to the Coding Regions of Capsid Protein VP1 and Proteinase 2a(pro). *Journal of Virology*; volume 68 (11): p. 7507-7515 (1994).
- Gunter Bernhardt, James Harber, Andree Zibert, Marie deCrombrughe and EckardWimmer. The Poliovirus Receptor: Identification of Domains and Amino Acid Residues Critical for Virus Binding. *Virology*; volume 203, p. 344-356, (1994).
- Peter Mason, Barry Baxt, Fred Brown, James Harber, Andrew Murdin and EckardWimmer. Antibody Complexed Foot and Mouth Disease Virus, but not Poliovirus Can Infect Normally Unsusceptible Cells via the Fc Receptor. *Virology*; volume 192: pp. 568-577, (1993).
- Ralf Altmeyer, Andrew D. Murdin, James J. Harber and EckardWimmer. Construction and Characterization of a Poliovirus/Rhinovirus Antigenic Hybrid. *Virology*; volume 184, p. 636-644 (1991).
- James J. Harber, Jonathan Bradley, Carl W. Anderson, and EckardWimmer. Catalysis of Poliovirus VP0 Maturation Cleavage is not Mediated by Serine 10 Of VP2. *Journal of Virology*; volume 65: p. 326-334, (1991).
- Hans-Georg Krausslich, Christina Holscher, Quentin Reuer, Jim Harber and EckardWimmer. Myristoylation of the Poliovirus Polyprotein is Required for Proteolytic Processing of the Capsid and for Viral Infectivity. *Journal of Virology*; volume 64: p. 2433-2436, (1990).

**Research Reviews**

- David Solecki, Matthias Gromeier, James Harber, Gunter Bernhardt and Eckard Wimmer. Poliovirus and its cellular receptor: A molecular genetic analysis of virus/receptor affinity interaction. *Journal of Molecular Recognition*, Vol. 11, 2-9 (1998).
- Mathias Gromeier, Hui-Hua Lu, Gunter Bernhardt, James J. Harber, James A. Bibb and Eckard Wimmer. The Human Poliovirus Receptor - Receptor-Virus Interaction and Parameters of Disease Specificity. *Ann. N.Y. Acad.*; volume 753: p. 19-36 (1995).
- Eckard Wimmer, James J. Harber, James A. Bibb, Mathias Gromeier, Hui-Hua Lu, and Gunter Bernhardt. Poliovirus Receptors in Cellular Receptors for Animal Viruses, (Eckard Wimmer, ed.), p. 101-128, Cold Spring Harbor Laboratory Press, Plainview, NY, (1994).
- James Harber and Eckard Wimmer. Aspects of the Molecular Biology of Poliovirus Replication in The Regulation of Gene Expression in Higher Animal Viruses, (Luis Carrasco, ed.), p. 189-224. Plenum Press, New York. (1993).
- Hui-Hua Lu, Andrew D. Murdin, Ralf Altmeyer, James Harber and Eckard Wimmer. Antigenic Hybrids of Poliovirus: Trivalent Polioviruses and Characterization of a Poliovirus/Rhinovirus Hybrid in Vaccines '92, (Harold Ginsberg, ed.), p. 287-293. Cold Spring Harbor Laboratory Press, (1992).

### **Auxiliary Employment and Activity**

- 1999-2012: Technology Consultant for Biotechnology and Nanotechnology
- 1988-2000: Consultant for: Cellular and Wireless Internet Infrastructure Development  
[http://web.archive.org/web/\\*/http://www.cellulartechnics.com](http://web.archive.org/web/*/http://www.cellulartechnics.com)
- 1984-1987: Teaching Assistant for Biology and Genetics Laboratories, Humboldt State University for Dr. James Welsh, Dr. William Allen, Dr. Ray Meredith, Dr. Dan Brandt, Dr. Jack Yarnall (Dr. Milton Boyd, Chair). <http://www.humboldt.edu/biosci/>
- 1983-1984: Ranch Hand (winter) and Camp Counselor (summer) at the Jameson Ranch in Glennville, CA. (construction, horse & cattle ranching).  
[www.jamesonranchcamp.com](http://www.jamesonranchcamp.com)
- 1982-1983: Intern for the Los Ninos Project assisting children in Mexican orphanages (<http://www.losninosinternational.org>).
- 1980-1982: Participant and Advisor to the Residence Life Program, U.C. Davis for the Integrated Studies Honor Program <http://integratedstudies.ucdavis.edu>
- 1979-1980: Participant in the Tri-Coop Housing Program  
[http://www.housing.ucdavis.edu/housing/tri\\_cooperatives.asp](http://www.housing.ucdavis.edu/housing/tri_cooperatives.asp)

3



VENTURA COUNTY COMMUNITY COLLEGE DISTRICT
HUMAN RESOURCES DEPARTMENT

Application for Academic Sabbatical Leave

Applicant Name: Cari Lange

Employee ID Number: 900494311

Position Title: Associate Professor
Ventura College

Discipline: Anthropology

College:

This application for Sabbatical Leave is submitted for consideration by the College Sabbatical Leave Committee. The leave is requested for the following time period subject to the conditions stipulated on the reverse side of this form and the terms of Section 8 of the VCCCD/AFT Agreement:

Academic Year: 2013-2014 [ ] Fall Semester [X] Spring Semester
(Choose one if sabbatical is for one semester only)

Date of first contract employment with the District\*: Aug. 14, 2007

Date and type of last leave of absence from the District\*N/A
\*Include time when the Ventura Union High School District operated VC

Applicant Signature: Cari Lange Date: Oct. 29, 2012

Reviewed and recommended by:

[Signature]
Chair, Campus Sabbatical Leave Committee

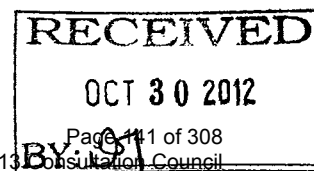
12/6/12
Date

For Human Resources Use Only

At a meeting of the Governing Board, Ventura County Community College District, held on
\_\_\_\_\_, the leave of absence requested above was authorized. Salary to be paid for
the leave of absence period will be:

FULL PAY \_\_\_\_\_ 2/3rds PAY \_\_\_\_\_ UNPAID \_\_\_\_\_

\_\_\_\_\_, Chancellor
For the Governing Board





**VENTURA COUNTY COMMUNITY COLLEGE DISTRICT**  
**HUMAN RESOURCES DEPARTMENT**

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THIS APPLICATION ALONG WITH A DETAILED STATEMENT OF THE PROPOSED SABBATICAL LEAVE PROJECT MUST BE SUBMITTED TO THE COLLEGE SABBATICAL LEAVE COMMITTEE BY NOVEMBER 1 FOR CONSIDERATION.

**GENERAL CONDITIONS**

1. Leave applications shall be submitted and processed as set forth in Article 8 of the Agreement between the VCCCD and AFT, Local 1828.
2. A leave of absence may be revoked by action of the Governing Board if and when it shall appear to the satisfaction of the Board that the employee on leave is engaged in activities for which an initial application would not have been approved.
3. All applications for leave of absence must be on file in the President's Office at least ninety days prior to the effective date of the leave, except in exceptional circumstances.
4. The Governing Board shall not be held liable for the payment of any compensation or damages arising from the death or injury of any employee while on leave of absence.

In making this application I understand that should I fail to report for service upon the expiration of the leave and such extensions of leave as may be authorized, I shall be deemed to have abandoned my position and all rights to employment by the Ventura County Community College District. In such event, this may be considered as my resignation, which may be accepted by the Governing Board at any time after two weeks following such failure to report for service. Such abandonment and resignation shall not be effective if I am able to demonstrate to the Governing Board that for reasons outside my control I was unable to report for service upon the appointed date and was likewise unable to communicate said inability to report for service.

In the case of sabbatical leave, I understand and accept the requirement "to return to the District for a period of service equal to twice the period of the leave." In consideration of this written agreement and pursuant to prior action of the Governing Board, I understand and accept the stipulation that the sabbatical leave bond will be waived. In addition, as defined under Article 8.6 C., "Purposes of Sabbatical Leave," (4) "Work or research in industry, business, or government," I understand that total compensation received shall not exceed the amount that would have been received had I remained in active service in the District, and if necessary, compensation paid by the District shall be reduced by the appropriate amount so that the total stipend shall not exceed my salary.

Oct. 29, 2012  
Date

Care Lonje  
Applicant Signature





**VENTURA COLLEGE**  
**APPLICATION FOR SABBATICAL LEAVE**

**Name:** Cari Lange      **Position:** Associate Professor, Anthropology      **Division:** Math & Science

**Permanent Address:** [REDACTED]

**Phone: work** (805) 654-6400 ex 3267      **home:** [REDACTED]  
**email:** clange@vccd.edu

**Type of Sabbatical Leave:** On-site Research Project - Curriculum Enhancement  
Creation of Two Original Laboratory Manuals for Use with the Biological Anthropology  
Laboratory (ANTH V01L) and Introduction to Forensic Sciences Laboratory (ANTH/CJ V35L)  
Courses

**Length:** One semester  
(e.g. study, travel, etc.)

**Inclusive dates:** From January 2014 to May 2014

**Number of years with District:** 6      **Date of first contract:** Aug. 14, 2007

**Previous Sabbatical Leave(s):** yes \_\_\_\_\_ no X    **If yes, when?** \_\_\_\_\_  
(check one)

**Other leave(s) of absence:** N/A  
(give type and date)

**\*\*\*APPLICANT'S SIGNATURE:** Cari Lange      **DATE:** Oct. 29, 2012

**Ventura College Sabbatical Leave Proposal**  
Curriculum Enhancement Project for Spring 2014  
Submitted by Cari Lange  
Anthropology Department  
November 2012

**Instructor's Sabbatical Leave Status**

**Full-time hire date:** August 2007

**Part-time district hire date:** May 2005

**Previous Sabbaticals:** 0

**Background of Sabbatical Project**

The hiring of a full time instructor specifically for the biological side of the Anthropology Department in 2007 was done with the stated intention that this person would be responsible for the development of traditional anthropology laboratory curriculum and forensic science curriculum (as part of an interdisciplinary venture with the Criminal Justice Department). Since being hired full time in 2007 I have been able to develop the initial curriculum and content for three new courses, oversee the implementation of a new laboratory facility, order and secure funding for basic equipment and supplies, have more than doubled the existing osteological and fossil cast collection of Ventura College, and continually work on the refinement and enhancement of these curriculum.

Biological Anthropology Laboratory (ANTH V01L) was offered in the traditional setting for the first time ever at Ventura College in the Spring 2008 semester. It augments the Biological Anthropology Lecture course (ANTH V01), and is a standard course offering at most colleges and universities. The ANTH V01L course fulfills the VC life science lab requirement and transfers to the University level. These lab classes are regularly at maximum enrollment, and serve 17% more students per section than other life science labs.

The Introduction to Forensic Science cross listed lecture course ANTH/CJ V35 was first offered in Fall 2008. The applied laboratory portion was added in Spring 2011. The forensic science classes are unique course offerings to VC within our district, and often attract students from both Moorpark and Oxnard campuses. Both the lecture and lab courses are a component of the local and TMC AA degree in Criminal Justice. The CTE division has intentions to expand the forensic science offerings at VC to make this a full career and/or transfer track curriculum.

From 2007 to present I have been extensively involved with the design and implementation phases of MCE 223-226, which was designated within the original building plans to be a 100% dedicated anthropology suite. My personal level of involvement in this project went as deep as meeting with the Heery contractor team on a bi-weekly basis to provide specific feedback on the requirements for the rooms and laboratory on an infrastructural level. For the first time at Ventura College, there are now adjacent facilities for Biological and Cultural Anthropology and a dedicated laboratory space allowing for a united anthropology department and immersive atmosphere for students. My involvement in facilities oversight continues as the anthropology laboratory is in the process of being equipped and brought up to code to also serve as a fully modern forensic science lab facility.

While the development and expansion of the Biological Anthropology and Forensic Science programs and facilities has seen great progress in the last six years, there are still areas of deficiency. Principally, there is a large disconnect between existing laboratory manuals and support materials and what can actually be done in our existing lab facility and utilizing our particular collection of cast materials, supplies, and equipment. There currently is no laboratory manual in publication for either biological anthropology or forensic science that is fully compatible with our programs. Most existing lab manuals include superfluous activities and/or activities that simply are infeasible given our facility and materials.

The purpose of my sabbatical leave is to develop two laboratory manuals; one for use in Biological Anthropology Lab and the other in Introduction to Forensic Science Lab. These projects will continue to fulfill my ultimate goal at Ventura College of developing and continually strengthening Biological Anthropology and Forensic Science offerings. These two original laboratory manuals and workbooks will be specifically designed to best utilize the facilities, cast collection, and equipment at Ventura College, to provide a cost effective resource for students, and to better appeal to the learning modalities of our student population. Furthermore, it will provide me the opportunity to improve my skills in topic research, writing, and teaching methodologies.

### **Purpose of Sabbatical Project**

The purpose of this sabbatical project is twofold: (1) to develop a publication quality laboratory manual and workbook specific to Biological Anthropology Laboratory courses at Ventura College, and (2) to create a uniform and comprehensive collection of activities for use in the Introduction to Forensics Science lecture and laboratory classes.

### **Components of Sabbatical Project**

- Creation of Laboratory Manual/Classroom Materials

The focus of my sabbatical project is to develop two original activity manuals; one for use with Biological Anthropology Laboratory courses (ANTH V01L) and one for the Introduction to Forensic Science Laboratory (ANTH/CJ V35L). Both these courses are part of award and/or degree track programs and have strong enrollment numbers.

- Academic Study/Literature Review/Laboratory Research

In order to fulfill the first phase of the project, I will engage in extensive literature review and seek academic study in order to strengthen my knowledge in laboratory practices, techniques, and applications in both biological anthropology and forensic science. I will also conduct and perform numerous laboratory experiments in order to choose, troubleshoot, and refine the activities to be included in the final laboratory manuals.

### **Value of Sabbatical Project to VCCCD and Ventura College**

Developing a publication quality laboratory manual for Biological Anthropology can provide recognition to the district and the college. Creating a uniform and comprehensive collection of activities for use in the Introduction to Forensics Science lecture and laboratory classes will improve the quality of these

classes. In addition, many of these activities can be adapted for use in other disciplines (Criminal Investigation in the Criminal Justice program for instance) at Ventura College as well as anticipated additions of forensics classes in the future. By strengthening the curriculum in forensic science, Ventura College will potentially attract students from throughout the district to this truly unique career track educational opportunity.

### **Value of Sabbatical Project to Ventura College Students**

My intended project of developing two laboratory manuals will have a direct, tangible, benefit to Ventura College students.

Our students are negatively impacted by the fact that there are not fully compatible laboratory manuals on the market for either Biological Anthropology or Forensic Science classes taught at Ventura College. Using one of the currently published lab manuals for these courses creates several issues that impact students and negatively affect learning: ineffective use of our existing cast collection, outdated core lessons, an unjustified number of superfluous activities, necessary modification of curriculum to match published lab activities, piecemealed activities lacking a cohesive theme and voice, lesson explanations written at a level unsuitable for our student population, and steep price point for the majority of current lab manuals in these fields.

- Fully Utilize Ventura College's Existing Fossil Cast Collection, Materials, and Equipment

It is simple fact that no one mass produced laboratory manual can fully utilize any existing laboratory's particular collection of cast materials, supplies, and equipment. It is assumed that products will be purchased to match the published activities and any "extra" casts, materials, and equipment that may already exist in a college's collection are unnecessary or unimportant. It is my feeling that this is a great disservice to the program and to students. Over many decades, Ventura College's Anthropology program has amassed a wonderfully varied collection of important fossil casts. It is one of the finest collections I have ever seen at any college or university. When these casts are not worked into laboratory activities students are losing out on the very learning experience that these pieces were purchased for. Compiling a collection of activities designed around Ventura College's current collection will greatly enhance the overall learning experience and expand knowledge by introducing students to a much wider variety of fossil casts than they would otherwise encounter when using only the mass marketed workbooks.

- Avoid Outdated and Superfluous Laboratory Activities and Design Lessons Most Appropriate for Our Student Population

Many of the current laboratory manuals are "beefed up" with activities that are simply not pertinent to the curriculum. These lessons tend to be special interest topics of the principle authors or are added in to appeal to niche instruction. Typically these are the lessons that receive the most attention from the authors and are the first to be updated. These activities are typically written to appeal to the professionals in the field, and are often times above the level appropriate for community college curriculum. These types of lessons can be rather intimidating to students, many of whom are new to the sciences and lack the required basic fundamental laboratory skills necessary to properly execute such specialty experiments.

The focused attention to special interest topics creates a situation where the most basic, fundamental lessons are often the ones that are outdated. This issue is particularly apparent in the Introduction to Forensic Science Laboratory class where specialty topics abound, and the most fundamental lessons are

often given only cursory treatment. For example, in the popular adoption, Forensic Science Laboratory Manual and Workbook by Kubic and Petraco, there are 39 lessons and experiments detailed. Of those, only 13 are core lessons; and four of the experiments to accompany those core lessons are antiquated. While the special interest activities can pique interest, they come at a cost to the more critical core lessons that are of greater value to students at the community college level.

By creating a dedicated collection of activities, I can ensure students will be getting the maximum educational value from the most critical lessons. Lessons and activities can be easily updated when technology changes or we get a new piece of equipment or materials. Perhaps most importantly, by creating my own laboratory manual I can design lessons and activities at the level appropriate for our student population. Students will be aided by core lessons, fundamental procedures, and pertinent activities that are current and accessible.

- Align Lessons and Activities to the Course Outline of Record

Many times employing one of the existing published laboratory manuals necessitates modifying the curriculum to match the workbook's given lab objectives and activities. This can be problematic when attempting to adhere to the Course Outline of Record. This is especially the case in our Introduction to Forensic Science Lab class due to the fact that our course is designed to be a cross listed life science and Criminal Justice offering while the few existing laboratory manuals for this course are written primarily for an Administration of Justice or Crime Scene Investigator type curriculum. Creating lab manuals specific to the targeted courses at Ventura College will ensure that the curriculum being covered will fully align with the Course Outline of Record. This will further strengthen articulation for these courses, ultimately benefitting our students.

- Present Activities with a Consistent Theme and Procedural Methodology

The solution currently employed to ensure that the Course Outline of Record is being met is to use only the few activities that match from the existing published laboratory manuals and then supplementing and/or creating activities from other sources. While avoiding potential articulation issues by doing this, it creates its own set of problems by failing to present students with a unified voice, comprehensive teaching methodology and one consistent overriding theme and procedural methodology. Piecemealed activity plans often confuse students and detract from the actual learning objectives.

Consistent procedure is a critical component of any laboratory science, but is especially important in forensic investigations. By producing a comprehensive lab manual for each of the targeted courses, students will benefit from unified and similarly structured lessons. Overall, learning will be enhanced.

- Help Reduce the High Cost of Laboratory Manuals to Students

This is the most directly significant impact my project will have on students. According to Susan Royer, Ventura College Bookstore supervisor, the most significant factor in if a student purchases required textbooks or not is cost. This means that students are potentially shunning class where the book is required, such as with a laboratory course, based on the price point of that book alone. Other students may delay the purchase of their materials and in doing so are at a disadvantage during the first few weeks of the course. In laboratory classes they may be unable to participate in some activities until the time they can secure the lab workbook. This textbook price barrier, in my opinion, is one of the greatest problems facing our educational system.

The most widely used laboratory manual in Biological Anthropology Laboratory courses, Exploring Physical Anthropology: A Lab Manual and Workbook by Walker-Pacheco, retails for \$59.95. According to the publisher, this is the most widely adopted lab manual for Biological/Physical Anthropology due to its relatively low price point compared to the other standard lab manuals. However, the publisher highly recommends that this manual be used in conjunction with The Photographic Atlas for Physical Anthropology. In fact, the workbook is lacking in photographic details that facilitate student learning, and the secondary book is of great benefit. The abbreviated edition of the photo atlas retails for \$38.95 and the full edition for \$54.95. That puts this option between \$98.90 and \$114.90.  
<http://www.morton-pub.com/productdetails.cfm?PC=135> (Retrieved 10/27/12).

The other popular adoption choice, D. France's Lab Manual and Workbook for Physical Anthropology, has a list price of \$113.95, but does not require a supplement text.  
[http://www.cengage.com/search/productOverview.do?N=+16&Ntk=P\\_Isbn13&Ntt=9780495810858](http://www.cengage.com/search/productOverview.do?N=+16&Ntk=P_Isbn13&Ntt=9780495810858)  
(Retrieved 10/27/12).

While some would argue that even \$114.90 is an average and fair price for a textbook in the sciences, it needs to be noted that these are laboratory workbooks, and as such, students cannot sell the book back at the end of the term. Students bare 100% of the cost of any laboratory manual. This is a very real barrier for many of our students, some of who may decide not to take the course based upon this fact. On top of the high, non-recoupable price, substantial portions of the workbooks are often not usable due to the constraints of available laboratory specimens and casts. As an instructor it is extremely difficult to justify requiring students to purchase a book at this price point when they will only be able to use 70% of it.

With a self-published workbook copied by the campus Canon Center, the cost to the student would be about \$25. This represents potentially more than a 75% savings to each student enrolled in these courses. With the required course materials well within an affordable price range, it will make the class more accessible to those students who may base enrollment decisions on textbook cost, and it will encourage all students to get the course materials right away, allowing them to be fully engaged in the class from day one.

### **Value of Sabbatical Project to the Instructor**

Completion of this project during my sabbatical leave will contribute to my teaching, aid the other instructors of these courses, but most of all be of great benefit to all students taking the targeted courses for many years to come. My goal is to become a more effective instructor and scholar. With this opportunity, I can broaden my contribution to my students, the college, and the disciplines of anthropology and forensic science. This project will allow me to temporarily focus my attention on an area of academics, professional writing, that I have only modest experience. I believe completion of this project will be invaluable in my own personal growth and will greatly enhance my service to Ventura College.

I thank the committee for their time and consideration.

Respectfully yours,



Cari Lange  
Associate Professor of Anthropology

4



VENTURA COUNTY COMMUNITY COLLEGE DISTRICT
HUMAN RESOURCES DEPARTMENT

Application for Academic Sabbatical Leave

Applicant Name: Dr. Rex M Edwards Employee ID Number: 900007235

Position Title: Professor Discipline: Economics College: Moorpark

This application for Sabbatical Leave is submitted for consideration by the College Sabbatical Leave Committee. The leave is requested for the following time period subject to the conditions stipulated on the reverse side of this form and the terms of Section 8 of the VCCCD/AFT Agreement:

Academic Year: 2013-2014 Fall Semester X Spring Semester (Check one if sabbatical is for one semester only)

Date of first contract employment with the District\*: August 2002

Date and type of last leave of absence from the District\* None \*Include time when the Ventura Union High School District operated VC

Applicant Signature: Rex M. Edwards Date: 10/29/2012

Reviewed and recommended by:

Chair, Campus Sabbatical Leave Committee

Date: 7 Dec 2012

For Human Resources Use Only

At a meeting of the Governing Board, Ventura County Community College District, held on, the leave of absence requested above was authorized. Salary to be paid for the leave of absence period will be:

FULL PAY 2/3rds PAY UNPAID

Chancellor For the Governing Board







# VENTURA COUNTY COMMUNITY COLLEGE DISTRICT

## HUMAN RESOURCES DEPARTMENT

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THIS APPLICATION ALONG WITH A DETAILED STATEMENT OF THE PROPOSED SABBATICAL LEAVE PROJECT MUST BE SUBMITTED TO THE COLLEGE SABBATICAL LEAVE COMMITTEE BY NOVEMBER 1 FOR CONSIDERATION.


### GENERAL CONDITIONS

1. Leave applications shall be submitted and processed as set forth in Article 8 of the Agreement between the VCCCD and AFT, Local 1828.
2. A leave of absence may be revoked by action of the Governing Board if and when it shall appear to the satisfaction of the Board that the employee on leave is engaged in activities for which an initial application would not have been approved.
3. All applications for leave of absence must be on file in the President's Office at least ninety days prior to the effective date of the leave, except in exceptional circumstances.
4. The Governing Board shall not be held liable for the payment of any compensation or damages arising from the death or injury of any employee while on leave of absence.

In making this application I understand that should I fail to report for service upon the expiration of the leave and such extensions of leave as may be authorized, I shall be deemed to have abandoned my position and all rights to employment by the Ventura County Community College District. In such event, this may be considered as my resignation, which may be accepted by the Governing Board at any time after two weeks following such failure to report for service. Such abandonment and resignation shall not be effective if I am able to demonstrate to the Governing Board that for reasons outside my control I was unable to report for service upon the appointed date and was likewise unable to communicate said inability to report for service.

In the case of sabbatical leave, I understand and accept the requirement "to return to the District for a period of service equal to twice the period of the leave." In consideration of this written agreement and pursuant to prior action of the Governing Board, I understand and accept the stipulation that the sabbatical leave bond will be waived. In addition, as defined under Article 8.6 C., "Purposes of Sabbatical Leave," (4) "Work or research in industry, business, or government," I understand that total compensation received shall not exceed the amount that would have been received had I remained in active service in the District, and if necessary, compensation paid by the District shall be reduced by the appropriate amount so that the total stipend shall not exceed my salary.

10/29/2012  
Date

  
Applicant Signature



## **Content Outline for Sabbatical Proposals**

### **Rex Edwards**

Moorpark College Mission Statement:

*Moorpark College promotes high quality teaching and learning that meet the needs of a diverse student population. As a **multicultural, comprehensive institution of higher learning**, Moorpark College works **to empower and inspire students to succeed in their personal and educational goals and aspirations.***

Moorpark College Philosophy:

*Moorpark College is dedicated to the philosophy of providing educational programs that develop individual abilities, strengthen human relationships, enhance community life, and **heighten global consciousness.***

### **1. Background**

Almost exactly two years ago the Nobel Peace Prize winner Mohammed Yunus came to Thousand Oaks to capitalize on his international recognition in starting a microfinance project in Harlem. Microfinance is the idea that small savings can be tapped to finance individuals on a modest economic scale who would otherwise be underserved by larger institutions. The local level of microfinance operations would enable overcoming the barriers to getting credit history information that cause larger institutions to be reluctant to lend to the poor and middle classes in many countries. Being locally based and operated means that community social pressure can be employed to ensure compliance with financing. The idea offers enormous potential for both economic development and the alleviation of poverty. These issues are important to increasing global economic advancement and the well being of billions in an increasingly tightly integrated world. It is important for informed citizens in developed nations to understand that this is not just a matter of social conscience to aid the poor in developing nations. It also indirectly affects the well being of those in developed nations. In a sense, the concerns of Chinese workers producing I-phones affects Americans, even if it is only through the price of Apple stock and the prices they pay in retail establishments. Microfinance assumed greater prominence in the United States during the recent great recession. Access to capital for small business became restricted and remains to a large extent so. A number of entrepreneurial ventures, as well as struggling existing businesses, have experimented with “crowd” financing to replace more

traditional sources of finance. Microfinance is now undertaken in many countries around the world.

Now that there is a robust literature on the subject of microfinance, it would seem to be an excellent example of a project which can be investigated as one part of a solution to economic issues such as poverty and economic interdependence. There is also a greater degree of critical commentary on microfinance. In the early 1980s I investigated nascent individual efforts in microfinance in India. I hope to build on that base to examine the costs and the benefits of such a promising development and to build that into the classroom element in Principles of Economics classes.

Therefore, as per section 8.6.c.2 of the AFT 1828 contract with the VCCCD I would like to undertake a sabbatical research on this topic for my Economics classes.

**(8.6.c.2) On-site research project**

Special projects shall be designed to expand the faculty member's knowledge so that he or she will be a greater asset and credit to the District, worth to students being the ultimate measure. These projects may also include development of educational programs and curricula.

## **2. Statement of Purpose**

The purpose of this sabbatical leave is to improve my skills and resources as a teacher of Economics and interdisciplinary studies, and to be able to provide better quality service to Moorpark College, its student body and the community it serves, and to the Ventura County Community College District. The fulfillment of the tasks will meet the mission of Moorpark College to provide a comprehensive education and meet the transfer needs of its student body, as well as the strategic goals of the department to continue to provide strong transfer-oriented curriculum in its Economics program, and enhance the global content of its general offerings. Toward this purpose I will be completing the following tasks during my one-semester sabbatical (Spring 2014):

a) Given the remarkable transition to digital content in Economics in the last decade, I will take 4-6 online courses in the area of microfinance and development studies from the now numerous such offerings. I am taking a general development online course currently as a refresher. In the past I have undertaken a dozen or so courses in my field, both in situ and online, to maintain skills or to develop new areas of knowledge.

b) I will produce an approximately 50 page Economics course supplement made up of additional notes to supplement the textbook, problem sets, exercises, economic articles analyzed, career information, and a case study in this area.

c) I will conduct reading and research to improve currency of knowledge in Economics for the instructor and to increase instructor skills and instructional resources.

### **3. Rationale**

#### **a. Professional Development**

I am dedicated to developing professionally, and use every opportunity to do so. However, a full teaching load and increasing administrative duties and responsibilities are placing new challenges upon the finite amount of my time and energy. I have taken no previous sabbatical leave. Nonetheless, I completed a business-related course of study leading to an MBA from CSUDH. This time I would like to spend a concentrated period of time to intensively study a particular topic. Sabbatical leave affords such an opportunity. My sabbatical leave would enable me to develop professionally both in Economics and in more interdisciplinary studies, and to expand the extent of global content in my teaching.

Examples of Past Professional Development Activities:

As an instructor dedicated to my areas of responsibility (Economics and interdisciplinary studies) I have made an effort to maintain currency in my knowledge and level of preparation to serve my students, college, and the community. I have taken graduate-level courses in the areas of international business and international management from an accredited university (CSUDH). I have attended numerous conferences, locally and outside this region. I have pursued studies at programs from Harvard (several summers) to Tennessee in areas from sports economics and macroeconomic modeling to experimental economics and game theory. I regularly attend the regional conferences in my discipline, the Western Economics Association Conferences and the American Economics Conference (ASSA).

### **b. Value to Department or Discipline**

The production of the Economics course supplement will enhance my teaching abilities in Economics, and will help my students to understand how Economics relates to both the real and broader world. The Social Science department will be served in its goals to create a global emphasis within its course offerings by the increased proficiency I will gain from the completion of an intensive level of topical study in an international area. My increased readings and attendance at conferences and other interactive discipline-related groups will ensure the currency and relevance of the course contents and my classroom teaching. Studying microfinance will serve to focus this effort to expand my teaching breadth.

### **c. Value to College and/or District**

Both the college and the district will benefit from the fact that I will return better prepared in my subject matter than when I left for the sabbatical. As the resources and skills I will have gained are brought back to the classroom, the college and the district will have an instructor who will be able to impart greater currency of material in the classroom. Both the college and district will benefit modestly in its accreditation process, as instruction takes time to develop and this will improve the international aspects of the Social Science curriculum.

### **d. Value to Students**

My completion of the course of study will provide Moorpark College students with a teacher with specific training in global issues, which will be an important consideration when international ties and global pressure forces greater emphasis on international course content within our programs. Additionally, Economics students will benefit because they will have access to an Economics course supplement that will make the learning of Economics easier and more interesting. This should lead to higher retention and success rates in the challenging study of Economics, especially since the college has been unable to provide assured tutoring in recent years. Students will also benefit from having a more interesting classroom experience with a teacher who has just honed his

abilities with additional readings. Students will benefit from the instructor's additional coursework in an area of international studies because the instructor will be able to improve and enhance the global content of all Economics courses offered at Moorpark College and to make the course content more inter-disciplinary.

#### **e. Value to Community**

The community will benefit because it will be served in the following ways:

- 1) More sophisticated existing courses lead community members to well-paying career possibilities. Good training in Economics translates to good jobs, better paying jobs, and upward economic and social mobility.
- 2) Better preparation of instructors in the area of international studies in Economics enables the instructors to better prepare the community for the new global era.
- 3) Indirectly, the above two factors will enable the community to increase income potential, economic security, and for upward economic and social mobility, which ultimately also leads to greater political empowerment.

### **4. Implementation**

#### **a. Implementation Procedure** (how sabbatical plan will be implemented)

Prior to my sabbatical, I will make a plan that will require me to devote at least 40 hours a week toward the entirety of my sabbatical project, such that at the end of the semester I will either have completed all of what I set out to accomplish, or almost all of it.

- 1) I will devote at least 15 hours a week to completing my studies. I will register for microfinance studies. I will complete all readings, assignments, and exams as required, over a 16 week period. I will have proof of completion of the courses at the end of the period. **For details please see page 11 (8 a).**
- 2) In order to produce the Economics course supplement I will devote at least 15 hours a week toward reading, research, and writing. I will find articles from newspapers and other sources and write accompanying analysis that will show how economic theory applies to everyday economic events. I will write explanatory notes that that can be used with any textbook for Micro or Macro economics. I will prepare a list of specialized economic terminology on this topic that every student in any introductory economics class should know, and will add a clear explanation for each of these. I will explore and

write up some case studies and projects for class use, and even look at the possibility of putting together at least one new classroom game in at least one of my classes. **For details please see page 11-12 (8 b).**

3) In order to improve my currency of knowledge and research of resources, I will devote at least 10 hours a week to dialog with others in my discipline at other institutions, To this end, I will use the Internet to research interesting web sites and blogs for economists. I will look for graphs and visuals that demonstrate economic trends. I will read current economic information in such sources as *The Wall Street Journal*, *The Economist*, etc., and I will read other books pertaining to Economics, that will improve the currency of my knowledge and assist me in making Economics more relevant for my students. If time permits, I would like to spend a small portion of this time exploring career opportunities and academic choices for students who take lower division Economics classes. **For details please see page 13 (8 d).**

#### **b. Projected Results**

At the end of the period of my sabbatical leave I will have achieved the following:

- 1) Completed a significant number of courses in microfinance studies (at least 4-6).
- 2) Produced an approximately 50-page Economics course supplement that could be used by Economics students at Moorpark College enrolled in Macroeconomics and Microeconomics (around 500+ students could be directly served each year) .
- 3) The lead Economics instructor at Moorpark College (myself) will have acquired greater currency in Economics course content and new developments in theory, and greater depth and breadth of awareness of available resources in Economics, particularly online resources.

#### **c. Dissemination Plan: Benefit to Colleagues/Students/College**

I will share the outcome of my efforts with my colleagues within my discipline, department, and the general body of the college through meetings and a presentation. Moorpark College has an inbuilt method for sharing this type of presentation with the public through the institution of Multicultural Day. I will consult with my colleagues in the discipline who are very internationally oriented and provide them with the written

materials. We will undertake to study the use of the new content through the existing process of collecting SLO results.

## **5. Past Contributions to the District**

As an instructor dedicated to my area of responsibility (Economics) I have made an effort to maintain currency in knowledge and level of preparation to serve my students, college, and the community. I have taken additional graduate training from an accredited university (CSU Dominguez Hills). I have attended numerous conferences, locally and outside this region. I have pursued summer studies at various universities and attend the regional and national conferences in my discipline.

### **a. Scholarship**

I have a Ph.D. degree in Economics. I have taken graduate-level courses in Economics and Indian History. I have produced and published papers on the inter-relationship between land ownership and socio-economic factors, among others. I have taken graduate-level courses at CSU Dominguez Hills in the areas of international business resulting in an MBA. I have one published paper on the subject of Human Resources as a result. I have attended lectures, read literature and teaching-related materials, attended conferences pertaining to Economics and the teaching of Economics. I have participated in several lectures and discussions about the state of the US economy at Moorpark College, at California Lutheran University, and at the California State Universities.

### **b. Service**

#### **1) Department/Discipline**

- Acted as lead faculty, Economics, 2002-present.
- Served on faculty evaluation committees and tenure committees (5).
- Represented the Moorpark College Economics Program at the State-wide IMPAC (a sub-committee of the State Academic Senate) for 5 years.
- Prepared new course outlines, revised and updated old course outlines, worked on SLOs (student learning outcomes) at the program and course levels, collected SLO data, etc. (3 rounds of CORs in 2 years).
- Completed program effectiveness and planning reports for Economics for 9 years.
- Active at the state level on discipline issues 14 years.

#### **2) College**



- Served in the Academic Senate: Treasurer 2001-2008, Vice –President 2009, Department Representative 2010-2012, Treasurer 2012 to current.
- Accreditation Self-Study Standard III Subcommittee Fall 2004
- Served as AFT representative to the Curriculum Committee for 8 years and to the Fiscal Committee for 9 years.
- Served as member, Staff Development Committee for 2 years
- Served on a half dozen Faculty Hiring Committees and chaired two.
- Served on Hiring Committees for Deans and a President of Moorpark College
- Served on four tenure review committees
- Attended State-wide and Regional Academic Senate Meetings to better understand curricular issues as a delegate several years and as a voting delegate once.
- Attended numerous workshops and training sessions, especially distance education, at Moorpark College.
- Attended workshops and training sessions regarding student learning outcomes at Moorpark College back to 2001.
- Attended numerous workshops and training sessions.
- Served as faculty advisor for two student clubs including the Business Student Association F2011 to current.
- Served on Accreditation Self-Study Standard III Subcommittee F2006,

### **3) District**

- Attended district-wide committees, Chancellor’s Council and training sessions.
- Member of Calendar Committee 2001-2002, reporting back to the Moorpark Academic Senate 2002 and the AFT Executive Committee.
- Both full-time and part-time VP for the AFT for many years.
- Active both directly and indirectly with negotiations.

### **4) Community**

- Participated as one of the three speakers in the final Moorpark College Forum about the Economic Crisis 2008.
- HOA treasurer, president 20 years.

## **6. Length of Service & Past Sabbaticals Awarded**

I was hired at Moorpark College as full-time faculty in 2002. Next year I will complete my 25th year as an instructor of Economics at Moorpark College. I have never taken a

leave more than one day. I have every intention and capacity to finish another ten years of service.

### **7. Proposed Timeline for the Sabbatical Project of Rex Edwards:**

#### **a. January 2014: (Approximately 3 weeks)**

- 1) Prepare notes, exercises, and other supplemental instructional materials for the first three chapters (introductory terminology and materials and demand, supply and markets) of the Principles of Microeconomics coursework.
- 2) Prepare notes, exercises, and other supplemental instructional materials for the first two chapters of the Principles of Macroeconomics coursework.
- 3) Enroll in a microfinance class. Obtain appropriate reading materials for the course.
- 4) Explore and participate in blogs and online discussion among economists across the nation 2-3 times a week.
- 5) Read professional articles of economic and global content on an ongoing, daily basis.

#### **February 2014:**

- 1) Begin course work on microfinance, complete all assignments and coursework as required.
- 2) Prepare notes, exercises, and other supplemental instructional materials regarding government involvement and the market system and consumer and producer microfinance.
- 3) Prepare notes and preliminary outline for college presentation on microfinance.
- 4) Read one book with economic content or socio-economic content, and a global emphasis.

#### **March 2014**

- 1) Continue with the course on microfinance, complete all assignments and coursework, as required. Begin a second course on microfinance.

- 2) Prepare notes, exercises, and other supplemental instructional materials regarding investment and the market system and the role of microfinance.
- 3) Prepare notes, exercises, and other supplemental instructional materials regarding coursework.
- 4) Participate in a workshop or mini-conference or online workshop, as may be available.
- 5) Read two books with economic content or socio-economic content and microfinance emphasis.

April 2014:

- 1) Continue with the coursework on microfinance, complete all assignments and coursework, as required. Begin a third class on completion of first maintaining records in the process.
- 2) Prepare notes for the first part of the materials on microfinance.
- 3) Prepare exercises, and other supplemental instructional materials regarding microfinance.
- 4) Read professional articles of economic and global content, on an ongoing, daily basis as well as two more books on topic.

May 2014:

- 1) Complete the courses on microfinance, finishing up assignments and exams as required and maintain records of such. Begin a fourth class.
- 2) Apply the finishing touches to the Supplementary Economics Course Book.
- 3) Read professional articles of economic and global content, on an ongoing, daily basis.

## **8. Selected Resources: Courses and Readings**

### **a. Potential Courses:**

**Michigan State University: An Introduction to Microfinance, Microfinance Institutions and Recent Debates**

<http://globaledge.msu.edu/Reference-Desk/Online-Course-Modules/Microfinance>

**UNCDF (UN Center for Development Finance): Microfinance Distance Learning Course**

[http://www.jointokyo.org/mfdl/index.php?\\_mode=students.home](http://www.jointokyo.org/mfdl/index.php?_mode=students.home)

**Rural Finance Learning Center: Online Lessons, Microfinance**

[http://www.ruralfinance.org/training/online-lessons/rural-finance-lessons/en/?no\\_cache=1](http://www.ruralfinance.org/training/online-lessons/rural-finance-lessons/en/?no_cache=1)

**The Microfinance Association: Certificate in Microfinance**

<http://www.microfinanceassociation.org/page.aspx?id=94>finance Corporation

**UNITAR (United Nations Institute for Training and Research): Fundamentals of Microfinance**

<http://www.unitar.org/event/fundamentals-microfinance>

**Global Edge: Global Business Professional Credential**

<http://globaledge.msu.edu/Reference-Desk/Online-Course-Modules>

### **b. Books:**

Muhammed Yunus, *Banker to the Poor: Micro-lending and the Battle Against World Poverty*,.

Joanna Ledgerwood, *Microfinance Handbook: Sustainable Banking with the Poor*,.

Elizabeth Rhyne, *Microfinance for Bankers and Investors, Cases 1: Banking Models*,.

Hugh Sinclair, *Confessions of a Microfinance Heretic*,.

Mike Goldberg, *Managing Risk and Creating Value with Microfinance*,.

David Roodman, *Due Diligence: An Impertinent Inquiry into Microfinance*,.

Ananya Roy, *Poverty Capital: Microfinance and the Making of Development*,.

Lamia Karim, *Microfinance and its Discontents: Women in Debt in Bangladesh*,.

Victoria White, *Transforming Microfinance Institutions*,.

Phil Smith and Eric Thurman, *A Billion Footstraps*,.

Malcolm Harper, *Profit for the Poor*,.

Beatriz Armandariz and Jonathan Morduch, *The Economics of Microfinance*,.

Marguerite Robinson, *The Microfinance Revolution*,.

Joanna Ledgerwood, *Microfinance Handbook: An Institutional and Financial Perspective*..

M. Zeller and R. L. Meyer, *The Triangle of Microfinance: Financial Sustainability, Outreach, and Impact*,.

**c. Representative Articles:**

“Microfinance: Small Loan, Big Snag”, in *Financial Times*, December 1, 2010.  
<http://www.ft.com/intl/cms/s/0/a3edfeba-fd85-11df-a049-00144feab49a.html#axzz2Ae5ZnPfl>

“In West Bengal A Cash Free Microfinance Program Opens Doors For Women”,  
in *New York Times*, Sept. 25, 2012.

<http://india.blogs.nytimes.com/2012/09/25/in-west-bengal-a-cash-free-microfinance-program-opens-doors-for-women/>

#### **d. Major Blogs: Microfinance blogs**

<http://www.cgap.org/blog>

[http://blogs.cgdev.org/open\\_book/](http://blogs.cgdev.org/open_book/)

<http://microfinance.alltop.com/>

<http://www.indiadevelopmentblog.com/2012/05/map-of-microfinance-distribution-in.html>

<http://microfinance-in-india.blogspot.com/>

<http://indiamicrofinance.com/>

<http://www.bwtp.org/news/>

<http://cfi-blog.org/>

<http://grameenfoundation.wordpress.com/>

[http://blogs.cgdev.org/open\\_book/](http://blogs.cgdev.org/open_book/)

<http://www.defeatpoverty.com/>

<http://blog.hopeinternational.org/>

<http://www.mykro.org/>

<http://www.opportunity.org/blog/>

<http://developeconomies.com/>

<http://www.networkedblogs.com/topic/Microfinance>

<http://www.microcapital.org/>

<http://blogs.wsj.com/indiarealtime/>

<http://www.opportunity.org/>

<http://savings-revolution.org/>

<http://www.opportunity.org/blog/category/events/microfinance-conference/>

Thank you for your time and effort in considering my proposal.

Rex M. Edwards    [redwards@vcccd.edu](mailto:redwards@vcccd.edu)

8.453

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**Application for Academic Sabbatical Leave**

Applicant Name: Amy F. Edwards Employee ID Number: 900479490  
Position Title: Full Time Faculty Discipline: Communication Studies College: Oxnard

This application for Sabbatical Leave is submitted for consideration by the College Sabbatical Leave Committee. The leave is requested for the following time period subject to the conditions stipulated on the reverse side of this form and the terms of Section 8 of the VCCCD/AFT Agreement:

Academic Year: 2013-2014  Fall Semester  Spring Semester  
(Check one if sabbatical is for one semester only)

Date of first contract employment with the District\*: August 2004

Date and type of last leave of absence from the District\* I have never taken a sabbatical.  
*\*Include time when the Ventura Union High School District operated VC*

Applicant Signature: Amy F. Edwards Date: 10/29/12

.....  
Reviewed and recommended by:

Shula Edwards Date: 10/30/12  
Chair, Campus Sabbatical Leave Committee

.....  
**For Human Resources Use Only**

At a meeting of the Governing Board, Ventura County Community College District, held on \_\_\_\_\_, the leave of absence requested above was authorized. Salary to be paid for the leave of absence period will be:

FULL PAY \_\_\_\_\_ 2/3<sup>rd</sup>s PAY \_\_\_\_\_ UNPAID \_\_\_\_\_

\_\_\_\_\_, Chancellor  
For the Governing Board





THIS APPLICATION ALONG WITH A DETAILED STATEMENT OF THE PROPOSED SABBATICAL LEAVE PROJECT MUST BE SUBMITTED TO THE COLLEGE SABBATICAL LEAVE COMMITTEE BY NOVEMBER 1 FOR CONSIDERATION.

### GENERAL CONDITIONS

1. Leave applications shall be submitted and processed as set forth in Article 8 of the Agreement between the VCCCD and AFT, Local 1828.
2. A leave of absence may be revoked by action of the Governing Board if and when it shall appear to the satisfaction of the Board that the employee on leave is engaged in activities for which an initial application would not have been approved.
3. All applications for leave of absence must be on file in the President's Office at least ninety days prior to the effective date of the leave, except in exceptional circumstances.
4. The Governing Board shall not be held liable for the payment of any compensation or damages arising from the death or injury of any employee while on leave of absence.

In making this application I understand that should I fail to report for service upon the expiration of the leave and such extensions of leave as may be authorized, I shall be deemed to have abandoned my position and all rights to employment by the Ventura County Community College District. In such event, this may be considered as my resignation, which may be accepted by the Governing Board at any time after two weeks following such failure to report for service. Such abandonment and resignation shall not be effective if I am able to demonstrate to the Governing Board that for reasons outside my control I was unable to report for service upon the appointed date and was likewise unable to communicate said inability to report for service.

In the case of sabbatical leave, I understand and accept the requirement "to return to the District for a period of service equal to twice the period of the leave." In consideration of this written agreement and pursuant to prior action of the Governing Board, I understand and accept the stipulation that the sabbatical leave bond will be waived. In addition, as defined under Article 8.6 C., "Purposes of Sabbatical Leave," (4) "Work or research in industry, business, or government," I understand that total compensation received shall not exceed the amount that would have been received had I remained in active service in the District, and if necessary, compensation paid by the District shall be reduced by the appropriate amount so that the total stipend shall not exceed my salary.

10/29/12

Date

  
Applicant Signature



## **Sabbatical Proposal**

Written Fall 2012 by Amy Edwards from  
Oxnard College: Communication Studies: Letters Department

### **1. Statement of Purpose**

“Changing *you*, changes *them* and *us*.” This statement explains how I answer my Interpersonal Communication students who say to me during the first week of classes, “Well, I’m a good communicator; it’s my partner who isn’t.” After a chuckle from the class, I give a very simple explanation: Although we like to believe that it’s “all their fault,” communication is a transactional process and happens *between* persons. Interpersonal Communication literally translates as communication between (inter) persons (personal). Thus, I tell the students, that if you change your behaviors, you change theirs.

This story exemplifies the power of communication and has become a motto for my teaching here at Oxnard College. My experience over the last nine years has been extraordinary. This is my home. In this place I thrive and discover. It is the place that reinvigorates my passion for teaching, learning, and students each and every day. I begin with this motto because for my one semester sabbatical during the Spring of 2014, I will in fact, “practice what I preach.” I plan to change my behaviors to enhance my own classroom dynamics, other instructors’ classroom dynamics, the campus at-large, and the community overall. My proposal is three-fold.

### **Part One: COMMUNICATION THEORY**

It begins with a focus on Communication Theory. I intend to improve my in-depth currency in the field of Communication Studies. I will attend and be actively involved in my regional conference (Western States Communication Association: WSCA) which is the regional arm of the National Communication Association (NCA). I plan to sit on WSCA committees and hold office for the community college interest group.

While I am current in the field, I would like to take the opportunity of this sabbatical leave to do more in-depth analysis into the new directions in theory and research. I need to read the most prominent communication journals such as *Southern Communication Journal*, *Western Journal of Communication*, *Communication Quarterly*, *Qualitative Research Reports in Communication*, and *Communication Studies*. I also plan

to use my sabbatical to scan curriculum of other community colleges and 4-year universities and read primary sources. For example, I want to do in-depth research to learn more about how scholars in the field are responding to technological communication (i.e. teaching online) and I want to understand exactly how social media affects personal relationships. Today Communication Studies is one of the most sought after majors in the United States. Thus, remaining current is even more critical today. I have spent several years doing the business of the college and building my department, leaving me less time for active engagement with the theory. This sabbatical will give me a chance to engage the material without distraction.

### **Part Two: LEARNING FROM MASTER TEACHERS**

In addition to studying the theory, I will watch, study, and learn from “Master Teachers” in my field of study. I have been asked by the President of WSCA (my regional professional association) to serve on “The Distinguished Master Teacher Award Committee.” My sabbatical would give me an opportunity to serve. This committee calls for me to study several of the master teachers in all western states in the field and choose one to be honored. Each year the association honors a different master teacher.

I plan to visit the classrooms of seven Master Teachers to watch how they teach and what they teach. Here you see the connection between part one and two: I am improving as an instructor while engaging the current theory. I plan to visit community college classrooms and 4-year universities in California. A few campuses I hope to visit are CSUCI, UCLA, USC, Bakersfield College, Ohlone College, and Cypress College. I also hope to visit colleges outside California if it is financially possible at the time. I hope to visit Colorado Mountain College-Leadville and Colorado State University. To determine who I will study, I will use the WSCA Master Teacher honorees and those Masters who have published and are prominent members in the field. Each visit will include an evaluation and analysis of their teaching as well as a discussion with each faculty member. I am essentially researching master teachers to improve my own teaching, but my research will also be imperative for part three of this proposal.

### **Part Three. CREATE MODULE FOR OXNARD COLLEGE**

For our Oxnard College FLEX week, I will write a “Teach the Teachers” Module that will enhance professors’ productivity in the classroom by engaging their public speaking skills and their communication behaviors overall. This module will be designed for instructors, but can also be expanded at a later time to be used campus-wide for improving the communication in meetings as well as between instructors and administrators. It is not a secret that there are communication problems on our campus. We are not the only college campus with these problems, however, we can be innovative and change our behaviors. This module brings all three parts of this proposal together: I will use all of the research collected in communication theory (part one) and will include all of the lessons and strategies of the master teachers (part two) when developing this campus workshop. In the end, I can lead this workshop during FLEX week for Fall 2014. If it is successful, this workshop could become a permanent staple during FLEX week each and every year or throughout the semester.

#### **2. Rationale**

##### **a. Professional Development**

This sabbatical will allow me crucial time and engagement with communication theory to improve my success in the classroom. I will acquire more current, in-depth knowledge on subjects such as hybrid and online teaching and I will better understand the impact social media has on our communication behaviors in relationships. I will also become a more dynamic and active instructor studying how master teachers handle their classroom dynamics.

##### **b. Value to Department or Discipline**

This sabbatical project is absolutely fundamental to my discipline, but also to the Letters department overall. What I learn from the Master teachers can easily be shared with my colleagues, and the module I write and facilitate will provide a hands-on opportunity for my colleagues to reap the benefits of my project. They can actually attend and participate in the workshop and therefore, become aware of, and sharpen, their public speaking in the classroom. Thus, this offers concrete value to my department overall.

**c. Value to College and/or District**

Many Oxnard College instructors are already very successful communicators and public speakers, however, we can always do better. What are these master teachers doing in their classrooms? What can we learn about ourselves to better serve our students? Teachers love to talk about teaching. Teachers also understand the importance of constant assessment, renewal, and improvement. Most teachers are left to their own devices; however, it has been proven that when teachers work with other teachers, they improve much more rapidly. The workshop created on my sabbatical will provide a concrete reward for all of the Oxnard College instructors who are in pursuit of teaching excellence.

**d. Value to Students**

I am the only full-time instructor for communication on our campus. I, therefore, become the communication department when students need someone to turn to. I have counseled many students on personal and academic affairs. This sabbatical will specifically help me understand how communication is taught online and how, and if, the students benefit from taking communication courses online. Also, several of my students transfer to 4-year universities and will be better prepared to succeed if I am more current.

Further, students will have more prepared Oxnard College instructors since instructors will be participating in my FLEX workshop. Finally, students will have up-to-date information on how social media and other communication theories affect their daily lives both on and off campus. This sabbatical will help me help the students the most overall. When I am a more knowledgeable teacher, my students' retention and success will ultimately improve.

**e. Value to Community**

A well-functioning community college with good communication is a plus to any community. But it is even more important here in Oxnard. We witnessed the power of public speaking and communication when OC students were working hard to save their programs on our campus last year. As a campus, we watched the students care, organize, and participate. We watched the communication process in action. We watched people "change their behaviors" and therefore make changes to them and us. My sabbatical will be a time for me to revisit and renew, helping the college and the students overall. Better

communication among students, faculty, and staff reflects positively in the community, and in turn, helps build a more positive image of the Oxnard community at large.

**3. Implementation:**

**a. Implementation Procedure**

**January:**

1. Begin in-depth analysis of multiple communication theories
  - a. Read *Communication Quarterly* articles
  - b. Choose two communication theories such as Coordinated Management of Meaning and Social Exchange Theory to study
  - c. Begin analyzing online communication courses at other community colleges such as Pierce College.
2. Create Master Teacher Evaluation Rubric
3. Begin coordinating Master Teacher visits
4. Begin developing FLEX module
5. Begin WSCA committee work
6. Begin WSCA program planning

**February**

1. Continue in-depth analysis of multiple communication theories
  - a. Read *Western Journal of Communication* articles
  - b. Choose two other communication theories such as Muted Group Theory and Groupthink to study
  - c. Finish analyzing online communication courses at other community colleges
2. Work closely with WSCA Master Teacher committee to select master teacher honoree for 2014
3. Attend WSCA conference in Anaheim, CA
4. Visit two Master Teachers classrooms and write reports and analyze my findings
5. Continue developing the FLEX module

**March**

1. Continue in-depth analysis of multiple communication theories
  - a. Read *Southern Communication Journal* articles
  - b. Choose two other communication theories such as Standpoint Theory and Uncertainty Reduction Theory to study
  - c. Begin analyzing the effects of social media on personal relationships
2. Visit two more Master Teacher classrooms and write reports and analyze my findings
3. Continue developing the FLEX module

### April

1. Continue in-depth analysis of multiple communication theories
  - a. Read *Qualitative Research Reports in Communication* articles
  - b. Choose two other communication theories such as Relational Dialectics Theory and Systems Theory to study
  - c. Finish analyzing the effects of social media on personal relationships
2. Visit two more Master Teacher classrooms and write reports and analyze my findings
3. Continue developing the FLEX module

### May

1. Finish in-depth analysis of multiple communication theories and compile all of the research and analysis of the past four months and evaluate the findings.
2. Visit one final Master Teacher classroom and write a report and analyze my findings
3. Write a report on my experience of visiting master teachers and publish this article or present findings at a communication conference to help other faculty in the field and in other fields
4. Finish FLEX module
5. Schedule the FLEX "Teach the Teachers" workshop with the OC Professional Development committee and EVP
6. Revamp lesson plans for Fall 2014 to reflect on what I have learned from the Master Teachers

### **b. Projected Results**

At the end of the period of my sabbatical leave I will have achieved the following:

1. I will have conducted an in-depth study of communication theory
2. I will have read multiple journal articles from various journals
3. I will have explored approximately 8-10 communication theories in depth
4. I will understand prominent subjects in the field such as communication classes online and how social media affects personal relationships
5. I will have conducted an in-depth study of several master teachers in the field
6. I will have a better understanding of how public speaking enhances learning for students in the classroom
7. I will have enhanced knowledge of best teaching strategies



8. I will have produced a brand new teaching tool in the form of a FLEX workshop "Teach the Teachers" for all OC instructors

**c. Dissemination Plan: Benefit to Colleagues/Students/College**

I will offer the workshop I wrote during my sabbatical during FLEX week for Fall 2014 and I will advertise for this workshop near the end of the summer of 2014. I will explain what the module includes and try to persuade all instructors to attend. I will also share my findings with my department during our first department meeting and will answer any questions during our first Letters meeting for Fall 2014.

**4. Past Contributions to the District**

**a. Scholarship**

Much of my scholarship has been on behalf of Oxnard College at the Regional Communication association WSCA. A sample list of scholarship follows by date and location. I have many more pieces of scholarship to showcase if needed.

2012 in Albuquerque, New Mexico

Chair of Community College Interest Group: 12 theoretical panels organized and facilitated.

2011 in Monterey, California

Vice-Chair of Community College Interest Group

Assistant Program Planner

Chair of four different panels around theme G.I.F.T.S (Great Idea for Teaching Students)

Presenter on Theory of Performance Studies panel

2010 in Anchorage, Alaska

Vice-Chair of the Community College Interest Group

Panel Participant: "*Creating Community from one community college in the next: Profiling current issues on our campus*" :

2009 in Phoenix, Arizona

Panel Participant: *Baby Boomers, Gen Xer's, and Gen Yer's:*

*Integrating the generations in the classroom is its own mixed metaphor*

Panel Participant: *The "Crack Cocaine of College Life": Students, Popular Technologies & the Ideological Conditions for a New Culture*

2005 in San Francisco, California

Chair of panel: *Theory in the Community College Classroom*

Presenter in panel: *Gender and the Classroom*

2004 in Albuquerque, New Mexico  
Roundtable Panel Participant: *Strategies for Dealing with Hard Times in Community Colleges*

2003 in Salt Lake City, Utah  
Original Performance Piece: *Memories of When It Still Mattered*

**b. Service**

**1) Department/Discipline**

For the last nine years I have been working very hard to develop and grow my program here on campus. When I arrived there were only a few COMM 101 classes offered. They were actually still called SPEECH 101, but I have since changed our name and brought the discipline into the 21<sup>st</sup> century. We now have a complete Communication Studies program with an AA-T. I have written all of the curriculum and have done all of the program business as lead faculty. All of the Communication Studies SLOs are updated, assessed, complete, and up- to-date in eLumen.

I also created the speech tournament in my third semester on campus and have held this tournament twice a year for eight years. I have also been very involved in campus committees. I have sat on the Academic Senate for several years and am currently the Academic Senate Secretary and have been for the last two years. I have participated on tenure committees, curriculum committee, hiring committees, and several others campus committees.

Further, I have attended and participated in WSCA for the last 12 years and have held positions voluntarily in order to make Oxnard College a prominent part of the conference. Even before we had travel funding, I was paying my own way to the conference to make sure I knew who and what was going on in the field. Thus, this sabbatical allows me an opportunity to continue to work at this high level. It will reinvigorate me to be the best instructor I can be and help me continue my role as an active faculty member and team player here at Oxnard College.

**2) College**

- Academic Senate Secretary 2011-2013
- Academic Senate Elections Committee Chair 2008-present
- Academic Senator 2008-2011
- Intercultural Grant Project with CSUCI

- Director of Theatre Showcase: *Life, Love, and Everything in Between*
- Theatre Club Advisor
- Speech Tournament twice a year
- Literature, Arts, and Lecture Series Director 2012
- Lighting Tech for the Ballet Folkloric show
- Performing Arts Advisory Committee
- Curriculum Committee
- Marketing Committee
- Letters Department Meetings
- Division Meetings when scheduled
- Students presentations for administrators on “Solving a Campus Problem”
- Sing National Anthem at all college events
- Graduation Singer 2011 and 2012

**3) District**

- Teaching in the district for 9 years
- Participate in all trainings and in-service activities as offered
- AFT and District Health Benefits Committee
- Literature, Arts, and Lecture Series Director 2012
- Part-Time Hiring Committees for VC and MC

**4) Community**

- Speech Tournament twice a year is open to the community
- Theatre Club Showcase Spring 2012 open to the community
- Literature, Arts, and Lecture Series Director 2012 open to the community
- 3<sup>rd</sup> Grade Camarillo Speech Tournament
- Oxnard College Intramural Speech Tournament includes Judges in Training from The Oxnard Boy’s and Girl’s Club
- Secured professional theatre facilitators to run Theatre Club workshops on a volunteer basis

**5. Length of Service & Past Sabbaticals Awarded**

I was hired at Oxnard College as full-time faculty in August 2004. This is my first request for a sabbatical leave.

6



VENTURA COUNTY COMMUNITY COLLEGE DISTRICT
HUMAN RESOURCES DEPARTMENT

Application for Academic Sabbatical Leave

Applicant Name: Angelica Gonzales

Employee ID Number: 900000603

Position Title: Counselor

Discipline: Counseling

College: Ventura

This application for Sabbatical Leave is submitted for consideration by the College Sabbatical Leave Committee. The leave is requested for the following time period subject to the conditions stipulated on the reverse side of this form and the terms of Section 8 of the VCCCD/AFT Agreement:

Academic Year: 2013-2014 [X] Fall Semester [ ] Spring Semester
(Choose one if sabbatical is for one semester only)

Date of first contract employment with the District\*: July 6, 2004

Date and type of last leave of absence from the District\* N/A

\*Include time when the Ventura Union High School District operated VC

Applicant Signature: [Signature] Date: 10-24-12

Reviewed and recommended by:

[Signature]
Chair, Campus Sabbatical Leave Committee

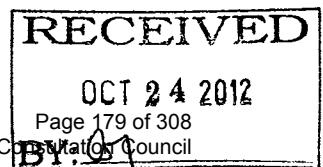
[Signature]
Date

For Human Resources Use Only

At a meeting of the Governing Board, Ventura County Community College District, held on
the leave of absence requested above was authorized. Salary to be paid for
the leave of absence period will be:

FULL PAY \_\_\_\_\_ 2/3rds PAY \_\_\_\_\_ UNPAID \_\_\_\_\_

\_\_\_\_\_, Chancellor
For the Governing Board





## VENTURA COUNTY COMMUNITY COLLEGE DISTRICT HUMAN RESOURCES DEPARTMENT

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THIS APPLICATION ALONG WITH A DETAILED STATEMENT OF THE PROPOSED SABBATICAL LEAVE PROJECT MUST BE SUBMITTED TO THE COLLEGE SABBATICAL LEAVE COMMITTEE BY NOVEMBER 1 FOR CONSIDERATION.

### GENERAL CONDITIONS

1. Leave applications shall be submitted and processed as set forth in Article 8 of the Agreement between the VCCCD and AFT, Local 1828.
2. A leave of absence may be revoked by action of the Governing Board if and when it shall appear to the satisfaction of the Board that the employee on leave is engaged in activities for which an initial application would not have been approved.
3. All applications for leave of absence must be on file in the President's Office at least ninety days prior to the effective date of the leave, except in exceptional circumstances.
4. The Governing Board shall not be held liable for the payment of any compensation or damages arising from the death or injury of any employee while on leave of absence.

In making this application I understand that should I fail to report for service upon the expiration of the leave and such extensions of leave as may be authorized, I shall be deemed to have abandoned my position and all rights to employment by the Ventura County Community College District. In such event, this may be considered as my resignation, which may be accepted by the Governing Board at any time after two weeks following such failure to report for service. Such abandonment and resignation shall not be effective if I am able to demonstrate to the Governing Board that for reasons outside my control I was unable to report for service upon the appointed date and was likewise unable to communicate said inability to report for service.

In the case of sabbatical leave, I understand and accept the requirement "to return to the District for a period of service equal to twice the period of the leave." In consideration of this written agreement and pursuant to prior action of the Governing Board, I understand and accept the stipulation that the sabbatical leave bond will be waived. In addition, as defined under Article 8.6 C., "Purposes of Sabbatical Leave," (4) "Work or research in industry, business, or government," I understand that total compensation received shall not exceed the amount that would have been received had I remained in active service in the District, and if necessary, compensation paid by the District shall be reduced by the appropriate amount so that the total stipend shall not exceed my salary.

10.24.12

Date

Applicant Signature



**VENTURA COLLEGE**  
**APPLICATION FOR SABBATICAL LEAVE**

Name: Angelica Gonzales Position: Counselor Division: Student Services

Permanent Address: [REDACTED]

Phone: work 654-6400 x3220 home: [REDACTED] email: agonzales@vccd.edu or  
[REDACTED]

Type of Sabbatical Leave: Research Project Length: 1 semester (Fall 2013)  
(e.g. study, travel, etc.)

Inclusive dates: From July 24 2013 to December 18 2013

Number of years with District: 8 Date of first contract: July 6, 2004

Previous Sabbatical Leave(s): yes \_\_\_\_\_ no X If yes, when? \_\_\_\_\_  
(check one)

Other leave(s) of absence: N/A  
(give type and date)

\*\*\*APPLICANT'S SIGNATURE: [Signature] DATE: 10-24-12

## **Sabbatical Leave Proposal for Fall 2013**

Submitted by: Angelica Gonzales  
Counseling Department

### **Sabbatical Leave Status**

**Full-time hire date:** July 2004

**Previous Sabbaticals:** 0

### **Background of Sabbatical Project:**

Counselor's role at Ventura College is to consistently provide students with the most accurate and timely information as it pertains to their educational goals at Ventura College and beyond. For many years, during the early 90's, the Articulation Officer at Ventura College provided all Counselors with bi-annual information and training regarding the rules and regulations of various aspects of academic counseling. Through the Academic Information Digest (AID) binder, the articulation officer reviewed all new state-mandated regulations, approved curriculum and campus/District changes for the academic year, and reviewed processes followed to ensure that students were consistently provided with the correct information. Budget cuts and diminishing personnel have led to this being set aside. This training and information has unfortunately not been available to counselors since I have been a faculty member, and possibly longer. In recent years, the scope of knowledge, depth, and breadth of that knowledge that counselors are required to possess and be able to interpret has gotten progressively complicated. Ed Code, Title 5 regulations, Student Success Act, SB 1440(STAR Act), transfer requirements, evaluations and internal BP & AP policies are factors that set the parameters and govern what and how academic information gets interpreted. There currently exists a need in our division to have a manual that serves as a comprehensive set of guidelines/resource which can be maintained and updated regularly for training current and new counselors.

I have been working for Ventura College for 8 years, as a Counselor, and in that time have served on various campus and district committees that have allowed me to learn and be involved in policy and curriculum issues. I serve on Ventura College's Curriculum Committee, General Education and Philosophy sub-committee, and the newly formed DCAA committee (formerly DCSL). I have also served as one of the lead faculty in the SB 1440 (STAR Act) implementation and training and was charged with providing training to other counselors and staff. This background, along with approval and support from my dean, department chair and department, provides me with the necessary expertise to be able to undertake and complete this project.

### **Proposal:**

During my sabbatical I will:



1. Compile information from Ed Code, Title 5, internal policies and procedures, CSU Executive Orders, IGETC Standards and historical perspective from retiring counselors. Compile and review forms used and process/procedures for completing and submitting forms.
2. Meet with Admissions and Records Registrar, Articulation Officer, and other Ventura College faculty/staff to compile information regarding regulations, process, procedures as it pertains to counseling.
3. Research and contact other community college counseling departments that have counseling manuals and/or electronic resources for counselors. This may require visiting other colleges and meeting with counselors/articulation faculty.
4. Meet with staff at Ventura College that have worked with e-binder in the past. Restore and update the repository with current information.
5. Consult with Dean and Counseling Department Chair to establish 1-2 day bi-annual training on process, procedures, updates, etc. for all counselors (General, EAC, EOPS, etc.).
6. Create a Counselor Manual (using all information compiled) and restore and update the e-binder (which has not been updated since 2009).

This on-site research project serves to create a manual and update an existing resource, e-binder, previously developed in 2003-04 by a counselor. The e-binder which is an electronic repository of all pertinent documents, forms, and links utilized by counselors, will compliment this manual. The manual will serve as the foundation for the e-binder and training.

**Benefit to Faculty:**

This on-site research project is directly related to any counselor assignment in our division. Having this type of resource will allow all counseling faculty (General, EOPS, EAC, etc.) to be trained consistently and stay updated with internal and external policies and procedures that are constantly changing. The e-binder will allow counselors to retrieve and store information in one centralized secure site which will make student appointments more efficient and productive.

**Benefit to Student:**

The student will benefit by receiving efficient, accurate and consistent information from all counselors. This is especially important as students are faced with budget constraints that limit class selection, state and federal regulations, and university policy changes and requirements. Also, as students are more mobile (attending multiple colleges and universities) correct and timely evaluation of coursework is crucial.

**Benefit to College:**

The goal is to improve the organization, efficiency, accuracy and consistency of the work completed by counselors who serve students with varying educational goals and objectives. It will allow collaboration with Admissions and Records and other departments to review and update internal forms, processes and procedures that are common between all departments. This project also helps the Counseling Department to meet the need of the Program Review Initiative through the e-binder which the Counseling Department ranked High.





VENTURA COUNTY COMMUNITY COLLEGE DISTRICT
HUMAN RESOURCES DEPARTMENT

Application for Academic Sabbatical Leave

Applicant Name: Diane Scrofano

Employee ID Number: 900-297-091

Position Title: Professor

Discipline: English

College: Moorpark College

This application for Sabbatical Leave is submitted for consideration by the College Sabbatical Leave Committee. The leave is requested for the following time period subject to the conditions stipulated on the reverse side of this form and the terms of Section 8 of the VCCCD/AFT Agreement:

Academic Year: 2014 [ ] Fall Semester [X] Spring Semester
(Choose one if sabbatical is for one semester only)

Date of first contract employment with the District\*: August 14, 2007

Date and type of last leave of absence from the District\* N/A

\*Include time when the Ventura Union High School District operated VC

Applicant Signature: [Signature] Date: 10/31/12

Reviewed and recommended by: [Signature]
Chair, Campus Sabbatical Leave Committee

Date: 7 Dec 12

For Human Resources Use Only

At a meeting of the Governing Board, Ventura County Community College District, held on [blank], the leave of absence requested above was authorized. Salary to be paid for the leave of absence period will be:

FULL PAY [ ] 2/3rds PAY [ ] UNPAID [ ]

[Signature], Chancellor
For the Governing Board





**VENTURA COUNTY COMMUNITY COLLEGE DISTRICT**  
**HUMAN RESOURCES DEPARTMENT**

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THIS APPLICATION ALONG WITH A DETAILED STATEMENT OF THE PROPOSED SABBATICAL LEAVE PROJECT MUST BE SUBMITTED TO THE COLLEGE SABBATICAL LEAVE COMMITTEE BY NOVEMBER 1 FOR CONSIDERATION.

**GENERAL CONDITIONS**

1. Leave applications shall be submitted and processed as set forth in Article 8 of the Agreement between the VCCCD and AFT, Local 1828.
2. A leave of absence may be revoked by action of the Governing Board if and when it shall appear to the satisfaction of the Board that the employee on leave is engaged in activities for which an initial application would not have been approved.
3. All applications for leave of absence must be on file in the President's Office at least ninety days prior to the effective date of the leave, except in exceptional circumstances.
4. The Governing Board shall not be held liable for the payment of any compensation or damages arising from the death or injury of any employee while on leave of absence.

In making this application I understand that should I fail to report for service upon the expiration of the leave and such extensions of leave as may be authorized, I shall be deemed to have abandoned my position and all rights to employment by the Ventura County Community College District. In such event, this may be considered as my resignation, which may be accepted by the Governing Board at any time after two weeks following such failure to report for service. Such abandonment and resignation shall not be effective if I am able to demonstrate to the Governing Board that for reasons outside my control I was unable to report for service upon the appointed date and was likewise unable to communicate said inability to report for service.

In the case of sabbatical leave, I understand and accept the requirement "to return to the District for a period of service equal to twice the period of the leave." In consideration of this written agreement and pursuant to prior action of the Governing Board, I understand and accept the stipulation that the sabbatical leave bond will be waived. In addition, as defined under Article 8.6 C., "Purposes of Sabbatical Leave," (4) "Work or research in industry, business, or government," I understand that total compensation received shall not exceed the amount that would have been received had I remained in active service in the District, and if necessary, compensation paid by the District shall be reduced by the appropriate amount so that the total stipend shall not exceed my salary.

Date

10/31/12

Applicant Signature

*Diane Scrofano*



Diane Scrofano  
Moorpark College

### **Proposal for Sabbatical Leave**

#### **From Recognition to Recovery: Young and Early Adulthood Narratives of Mental Illness**

**Proposal Date:** October, 2012

**Proposed Leave Time:** Spring 2014 (Requesting one semester)

**Previous Sabbatical Leaves:** Never granted a sabbatical leave before

**Seniority of Service:** 2012-13 is my sixth full-time year at Moorpark College. I am tenured.

**Likelihood of Continued Service:** I've been working on the Moorpark College campus for ten years. Before I was hired full-time, I taught English part-time and also worked as a part-time reference librarian on our campus. Currently, I participate in the Basic Skills Project, I lead One Campus, One Book, I assist with curriculum updates, I teach online, I teach summer school, and I give Flex activities. I attend the English Department Best Practices and Seminar sessions. I attend our Transitions Conference every year. I'm involved with the "Year of" Committee. I pursue my own professional development by attending conferences such as the English Council of California Two-Year Colleges (I've also presented at this conference), the National Council of Teachers of English, the Young Rhetoricians' Association, the American Library Association, the Modern Language Association, and more. I have shown many years of campus involvement and plan to continue to be an active, committed faculty member here at Moorpark College until my retirement.

#### **Evolution of this Project**

It started in my first year of high school teaching, about ten years ago. I was only twenty-four years old, just about ten years older than most of my students. One of my ninth-graders disappeared for two weeks. When he returned, I exclaimed, during class, something like, "Welcome back! Where have you been?" I was expecting a gory story of pneumonia or stomach flu, or some wild, boyish exploits that had resulted in broken bones. But instead, a look of discomfort flashed over the student's face, and he replied, simply, "I don't want to talk about it." I realized suddenly that I had been naïve and inadvertently inconsiderate, so I followed up

privately after class. It was then that I found out my student had been hospitalized for two weeks in a psychiatric ward. About a year later, I passed by my student at lunch time, and I hardly recognized him. A once-vibrant boy had morphed into a gaunt, troubled young man.

It happened again. This time, I was working as a high school librarian, and it was one of my student aides. He was a brilliant kid, quirky and eccentric. He wore a white suit like Mark Twain on the day of his AP U.S. History Exam. Then, there it was again: the two-week disappearance. In passing one day, I snagged the school psychiatrist (or was she serving all three high schools in the district by that time?), whose office happened to be a side-room in the library, and she hastily mentioned the hospitalization. Another teacher, one day on the stairs, whispered about the term “schizophrenia” having come up in a conference regarding my student aide.

Upon his return, my student appeared heavily medicated. I’d give him an easy task, such as alphabetizing some forms, and he’d ask for a break to rest. He soon stopped coming to school altogether. The next year, I started working full-time at Moorpark College, and, in the spring, I was happy to see my former library aide’s name on my freshman composition roster. Despite the comments in discussion that were insightful beyond his years, he could barely stay awake in class. Soon he stopped attending. I sent him an e-mail, but I never heard from him again.

Over the years, bits and pieces about just how prevalent mental illness is in the teen and young adult worlds began to accumulate. As a new high school teacher, you get into lots of little extra duties that you really don’t know anything about, and, one day, I found myself sitting on Student Study Team, a group comprised of teachers, parents, and counselors, designed to help make plans for struggling students. I watched a father cry as he pleaded that we keep his daughter’s bipolar diagnosis confidential, as she didn’t want the other cheerleaders to know that she was undergoing treatment at Northridge Hospital. In English 1A at Moorpark College one year, two of my students were twins; one was bipolar, but the other wasn’t. One day, one came in explaining that the previous night her sister had started throwing things, and would be absent for medical treatment. The subtle and not-so-subtle tip-offs to how prevalent mental illness and difference are have cropped up throughout my teaching career: There are the students who display symptoms of Asperger’s and autism as they communicate with me and their classmates. There was the student who wrote in an essay that he developed an anxiety problem away from home at a four-year college and came home to attend Moorpark. There were essays in which other students wrote about having been surprised in the middle of the night and sent away to

boarding schools for troubled teens. I've read poetry and prose in the Moorpark Review, the campus' creative arts magazine, regarding mental illness, for example, Kevin Orth's poem, published in the 2008 issue: "I was manic again / Hearing voices / ... Take two pills / Before bed / And one pill / Before breakfast / Every day / Keep a steady job / Keep regular sleep hours / Keep up with people..." In the current (2012) Moorpark College Student Essay Anthology, one of my former students published her essay about being institutionalized after a cutting incident. In the spring of 2012, a colleague appeared in my office doorway, visibly mourning a student who had recently committed suicide. She had just been informed that her class was the last place he had been seen alive before he drove his car off a cliff.

### **Value to Students, the College, and the District**

Despite the distressing nature of these stories, there are stories of hope in mental illness, and, as an English teacher, it heartens me to see that books can play an integral role in providing awareness, help, and hope for students and their families dealing with mental illness. Perhaps the most impactful event regarding mental illness and my teaching career took place during and in the aftermath of the Year of Service at Moorpark College, during which the One Campus, One Book selection was *The Soloist*, by Steve Lopez. It was my second year leading the One Campus, One Book committee, and I had been particularly moved by this story of a journalist's immersion into the life of a musician, Nathaniel Ayers, who suffered from schizophrenia. Steve Lopez's inquiry into the difficulties which left a gifted man homeless and without treatment for his illness, as well as Lopez's desire to build awareness and exhort our society to serve those with mental illness, made a powerful impact on me. As I taught the book in class, it would also make a big impact on my students, one particularly more than others.

She was a returning woman, whose own children were in their teens and twenties. She was thrilled to be back in school; she was focused and inspired and brought great life experience that she could discuss thoughtfully in class and in writing, as many returning adult students do. Also, like many adult students, she was happy to return to school in an era where her learning disabilities were understood and addressed through services such as ACCESS.

As our class read *The Soloist*, we discussed the many controversies and misconceptions surrounding mental illness. I invited Candace Jackson, a volunteer with NAMI Ventura County (the local chapter of the National Alliance for Mental Illness), to speak to our class. It was



Candace's contact information that my student would scour her old English 1A notebook for, a few months later, when her twenty-something-year-old son came home from a job in another state and was acting... strange.

Soon my student and her family would find themselves navigating the new world of mental illness as her son was diagnosed. My student's young, strong construction-worker son was now holding her hand at church. When he was exasperated with his declining health, he threatened to commit suicide. My student had to temporarily quit school to help her son get stabilized and transition into a very new and different life.

My student believes it was fate that brought her into not one but two classes that read the One Campus, One Book selection, *The Soloist*, the previous year so that she would be able to recognize her son's symptoms and know where to turn to get help for her family. Because she had heard of NAMI in my class, she was able to contact this community resource group as part of her search for help for her son. I believe that literature has tremendous power to build awareness and inspire hope in our students and that the literature of mental illness can be used more widely in educational institutions such as high schools and colleges so that students can get the help and hope that they need for themselves and their families. For this reason, I want to utilize the literature of mental illness in the classroom more often, to reach more people like my student for whom *The Soloist* became so important, to perhaps give "fate" a nudge. The more that narratives of mental illness are used in classes across the curriculum, the more likely it is that students will be aware and informed so that when they see themselves, friends, or members of their families struggling with mental illness, they will know that these are real problems that can be treated and that there are campus and community health resources that they can go to seeking help. In an atmosphere with reduced stigma and increased education about mental illness, faculty and staff can refer troubled students to services that will help them, and students will feel empowered to research and seek professional help for themselves or their loved ones.

Because of the age of onset of mental illness, it is critical that high schools and colleges take an active role in mental health awareness. Most mental illnesses make themselves apparent during the teen years and early twenties, and so it is critical that student services offices as well as the front-line classroom teachers and students' peers are aware of the signs of mental illness and how to refer students for help. In "A Snapshot of College Mental Health Centers," the National Alliance on Mental Illness explains, "the college years (typically 18 to 24 years of age)

also coincide with the age of onset for serious mental illnesses and can be a crucial time to diagnose and treat young people in the early stages of mental illness.” According to our own college website (see “About Moorpark College”), most of our students are between 18 and 30 years old, which places them in an age group in which mental health problems usually make themselves apparent. A 2007 *Los Angeles Times* article confirms, “Colleges today are seeing more students with mental illness for a variety of reasons. For starters, some mentally ill students aren’t diagnosed until then. After all, some illnesses, such as schizophrenia, are most likely to fully emerge in the early adult years” (Roan). I asked Dr. Laura Forsyth, psychologist for Ventura County Community College District, if she could provide additional statistics about mental health on college campuses. She directed me to the American College Health Association National College Health Assessment. The most recent results, from the fall of 2011, show that significant percentages of the almost 28,000 students surveyed were “diagnosed or treated by a professional” for a variety of mental health conditions: 12% for anxiety, 11.1% for depression, 5.6% for panic attacks, 2% for obsessive-compulsive disorder, 1.5% for bipolar disorder, .9% for eating disorders, and .2% for schizophrenia. Although some of the percentages seem small, when applied to the sample size of almost thirty thousand, we see significant numbers of students affected nationwide.

As further evidence of mental health being a major concern on college campuses, a 2010 *New York Times* article reported that “national surveys show that nearly half of the students who visit counseling centers are coping with serious mental illness, more than double the rate a decade ago” (Gabriel). Part of this trend is due to the fact that modern medicines “have allowed students to attend college who otherwise might not have functioned in a college setting” (Gabriel). An earlier *L.A. Times* article reported on the same phenomenon: “with a trend toward earlier diagnosis, many mentally ill students receive treatment and depart for college with... high hopes” (Roan). Now that students may receive accurate diagnoses and effective medication before they get to college, it is important that the college community be supportive and also vigilant for any complications. I believe that mental health is not a concern limited to student health centers. The whole campus should be involved in building awareness about mental health. Discussion of the literature of young adults and twenty-somethings should be an important part of campus-wide efforts to support student mental health. As the ACHA study and other sources show, colleges are more concerned than ever about the mental health of their students.

To maintain a campus environment welcoming of diversity, it's important for students with mental illness to see themselves reflected in the literature that is studied on campus and for their classmates and professors to have an awareness of the challenges, experiences, and contributions of people dealing with mental illness. Our own college Mission Statement recognizes the "value of diversity," and I think literature that supports that belief should be utilized on campus. Our Vision Statement calls for students to receive "an educational experience appropriate to [their needs]" and "the support they need to meet their individual educational goals." An environment sensitive to and supportive of students dealing with mental illness can be fostered through literature and helps students achieve their educational goals.

There is a long tradition in education and librarianship of using books to help students deal with social and personal issues on a developmentally appropriate level. It is common practice for librarians and English teachers serving all age groups to select books that will help students discuss important situations and issues that they are likely to face in real life. One approach to using books to help students is called "*developmental bibliotherapy*" (Gavigan et al. 126), and studying this approach will give me insights about using literature to foster my students' personal and intellectual development. The purpose of developmental bibliotherapy is "to promote and maintain mental health and to foster self-actualization through the interaction between an individual and literature" (Rudman qtd. in Gavigan et al. 126). This does not mean that teachers are playing therapist. Gavigan et al. distinguish between the type of literary interpretation that leads to personal, social, and intellectual development in a classroom setting versus what they call "clinical bibliotherapy" which would consist of books being used in a medical or psychiatric setting (126). As a faculty member, I recognize that I am not in a position to treat any student's mental illness, but I can create a climate of acceptance in which students may reach out for a referral to mental health services. I can show my students that our campus should be a community without stigma so that when they are concerned about a friend or family member's behavior, they feel empowered to seek help from mental health professionals. A discussion of mental illness in a text studied in class can easily be supplemented with a discussion of the mental health services available on our own campus. Representatives from the health center can visit and speak to classes, and thus instructional services and student services can support one another to promote good mental health among students. Students who are

sensitive and aware of mental illness can go on to promote awareness and reduce stigma off campus and in their futures.

The literature of mental illness need not be used only in English classes. The literature of mental illness can be utilized across the disciplines. For example, during the year that *The Soloist* was Moorpark College's One Campus, One Book selection, we held a multidisciplinary panel discussion on mental illness. Psychology and biology faculty, as well as NAMI volunteer Candace Jackson, all participated. During that year, even the music department got involved: the college orchestra performed a concert based on Nathaniel's favorite music, and selections from the book were read between pieces of music. Thus, the literature inspired awareness-building and interest in students across disciplines and in the audience members, who included family, friends, and the public. Increasing dialogue on college campuses about mental illness can also help to reduce stigma. Stigma is a major factor as to why people do not seek help for mental illnesses. Schools can use the literature of mental illness to create a new set of R's for school: Read, recognize, reduce stigma, research, refer, and recover.

I am happy to share my sabbatical findings not only with Moorpark College but also with our sister colleges in the Ventura County Community College District. I can make myself available to present Flex activities at their campuses. I can share the bibliography and article that I plan to write by sending it to counselors, health center staff, librarians, and English teachers across the three campuses of our district. Recently, faculty member Deborah Pollack of the Ventura College English Department passed along her sabbatical bibliography, and it has already helped me generate new ideas for my freshman composition classes. She and I have also conferred, as One Campus, One Book coordinators of our respective campuses, about partnering with each other and with Oxnard College to create a One District, One Book program. In fact, the three college English Departments recently had dinner together in order to better get to know one another and discuss opportunities for collaboration. As a participant in activities such as these, I would be eager to share my sabbatical research findings with them.

The failure to recognize mental illness and refer sufferers for help can have disastrous results, as we learned in *The Soloist*. Nathaniel Ayers was a gifted musician. In the 1960s, at the famous Julliard School in New York City, symptoms of his schizophrenia began to surface. As he was hospitalized and diagnosed, there were not enough supports for him either publicly or at his school. Nathaniel dropped out, and records indicate that most people at school didn't realize

what was happening to Nathaniel. The few who were disturbed by his behavior did not believe there was much they could do. Nathaniel would eventually become homeless, and it would be about thirty years before Steve Lopez, the *L.A. Times* journalist, would discover Nathaniel and finally, through many trials and tribulations, help him obtain the support he needed.

### **Value to Individual Faculty and Relevance to My Professional Assignment**

Not only have I encountered the devastating effects of mental illness in the world of my career, but I have also encountered these issues in my personal life as well. One of my closest friends was diagnosed with bipolar disorder shortly following high school graduation. While studying for my MA in English at California State University, Northridge, I became friends with a classmate whom I found crying in the ladies' room early one fall semester because it had been a September almost twenty years prior when her schizophrenic father had thrown her (then, age four) out of a moving vehicle. Throughout her teens and then twenties, she would have to be periodically evaluated to see if she had inherited the illness herself.

The heritability of illness brings me to the mental illness narrative that hits closest to home: my own. When I was thirteen years old, I began experiencing the symptoms of obsessive-compulsive disorder. I didn't know why I worried so much, and I hid my compulsive behaviors. I knew my friends and family thought my actions were "off," but nobody really knew what to do or say. I was ashamed and didn't talk about my symptoms much. Perhaps worst of all, I didn't see my symptoms as symptoms of an illness; I thought they were part of my character and that I would have to manage them on my own. I put lots of lotion on my hands when my skin flaked off from washing too much. I ignored my dad's reprimands about wasting water and taking too-long showers. I withdrew from my friends when I knew they'd be going somewhere that would make me worry. Despite intense feelings of guilt, depression, and stress, I managed to excel in high school and college.

By the time I was in my early twenties, my mother was going through menopause. Hormonal changes can trigger or exacerbate mental illness (which is why I suspect that my symptoms surfaced at puberty), and suddenly, my mom, who had always been on the cautious and germ-conscious side, seemed to go completely off the deep end. I watched her as she washed everything purchased outside our home (groceries, clothes, whatever) in our garage sink before

bringing it into the house. She wore gloves to go out shopping and stopped using cash; you can wash plastic credit cards after the salesperson has touched them.

Predictably, my mom's increasingly erratic behavior threw our family life into turmoil. After the initial confusion, my father sought medical help for my mother. One day, he came home and handed me a book. He advised my younger brother and sister and I to read *Brain Lock*, by Jeffrey Schwartz, so that we would understand what was happening to our mother. Little did I know that that book would reveal what had been happening to me since I was thirteen years old.

I cannot begin to explain the joy and relief that washed over me as I realized that I had a condition that could be named and treated. I didn't have to live that way forever. I experienced all the clichés that people attribute to the reading experience: whole new worlds opened up; it was like I had a new freedom and the possibilities were endless. I saw myself in this book, and because of that I was able to change my life. I had always loved books (I was a graduate student in English by this time), and they had transformed my thinking before, but this was a whole new level of profundity.

I am currently teaching my sixth full-time year at Moorpark College. Prior to that, I taught English part-time here. In the past, I taught English for two years at Simi Valley High School, and I was the librarian for two years at Westlake High School. I have also worked part-time at the reference desk at our own Moorpark College Library. Having served students as both a teacher and a librarian, I have dedicated my life to helping people connect with books. It is my greatest wish to bring literature to people precisely because reading can lead to profound life transformations, such as the one I experienced.

Recent years have seen a flood of Young Adult (YA) publishing, and the books have an unprecedented degree of honesty in tackling controversial social issues such as mental illness, which I found out as I specialized in Children's and Young Adult Literature as I earned my MLIS (Master of Library and Information Science degree) from UCLA. For my Master's thesis in English (literature option) at CSUN, I wrote about empowerment and agency in teens as portrayed in the YA novels of Francscesca Lia Block, *The Lovely Bones* by Alice Sebold (a book marketed to adults but featuring a fourteen-year-old protagonist), and the song lyrics of Tori Amos as she described teen and twenty-something coming-of-age experiences. I have used some of these and many other coming of age texts in classes I've taught at Moorpark College.

## Objectives/Outcomes

- **List**

1. Use nonfiction narratives in my English composition (1A) courses.
2. Use fictional titles in a themed English 1B course (Critical Thinking and Literature).
3. Provide better YA information when I teach the upper elementary and middle school segments of Children's Literature (English 40).
4. Write Course Outline of Record for Young Adult Literature Class. Take the COR through Curriculum and teach this class in the future.
5. Write and publish a scholarly journal article on the young and early adulthood narratives of mental illness.
6. Write an annotated bibliography on young and early adulthood narratives of mental illness. Provide this bibliography to the English Department, the Library, and the Student Health Center of Moorpark, Ventura, and Oxnard College campuses.
7. Advise a Moorpark College student chapter of NAMI and/or lead a campus book discussion group using the literature of mental illness.
8. Give Flex activities on this and other campuses to teach faculty and staff about the literature of mental illness.
9. Present my sabbatical findings on the literature of mental illness at professional conferences.

- **Elaboration on the List**

I teach developmental and transfer-level composition, literature and composition, critical thinking and composition, and children's literature. In composition classes, I often use a book-length narrative to inspire students to think about social and personal issues that face young adults, and many of the books I propose to read on my sabbatical could be used in these classes, just as *The Soloist* was, during its year as One Campus, One Book selection. In addition, I would like to teach a themed English 1B (literature and critical thinking) course on the literature of

mental illness. In the future, I would like to teach a Young Adult literature class at our college, and I would write a course outline for that during my sabbatical. In researching young adult stories, I can bring the YA perspective to my children's literature class as well.

In addition to writing a scholarly article in the course of my sabbatical and seeking to get it published, I would like to assemble an annotated bibliography. At our college and at our sister campuses, this annotated bibliography of the literature of mental illness could be used for faculty development (to build awareness of titles that might be appealing for use in various disciplines) and for recommending titles for library purchase. I would like to work with our campus health center to use books to help build awareness and reduce the stigma of mental illness so that students, faculty, and staff who see others struggling with mental illness can offer support and will know how to refer the person to get help. Perhaps we could start a campus book discussion group. I also think I would be in a good position to advise a student chapter of NAMI on our campus.

### **Size and Scale of Project**

Because I have seen the profound capacity of books in my own life and in my teaching life to affect perceptions of mental illness and to give students both hope and referrals to support services, I would like to spend my sabbatical leave researching fictional and non-fictional narratives of mental illness, particularly ones with teen or twenty-something protagonists. I have chosen narratives because in my education, I specialized in fiction, and in my teaching of composition, I often teach narrative non-fiction which shares many of the same characteristics of narrative fiction. Both can express coming of age journeys in adolescence and early adulthood. In the literature, the young/early adult protagonists/narrators themselves may be suffering from the mental illness, or they may be dealing with a family member who has a mental illness, as this is another important branch of the literature.

Insanity has had many manifestations in literature, so I would like to specify my focus in relation to others'. While I will acknowledge some other approaches and mention them briefly for the purposes of comparison and contrast, I will not be focused on them. For instance, I will not be focusing on novels like Ken Kesey's *One Flew Over the Cuckoo's Nest*, in which insanity is depicted as the label given to the sane in a corrupt society. Nor will I be focusing on madness as a trope in literature of oppression (*The Madwoman in the Attic* strain of feminist writing).



Interestingly enough, a quick internet search reveals that most college courses regarding mental illness in literature study these types of works and are usually titled “Madness and Literature.” Such courses also tend to focus on very old texts, such as Shakespeare’s *Hamlet* and *King Lear*. The most recent they get is Sylvia Plath (1932-63), who was writing long before the current explosion in YA publishing and before our current era of greater social awareness of mental illness. My research on the new literature of mental illness and the teaching of this literature is therefore truly original and timely.

I will also caution readers against outdated perceptions of mental illness, such as that depicted in *I Never Promised You a Rose Garden* (1964), in which traditional psychotherapy and resolving of childhood issues are depicted as cures for mental illness. I will focus on problems resulting from chemical imbalances in the brain, such as depression, anxiety, schizophrenia, bipolar disorder, and obsessive-compulsive disorder (OCD). I will also look at some autism and Asperger’s titles, as these conditions result from brain structure and chemistry issues, and because OCD falls on the autism spectrum. Eating disorders, too, are now recognized as having some commonalities with obsessive disorders, so I will explore some of that literature as well. I want to focus on mental illness as defined by NAMI as “a medical condition that disrupts a person’s thinking, feeling, mood, ability to relate to others and daily functioning” (“What Is Mental Illness?”). To keep the scope manageable, I will focus on mental illnesses that are largely genetic and hereditary, rather than those that result from traumas such as rape or war. The burgeoning of YA literature and the increased social awareness and acceptance of mental illness also narrows my focus to books that have been published within the last ten to fifteen years.

Please see the reading list (Appendix A).

**Timeline** (Please also see the graphic, Appendix B.)

Before the sabbatical, I would like to attend the annual nationwide NAMI Conference in June of 2013 and their California Conference in August. I would also like to attend the Young Adult Library Services Association (YALSA) Symposium in November of 2013 as well as the YALSA strand of presentations at the 2013 American Library Association Conference, as YALSA is a key organization in the YA literary world.

I plan to read several books a week for the first 12 weeks of the sabbatical. During these first weeks, I will write my annotated bibliography as I go. I would like to access literary articles

in the English and Library Science disciplines which will be accessible through UCLA's Young Research Library and Cal State Northridge's Oviatt Library.

During weeks 13-18, I would like to consult with YA literature experts, such as Michael Cart. I would also like to interview local young adult literature professors. At this time, I will also be writing my scholarly article, revising it, and seeking to get it published. I will also create a Course Outline of Record to create a Young Adult Literature course to accompany our existing Children's Literature course. Perhaps this course outline could be added into the curriculum and offered in the future, during better budgetary times.

Upon my return to a regular teaching schedule on campus, I will share my findings in Flex activities and English and Library department meetings. I will use some of the studied literature in my own courses; I can use the nonfiction narratives in my English 1A courses and the fiction in my English 1B courses, perhaps doing a themed English 1B course. I will work with the Student Health Center to build a campus chapter of NAMI and explore other ways to use literature to build student awareness of mental health issues on campus.

Eventually, I hope to share my scholarship on an even broader scale. I could present at the conference of the English Council of California Two-Year Colleges, an organization that has been tremendously valuable to my colleagues and I, as it is the state chapter of the National Council of Teachers of English. Their conference is our favorite to attend, and I currently serve on their board as a regional representative. I can also seek to present at other conferences, such as those of the Young Rhetoricians, the Conference of College Communication and Composition, and the American Library Association.

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## Appendix A: Reading List

(Any books with publication dates before the 1990s are included because they are classics in the field and I will use them for purposes of comparison with newer works.)

**YA Fiction**

| <b>Author</b>              | <b>Title</b>                                             | <b>Subject</b>       | <b>Year</b> |
|----------------------------|----------------------------------------------------------|----------------------|-------------|
| Anderson, Laurie<br>Halse. | <i>Wintergirls</i>                                       | Anorexia             | 2010        |
| Anon.                      | <i>Go Ask Alice</i>                                      | Drug abuse           | 1971        |
| Blackstone, Matt           | <i>A Scary Scene from a Scary Movie</i>                  | OCD                  | 2011        |
| Campbell, Bebe<br>Moore    | <i>72 Hour Hold</i>                                      | Bipolar              | 2005        |
| Flock, Elizabeth.          | <i>But Inside I'm Screaming</i>                          | Institutionalization | 2003        |
| Ford, Michael<br>Thomas    | <i>Thirteen Reasons Why</i>                              | Friend's suicide     | 2011        |
| Greenberg, Joanne          | <i>I Never Promised You a Rose Garden</i>                | Schizophrenia        | 1964        |
| Haddon, Mark               | <i>The Curious Incident of the Dog in the Night-Time</i> | Asperger's           | 2004        |
| Halpern, Julie             | <i>Get Well Soon</i>                                     | Depression           | 2009        |
| Harrar, George             | <i>Not as Crazy as I Seem</i>                            | OCD                  | 2004        |
| Hesser, Terry<br>Spencer   | <i>Kissing Doorknobs</i>                                 | OCD                  | 1999        |
| Hopkins, Ellen             | <i>Impulse</i>                                           | Suicide              | 2008        |
| Kaufman, Andrea<br>Kayne   | <i>Oxford Messed Up</i>                                  | OCD                  | 2011        |

|                                   |                                       |                                         |      |
|-----------------------------------|---------------------------------------|-----------------------------------------|------|
| Levithan, David and<br>John Green | <i>Will Grayson, Will<br/>Grayson</i> | Depression                              | 2011 |
| Lord, Cynthia                     | <i>Rules</i>                          | Brother's autism                        | 2008 |
| Martin, Ann M.                    | <i>A Corner of the<br/>Universe</i>   | Uncle's<br>schizophrenia                | 2004 |
| McCormick, Patricia               | <i>Cut</i>                            | Self-harm                               | 1999 |
| Michaels, Rune                    | <i>Nobel Genes</i>                    | Mother's bipolar                        | 2011 |
| Neufeld, John                     | <i>Lisa, Bright and Dark</i>          | Depression                              | 1969 |
| Peters, Julie Ann.                | <i>Define Normal</i>                  | Mother's depression                     | 2000 |
| Plath, Sylvia                     | <i>The Bell Jar</i>                   | Suicide attempt                         | 1963 |
| Pupek, Jayne                      | <i>Tomato Girl</i>                    | Mother's bipolar                        | 2008 |
| Rainfield, Cheryl                 | <i>Scars</i>                          | Self-harm                               | 2011 |
| Salinger, J. D.                   | <i>Frammy and Zoey</i>                | Nervous breakdown                       | 1961 |
| Schindler, Holly                  | <i>A Blue So Dark</i>                 | Mother's<br>schizophrenia               | 2010 |
| Sones, Sonya                      | <i>Stop Pretending</i>                | Sister's bipolar                        | 2001 |
| Trueman, Terry                    | <i>Inside Out</i>                     | Schizophrenia                           | 2004 |
| Vizzini, Ned                      | <i>It's Kind of a Funny<br/>Story</i> | Anxiety, depression,<br>suicide attempt | 2007 |
| Vrettos, Adrienne<br>Maria        | <i>Skin</i>                           | Sister's anorexia                       | 2007 |
| White, Ruth                       | <i>Memories of Summer</i>             | Sister's schizophrenia                  | 2002 |

### Non-Fiction Memoir

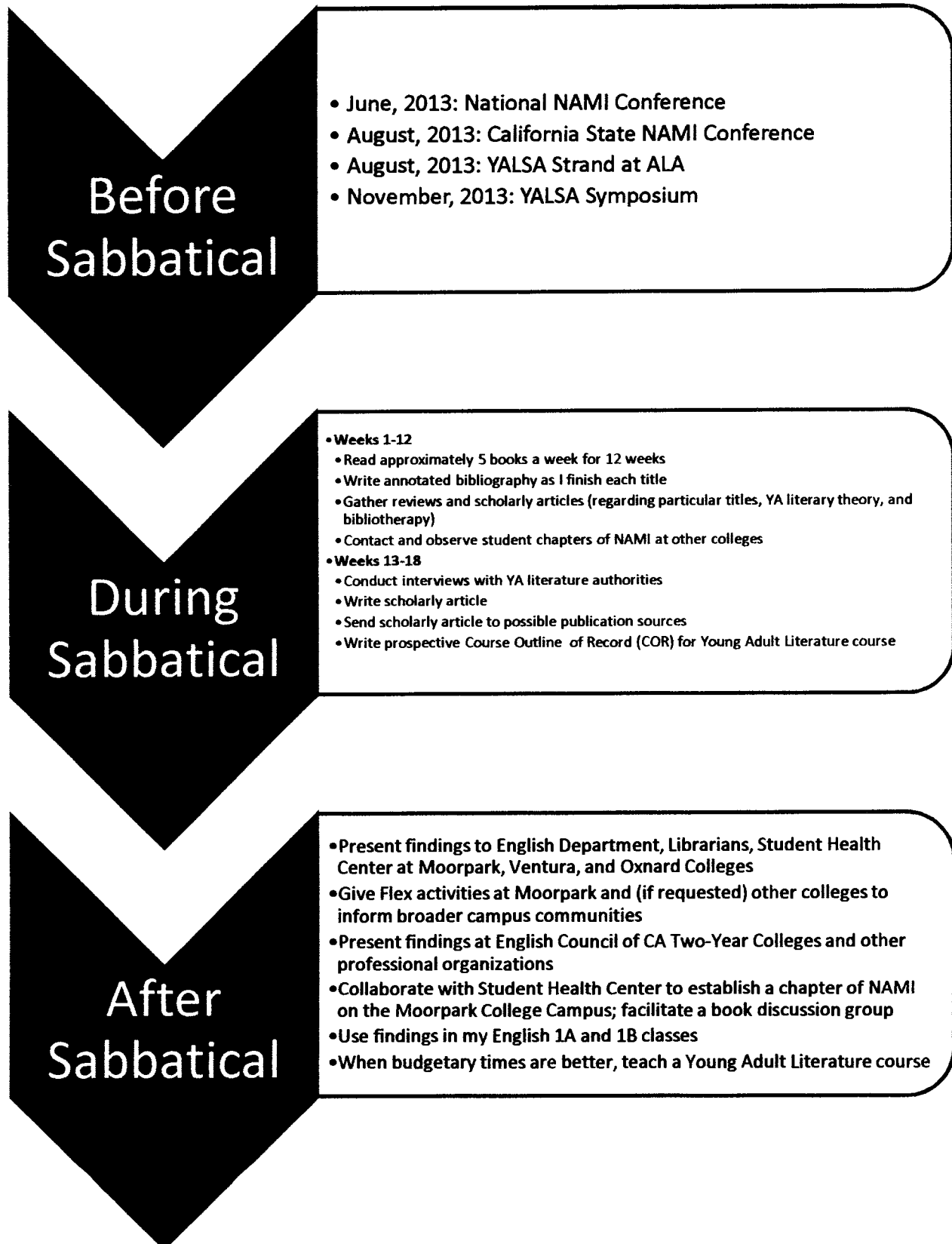
|                 |                                                |                           |      |
|-----------------|------------------------------------------------|---------------------------|------|
| Bartok, Mira.   | <i>The Memory Palace</i>                       | Mother's<br>schizophrenia | 2011 |
| Bissinger, Buzz | <i>Father's Day</i>                            | Son is savant             | 2012 |
| Casey, Nell     | <i>Unholy Ghost:<br/>Writers on Depression</i> | Depression                | 2001 |

|                                  |                                                           |                                       |      |
|----------------------------------|-----------------------------------------------------------|---------------------------------------|------|
| Cheney, Terri                    | <i>The Dark Side of Innocence</i>                         | Bipolar                               | 2011 |
| Cheney, Terri                    | <i>Manic</i>                                              | Bipolar                               | 2008 |
| Costello, Victoria               | <i>A Lethal Inheritance</i>                               | Schizophrenia                         | 2012 |
| Davis, Tom                       | <i>A Legacy of Madness</i>                                | OCD and depression                    | 2011 |
| Earley, Pete                     | <i>Crazy</i>                                              | Son's schizophrenia                   | 2007 |
| Fitzpatrick, David               | <i>Sharp</i>                                              | Cutting                               | 2012 |
| Foust, Traci                     | <i>Nowhere Near Normal</i>                                | OCD                                   | 2011 |
| Frisch, Barbara                  | <i>Polarized</i>                                          | Bipolar                               | 2012 |
| Goddard, Peyton and Dianne       | <i>I Am Intelligent</i>                                   | Mother-daughter perspective on autism | 2012 |
| Grandin, Temple                  | <i>Thinking in Pictures</i>                               | Autism                                | 1995 |
| Guest, Judith                    | <i>Ordinary People (with movie)</i>                       | Son's suicide                         | 1976 |
| Holman, Margaret                 | <i>Rescuing Patty Hearst</i>                              | Mother's schizophrenia                | 2003 |
| Hornbacher, Marya                | <i>Wasted</i>                                             | Anorexia, bulimia                     | 2006 |
| Jamison, Kay Redfield            | <i>An Unquiet Mind</i>                                    | Bipolar                               | 1995 |
| Johnson, Linea and Cinda Johnson | <i>Perfect Chaos</i>                                      | Bipolar                               | 2012 |
| Kaysen, Susanna                  | <i>Girl, Interrupted</i>                                  | Institutionalization                  | 1994 |
| Lopez, Steve                     | <i>The Soloist</i>                                        | Schizophrenia                         | 2008 |
| Moorman, Margaret                | <i>My Sister's Keeper (w/Hallmark Hall of Fame movie)</i> | Sister's schizophrenia                | 2002 |
| Nasar, Sylvia                    | <i>A Beautiful Mind</i>                                   | Schizophrenia                         | 1998 |
| O'Brien, Sharon                  | <i>The Family Silver</i>                                  | Depression                            | 2004 |
| Raeburn, Paul                    | <i>Acquainted With the</i>                                | Son and daughter's                    | 2004 |

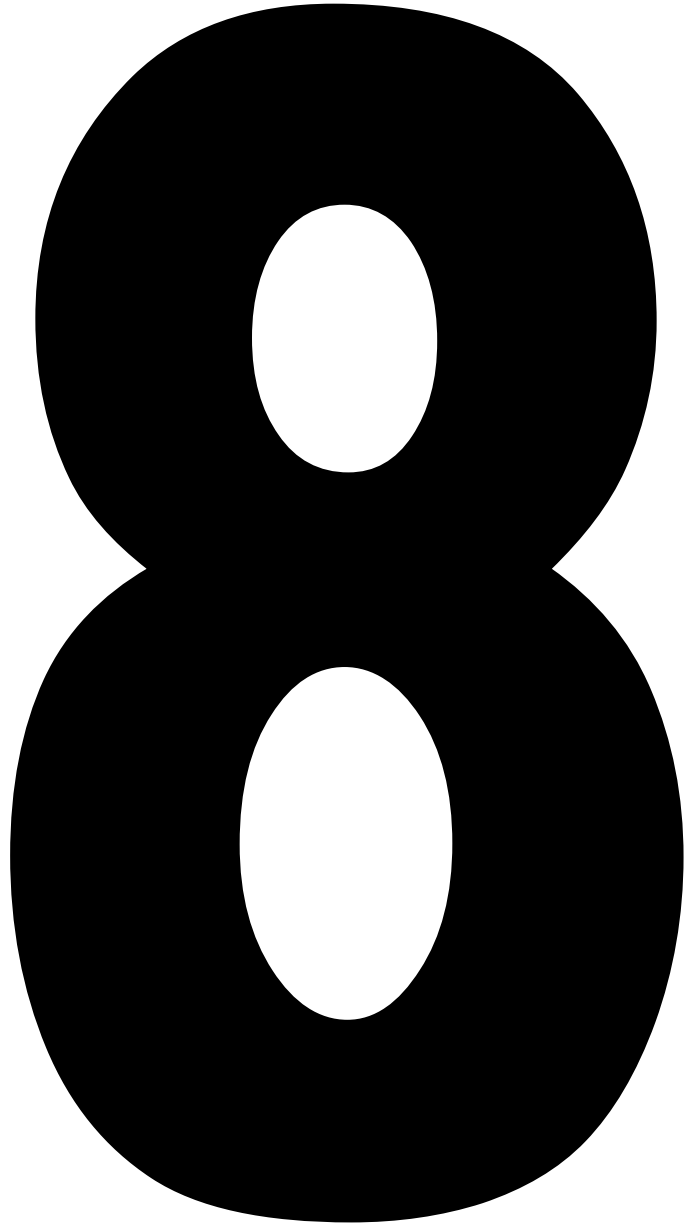
|                                        |                                   |                              |      |
|----------------------------------------|-----------------------------------|------------------------------|------|
|                                        | <i>Night</i>                      | bipolar and depression       |      |
| Rio, Linda and Tara                    | <i>The Anorexia Diaries</i>       | Anorexia                     | 2003 |
| Robison, John Elder                    | <i>Look Me In the Eye</i>         | Asperger's                   | 2008 |
| Saks, Elyn R.                          | <i>The Center Cannot Hold</i>     | Schizophrenia                | 2008 |
| Spiro, Carolyn and Pamela Spiro Wagner | <i>Divided Minds</i>              | Twin sister's schizophrenia  | 2006 |
| Steele, Ken                            | <i>The Day the Voices Stopped</i> | Schizophrenia                | 2002 |
| Styron, William                        | <i>Darkness Visible</i>           | Depression (elderly in 1984) | 1992 |
| Wortmann, Fletcher                     | <i>Triggered</i>                  | OCD                          | 2012 |

See also books in Adolescent Mental Health Initiative Series, Oxford UP.

## Appendix B: Timeline Graphic









VENTURA COUNTY COMMUNITY COLLEGE DISTRICT
HUMAN RESOURCES DEPARTMENT

Application for Academic Sabbatical Leave

Applicant Name: Jose Vega Employee ID Number: 900-00-0053

Position Title: Transfer Center Coordinator/Counselor Discipline: Counseling
College: Oxnard College

This application for Sabbatical Leave is submitted for consideration by the College Sabbatical Leave Committee. The leave is requested for the following time period subject to the conditions stipulated on the reverse side of this form and the terms of Section 8 of the VCCCD/AFT Agreement:

Academic Year: 2013-2014 [ ] Fall Semester [X] Spring Semester
(Choose one if sabbatical is for one semester only)

Date of first contract employment with the District\*: 1997

Date and type of last leave of absence from the District\* spring 2005
\*Include time when the Ventura Union High School District operated VC

Applicant Signature: [Signature] Date: 10/31/12

Reviewed and recommended by: [Signature] Date: 11/5/2012
Chair, Campus Sabbatical Leave Committee

For Human Resources Use Only

At a meeting of the Governing Board, Ventura County Community College District, held on
the leave of absence requested above was authorized. Salary to be paid for
the leave of absence period will be:

FULL PAY [ ] 2/3rds PAY [ ] UNPAID [ ]

[Signature], Chancellor
For the Governing Board





**VENTURA COUNTY COMMUNITY COLLEGE DISTRICT**  
**HUMAN RESOURCES DEPARTMENT**

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THIS APPLICATION ALONG WITH A DETAILED STATEMENT OF THE PROPOSED SABBATICAL LEAVE PROJECT MUST BE SUBMITTED TO THE COLLEGE SABBATICAL LEAVE COMMITTEE BY NOVEMBER 1 FOR CONSIDERATION.

**GENERAL CONDITIONS**

1. Leave applications shall be submitted and processed as set forth in Article 8 of the Agreement between the VCCCD and AFT, Local 1828.
2. A leave of absence may be revoked by action of the Governing Board if and when it shall appear to the satisfaction of the Board that the employee on leave is engaged in activities for which an initial application would not have been approved.
3. All applications for leave of absence must be on file in the President's Office at least ninety days prior to the effective date of the leave, except in exceptional circumstances.
4. The Governing Board shall not be held liable for the payment of any compensation or damages arising from the death or injury of any employee while on leave of absence.

In making this application I understand that should I fail to report for service upon the expiration of the leave and such extensions of leave as may be authorized, I shall be deemed to have abandoned my position and all rights to employment by the Ventura County Community College District. In such event, this may be considered as my resignation, which may be accepted by the Governing Board at any time after two weeks following such failure to report for service. Such abandonment and resignation shall not be effective if I am able to demonstrate to the Governing Board that for reasons outside my control I was unable to report for service upon the appointed date and was likewise unable to communicate said inability to report for service.

In the case of sabbatical leave, I understand and accept the requirement "to return to the District for a period of service equal to twice the period of the leave." In consideration of this written agreement and pursuant to prior action of the Governing Board, I understand and accept the stipulation that the sabbatical leave bond will be waived. In addition, as defined under Article 8.6 C., "Purposes of Sabbatical Leave," (4) "Work or research in industry, business, or government," I understand that total compensation received shall not exceed the amount that would have been received had I remained in active service in the District, and if necessary, compensation paid by the District shall be reduced by the appropriate amount so that the total stipend shall not exceed my salary.

10-31-12

\_\_\_\_\_  
Date

\_\_\_\_\_  
Jose Vega  
Applicant Signature



CONTENT OUTLINE FOR SABBATICAL PROPOSAL  
FOR SPRING 2014  
BY JOSE VEGA  
OXNARD COLLEGE  
TRANSFER CENTER COORDINATOR/COUNSELOR

1. **Statement of Purpose**

I am applying for a one-semester sabbatical leave for the spring of 2014. The purpose of this sabbatical leave is twofold: (1) to physically visit our community colleges to learn new models other colleges use to coordinate, counsel, and deliver transfer services to students; and (2) to visit our local universities and some private schools to learn how Oxnard College may improve its transfer rate to these institutions and to investigate how our overall transfer rates may be improved.

My goal is to meet with Transfer Center Directors/Counselors and engage in meaningful and productive dialogue. I have a set of interview questions ready for both the community colleges and universities in order to gather important information that will assist me in providing valuable feedback to my department and to the college in general regarding its coordination, counseling, and delivery of transfer services to students. Ultimately, the information I gather will help Oxnard College improve its institutional practices. Recently I was appointed as the new Transfer Center Coordinator/Counselor at Oxnard College. As our Transfer Center staff is limited, next semester I will probably be the only staff member fulfilling this invaluable service of providing coordination and counseling of the Transfer function at Oxnard College. Thus, it is imperative that I be the most qualified as possible being the only personnel resource devoted to this function in an era of declining resources. I expect to gain insight into how other colleges and/or universities set up their transfer centers including both the physical locations chosen

and the organizational structure utilized. An endeavor of this magnitude requires more personal contact than merely mail, email, and phone calls. I will be meeting in person with Transfer Center Coordinators, Admissions Directors, to build on networking; establishing relationships and familiarizing myself with other campuses to match students to the proper campus of their choice.

2. **Rationale**

a. **Professional Development**

Every community college throughout the state has its own unique transfer center and culture. I intent to absorb as much as possible so that I can bring back some of the best counseling strategies and trends for our students, college, and district. All the knowledge and skills I will obtain from this experience will make me a more confident, knowledgeable, and experienced counselor and Transfer Center Coordinator.

b. **Value to Department and/or Discipline**

One of the most important goals and objectives of the College Transfer Center is to provide clear and intelligent transfer pathways for our students. The insight I gain from my sabbatical experience will be shared with my colleagues thus strengthening our counseling and delivery of transfer services. I will provide extensive training in the area of transfer to my colleagues. I will continue to utilize an open-door policy and team-player philosophy to ensure that my colleagues have access to information and research gained during my sabbatical. I plan to create PowerPoint presentations capturing the knowledge I have gained as well as to create a binder with university and college resources and contacts and a list of websites related to transfer to which my colleagues can refer when they counsel students. I will be a more valuable asset and resource for my colleagues and my department,

specializing in the Science Technology, Engineering and Mathematics (STEM) and non-traditional majors and careers such as molecular biology, nanotechnology, and viticulture and enology.

**c. Value to College and/or District**

Both the College and the District will benefit from my sabbatical leave by the fact that I will be better versed in the use of the latest technology to assist students in the transfer process. Having gained more expertise in coordination and counseling relevant to the Oxnard College Transfer Center, I will be revitalized, focused, and renewed. The College will ultimately build more effective communication channels with our local universities and I expect to see an increase in the College's transfer rates. In addition, at the moment, the District does not have any accurate tracking system for transfer students. I intend to gain information that may be useful in persuading the District to make such a purchase to improve the quality of data gathered pertinent to transfer. As a result of my sabbatical leave, the College and District will have a more respected, confident, and knowledgeable Transfer Center Coordinator/Counselor, someone who is current with Title V changes on academic policies, and someone who is an expert with regard to the entire transfer process.

**d. Value to Students**

Students will benefit from this sabbatical leave by thereby receiving the best and most effective and up-to-date transfer counseling. With the knowledge I will gain along with the streamlined communication networking relationships I will build during this sabbatical, students will have better access to immediate information especially involving unique questions raised and unusual situations faced. Further, I will be better educated on the newest techniques and strategies in counseling students who are undecided on majors and careers. The transfer

process can be confusing and frustrating to students at times; my goal is to create a transfer pathway that is a seamless experience for students. I will provide group counseling, orientations, and workshops to enhance student learning and success based on the most cutting edge counseling techniques in the area of transfer. Based on what I learn during my sabbatical, I plan on developing student educational roadmaps to provide students easily understandable information about what coursework needs to be completed in order to fulfill different institutions' admission requirements. Finally, students will have access to an improved and user-friendly Transfer Center website wherein they will be linked to ASSIST, CSU Mentor, the CSU/UC and private universities as well as links to financial aid and student housing.

#### **e. Value to Community**

The Transfer Center not only serves as a resource to current Oxnard College students, but also to the entire community. It is extremely important to offer an open door policy to our students and the community, where everyone is welcome. We have a very strong working relationship with our local high schools, colleges/universities and other agencies with whom we keep in contact with and collaborate throughout the years. For example, the Transfer Center is responsible for hosting its Annual University/Transfer Day where UC/CSU and private colleges and universities visit our campus primarily for student outreach by providing admissions and campus information. For the past three years, the college has invited our local high schools to participate in our University/Transfer Day. They have brought hundreds of their students to our campus. University/Transfer Day continues to grow and be more successful.

### **3. Implementation**

#### **a. Procedures**

Intrinsic to this proposal, I will be completing the following tasks:

1. I will visit six community college transfer centers known throughout the state for having high transfer success rates. In my new position as Transfer Center Coordinator/Counselor, I will need this most up-to-date view of the most successful community colleges, namely:

- Santa Monica City College
- Los Angeles City College
- Pasadena City College
- Saddleback College
- Santa Barbara City College
- Glendale Community College
- Allan Hancock Community College

It is also possible that I may visit some community colleges in northern California as well. I plan on asking for the following information:

General Information:

- Name of college
- Year the college was established
- Transfer Center Director
- Student population
- Student demographics
- Transfer Center composition

Questions I will be asking will include the following, among others:

- What is your transfer rate?
- What are your main feeder universities?
- What mechanism do you use for tracking transfer students?
- Which system (UC, CSU, private) are most of your students transferring to?
- What type of workshops do you provide to students?
- Where on campus is your transfer center located?



What are your hours of operation?  
In Student Services, to whom do you report?  
What are some of the services you provide to transfer students?  
Who sees your transfer students for counseling?

2. I will visit our local 4-year universities including CSUCI, UCSB, CSUN, and CLU, focusing on each institution's admissions staff which includes transfer center representatives, in order to discuss recommendations they might offer to Oxnard College to improve its transfer rates to their institutions. The following are samples of some of the information I will be gathering:

General Information

Name of university

Year the university was established

Name of Admissions Director

Student population

Student demographics

Questions I will be asking will include the following, among others:

How many students apply to your university from Oxnard College?

How many students get accepted?

How many students actually enroll?

How may Oxnard College increase its transfer rate to your institution?

What are some of the barriers you have seen that prevent our students from transferring to your institution?

How may Oxnard College assist its students to overcome these barriers?

What is your graduation rate of students who transfer from Oxnard College?

How may Oxnard College improve the transfer process for its students?

Do you have any specific recommendations for our students wishing to transfer to your institution?

3. I will take an eight-week online course at Ventura College, namely, GW V02T – Transfer Success (2 units).

4. I will attend the Ensuring Transfer Success Conference (ETS), and some individual university counselor conferences at USC, CSU Pomona, CSU Long Beach, and CSU Fullerton, to name a few.

5. I will become familiar with various published resource materials including pertinent websites.

**b. Results**

At the end of my sabbatical leave, I will have:

1. Visited all the colleges and universities listed above.
2. Completed PowerPoints encapsulating lessons learned and have them ready to disseminate to all counselors.
3. Completed the GW V02T Transfer Success Class at Ventura College.

**c. Dissemination**

1. I will bring back all of the information of my research and findings to share with my colleagues.
2. I will do a presentation at our Joint Counseling Meeting where all counselors from all disciplines meet and share information.
3. I will create a PowerPoint presentation on “Steps to Transferring to a University.”
4. I will do classroom presentations at our Personal Growth classes on transferring.

5. I will give a lecture for the Oxnard College lecture series in the 2013-2014 academic calendar.
6. I will utilize and make copies of my presentation(s) so that other counselors can use it (them), especially during student orientations, workshops, and/or at our Compass Days with the high school students.
7. I will work closely with our Information Technology staff to update, enhance, and improve Oxnard College's Transfer Center website.

d. **Timeline**

**January 2014**

1. Schedule visits with community colleges and universities. I have all appropriate contact information in terms of prospective interviewees:
  - a. Santa Monica City College – Daniel Nannini
  - b. Los Angeles City College – Cheryl Armstrong
  - c. Pasadena City College – Dina Chase
  - d. Saddleback College – Miki Mikolajczak
  - e. Santa Barbara City College – Kathie L. Adams
  - f. Glendale Community College – Kevin Mesa
  - g. Allan Hancock Community College – Julie Vasquez
  - h. California State University Channel Islands – Ginger Reyes
  - i. California State University Northridge – Jesus Flores
  - j. University of California Santa Barbara – Elroy Pinks
  - k. California Lutheran University – Marcela Estrada

**February – April 2014**

1. Take the GW V02T Transfer Success Class at Ventura College

2. Visit all colleges and universities. Visits will depend on interviewees' schedules, however. I will visit all 11 colleges and universities at length, spending at least one whole day on each campus, taking a campus tour, and interviewing the transfer center directors and/or university representatives.

May 2014

1. Create PowerPoint presentation on "Steps to Transferring to University."
2. Disseminate PowerPoint presentation to all counselors.

September 2014

Present all my findings to counselors at Joint Counseling Meetings held bi-weekly or at a monthly Counselor In-Service training session.

October 2014

Give lecture and presentation of my research and sabbatical experience for the Oxnard College Lecture Series.

4. **Past Contributions to the District**

a. **Scholarship**

I have a Master's Degree in Counseling and Guidance from California Lutheran University. I was awarded the Teresa Archuleta Award for my dedication and excellent service to students and the College.

b. **Service**

I have served on various campus committees and have been involved with counseling activities in various capacities. I served on the Curriculum Committee for two years. I also served on the Sabbatical Committee. I have attended numerous Academic Senate meetings. I have chaired the Student Scholarship

Committee for several years. I am a member of both the EOPS Advisory Committee as well as the Transfer Center Committee. I was a member of the EOPS Statewide Association. I have served on the Financial Aid Appeals Committee for over 14 years. I also attend the UC and CSU annual conferences. Each year, I also attend the Ensuring Transfer Success (ETS) Conference. I have organized numerous field trips for students and taken them to various universities. Last spring, 2011, I was flown to UC Berkeley for its Cal Day for Counselors attended by special invitation only. I was also invited to attend CLU Counselor Day last semester. I attended UC Davis Health Science/Pre-Medical Conference last month and recently visited Harvard University.

5. **Length of Service and Past Sabbatical Awarded**

I have been a full-time tenured counselor for over 15 years at Oxnard College. I have been awarded one sabbatical before. I worked part-time for 7 to 8 years. I have also worked as a coordinator for both the California Mini-Corps Program and the Transfer Center. I also worked one summer at Ventura College's EOPS Program. I have contributed to the College as an EOPS counselor, in general counselor, and in Transfer Center counselor. I am looking for professional growth and development through this sabbatical to better serve Oxnard College's transfer students. Counseling students is my passion. Counseling is such an integral part of student success, and I am so fortunate to be able to assist students in achieving their academic and personal goals.

9



VENTURA COUNTY COMMUNITY COLLEGE DISTRICT
HUMAN RESOURCES DEPARTMENT

Application for Academic Sabbatical Leave

Applicant Name: Michelle C. Hagerman Employee ID Number: [Redacted]

Position Title: Associate Professor Discipline: Chemistry College: Ventura

This application for Sabbatical Leave is submitted for consideration by the College Sabbatical Leave Committee. The leave is requested for the following time period subject to the conditions stipulated on the reverse side of this form and the terms of Section 8 of the VCCCD/AFT Agreement:

Academic Year: 2013 [X] Fall Semester [ ] Spring Semester (Check one if sabbatical is for one semester only)

Date of first contract employment with the District\*: August 2007 (full-time) Aug 2005 (part-time)

Date and type of last leave of absence from the District\* [Blank]
\*Include time when the Ventura Union High School District operated VC

Applicant Signature: [Signature] Date: 10-28-12

Reviewed and recommended by: [Signature]
Chair, Campus Sabbatical Leave Committee

[Signature]
Date

For Human Resources Use Only

At a meeting of the Governing Board, Ventura County Community College District, held on [Blank], the leave of absence requested above was authorized. Salary to be paid for the leave of absence period will be:

FULL PAY [Blank] 2/3rds PAY [Blank] UNPAID [Blank]

[Blank], Chancellor
For the Governing Board

## **Ventura College Sabbatical Leave Proposal for Fall 2013**

*Organic Chemistry 12A & 12B Laboratory Manual Development, Modern Instrumentation Implementation, & Curriculum Enhancement*

**Submitted by Michelle C. Hagerman**  
Chemistry Department  
November 2012

### **Instructor's Sabbatical Leave Status**

**Full-time hire date:** August 2007 **Part-time hire date:** August 2005  
**Previous Sabbaticals:** 0

### **Background of Sabbatical Project**

General Organic Chemistry 12AL and 12BL (Chem V12AL & V12BL) comprise a full year of transferrable laboratory courses in conjunction with the lecture portion of the course (Chem V12A & V12B). Organic Chemistry is the reactionary study of life as it involves detailed analyses of carbon-based molecules (including amino acids & proteins, as well as other biological functional groups); students learn the reaction mechanisms that support life, the syntheses of important molecules and medicinal drugs, techniques of isolation and purification, and the theories of instrumentation that allow the discovery of unknown molecules. The course has more than doubled in size since I began teaching it 4 years ago, and would continue to grow if we had more available courses/instructors. We currently offer 1 lecture course (50 students) and 2 lab sections (each 6hr lab with two 3hr days). This course is very popular – we have undergraduate and graduate students from Ventura, Oxnard, Moorpark, Simi Valley, CSUCI, UCSB, CSUN.

It is a very time-consuming course, yet rewarding, as course success translates into a more competitive academic resume for those students trying to earn admission into medical, pharmacy, dental, veterinarian, and other graduate/research degree programs. It is considered an upper division course at state 4-year universities (ie: CSUCI, CSUN), and our VC organic courses are fully transferrable to all CSUs, UCs, and most private institutions. However, some of these schools are still wary of the level of instruction received at community colleges and require students to pass an organic assessment exam to waive the course on their campuses. Therefore, it is imperative that our course maintains its high level of instruction, all our SLOs are implemented in the instruction, current safety standards are upheld, and the curriculum is updated to support our expanding modern instrumentation – all of which needs to be provided in an accessible student-friendly format to increase learning potential.

At present, our lab manual is a collection of experiments from a variety of publishers that is failing to meet our curriculum standards and requiring me to compile constant handouts on experimental changes, new set-ups, and new protocols. I took over the course 4 years ago - the first year I had the course, the students were required to use a \$200 lab book (novel style) in which they only used



half of the book – I got rid of this immediately the second year. With limited time, I was able to pull together a Pearson Catalyst “collection-style” \$50 lab manual where I was able to hand-pick labs (however, very limited with respect to organic chemistry).

The major problem is that organic chemistry is very complex and the amount and variety of equipment to be implemented is astounding – each university varies in the type of glassware and equipment they have – there is not a “one size fits all” lab manual to be implemented. I have been trying to “make do” with this “hodge-podge” of labs, but the complications are endless: The experiments call for equipment/glassware that is not consistent with what we have available; the labs lack experimental background detailing any of the reaction mechanisms; there are no preparatory pre-lab questions; there are a few post-lab exercises, but most are not used as they do not have anything to do with modern organic curriculum; the procedures are written in a paragraph/novel style which is very difficult to decipher when an experiment has up to 25 steps; and finally, there are no technique or instrumentation protocols or diagrams.

I have looked at several schools state-wide and out-of-state (CSUCI, UCSB, Moorpark, CU Boulder) and all of these colleges have their own developed lab manuals consistent with curriculum, and consistent with the equipment/glassware/and chemicals available on each campus. It is important that I develop our lab curriculum and lab manuals to fit our college while meeting all transferability and SLO requirements.

### **Purpose of Sabbatical Project**

The purpose of this sabbatical is to develop two lab manuals – for Organic Chemistry 12AL and 12BL, that will be available online for the students to download free of charge. These lab manuals will incorporate newly developed curriculum (IR, NMR, qualitative analysis, and other researched “green” experiments to replace health hazardous labs), will incorporate remote instrumentation via CSUCI, and will completely modify all existing lab experiments that ultimately pass the safety test.

This is a fairly large, but truly necessary task comprising 32-34 lab experiments each entailing: prelab questions, postlab questions, MSDS chemical safety data sheets, experimental background (theories of lab, reaction mechanisms, equipment set-up diagrams/photos), instrumentation protocols, and a step-by-step experimental procedure. Currently, our lab manual lacks all of the above, except MSDS information (however, current MSDS information has indicated the need to cancel several labs due to safety which I have done, and in place implemented additional assignments I have created.)

## Components of Sabbatical Project

1. **12AL & 12BL curriculum development:** I need to catalog the safety of all current experiments by obtaining the MSDS data for all chemicals involved and will decide which experimental topics will make it into our lab manual.

In the past two years, I have already spent some time with our lab technician, Lynda Smith, removing all labs consisting of teratogenic and other harmful chemicals that affect reproductive health. I have replaced them with labs I have personally developed myself or thru working with CSUCI – none of which I have had the time to formally write up which limits the course to having only myself capable of teaching it.

2. **Write 32-34 lab experiments** (16-17 for 12A & 16-17 for 12B), written in a step-by-step protocol that will work with our...

a. current laboratory instrumentation (Paragon IR, Spectrum 65 IR, GCMS, GCMS and NMR Instrumentation). Currently, I am the only instructor that knows how to function the IRs, and the only one trained by CSUCI to use the remote GCMS & NMR instrumentation – I individually train each student since there are no written protocols to follow. I need the opportunity to formally write up instrumentation protocol so any instructor or student will have sufficient direction.

b. current laboratory glassware (we have basic micro kits without common Hickmann stills and gas traps; we have limited macro distillation glassware)

c. our lab-room (our lab has only 6 fume hoods which can only support 12 students working in them – thus, I've had to manipulate existing labs and develop new ones that will allow a class of 24-26 students the ability to safely perform an experiment outside of the fume hoods.)

d. available chemicals (we are limited in our supplies budget – we must develop experiments that work with what we have.)

3. **Write Prelab and Postlab questions** for 32-34 experiments.
4. **Write Lab Background Curriculum** for 32-34 experiments – our current labs lack any sort of presentation of the reaction mechanisms (mechanisms are a detailed picture of an entire reaction showing the electron flow between reactants and intermediates, generally taking anywhere from 2-10 steps) that the students are performing in class –

they only receive this information from me as we spend up to an hour lecturing on the concepts of each lab. In addition, I am constantly having to provide students with additional information that I have researched in order for them to perform a lab – for example, the qualitative analysis of unknowns lab in the current manual does not give the students information on how to perform all the actual qualitative tests an organic student is required to know.

5. **Additional Lab Development** – the existing curriculum does not have labs on two of the most important theories and types of instrumentation that all organic students are required to know – Infrared Spectroscopy and Hydrogen Nuclear Magnetic Resonance – two topics present in our SLOs for both the lecture and laboratory portions of organic chemistry. In addition, both topics are required for transferability.
6. **Free Student Access** – all lab experiments will be scanned and uploaded to my Organic Chemistry website ([www.michelledavidsonchemistry.weebly.com](http://www.michelledavidsonchemistry.weebly.com)). This site is available to any student and instructor. In the future, it would be fantastic to expand our basic departmental website on the VC server to include all chemistry course information – Moorpark College does an excellent job of this and all of their chemistry labs are available to the students free online. Sciences courses are very expensive – students already spend up to \$200 on the required organic textbook by UCSB professor Paula Bruice (truly a well-written and much used book) – as such, I would prefer our students to have \$0 in lab costs (with the exception of safety goggles \$5).

### **Value of Sabbatical Project to VCCCD and Ventura College**

The development of current organic chemistry lab curriculum and lab manuals is vital to the transferability of the course to four-year institutions. It is expected that the students are receiving the appropriate level of instruction at the community colleges– some universities are still require transferring students to pass an organic entrance exam (ie: UCSB); if our students are not adequately prepared, they will find themselves repeating an entire year of organic chemistry (a complete loss of time and money).

Therefore, with the necessary curriculum being displayed in our lab manual and increased student performance, Ventura College will continue to be looked upon as a community college that develops the learning skills of its students and prepares them appropriately for higher educational studies.

## **Value of Sabbatical Project to Ventura College Students**

An appropriate lab manual to use in this course will allow more students the opportunity to be successful in the course. Not only will the student receive more quality time and positive learning hours with the instructor, but student frustrations will be greatly alleviated by not having to follow constant instructional changes due to the current lab manual's improper equipment, hazardous chemicals, and poorly written procedure.

In addition, the students will become more prepared and proficient in the material and equipment by completing pre-lab and post-lab questions – our students perform better when they know what is expected from the beginning of the course to the very end – we are developing young scientists in our labs whom need the appropriate level of curriculum and necessary lab/instrumentation skills as they will be attending graduate, medical, pharmaceutical, veterinarian, and dental schools in the not-to-distant future. Our students will ultimately be more prepared to transfer into these programs as well as the upper division courses (biochemistry, physical chemistry, inorganic chemistry, etc) at any four-year university.

## **Value of Sabbatical Project to the Instructor**

The creation of this lab manual will allow the instructor quality time to spend teaching the concepts necessary for students to be successful in the course – lab instruction takes a minimum of 45 minutes and additionally, the experimental organic chemistry syntheses are very time consuming - a 6 hour lab period is not sufficient when time is wasted due to lack of an appropriate lab manual.

In addition, a proper lab manual will provide other instructors the opportunity to smoothly transition into teaching the course – one instructor teaching a course without anyone available to substitute or teach due to the lab complications and complexities limits the department and the students greatly.

Finally, the safety of all students and instructors needs to be of utmost importance due to the amount of time spent in the lab (instructor: 12hrs/wk; student: 6+hrs/week) – more “green” labs will be implemented, important missing curriculum (IR, NMR) will be developed, current and available organic glassware and equipment will be incorporated, procedures will be written in a step by step fashion to prevent mishaps and complications, pre/post questions developed for increased learning, and all labs will have the most current MSDS data (material safety data sheet).

Thank you for your time and consideration.  
Respectfully yours,

Michelle C. Hagerman  
Associate Professor of Chemistry  
[mhagerman@vcccd.edu](mailto:mhagerman@vcccd.edu) (805) 403-5356

## Ventura College Sabbatical Leave Proposal for Spring 2014

### **Type of Project:**

On-Site Research and Curriculum Development

### **Submitted by:**

Kelly Devlin Peinado  
Language Arts Department  
November, 2012

### **Instructor's Sabbatical Leave Status:**

Full-time hire date: August 2000  
Previous Sabbaticals: 0

### **Background of Sabbatical Project:**

Students at colleges across the country struggle with writing, not just in their English classes, but in other academic disciplines, as well. Ventura College is no exception, and in fact we may find ourselves especially impacted because we do not require students to complete, or be eligible for, college level composition before enrolling in transfer level courses. A survey of official course outlines on Curricunet shows that almost all transfer level courses at VC contain a significant writing component, usually a combination of short papers and a term paper. This is true in social science, child development, environmental science, nutrition science, several biology and geography courses, art history, and music history. Yet, students seldom receive writing instruction in those specific disciplines before the first report or term paper is due.

As one response to this problem, Writing Across the Curriculum (WAC) programs emerged nationally in the 1980s. Generally, such programs share the philosophy that writing instruction should occur in many disciplines and throughout a student's undergraduate education.

Two essential components of WAC are **Writing to Learn** and **Learning to Write in the Disciplines**. The first component emphasizes writing as a method of learning in almost any discipline. When students write reactions to information received in class or in reading, they often comprehend and retain the information better. The second component recognizes that each discipline has its own unique language conventions and structure and that students must be taught discipline-specific conventions.

Ventura College has made some forays into a WAC approach with learning communities linking a writing course (such as English 1A or 1B) with a course such as western civilization, political science, or criminal justice. The English Department has also offered composition classes focused on a theme such as child development or health science. Even greater efforts will soon begin with our new **Title V Grant, "VELOCIDAD-- Increasing Transfer Velocity through Improved Institutional Effectiveness."** This grant, designed to improve success and transfer rates, is comprised of four components, the first being: "accelerated math, accelerated English and Writing across the Curriculum" ("FY-2012 Project").

My proposal, to develop a WAC-based English 1A curriculum, will fit very well into the college's new focus. The new grant may provide stipends or other incentives for non-English faculty to incorporate writing instruction into their courses, and the discipline-specific units of my course may be very helpful to them.

## **Purpose of Sabbatical:**

To develop two Writing Across the Curriculum-based English 1A (College Composition) courses, one for traditional classroom use, and one for online delivery.

The courses will follow the requirements of the current course outline but will consist of reading and writing assignments tailored for four disciplines, and organized into units, as follows: Writing in History, Writing in the Social Sciences, Writing in Health Sciences, and Writing in the Humanities.

These units can be used together, or separately, in any English 1A course. Further, the individual units can be used as a writing component in history, social science, life science, or humanities classes. (Instructors in those disciplines can substitute their own textbook readings, if desired.)

## ***A note on my qualifications:***

In addition to my experience as a writing teacher, I worked seven years for SystemeMetrics-McGraw-Hill, a health care research company, as a research analyst and writer. I also worked three years as a health educator for the Santa Barbara County Health Department, writing proposals, project reports, and curriculum. Thus, I am familiar with some writing in the healthcare and social science disciplines.

I also have substantial online teaching experience to draw on. I developed the first online English course at Ventura College (English 1B) in 2001, and have taught at least one hybrid or fully online course ever since, including English 1A and Women's Literature, developing all materials and activities.

Finally, as co-founder of, and continuing volunteer in, the Reading/Writing Center, I help students with their writing assignments in many disciplines, such as criminal justice, child development, music appreciation, nursing, and history and therefore am familiar with the frequent gap between the course requirements and the students' skills.

## **Components of the Sabbatical Project:**

### **Research and Preparation:**

- Conduct literature review on theory and practice of WAC and WID (Writing in the Disciplines) programs.
- Collaborate with at least one faculty member in each of the disciplines for which I will be developing writing assignments. I will collect representative reading and writing assignments from their classes and gather their input on the writing and analytical skills needed in their disciplines. Ron Mules in Philosophy, Scott Corbett in History Ann Bittl in Art History, and Marta de Jesus in Biology have expressed willingness. I plan also to consult faculty in Political Science, Psychology, Anthropology, and Nutrition Science.
- Attend the International Conference on WAC in Spring 2014.
- Consult with two prominent WAC scholars, Charles Bazerman and Laurence Behrens, of UCSB.
- Continue collaboration (already begun) with Dr. Georgia Rhoades of Appalachian State University, whose WAC program won a national award in 2012 from the National Council of Teachers of English. Perhaps visit and observe some classes.
- Take VC's new four-week online teaching training in order to maximize my use of tools and features of the new version of D2L to be adopted in January.

### **Curriculum Development:**

- Develop and seek copyright permissions for a course reader.
- Develop class activities, quizzes, and writing assignments, suitable for either traditional classroom or online delivery.
- Find or create video and audio resources to add variety and appeal to diverse learning styles.
- Develop D2L course site with week by week assignments, discussion groups, and interactive activities.

### **Project Dissemination:**

- Demonstrate course to English faculty and the 2013/2014 SITE (Summer Institute in Teaching Effectiveness) participants, a multidisciplinary group. Also, request time at other department meetings to demonstrate discipline-specific units. Make materials and online course content available to all VC faculty, or indeed, OC and MC faculty. (I created a website of resources for English faculty in 2010, and I can expand that to include these lessons for other disciplines.)
- Adapt handouts and exercises as appropriate for use in the Reading/Writing Center.
- Begin teaching the course myself in Fall 2014.

### **Future Plans:**

- Continue improving and updating the course, possibly rotating in units for other disciplines.
- Consider adapting the course for use in English 2, Developmental Composition (one level below college level.)

### **Impact on instructor, VC students, and District:**

- *Instructor* will expand her knowledge of students' needs for writing in other disciplines, and make her teaching more relevant for a variety of majors.
- *Students* will enter classes better prepared to do the reading and writing in that discipline.
- *Faculty*, not only in English, but in other disciplines (and at OC and MC if desired) can use this curriculum.
- *The college and district* will benefit from furthering an important objective of the new Title V grant.

### **Work Cited**

"FY 2012 Project Abstracts for New Grantees." *Awards -- Title V Developing Hispanic-Serving Institutions Program*. U.S. Department of Education, 17 Oct. 2012. Web. 30 Oct. 2012.

10





VENTURA COUNTY COMMUNITY COLLEGE DISTRICT
HUMAN RESOURCES DEPARTMENT

Application for Academic Sabbatical Leave

Applicant Name: Joanna M. Miller Employee ID Number: 900152119

Position Title: Faculty, Dept. Chair Discipline: Journalism College: Moorpark College

This application for Sabbatical Leave is submitted for consideration by the College Sabbatical Leave Committee. The leave is requested for the following time period subject to the conditions stipulated on the reverse side of this form and the terms of Section 8 of the VCCCD/AFT Agreement:

Academic Year: 2013-14 [X] Fall Semester [ ] Spring Semester (Check one if sabbatical is for one semester only)

Date of first contract employment with the District\*: August 1, 2004

Date and type of last leave of absence from the District\*: none
\*Include time when the Ventura Union High School District operated VC

Applicant Signature: Joanna M. Miller Date: 10-31-12

Reviewed and recommended by: [Signature] Date: 7 Dec 12
Chair, Campus Sabbatical Leave Committee

For Human Resources Use Only

At a meeting of the Governing Board, Ventura County Community College District, held on \_\_\_\_\_, the leave of absence requested above was authorized. Salary to be paid for the leave of absence period will be:

FULL PAY \_\_\_\_\_ 2/3rds PAY \_\_\_\_\_ UNPAID \_\_\_\_\_

\_\_\_\_\_, Chancellor
For the Governing Board





VENTURA COUNTY COMMUNITY COLLEGE DISTRICT
HUMAN RESOURCES DEPARTMENT

THIS APPLICATION ALONG WITH A DETAILED STATEMENT OF THE PROPOSED SABBATICAL LEAVE PROJECT MUST BE SUBMITTED TO THE COLLEGE SABBATICAL LEAVE COMMITTEE BY NOVEMBER 1 FOR CONSIDERATION.

GENERAL CONDITIONS

- 1. Leave applications shall be submitted and processed as set forth in Article 8 of the Agreement between the VCCCD and AFT, Local 1828.
2. A leave of absence may be revoked by action of the Governing Board if and when it shall appear to the satisfaction of the Board that the employee on leave is engaged in activities for which an initial application would not have been approved.
3. All applications for leave of absence must be on file in the President's Office at least ninety days prior to the effective date of the leave, except in exceptional circumstances.
4. The Governing Board shall not be held liable for the payment of any compensation or damages arising from the death or injury of any employee while on leave of absence.

In making this application I understand that should I fail to report for service upon the expiration of the leave and such extensions of leave as may be authorized, I shall be deemed to have abandoned my position and all rights to employment by the Ventura County Community College District. In such event, this may be considered as my resignation, which may be accepted by the Governing Board at any time after two weeks following such failure to report for service. Such abandonment and resignation shall not be effective if I am able to demonstrate to the Governing Board that for reasons outside my control I was unable to report for service upon the appointed date and was likewise unable to communicate said inability to report for service.

In the case of sabbatical leave, I understand and accept the requirement "to return to the District for a period of service equal to twice the period of the leave." In consideration of this written agreement and pursuant to prior action of the Governing Board, I understand and accept the stipulation that the sabbatical leave bond will be waived. In addition, as defined under Article 8.6 C., "Purposes of Sabbatical Leave," (4) "Work or research in industry, business, or government," I understand that total compensation received shall not exceed the amount that would have been received had I remained in active service in the District, and if necessary, compensation paid by the District shall be reduced by the appropriate amount so that the total stipend shall not exceed my salary.

10-31-12
Date

Joanna M. Miller
Joanna.M.Miller
Digitally signed by Joanna M. Miller
DN: cn=Joanna.M.Miller, o=Moorpark College, ou=Digital and Media Arts Dept, email=joannamiller@vcccd.edu, c=US
Date: 2012.10.31 21:27:53 -0800
Applicant Signature

**A Sabbatical Proposal**

**by**

**Joanna M. Miller,**

**Journalism Faculty**

**Student News Media Adviser**

**Digital and Media Arts Department Chair**

**Nov. 1, 2012**

**Moorpark College**

## **1. Introduction: Current state and need for innovation**

The news and information industry is necessarily continuously changing and adapting to keep pace with rapidly morphing technological advancements and resulting reader/user consumption habits. Current news media sites and organizations seek and employ reporters who not only are proficient in fundamentals of journalistic reporting and writing, but who additionally are comfortable with journalistic use of video, information graphics, reader interaction through social media, instant updates through text and photo (Environmental Scans from JOUR Program Plan 2012).

While this faculty member has worked to stay current in digital journalism through ongoing online seminars (Poynter.org, 2010, 2011, 2012) as well as a seven-day KDMC Multimedia Institute (Knight Digital Media Center, UC Berkeley, 2005), the faculty seeks to update skills and knowledge through one of the nation's preeminent institutions at Poynter Institute. The weeklong onsite seminar, to be followed with a month-long self-directed online skills workshop, will provide industry currency. That, in addition to a three-day workshop with faculty at a community college that has already updated and changed platforms for their student news online website, will provide the faculty with the learning foundation needed to update curricula, syllabi, and student learning. Outcomes will include enhanced student learning through the increased use of digital stories in the Student News Media courses, JOUR 10A, 10B and 10C.

## **2. Background: Changes and Challenges at Moorpark College**

The StudentVoiceOnline.com, the current student news media at Moorpark College, has weathered a series of substantial changes over the last seven years.

Prior to Fall 2005, Moorpark College had its own student newspaper. The paper was published weekly or bi-weekly schedules depending on the semester. At that time, the paper focused primarily on the Moorpark College community.

In the Fall 2005 semester, the VC Community College District Board of Trustees consolidated the journalism programs at Ventura and Oxnard colleges into the Moorpark program. The program published a newspaper that covered events at each campus and accommodated students at each campus via teleconference. Six years later, in Fall 2011, the district eliminated funding for the districtwide print edition of the student newspaper. Information was published on a website. News was still gathered from each of the three campuses.

The following semester, the journalism program was refocused to serve only Moorpark College, without a regular print edition. The staff last spring did produce two print editions.

In the current semester, students have worked to transition to a new, more interactive website at StudentVoiceOnline.com. To promote the site, the program has started a weekly promotional sheet, essentially a 200-circulation flier that is posted around campus. The flier includes photos, headlines and summary paragraphs of news articles that are featured online. Two full-sized, newspaper print editions are planned for late in the semester.

### 3. The Project

The proposed project includes three objectives, three educational components and three areas of benefits to students and project outcome implementation.

| Project Objectives                                                                                                | Means to Achieve Objective                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Timeline                                                                                |
|-------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------|
| 1. Expand and update faculty currency in industry use of digital media for the web in news organizations          | <p><b>Educational Component:</b><br/>Poynter Institute, St. Petersburg, Fla. 9/30/2013 to 10/2/2013<br/>Seminar Title: "Multimedia for Breaking News and Projects"</p> <p><b>Application/Implementation of content</b><br/>Update syllabus and curricula to reflect greater emphasis on digital stories and digital enhancements to text stories in Student News Media courses.</p>                                                                                                                                        | Attend Poynter seminar: 9/30/13 - 10/2/13. Syllabus/ Curricula revision 10/15/13        |
| 2. Expand and update specific faculty skills in digital reporting and producing for the web in news organizations | <p><b>Educational Component:</b><br/>Poynter Institute, Self-Directed:<br/>Reporting, Writing for TV and the Web: Aim for the Heart</p> <p><b>Application/Implementation of content:</b><br/>Update syllabus/curricula to reset student learning outcomes to achieve enhanced StudentVoiceOnline.com site with increased student use of digital journalistic storytelling to make more professional and appealing to visitors</p>                                                                                          | Seminar 10/5/13 – 10/25/13<br><br>Updates by 10/30/13                                   |
| 3. Expand and update faculty knowledge in establishing new StudentVoiceOnline.com digital platform                | <p><b>Educational Component:</b><br/>Attend personal seminar/workshop with faculty at El Camino College to understand multiple components in moving current web platform from outdated College Publisher system to more current and more user-friendly and interactive Word Press platform.</p> <p><b>Application/Implementation of content:</b><br/>Oversee migration of StudentVoiceOnline.com from College Publisher to a Word Press-based publication to modernize look, user interaction and feel of environment.</p> | Instructional workshop 8/15/13 to 9/15/13, paperwork by 9/30/13 Set launch for 11/15/13 |
|                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                         |

### 4. Value to Students

Upon return, the applicant will implement new and updated classroom teaching techniques, and update syllabus and curriculum.

The production of news follows a three-part template. Reporters gather information from a variety of sources. Those sources include interviews, research and observation. The gathered information is then distilled. Using news values based on the reporter's audience, the reporter sorts through the information, weighs the value of various elements and organizes it for the third step. That final part is presentation. In the traditional news-delivery days of the mid-20<sup>th</sup> Century, that involved writing a story on deadline for a newspaper.

In today's news world, the first two steps have remained fairly consistent. Gathering and distilling information remains constant. The world of presentation, though, has broadened to include multimedia elements that today create easy and instant links to an audience.

The updated training contained in this sabbatical proposal will enhance the news presentation training available to students in the Moorpark College journalism program. They will have the advantage of insight into the most cutting-edge work being done by news organizations. By incorporating new presentation techniques into the classroom, the program will give the students the type of practical experience needed to more easily win internships in the profession.

In terms of curriculum development, this sabbatical proposal will provide an opportunity to review the existing Student News Media courses at Moorpark College in respect to the latest industry trends. Needed adjustments, if found, will be immediately incorporated into classroom teaching, curriculum and program planning.

## **5. Value to College/District**

This project immediately and positively impacts the college through its classroom teaching, curriculum and a more current and interactive student news website . While the role of newspapers has shifted in our community, as seen even by the changes within the programs offered by Moorpark College and the VCCCD, the role of journalism remains vital to our nation's freedoms. Journalists monitor how we govern ourselves and how we treat the weakest and the most powerful among us. The biggest way we have changed is in how we deliver news to our communities.

For Moorpark College, this sabbatical proposal will give us continued and expanded relevance in the delivery of news. Our program has placed journalists at news organizations and in master's programs throughout the state and nation (JOUR Program Plan environmental scans, 2012). A sharpened relevance with attention to the latest news-delivery trends will help the college continue to deliver students ready to fill jobs in the industry. This will help keep our campus at the forefront of the effort to deliver relevant training. In addition, it will help fulfill our college and district mission to provide students with the broad knowledge of campus and community as well as a strong sense of the need for civic engagement.

### **6. Value to Faculty:**

Once we faculty of Career/Technical Programs leave industry work and join the academy, we as CTE faculty must work diligently to not only develop our skills and knowledge of pedagogy so we know how to teach, but we also must continuously refresh our knowledge and skills to anticipate the needs of the changing industry workplace. In the dynamic field of Journalism, which is both a transfer and a CTE program, we must strive to stay current and even in front of the needs of industry and four-year transfer institutions. This Sabbatical Project will enhance, update and advance this faculty's knowledge and skills.

### **6. Conclusion**

Each of the three objectives listed above dovetails with the others to provide a footing to explore relevant and new territories for Moorpark College journalism students. Expanded digital media experience will translate into more vibrant news presentation for the Student Voice website. Advances in digital news production will make students more valuable potential contributors in today's news job market. Both of these will have a chance to blossom on a revamped, online news platform that allows students to merge the traditional skills of news gathering and distillation with the changing world of online presentation.

This sabbatical will improve student outcomes in the Journalism Program at Moorpark College, enhance the college's position as a timely and essential center for journalism training and will expand this faculty member's depth in an expanding area of her expertise.

## **Attachments:**

### **A. What is the Poynter Institute?**

Poynter is a school that exists to ensure that our communities have access to excellent journalism—the kind of journalism that enables us to participate fully and effectively in our democracy.

To that end, we teach those who manage, edit, produce, program, report, write, blog, photograph and design, whether they belong to news organizations or work as independent entrepreneurs. We teach those who teach, as well as students in middle school, high school and college—the journalists of tomorrow. And we teach members of the public, helping them better understand how journalism is produced and how to tell for themselves whether it's credible.

We teach online, allowing those in search of training to choose from hundreds of self-directed courses, online group seminars, Webinars, online chats, podcasts and video tutorials.

We teach management, ethical decision-making and the power of diversity; we teach editing, writing, reporting and new media skills; we teach those in broadcast, print and the Web; we teach those trying to remake their organizations and those trying to remake their journalistic skills set.

### **Mission Statement**

The Poynter Institute is a school dedicated to teaching and inspiring journalists and media leaders. It promotes excellence and integrity in the practice of craft and in the practical leadership of successful businesses. It stands for a journalism that informs citizens and enlightens public discourse. It carries forward Nelson Poynter's belief in the value of independent journalism in the public interest.



## **B. Multimedia for Breaking News and Projects (B401-13)**

Sep 30, 2013 - Oct 02, 2013

Do you struggle with the best way to cover breaking news in multiple formats, or enhance your major projects? As newsrooms have changed and evolved the last few years, the emphasis on multimedia has been lost at the very time when audience demand for audio, video, maps and animation has never been higher. If you're ready to retool your newsroom and dive in to covering spot news and augmenting projects with multimedia, we can help.

Resources are scarce, but that doesn't mean you can't create great multimedia elements that inform, delight and engage your audience. You'll learn how to balance demands of time and effort for results, how to present multimedia in ways that help improve your traffic, and how to use simple tools that help you tell great stories.

We'll talk about what effective video stories can be, when a photo gallery works best, how to cover breaking news stories with engaging elements and how to add depth to the great larger packages and projects. And we'll show you some of the newest tools that can make getting multimedia online easy, even without a huge staff.

This is not a software or how-to-use-equipment seminar. Instead, you'll go home with some good strategies to developing skills to cover breaking news, working quickly, as well as managing multiplatform projects.

Since much of implementation will involve teaching others how to effectively use multimedia, we'll take time to show you ways to share what you've learned in your newsroom and help staff take on new skills.

### **You'll Learn:**

- What kinds of stories make great multimedia
- How to effectively use multimedia to cover breaking news
- Which multimedia is most popular with audiences
- How to find and develop multimedia elements in larger projects
- How to plan and organize stories and projects with multimedia elements
- How to create multimedia that works on multiple platforms
- Tools for making multimedia easier and more efficient

### *Who Will Benefit:*

Journalists and editors who create and organize multimedia stories and projects. editors who manage breaking news coverage, and anyone in the newsroom looking for ways to increase multimedia storytelling. Web editors looking for ways to train and inspire their colleagues. Educators who are looking for ways to help their students, and student publications, use multimedia more efficiently will find lots of takeaways to use immediately in the classroom.

**Price: \$895.00**

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### **C. Poynter Institute Self-Directed Course**

Reporting, Writing for TV and the Web: Aim for the Heart

In a **self-directed course**, you can start and stop whenever you like, progressing entirely at your own pace and going back as many times as you want to review the material.

Great stories hang in the viewer's ear and catch the viewer's eye. Great stories aim straight for the viewer's heart. The best news stories don't just inform; they teach, illuminate, and inspire viewers.

In this course, you'll learn how to connect with viewers by telling powerful stories that aim for their hearts.

#### *What Will I Learn:*

- The characteristics of stories that engage viewers
- The essentials of video and video techniques
- How words and images work together
- How to use sound to tell a compelling story
- Storytelling techniques to keep your viewers tuned in

#### *Who should take this course:*

This course is for TV and multimedia reporters, photojournalists and producers who want to tell powerful stories that engage viewers.

#### *Course Instructor:*

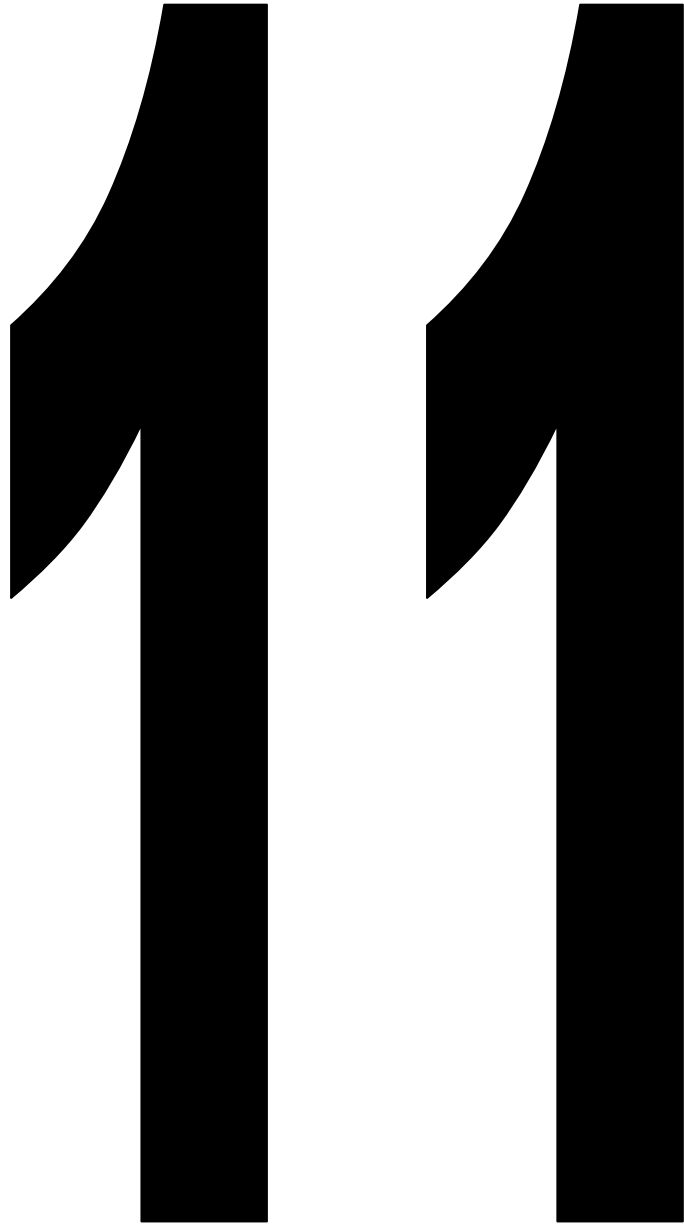
Al Tompkins teaches in seminars at Poynter and teaches at workshops and conferences on the road. He has been a presenter at national conventions for IRE, RTDNA, NABJ, NAHJ, AAJA, Unity, NLGJA, PRNDI and NPPA. Since 1998, he has taught seminars and workshops in 41 states and four countries.

**Price: \$59.95**

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**D. Palomar College personal workshop with Kate McLaughlin.**

Professor McLaughlin and her colleagues at El Camino College have successfully made the transfer from the restrictive College Publisher site to a more modern Word Press site. Professor McLaughlin has agreed to work with Moorpark College faculty over three days next fall that will include a visit to the El Camino College Union, the student newspaper and site at El Camino.





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**Application for Academic Sabbatical Leave**

Applicant Name: Gaylene B. Croker Employee ID Number: 900000226

Position Title: Professor Discipline: English College: Oxnard

This application for Sabbatical Leave is submitted for consideration by the College Sabbatical Leave Committee. The leave is requested for the following time period subject to the conditions stipulated on the reverse side of this form and the terms of Section 8 of the VCCCD/AFT Agreement:

Academic Year: 2014  Fall Semester  Spring Semester  
(Check one if sabbatical is for one semester only)

Date of first contract employment with the District\*: 8/92

Date and type of last leave of absence from the District\* 1999 Sabbatical  
*\*Include time when the Ventura Union High School District operated VC*

Applicant Signature: *Gaylene B. Croker* Date: 11/17/12

Reviewed and recommended by:  
*Ishta Chandra* Date: 11/16/12  
Chair, Campus Sabbatical Leave Committee

For Human Resources Use Only

At a meeting of the Governing Board, Ventura County Community College District, held on \_\_\_\_\_, the leave of absence requested above was authorized. Salary to be paid for the leave of absence period will be:

FULL PAY \_\_\_\_\_ 2/3<sup>rd</sup>s PAY \_\_\_\_\_ UNPAID \_\_\_\_\_

\_\_\_\_\_, Chancellor  
For the Governing Board





THIS APPLICATION ALONG WITH A DETAILED STATEMENT OF THE PROPOSED SABBATICAL LEAVE PROJECT MUST BE SUBMITTED TO THE COLLEGE SABBATICAL LEAVE COMMITTEE BY NOVEMBER 1 FOR CONSIDERATION.

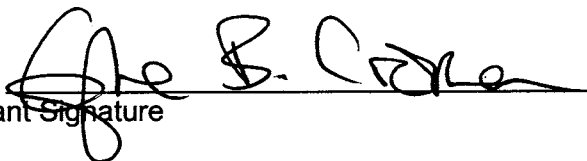
**GENERAL CONDITIONS**

1. Leave applications shall be submitted and processed as set forth in Article 8 of the Agreement between the VCCCD and AFT, Local 1828.
2. A leave of absence may be revoked by action of the Governing Board if and when it shall appear to the satisfaction of the Board that the employee on leave is engaged in activities for which an initial application would not have been approved.
3. All applications for leave of absence must be on file in the President's Office at least ninety days prior to the effective date of the leave, except in exceptional circumstances.
4. The Governing Board shall not be held liable for the payment of any compensation or damages arising from the death or injury of any employee while on leave of absence.

In making this application I understand that should I fail to report for service upon the expiration of the leave and such extensions of leave as may be authorized, I shall be deemed to have abandoned my position and all rights to employment by the Ventura County Community College District. In such event, this may be considered as my resignation, which may be accepted by the Governing Board at any time after two weeks following such failure to report for service. Such abandonment and resignation shall not be effective if I am able to demonstrate to the Governing Board that for reasons outside my control I was unable to report for service upon the appointed date and was likewise unable to communicate said inability to report for service.

In the case of sabbatical leave, I understand and accept the requirement "to return to the District for a period of service equal to twice the period of the leave." In consideration of this written agreement and pursuant to prior action of the Governing Board, I understand and accept the stipulation that the sabbatical leave bond will be waived. In addition, as defined under Article 8.6 C., "Purposes of Sabbatical Leave," (4) "Work or research in industry, business, or government," I understand that total compensation received shall not exceed the amount that would have been received had I remained in active service in the District, and if necessary, compensation paid by the District shall be reduced by the appropriate amount so that the total stipend shall not exceed my salary.

11/17/12  
Date

  
Applicant Signature



## **Sabbatical Proposal for Gaylene Croker, Letters Department for Spring 2014**

### **1. Statement of Purpose**

The purpose of this sabbatical leave is to research the various ways that academic blogging can be used in the classroom as an enhancement to educational discourse and as a way to strengthen the community among faculty members of Oxnard College.

Academic blogging is being used on college campuses nationwide and is gaining in popularity because this form of communication has an intrinsic appeal to students. It has been shown by researchers such as Shane Nackerud, Kurtis Scaletta and others that students will read more academic texts more carefully, think more critically, and write with more authority and with better technical skills when that writing is shared on a blogging site. The communicative nature of a blog, where students can share their insights and opinions with one another, can enhance nearly any class if the instructor carefully scaffolds the project and makes the goal and the requirements of the academic blogging experience clear.

Because the mission of Oxnard College is to provide high-quality learning, it is essential that faculty keep up with and embrace the technology and the social media with which our students are familiar. Oxnard College is made up of diverse students, and given the nature of a commuter school, there is sometimes a lack of community among our students. Academic blogging can reinforce a shared sense of purpose and enhance the sense of communal learning.

In addition, many of our faculty members are part-time, and a department or division blog can help the faculty at colleges share information, provide informative links, and feel a part of the mission of the college. In addition, a blog can reinforce agreed upon objectives and goal. In short, a blog can help to create cohesion and unity in a department or division.

### **2. Rationale**

#### **a. Professional Development**

As a teacher of writing for more than 20 years, I am interested in learning how to make writing more relevant to students across the curriculum. I am eager to learn more about this subject and to grow in my profession. My goal is to maintain traditional standards in the classroom while capitalizing on our students' interest in the Internet and in social media.

**b. Value to Department or Discipline**

My project will benefit my department as I bring to my colleagues my findings on the best practices concerning how to use blogging in the classroom. I intend to become an expert in the process of setting up and maintaining blogs. At this point, I am not aware of any other instructors on campus using academic blogging. I feel I could be an asset to my fellow teachers. I will also study the implications of this kind of learning system and help others to avoid any pitfalls, legal or ethical.

As part of my project, I plan to set up and maintain a blog for my department so that we can have an open and clear dialogue about issues in the teaching of writing and we can clarify our shared standards. Encouraging the participation among part-time faculty will be one of my goals.

**c. Value to College and/or District**

I plan to make myself a resource for anyone who desires to explore blogging as a form of classroom enhancement or as a way to bring cohesion to a department or division. While I work on my project, I will explore various platforms and the pros and cons of each one. By the time I complete my project, I will fully understand the legalities of blogging as they pertain to the Family Educational Rights and Privacy Act and can help protect the college and the district avoid any legal issues involved.

**d. Value to Students**

My research will aid students in many ways. I use a form of blogging in two of my classes, and I have seen the tremendous growth of my students as they write for others to read. I have no doubt that academic blogging helps them build confidence, enhance their competitive edge, improve their transfer success, and develop job skills. I believe my project will improve student success rates as the students develop a greater sense of community in their classes.

**e. Value to General Community**

After having a blog in a class, students often realize the power in reaching out to others, providing information on resources in the community, and exchanging ideas. It is possible that some student bloggers could go on to establish blogs that would impact the community as a whole.



### 3. Implementation

#### a. Implementation Procedure

- 1) Read current research in the field of academics and blogging. This may require traveling to various campus libraries to use different databases.

Examples of the types of articles I would explore:

Kim, H. N. (2008). The phenomenon of blogs and theoretical model of blog use in educational contexts. *Computers & Education*, 51(3), 1342–1352.

Makri, K., & Kynigos, C. (2007). The role of blogs in studying the discourse and social practices of mathematics teachers. *Educational Technology & Society*, 10(1), 73–84.

So, H. -J., & Brush, T. A. (2008). Student perceptions of collaborative learning, social presence and satisfaction in a blended learning environment: Relationships and critical factors. *Computers & Education*, 51(1), 318–336.

- 2) Conduct survey on campus to gage current use of blogging and areas of interest in the practice. Locate and contact teachers at at least three other community colleges who are now using blogging in the classroom. Conduct survey and interviews with these professionals.
- 3) Take a 4-Week course such as @One Online Training, Building Online Community with Social Media. Through such a course and individual research, investigate the various platforms (D2L, Blogspot, Wordpress) for blogging and research the capabilities and limitations of each. Assess the ease of use for the inexperienced blogger. Coordinate with Distance Ed. Committee to implement blogging platforms.

- 4) Pilot a blog for the teachers of Composition at Oxnard College. After a period of time, get feedback, assess efficacy, assess success, and consider changes.
- 5) Prepare a campus-wide presentation for faculty members who are interested in making blogging a part of their academic toolbox.
- 6) Write a detailed report of my findings.

**b. Projected Results**

At the end of my sabbatical, I will have achieved the following:

- 1) Thoroughly researched the issue of blogging as an academic tool and as a useful way to encourage discourse in academic departments.
- 2) Distilled this information into a presentation for other instructors, including a “How to Blog” blog for inexperienced faculty to springboard into this practice. Provided a bibliography on our portal for all faculty members who are interested in the research concerning academic blogging.
- 3) Be a consistent resource for other instructors in future semesters.

**c. Project Timeline**

**January 2014**

- 1) Begin reading research.
- 2) Begin pilot blog for Composition teachers in the Letters Department.
- 3) Investigate which colleges use blogs in their classrooms.
- 4) Conduct survey at OC to gauge current use of blogs and experience with blog platforms.

**February 2014**

- 1) Continue literature review.
- 2) Maintain department blog and assess participation.

- 3) Make contact with individuals at other colleges who use blogging, and contact those individuals for interviews.
- 4) Continue to maintain and enhance department blog, monitoring the use and reaction of faculty members.

**March 2014**

- 1) Focus on privacy issues concerning blogs.
- 2) Interview instructors at other institutions who use blogging in the classroom. If possible, gain access to their blogs to compare and contrast methods.
- 3) Focus on methods of scaffolding blogging into the classrooms. Investigate best practices and best ways to establish tone and purpose in academic blogging.
- 4) Continue maintenance of department blog. Record my observations of participation.

**April 2014**

- 1) Synthesize all research and all findings.
- 2) Work on presentation for faculty.
- 3) Begin writing detailed report.
- 4) Continue work/research on department blog.

**May 2014**

- 1) Complete presentation for faculty.
- 2) Send out survey to teachers of Composition about department blog and its effectiveness.
- 3) Write a detailed report of my sabbatical project.

**d. Dissemination Plan: Benefit to Colleagues/Students/College**

I will share my report with my English colleagues in the form of a presentation at our department meeting. I will also share my report with the Ventura Community College District's Distance Learning Task Force and Technology Committee. I hope to have a session at flex day in which I will present my findings and make myself a resource for others who want to make blogging a part of their classroom practice.

**4. Past Contributions to the District**

**a. Scholarship**

Fellow, South Coast Writing Project. Attended intensive 2-week conference. Currently attend follow-up meetings when available.

Participant, Great Teachers Seminar. Attended 1-week seminar. Participated in and presented workshops for other instructors.

Presented “Engaging Students in Learning” at Summer Institute at OC.

Article published in *POSTSCWRIP*, a publication of the South Coast Writing Project.

**b. Service**

1) Department/Discipline

Vice Chair, Letters. Conducted all part-time evaluations for the Letters Department for past 12 years.

Academic Senate representative, 2010 and currently.

Campus Use, Development, and Safety representative 2011.

2) College

Professional Development Committee representative and past chairperson of committee. Developed and implemented Flex Day activities. Organized campus activities such as “Sundaes on Tuesday.”

3) District

Attended various board meetings. Addressed board members on importance of maintaining communications division.

4) Community

Involved with Puente Project for 7 years; gave workshops and presentations in high schools throughout county.

Participated in numerous Youth Days held at Oxnard College.

**5. Length of Service & Past Sabbaticals Awarded**

- a.** Employed as a full-time faculty member in 1993 at Oxnard College.
- b.** Past sabbatical leave received: 1999.

12



VENTURA COUNTY COMMUNITY COLLEGE DISTRICT
HUMAN RESOURCES DEPARTMENT

Application for Academic Sabbatical Leave

Applicant Name: Albert Y. Chen

Employee ID Number: 900547207

Position Title: Instructor

Discipline: Sociology

College: Ventura College

This application for Sabbatical Leave is submitted for consideration by the College Sabbatical Leave Committee. The leave is requested for the following time period subject to the conditions stipulated on the reverse side of this form and the terms of Section 8 of the VCCCD/AFT Agreement:

Academic Year: 2013 [X] Fall Semester [ ] Spring Semester
(Choose one if sabbatical is for one semester only)

Date of first contract employment with the District\*: August 2007

Date and type of last leave of absence from the District\* Family and Medical Leave Act (FMLA), Fall 2009
\*Include time when the Ventura Union High School District operated VC

Applicant Signature: [Signature] Date: 10/31/12

Reviewed and recommended by:

[Signature]
Chair, Campus Sabbatical Leave Committee

[Signature]
Date

For Human Resources Use Only

At a meeting of the Governing Board, Ventura County Community College District, held on
, the leave of absence requested above was authorized. Salary to be paid for
the leave of absence period will be:

FULL PAY \_\_\_\_\_ 2/3rds PAY \_\_\_\_\_ UNPAID \_\_\_\_\_

\_\_\_\_\_, Chancellor
For the Governing Board



# VENTURA COLLEGE

SET YOUR COURSE

Ventura College Sabbatical Leave Proposal  
Projects for Fall 2013  
Submitted by Albert Y. Chen  
Sociology Department  
November 2012

## Instructor's Sabbatical Leave Status

- Full-time hire date: August 2007
- Previous Sabbaticals: 0

## Purpose of Sabbatical Project

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The purpose of my sabbatical is two projects: (1) converting Ventura College's (VC) DVD/VHS library to electronic format and (2) create classroom and online materials for SOC V07 – Sociological Analysis and SOC V24 – Sociology of Chicano Community.

## Background of Sabbatical Project

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### Video Database

In a 2010 survey conducted by PBS of 1,401 full-time classroom teachers, 97% use digital media in classroom instruction. Of those, 62% say they frequently use digital media in classroom instruction and 24% of instructors report they use digital media *every day*. Of the perceived benefits of using video content in the classroom, 68% stated, "Stimulates student discussion." Sixty-six percent believe video content, "Increases student motivation" (PBS and Grunwald Associated LLC, 2010). Given these statistics, teachers have proven the wide-use and effectiveness of video in the classroom. This trend can be correlated with faculty members at Ventura College when a Fall 2012 Flex Day workshop on downloading electronic videos generated 25 faculty members in attendance and several others who sought further guidance.

Recently, Ventura College permanently eliminated the campus wide "Media Services" technician (Audio Video Specialist I) position. This specialist was responsible for the maintenance of all smart classrooms, transferred VHS to DVD, close captioned DVDs, maintained the college's video collection and facilitated faculty requests and acquisition of video media. With the dissolution of this position, the library has taken over Media Services and the ongoing budget for DVD acquisition is minimal if anything.

### SOC V07 and SOC V24

SOC V07 - Sociological Analysis: With the 2011 creation of the AA in Sociology degree, the number one non-funding finding for the 2012 Sociology Program Review was, "The ability to take all AA sociology and AA Human Service degree courses in a Distance Education capacity." The corresponding top initiative states, "Students need more accessibility to the department via online and distance education course offerings." SOC V07 is currently a mandatory class for an AA Sociology Degree but is currently not offered online.

As of the Fall 2012 semester, I am the only full-time instructor in the Sociology Department that teaches online. With seven years of online teaching experience, I have taught SOC V01 - Introduction



to Sociology, SOC V02 - Social Problems and SOC V03 - Racial & Ethnic Group Relations at Ventura College. In addition, I have taught two years of upper division Research Methods (SOC 302) and Social Science Statistics (SOC 303) at California State University, Fullerton in both the classroom and fully online. I would like time to prepare an online version of the SOC V07 course.

SOC V24 - Sociology of the Chicano Community: Given that Ventura College is a Hispanic Serving Institution, SOC V24 should be a cornerstone course within the Sociology Department. Unfortunately, due to the retirement of the part-time instructor, SOC V24 has not been offered since Spring 2012.

Multiple peer reviewed articles from Psychologists, Sociologists and Educators on Racial and Ethnic Identity Development find that students prefer and learn best on topics and subject matters that relate to their own race and ethnicity (Helms, 1990; Phinney, 1989, 1990, 1992; Tatum, 1992).

Having taken the lead for SOC V03 - Racial & Ethnic Group Relations in 2008, I took a historically low enrollment course (70 students in Fall 2007) to a peak of enrollment of 228 in Fall 2010. This jump in enrollment represents the demand and need of courses that focus on diversity or minority perspectives.

Currently, there are limited part-time or full-time faculty members that have taught SOC V24. There are very few qualified and/or available sociologists to hire with experience in teaching Chicano Community. In addition, there is the pending retirement of the only full-time historian specializing in Chicano Studies. During the past 15 years, SOC V24 has not been taught by a full-time sociology instructor. *There are currently no plans to offer SOC V24 moving forward.*

### **Components of Sabbatical Project**

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#### **Video Database Development**

For the first phase of my sabbatical, I would like to convert the majority of Ventura College's DVD/media holdings to electronic, downloadable format.

To address any copyright concerns, U.S. Copyright Law title 17 section 107 states, "The fair use of copyrighted work, including such use by reproduction in copies of phonorecords or by any other means specified by that section, for purposes such as criticism, comment, news reporting, teaching (including multiple copies for classroom use), scholarship, or research, is not an infringement of copyright."

In October 28, 2012, the United States Copyright Office ruled that:

Motion pictures on DVDs that are lawfully made and acquired and that are protected by the Content Scrambling System, where the person engaging in circumvention believes and has reasonable grounds for believing that circumvention is necessary because reasonably available alternatives, such as noncircumventing methods or using screen capture software as provided for in alternative exemptions, are not able to produce the level of high-quality content required to achieve the desired criticism or comment on such motion pictures, and where circumvention is undertaken solely in order to make up or short portions of the motion pictures for the purpose of criticism or comment in the following instances:

- (i) In noncommercial videos;
- (ii) In documentary films;
- (iii) In nonfiction multimedia ebooks offering film analysis; and

- (iv) For educational purposes in film studies or other courses requiring close analysis of film and media excerpts, by college and university faculty, college and university students, and kindergarten through twelfth grade educators.

I will work with Ventura College reference librarians on converting our current catalog. The Ventura College Foundation through its Faculty Development Grant has committed \$1,000 to this project. Funds will be used to purchase hard drives that will be given back to VC. I will provide the computer hardware and software necessary to convert the content. No VC funds or resources will be used for computing. I will provide the college converted video in .mp4/.avi\* format.

\*Physical DVD, BluRay, VHS and television content can be converted to electronic .mp4/.avi format. The .mp4/.avi format is to video as .mp3 is to music. 90 minutes of DVD quality video can be converted to a single 700 megabyte electronic file.

### **SOC V07 and SOC V24 Course Preparation**

For the second phase of my sabbatical, I would like time to develop two courses. I would like to bring SOC V07 - Sociological Analysis online and I would like time to prepare SOC V24 - Sociology of the Chicano Community for both the classroom and as an online course. This will give students greater access to the department and enhanced ability to complete a Sociology Degree.

Over the past two years, I have been in touch with an Associate Professor and Coordinator of the Chicana/o Studies Program at California State University, Channel Islands in preparing this course and bridging our two programs. I will also do a thorough review of similar courses at USC, UCLA, UCSB, CSUN, CSULA and local Community Colleges for best practices. In addition, I would like to serve as a liaison with the Ventura College Chicano studies historian to retain as much institutional knowledge on the community and the college before his retirement.

As there is no corresponding sociological-based introductory textbook addressing Chicano Community, original readings and source materials will need to be sourced. This makes the preparation of this course especially difficult and time consuming.

### **Value of Sabbatical Project to VCCCD and Ventura College**

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#### **Video Database**

In reference to the PBS survey, 59% of the teachers surveyed valued digital resources as, "Information for own professional development" (PBS and Grunwald Associated LLC, 2010). This is especially relevant given the district and college's high emphasis on faculty professional development.

The video material can be accessed by any staff, manager or faculty member via a central server and saved onto a thumb drive to be played on any PC or MAC. All that is required is a free shareware player (VLC Player) and does not require Internet access to play. During the sabbatical and after, I will take any requests for films or shows from faculty members.

The same PBS survey found that when teachers streamed video via the Internet, 21% experienced problems "often" and 54% experienced problems "sometimes." The Video Database eliminates the need to stream video.

Acquiring up to date videos has been and will always be a priority. The 2012 Psychology Department Program Review requested a budget of \$1500 and \$400 thereafter annually to update their DVD

Media Library. In addition, many of the films shown during the recent campus film festivals were also available electronically.

The electronic library may become a model for other Community Colleges and Universities to follow.

#### **SOC V07 and SOC V24**

The ability to take a core sociology class as well as Sociology of Chicano Community (classroom and distance education) as part of an AA Sociology Degree is an important options for students in this community and addressing the Ventura College Mission. In looking at the first day snapshot of students by Ethnicity (Fall 2012) for the entire VCCCD district reported a 45.21% Hispanic population. The fourth week snapshot by Ethnicity for the entire VCCCD district reported a 45.46% Hispanic population.

Sociology V24 is cross-listed as American Ethnic Studies V24 and Chicano Studies V24.

#### **Value of Sabbatical Project to Ventura College Students**

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##### **Video**

A report from the Kaiser Family Foundation surveying over 2,000 people from across the country found that young people use multimedia so much, it is dubbed the "M-Generation." In 2010, the survey found that 8-18 year-olds devote an average of 7 hours and 38 minutes (7:38) to "using entertainment media across a typical day." This represented a dramatic increase, particularly among minority youth. Multi-media usage in 2005 was 6 hours and 21 minutes (6:21) (Kaiser, 2005, 2010).

As multimedia is so prevalent in student's lives, educators must meet them where they are. If the video database is completed, students can easily access a wide-range of educational electronic content from a centralized location in the library or via a college server.

#### **SOC V07 and SOC V24**

In referencing Racial and Ethnic Identity Development, research has shown that students are interested in and excel in subject matters that relate to their own racial background (Helms, 1990; Phinney, 1989, 1990, 1992; Tatum, 1992).

In the first day snapshot of students by Ethnicity at Ventura College reported a 53.77% Hispanic population. The fourth week snapshot by Ethnicity at Ventura College reported a 53.59% Hispanic population. VC should offer courses that properly reflect the student population.

#### **Value of Sabbatical to the Instructor**

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I believe that lifelong learning, diversity, the ability to communicate knowledge and instilling a passion for education are key components of teaching. Things that I have always strived to do. Having participated in as many professional development trainings as possible, I was an inaugural graduate of the Summer Institute for Teaching Excellence, as well as the recent four week Distance Education Faculty Training. I have expended tremendous amounts of personal time and personal resources to attend various educational and sociological conferences.

Maintaining a keen interest in technology, I continue to seek ways to connect multi-media technologies both in the classroom and Distance Education for increased teaching effectiveness.

### Citations

Helms, J. E. (1990). *Black and White racial identity: Theory, research, and practice*. New York, NY: Greenwood Press.

Kaiser Family Foundation. (2005). *Generation M : Media in the Lives of 8-18 Year-olds*. Retrieved October 27, 2012 from Web site: <http://www.kff.org/entmedia/upload/Executive-Summary-Generation-M-Media-in-the-Lives-of-8-18-Year-olds.pdf>

Kaiser Family Foundation. (2010). *Generation M : Media in the Lives of 8- to 18-Year-Olds*. Retrieved October 27, 2012 from Web site: <http://www.kff.org/entmedia/upload/8010.pdf>

PBS and Grunwald Associates LLC. (2010). *Deepening Connections: Teachers Increasingly Rely on Media and Technology*. Retrieved October 27, 2012 from Web site [http://www-tc.pbs.org/about/media/about/cms\\_page\\_media/182/PBS-Grunwald-2011e.pdf](http://www-tc.pbs.org/about/media/about/cms_page_media/182/PBS-Grunwald-2011e.pdf)

Phinney, J. S. (1989). Stages of Ethnic Identity Development in Minority Group Adolescents. *The Journal of Early Adolescence*, 9 (1-2), 34-49.

Phinney, J. S. (1990). Ethnic Identity in Adolescents and Adults: Review of Research. *Psychological Bulletin*, 108 (3), 499-514.

Phinney, J. S. (1992). The Multigroup Ethnic Identity Measure: A New Scale for Use with Diverse Groups. *The Journal of Adolescent Research*, 7 (2), 156-176.

Tatum, B. T. (1992). Talking about Race, Learning about Racism: The Application of Racial Identity Development Theory in the Classroom. *Harvard Educational Review*, 62 (1), 1-24.

# Alternate

# 1



VENTURA COUNTY COMMUNITY COLLEGE DISTRICT
HUMAN RESOURCES DEPARTMENT

Application for Academic Sabbatical Leave

Applicant Name: Kathryn J. Adams Employee ID Number: 900197005

Position Title: Faculty (non-classroom) Discipline: English College: Moorpark College

This application for Sabbatical Leave is submitted for consideration by the College Sabbatical Leave Committee. The leave is requested for the following time period subject to the conditions stipulated on the reverse side of this form and the terms of Section 8 of the VCCCD/AFT Agreement:

Academic Year: 2013-2014 [ ] Fall Semester [ ] Spring Semester both semesters (Check one if sabbatical is for one semester only)

Date of first contract employment with the District\*: January 1, 2007

Date and type of last leave of absence from the District\* Include time when the Ventura Union High School District operated VC

Applicant Signature: Kathryn J. Adams Date: 11/1/12

Reviewed and recommended by: Chair, Campus Sabbatical Leave Committee Date: 7 Dec 12

For Human Resources Use Only

At a meeting of the Governing Board, Ventura County Community College District, held on the leave of absence requested above was authorized. Salary to be paid for the leave of absence period will be:

FULL PAY [ ] 2/3rds PAY [ ] UNPAID [ ]

Chancellor For the Governing Board





## VENTURA COUNTY COMMUNITY COLLEGE DISTRICT HUMAN RESOURCES DEPARTMENT

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THIS APPLICATION ALONG WITH A DETAILED STATEMENT OF THE PROPOSED SABBATICAL LEAVE PROJECT MUST BE SUBMITTED TO THE COLLEGE SABBATICAL LEAVE COMMITTEE BY NOVEMBER 1 FOR CONSIDERATION.

### GENERAL CONDITIONS

1. Leave applications shall be submitted and processed as set forth in Article 8 of the Agreement between the VCCCD and AFT, Local 1828.
2. A leave of absence may be revoked by action of the Governing Board if and when it shall appear to the satisfaction of the Board that the employee on leave is engaged in activities for which an initial application would not have been approved.
3. All applications for leave of absence must be on file in the President's Office at least ninety days prior to the effective date of the leave, except in exceptional circumstances.
4. The Governing Board shall not be held liable for the payment of any compensation or damages arising from the death or injury of any employee while on leave of absence.

In making this application I understand that should I fail to report for service upon the expiration of the leave and such extensions of leave as may be authorized, I shall be deemed to have abandoned my position and all rights to employment by the Ventura County Community College District. In such event, this may be considered as my resignation, which may be accepted by the Governing Board at any time after two weeks following such failure to report for service. Such abandonment and resignation shall not be effective if I am able to demonstrate to the Governing Board that for reasons outside my control I was unable to report for service upon the appointed date and was likewise unable to communicate said inability to report for service.

In the case of sabbatical leave, I understand and accept the requirement "to return to the District for a period of service equal to twice the period of the leave." In consideration of this written agreement and pursuant to prior action of the Governing Board, I understand and accept the stipulation that the sabbatical leave bond will be waived. In addition, as defined under Article 8.6 C., "Purposes of Sabbatical Leave," (4) "Work or research in industry, business, or government," I understand that total compensation received shall not exceed the amount that would have been received had I remained in active service in the District, and if necessary, compensation paid by the District shall be reduced by the appropriate amount so that the total stipend shall not exceed my salary.

Date

11/1/12

Applicant Signature



## Sabbatical Proposal 2013-2014

Kathryn J. Adams

### Introduction

In the Spring Semester of 2012, I listened to faculty in a Basic Skills Committee meeting discuss three sets of theories we were examining on what led to student success and what helped students acquire the ability to apply critical thinking. The *Framework for Success in Postsecondary Writing* suggested 8 “habits of mind”, theories on critical thinking suggested several more categories, Howard Gardner offered up “5 minds”. As these theories and categories and behaviors swirled around us, I began to see that many of them said the same things and that the numerous categories could really be clustered into 4 areas of student success. Thus I developed a Quadrant model (see p. 3) that could hold these thoughts together and simplify them for both faculty and students. The model I perceived places *actions* such as annotating text and *mental processes* such as synthesizing information or maintaining awareness of how personal experience influences thought into the following 4 areas: Foundational Study Skills, Motivation and Personal Responsibility, Awareness of One’s Thinking (i.e. metacognition), and Critical Thinking.

In the sabbatical I here forward propose, I will create an electronic and print resource for both faculty and students that simplifies the integration of these student success skills into the instruction (faculty driven) and the study (student driven) of course content. This resource will have the potential to serve as a framework for faculty development sessions, a text for courses such as “College Strategies” (COL M01), “Study Strategies (LS M03), or “Student Success” (COUN M01), a training tool for tutors, a resource for faculty as they integrate success skills into instruction, or a resource that students may use independent of any course to better understand the learning process and to acquire skills that will lead to student success.

### Background

I often sit down with students to help them improve their writing only to discover that the true issue is that they have never been taught how to take notes. I also work with students who have never been asked “why” they hold a position in an argument (holding it and turning in the required word-count had been enough). At other times, students will arrive in my office overwhelmed by the work that has piled up while life has interfered with their goals...and what are those goals? Some students have never been asked, let alone asked the question of themselves. And then there are the tutors—the honors students with 4.0 GPAs who seem to do everything right and yet still in November of their third semester drop 4 units because it was just too much (or were their self-expectations too much?). These issues are not the fault of the students, but rather the failure of a system that has not yet fully integrated the instruction of how to be a college student into the work of learning college-level course content.

Just as a five-year-old does not arrive at kindergarten with the knowledge and habit of raising a hand in order to speak, so too might a student of any age arrive at college without the knowledge of college culture and learning behavior. The work of student development theory (Baxter Magolda, 2005) has shown that college students go through stages, one model being that they develop from a pattern of “absolute knowing” (p.95), characterized by memorization and dependence on the expertise of authorities, to a level of more complete and integrated understanding termed “contextual knowing”



(p.99). This fits with the neurological development of the brain, and in particular the critical thinking areas of the frontal lobe, that reach full maturity in the late teens and early twenties (Romine & Renolds, 2005). Additional research has long called out to those in higher education to take a more holistic approach to learning—one that includes the cognitive, inner-personal, and interpersonal components of being a student (King & Baxter Margolda, 2005; Pascarella & Terenzini, 1991; Tinto, 1993) Thus, it is the role of any educator at a college or university to teach the skills that assist in that development. We do not assume kindergarteners will learn to raise hands, hold pencils, and listen to stories without instruction. Why do we assume that students will automatically annotate, connect reading to discussions, go beyond the text and question theories?

After I had slotted these behaviors and habits of mind into the quadrant model, I experimented with teaching it to tutors so that they would consider more than just the “assignment” when helping a student. I also began to teach it in the context of the “College Strategies” course. The response I received was the same from both groups: “Now I get why I had a problem with...” The tutors and honors students could see that while they had mastered critical thinking, had a keen awareness of their ways of thinking, and even had excellent foundation study skills, they sometimes overcommitted or created such unrealistic expectations for self that they felt as if they were drowning under that weight. The students who just arrived at college suddenly saw (as I put it) that one doesn’t just “read” text, one “thinks it”. By teaching students about how they learn, and providing strategies for taking course material and using tools that help the student to truly master, or come to a deep understanding of that material, students have a greater chance at achieving their academic goals (and perhaps, becoming life-long learners).

### **The Sabbatical Project**

My aim is to create an electronic and freely accessible resource for faculty and students to (1) understand the research already gathered around student success, and (2) access tools for student success that could be integrated into course work (from the faculty perspective) and tools that could help students independently take their assigned work and learn it through a more holistic lens.

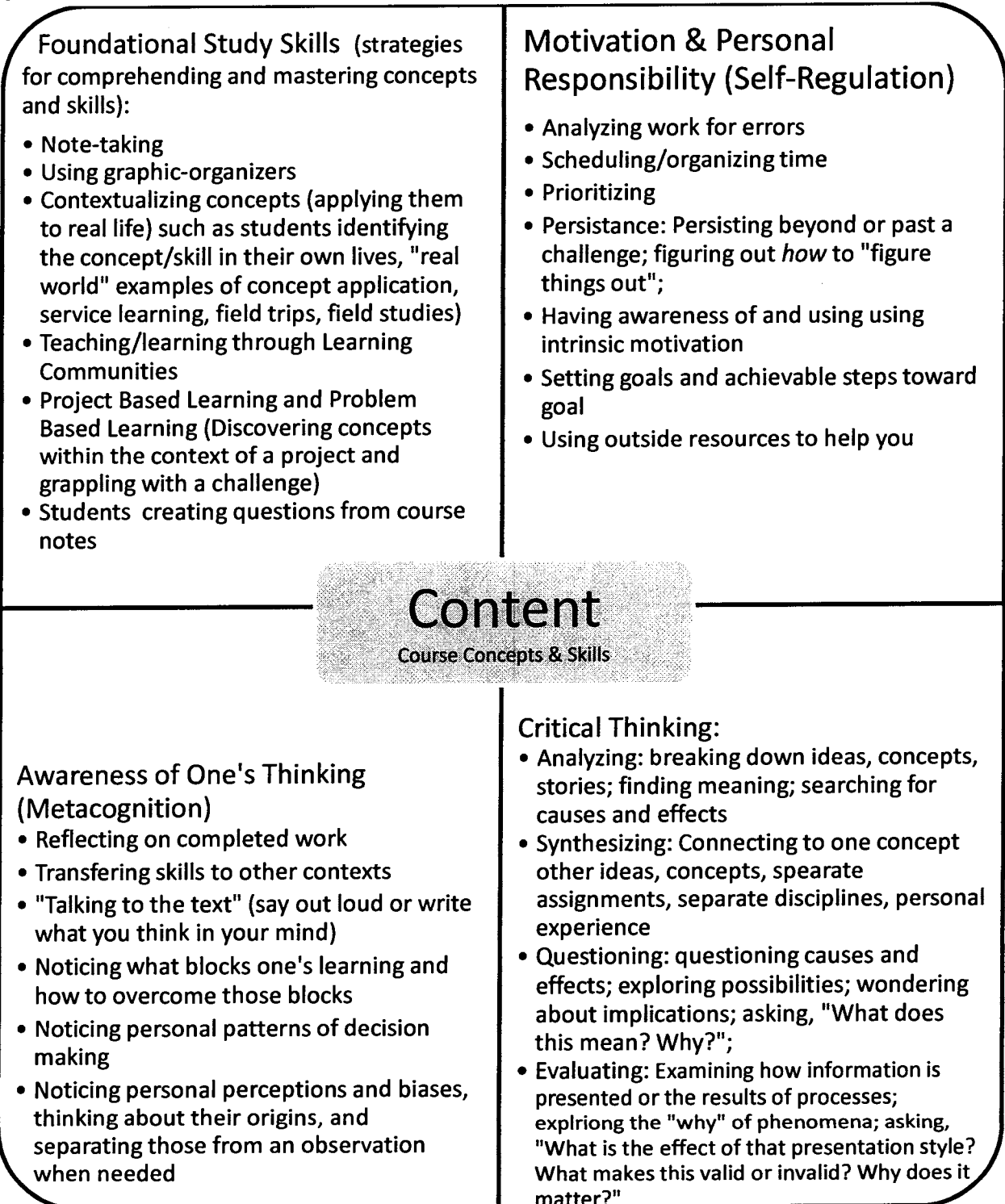
This e-resource will be made available in Open-Source format linkable to the Moorpark College website, and print format. It will include the following core sections:

1. Context of Student Learning theory Review of the Literature on strategies that contribute to student success
2. Activities for integrating student success behaviors and mental processes into course content as organized into the following areas:
  - Foundational Study Skills
  - Motivation and Personal Responsibility
  - Awareness of One’s Thinking (metacognition)
  - Critical Thinking
3. The student perspective on learning
4. The faculty perspective on integrating student success into course content

The sabbatical research will include continuing my reading of the literature and compiling a review of the literature on student success and mastery-learning pedagogy, conducting a qualitative study of

student experiences in learning (focus groups), interviewing faculty and gathering effective practices, and then compiling that work into the resource text for both electronic and print publication.

To date, the activities and mental processes that fall under the quadrants of student success as I have compiled them appear in the model below. I will use this matrix as a central tool of the resource guide.



### **Time-line for this Sabbatical Project**

**August – November 2013:** Research (a) habits/behaviors that result in student success, and (b) current effective approaches to integrating student success skills into course work.

- I. Complete the written review of the literature (estimated 10 – 30 page document)
- II. Attend the following conferences in order further my understanding of current innovative practices
  - a. *Strengthening Student Success* (RP Group)
  - b. *LINKS VII* (3CSN)
  - c. *World Innovation Summit in Education*
- III. Interview faculty as part of the qualitative study of effective practices
- IV. Interview a representative sample of successful students on the behaviors they perceive to have helped them succeed
- V. Interview a representative sample of new students on the challenges they perceive themselves to be encountering in their learning behaviors

**December 2013:** Complete analysis of findings.

- I. Faculty practices:
  - a. Document effective practices as expressed by faculty interviewed.
  - b. Identify common elements within those practices
- II. Student actions:
  - a. Identify themes of effective behaviors
  - b. Identify themes within the learning challenges facing first-year students

**January 2014:** Align empirical findings with the review of the literature in the form of a written analysis and report of the study.

**February 2014:** Framework for electronic resource.

- I. Build initial framework for the electronic resource (main pages, sub sections)
- II. Create electronic review of the literature with linked resources

**March – April 2014:** Activities within electronic resource

- I. Create the activities sections that align with each of the 4 quadrants of student success
- II. Link Activities to Quadrants for “user-friendly” navigation

**May 2014:** Supplemental sections for the electronic resource

- I. Based on findings of student interviews, and the report that will have been completed in January 2014, write and add to electronic resource, sections (chapters) telling (a) the “student’s stories” and (b) the faculty experiences
- II. Finalize any other components of the resource
- III. Create print-format of the resource.

**August 2014:** Present the resource during Flex Week. Integrate the resource into tutor training and into “College Strategies”.

## Outcomes

### Benefits to Students

This resource should help students feel informed and included in their education. The aim is for it to empower them, to demystify student success. They should feel they can easily go to the resource and pick up a trick-of-the-trade that might help them. I want them to be able to select from many options (to borrow a phrase from AA, “take what you like and leave the rest”).

### Benefits to faculty

This resource should help to make the instruction of student success behaviors simpler for faculty rather than making it feel like “one more thing” that just cannot be crammed into an already tight semester. The guide should give faculty options for delivering content through means that simultaneously teach students how to be a student.

### Benefit to the District

I intend this electronic resource to be available to faculty and academic support staff at all campuses within the Ventura Community College District. Throughout the fall semester, 2014, and further if warranted, I will offer “flex”/faculty development seminars open to faculty at any California Community College. Furthermore, I hope to present this model at a conference such as 3CSN’s “LINKS” or the *Student Success Conference* offered by the RP group.

## Pre-Sabbatical Preparation

My educational background of holding a MA in Clinical Psychology, a MA in English/Writing, and a Doctorate in Education have prepared me academically for the research, writing, and analysis required to complete this project. These seemingly diverse skills, as well as my work as the faculty for the Writing Center at Moorpark College, come together quite naturally within the work of creating this resource. However, I have also completed extensive reading and attended conferences on the topic of student success that have contributed to my readiness for this sabbatical project.

### Initial Literature Review

While I will add additional works to the final review of the literature as I conduct that aspect of my sabbatical research, the following readings on student success and effective instruction have contributed to my understanding of this topic and also may be included in the final literature review.

- Angelo, T. A. (1993). A “Teacher’s Dozen”: Fourteen general, research-based principles for improving higher learning in our classrooms. *AAHE bulletin* (April), 45, 10 – 13.
- Bahr, P.R., & Booth, K. (2012, June). *What’s completion got to do with it? Using course-taking behavior to understand community college success*. Oakland, CA: Learning Works & the Research and Planning Group of California Community Colleges.
- Baxter Magolda, B. (2005). Complex lives. In *ASHE reader on college student development theory*. Wilson, M. & Wolf-Wendell, L. Eds. Pearson.
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- O'Banion, T. (1997). *A learning college for the 21<sup>st</sup> century*. Phoenix, AZ: American Council on Education, Orynx Press.
- Palmer, P. (1998). *The courage to teach: Exploring the inner landscape of a teacher's life*. San Francisco: Jossey-Bass Publishers, Inc.
- Pascarella, E.T & Terenzini, P.T. (1991). *How college affects students: Findings and insights from twenty years of research*. San Francisco: Jossey-Bass Publishers.
- Romine, C.B. & Reynolds, C.R. (2005). A model of the development of frontal lobe functioning: Findings from a meta-analysis. *Applied Neuropsychology* 12(4), 191-201.
- Study Group on the Conditions of Excellence in American Higher Education (1984). *Involvement in learning: Realizing the potential of American higher education*. Washington, D.C.: National Institute of Education.
- Tinto, V. (1993). *Leaving college: Rethinking the causes and cures of student attrition*. Chicago, IL: University of Chicago Press.
- Washington State Board for Community and Technical Colleges (2005, December). I-BEST: A program integrating adult education and workforce training. *Research report No. 05-02*. Electronic publication. Retrieved from [http://www.sbctc.edu/College/assessment/i\\_best\\_research\\_report\\_05-2.doc](http://www.sbctc.edu/College/assessment/i_best_research_report_05-2.doc).
- Washington State Board for Community and Technical Colleges (2005, April). Building pathways to success for low-skill adult students: lessons for community college policy and practice from a longitudinal student tracking study. *Research report No. 06-2*.

**Previous Conference attendance and Professional Development related to this Sabbatical**

- Participation in Basic Skills Initiative/3CSN conferences 2007 – 2012
- Completion of “Reading Apprenticeship” introductory and advanced training, 2009

**Relevant Conference attendance during 2012- 2013**

***Strengthening Student Success (RP Group)***

Topics relevant to my research:

- “Why Don’t We Just Ask Them: Using Student Voice in Decision Making”

- “Introducing Equity Achievement as a Strategy for Strengthening Student Success”
- “Leading Conversations about Student Goals and Outcomes: What Course-Taking Analysis Reveals”

**LINKS VI (3CSN): “The Powerful Classroom- Generating Connectivity across the Curriculum”**

***World Innovation Summit in Education***

Topics relevant to my research:

- “Listening to Learners”
- “Educating for Our Times”
- The OCED Teaching and Learning International Survey
- The New “Global Education Initiative”

**MENA-WC Conference** . I am presenting at this international conference for writing centers on the topic of innovative ways to help students transition to college-level writing (sub-topic to address teaching students who have survived traumatic incidents).

**Conclusion**

I am grateful that our district acknowledges the benefit to students from projects and development that occurs during a sabbatical. So often, faculty members develop innovative ideas and effective strategies that could be expanded and shared if they only had the time to do so. The granting of my sabbatical would give me the time required to develop a resource that could help any faculty or student interested in the concepts and strategies of student success. I thank the committee and the district for considering this project among the many excellent proposals I am certain they receive.

Kathryn J. Adams

Full-time faculty, English non-classroom (Writing Center), Moorpark College

# Alternate

# 2

900000116

**VENTURA COUNTY COMMUNITY COLLEGE DISTRICT  
Human Resources Department**

**APPLICATION FOR ACADEMIC SABBATICAL LEAVE**

APPLICANT'S NAME Dr. Marie Butler COLLEGE OC

POSITION TITLE Prof of Sociology DISCIPLINE Soc.

This application for Sabbatical Leave is submitted for consideration by the College Sabbatical Leave Committee. The leave is requested for the following time period subject to the conditions stipulated on the reverse side of this form and the terms of Section 8 of the VCCCD/AFT Agreement:

Academic Year 2013-14  Fall Semester  Spring Semester

(Check one if sabbatical is for one semester only)

Date of first contract employment with the District\* 1990

Date and type of last leave of absence from the District\* 2005, Spr.

\*Include time when the Ventura Union High School District operated VC

APPLICANT'S SIGNATURE Marie Butler DATE 10/22/12

Reviewed and recommended by: Shuta Edwards 10/30/12

Chair, Campus Sabbatical Leave Committee Date

For Human Resources Use Only

At a meeting of the Governing Board, Ventura County Community College District, held on \_\_\_\_\_, the leave of absence requested above was authorized. Salary to be

paid for the leave of absence period will be:

FULL PAY  2/3rds PAY  UNPAID \_\_\_\_\_  
\_\_\_\_\_, Chancellor

For the Governing Board

THIS APPLICATION ALONG WITH A DETAILED STATEMENT OF THE PROPOSED SABBATICAL LEAVE PROJECT MUST BE SUBMITTED TO THE COLLEGE SABBATICAL LEAVE COMMITTEE BY NOVEMBER 1 FOR CONSIDERATION.

(continued on reverse side)



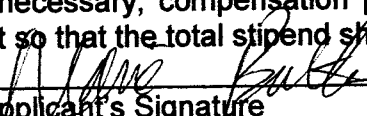
APPLICATION FOR SABBATICAL LEAVE

GENERAL CONDITIONS

1. Leave applications shall be submitted and processed as set forth in Article 8 of the Agreement between the VCCCD and AFT, Local 1828.
  
1. A leave of absence may be revoked by action of the Governing Board if and when it shall appear to the satisfaction of the Board that the employee on leave is engaged in activities for which an initial application would not have been approved.
  
1. All applications for leave of absence must be on file in the President's Office at least ninety days prior to the effective date of the leave, except in exceptional circumstances.
  
1. The Governing Board shall not be held liable for the payment of any compensation or damages arising from the death or injury of any employee while on leave of absence.

In making this application I understand that should I fail to report for service upon the expiration of the leave and such extensions of leave as may be authorized, I shall be deemed to have abandoned my position and all rights to employment by the Ventura County Community College District. In such event, this may be considered as my resignation, which may be accepted by the Governing Board at any time after two weeks following such failure to report for service. Such abandonment and resignation shall not be effective if I am able to demonstrate to the Governing Board that for reasons outside my control I was unable to report for service upon the appointed date and was likewise unable to communicate said inability to report for service.

In the case of sabbatical leave, I understand and accept the requirement "to return to the District for a period of service equal to twice the period of the leave." In consideration of this written agreement and pursuant to prior action of the Governing Board, I understand and accept the stipulation that the sabbatical leave bond will be waived. In addition, as defined under Article 8.6 C., "Purposes of Sabbatical Leave," (4) "Work or research in industry, business, or government," I understand that total compensation received shall not exceed the amount that would have been received had I remained in active service in the District, and if necessary, compensation paid by the District shall be reduced by the appropriate amount so that the total stipend shall not exceed my salary.

  
\_\_\_\_\_  
Date Applicant's Signature

msh  
R:HRForms – Academic Sabbatical Leave Request Form  
7/08

# Sabbatical Leave Proposal for Dr. Marie Butler- Professor of Sociology Spring 2014

## 1. **Statement of Purpose:**

There are two purposes for this sabbatical: a) implement an alumni tracking system for Sociology majors, and b) research activities that include a publishable quality paper based on the dissertation on Irish Marriage Practices. The mentoring/alumni tracking project allows the Sociology department to reach out to graduates/transfer majors and evaluate their experience at Oxnard College, as well as bringing alumni back to campus to mentor current majors enhancing the college mission of academic transfer and systematic program feedback to ensure program excellence and continued improvement. Two benefits of these activities are student centered and professional development. The research component complements the alumni tracking project by advancing the professional development of the faculty member who can relate research results to students through the courses taught including Intro Sociology, Research Methods, Marriage and Family and Sex Roles. The publishable quality paper touches on topics of the family, colonialism, political economy, women's status in a developing economy and immigration. The result of the research will be shared with students in a public forum sponsored by the Sociology Club, as well as class lectures. Students who share their faculty members' research are inspired to attend professional conferences where similar research is presented. Several students have already attended the California Sociological Assn. conference, and the Pacific Sociological Assn. conference. The Sociology Club regularly attends the local Intercollegiate Sociological Consortium meetings, funded by CSUN through a grant with community colleges in the area. Oxnard College sociology department is a member.

## 2. **Rationale**

The value to the community, the department and the discipline is two-fold. Students in the Research Methods course will participate in the planning of the alumni tracking questionnaire design and implementation, by providing input on questions that would be meaningful, the Sociology Club will sponsor a Speaker's Series for returning alumni as well as an Alumni Conference which will invite area students to return to campus and share their experience at 4-year colleges, and their own research activities. There is a minimal of expense in this kind of activity, with the club getting donations of food and donating their time in organizing the meeting.

The research activity provides Professional Development for the faculty member as well as all students in the Sociology curriculum where the information will be shared. Faculty research is often presented in the speaker's forum for the public and general community, as well as students in the discipline. The Transfer Model Curriculum encourages Sociology majors to transfer to 4-year colleges and universities, and a major purpose of preparing students for this transition is to

engage them in research activities as part of the competencies required of them in higher education.

### 3. Implementation

- a. Initial steps to implement the Monkey Survey ( this is a survey online which is free to anyone, and students can provide input on the questions appropriate to graduating students) will begin in the Fall, 2013 as part of the activities in the Research Methods class. This includes planning and input from students who will be made aware of the on-going project. Beginning in the Spring, 2014, activities during the sabbatical period include reaching out to former alumni, following an extensive analysis of the questionnaire/survey results, work on the current website for the Sociology Dept.as it is updated, with a link provided for the Sociology Club and an Alumni Registry. It is anticipated that a snowball sample of Alumni will be used to locate other graduate transfers, and in consultation with the Registrar’s Office, develop and employ an exit questionnaire for Sociology majors as an additional source of data for the Registry. The faculty member will design the finished questionnaire, analyze data and locate students who have transferred to CSU or UC, or are working in the community while on sabbatical leave, utilizing the results of the survey. The updated website will provide a registry for Soc. Majors, similar to “Linked” and they will be asked to remain in contact. Information on Soc. Club activities will be posted, including pictures, a Speaker’s Series for Alumni will be organized, in addition to a Mentoring Conference. Communication with the Soc. Club members will continue by email as the registry is completed. The Mentoring program will become an ongoing activity of the Soc. Club similar to the current ICSA (Consortium for Soc. Faculty) which OC students have been attending for two years. Planned activities will begin implementation in the Fall of 2014.
- b. Projected Results include a website for Sociology, which includes an on-going “registry” of majors, transfer information, alumni/mentor conference and speaker’s series sponsored by the Sociology Club. Project Timeline includes the following activities and allotted time:

|                                    |                                         |
|------------------------------------|-----------------------------------------|
| Alumni Tracking Questionnaire      | Jan-Feb, 2014-Administered and Analyzed |
| Website and Registry Developed     | Jan-Mar, 2014                           |
| Plan Mentoring Conference          | March, 2014 (Conducted online)          |
| Plan Mentoring Ongoing Activities  | April, 2014 to begin in Fall, 2014      |
| Club Planning for Speaker’s Series | April, 2014 (Conducted online)          |
| Research Activities Conducted      | Spring, 2014, from January – May        |

Research activities include reorganizing material from the dissertation and will require additional research at area libraries including USC, UCLA and LMU. Planning for the submission will take place during the sabbatical. It is anticipated that the focus will be on the Effects of Colonialism on Women's Marriage Practice; whereas it is completed, submission can then be made to the Journal of Marriage and Family, or Sociological Abstracts. The most important purpose of faculty research is to remain current in the area of concentration and to inspire and share information with students.

- c. Dissemination Plan- The Sociology Club is very active on campus and has recently become involved in putting on activities for the campus community, including the One Book, One Campus speaker's forum. Alumni will be invited back to campus to share their activities as well as research they are currently engaged in. For example, Monica Valencia, has received two scholarships at USC for her research which will fund her future research and Ph.D. degree. She continues to maintain ties to the Dept. at OC and the students in the Soc. Club, which is the inspiration for this project. I continue to advise her on her research on the Oxnard immigrant population, and presenting her research.
- d. The research on Irish Marriage Practices will be presented at one of the speaker's series lectures, sponsored by the Sociology Club during the Fall, 2014. Results of the research will be shared with students in the appropriate courses in the Sociology curriculum for many semesters.

#### **4. Past Contributions to the District**

- a. Scholarly papers have been presented at the Pacific Sociological Association, in addition to the work of organizing sessions on Gender and Education. Presentations on research on Gender have been made at international conferences in both Dublin, Ireland, London and Aix de Provence. Current work continues on the Transfer Model Curriculum as primary reviewer for the Academic Senate of California for Sociology curriculum at the state level.
- b. Service to the Department of Social Science include Academic Senate representative for 3 years, past member of the Budget Committee, former Dept. Chair, representative to the local union, district curriculum committee, community outreach to Family Workers providing training for para-professionals, Title III Mentoring Coordinator for OC, in addition to supervision of student observations in local elementary schools and social service agencies.

#### **5. Length of Service and Past Sabbaticals Awarded**

- a. Employed full time in a faculty position at OC since 1990.
- b. Past sabbatical leave taken in 1997 and 2005.



### **Agenda Item Details**

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|          |                                                                                   |
|----------|-----------------------------------------------------------------------------------|
| Meeting  | Jan 22, 2013 - Board of Trustees                                                  |
| Category | 17. Capital Planning                                                              |
| Subject  | 17.01 Trustees: Capital Planning & Facilities Committee met on December 18, 2012. |
| Access   | Public                                                                            |
| Type     | Report                                                                            |

### **Public Content**

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Trustees: Capital Planning & Facilities Committee met on December 18, 2012.

### **Administrative Content**

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### **Agenda Item Details**

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Meeting            Jan 22, 2013 - Board of Trustees  
Category           18. Student Learning  
Subject            18.01 There are no items.  
Access             Public  
Type                Information

### **Public Content**

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### **Administrative Content**

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**Agenda Item Details**

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Meeting Jan 22, 2013 - Board of Trustees

Category 19. Consent Calendar

Subject 19.01 APPROVAL OF CONSENT CALENDAR. This item presents for approval the Consent Calendar.

Access Public

Type Action (Consent)

Fiscal Impact No

Budgeted No

Recommended Action The Chancellor recommends the Board of Trustees approve this item.

**Public Content**

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Background

N/A

Analysis

N/A

| Staff Position Review | N/A                            | Primary | Advisory |
|-----------------------|--------------------------------|---------|----------|
| President             | X                              |         |          |
| Academic Senate       | X                              |         |          |
| Legal Counsel         | X                              |         |          |
| Further Information   | Dr. Jamillah Moore/Patti Blair |         |          |

**Administrative Content**

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**Agenda Item Details**

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Meeting Jan 22, 2013 - Board of Trustees

Category 20. Consent Calendar: Approval of Minutes

Subject 20.01 APPROVAL OF MINUTES FOR THE BOARD OF TRUSTEES ANNUAL ORGANIZATIONAL MEETING DECEMBER 11, 2012. This item presents for approval the minutes of the December 11, 2012 Annual Organizational Meeting of the Board of Trustees.

Access Public

Type Action (Consent), Minutes

Recommended Action The Chancellor recommends the Board of Trustees approve this item.

**Public Content**

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This item presents for approval the minutes of the December 11, 2012 Board of Trustees Annual Organizational Meeting.

| Staff Position Review | N/A                             | Primary | Advisory |
|-----------------------|---------------------------------|---------|----------|
| President             | X                               |         |          |
| Academic Senate       | X                               |         |          |
| Legal Counsel         | X                               |         |          |
| Further Information   | Dr. Jamillah Moore, Patti Blair |         |          |

**Administrative Content**

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**Agenda Item Details**

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Meeting Jan 22, 2013 - Board of Trustees

Category 21. Consent Calendar: Business Services

Subject 21.01 RATIFICATION OF ACCOUNTS PAYABLE AND PAYROLL FOR THE PERIOD OF NOVEMBER 14, 2012 TO DECEMBER 17, 2012: This item presents for ratification Accounts Payable and Payroll for the period of November 14, 2012 to December 17, 2012.

Access Public

Type Action (Consent)

Fiscal Impact Yes

Budgeted Yes

Recommended Action The Chancellor recommends the Board of Trustees ratify the checks as listed.

**Public Content**

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Background

Education Code §85231 requires all payments from the funds of a community college district shall be made by written order of the governing board of the district. The Governing Board of the District ratifies the total payments made for accounts payable and payroll for the specified period.

Analysis

|                  |                        |
|------------------|------------------------|
| Accounts Payable | \$7,091,219.08         |
| Payroll          | \$7,732,757.55         |
| <b>TOTAL</b>     | <b>\$14,823,976.63</b> |

Fiscal Impact

Included in approved budgets.

| Staff Position Review | N/A         | Primary | Advisory |
|-----------------------|-------------|---------|----------|
| President             | X           |         |          |
| Academic Senate       | X           |         |          |
| Legal Counsel         | X           |         |          |
| Further Information   | Sue Johnson |         |          |



**Agenda Item Details**

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Meeting Jan 22, 2013 - Board of Trustees

Category 21. Consent Calendar: Business Services

Subject 21.02 APPROVAL/RATIFICATION OF BOARD PURCHASE ORDER REPORT #08 FOR FY 2012-13:  
This item presents for approval/ratification of Board Purchase Order Report #08, for FY 2012-2013 from November 26, 2012 to January 7, 2013.

Access Public

Type Action (Consent)

Recommended Action The Chancellor recommends that the Board of Trustees approve/ratify the purchase orders listed in the attached exhibit.

**Public Content**

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Background/Analysis

See attached

BPO = Blanket Purchase Order (Blanket purchase orders are issued to selected vendors, on a fiscal year basis for use by District employees to procure repetitive, high volume, low dollar value items or services on a continuing basis. The use of an established blanket purchase order is limited to the dollar value of the written purchase order issued).

Fiscal Impact

In approved budgets

| Staff Position Review | N/A                                                     | Primary | Advisory |
|-----------------------|---------------------------------------------------------|---------|----------|
| President             | X                                                       |         |          |
| Academic Senate       | X                                                       |         |          |
| Legal Counsel         | X                                                       |         |          |
| Further Information   | Pam Eddinger/Robin Calote/<br>Richard Duran/Sue Johnson |         |          |

[PO Board Report #8.pdf \(22 KB\)](#)

**Administrative Content**

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# PO Board Report

Tuesday, January 08, 2013

Page 1 of 5

January 22, 2013

**PO NUMBER** P0077447 **PO AMOUNT:** \$17,125

**VENDOR NAME:** Penfield & Smith

**PO REASON** Engineering Services for Parking Structure

| <u>DATE</u> | <u>AMOUNT</u> | <u>LOCATION</u>  | <u>FUND</u> | <u>LOC/FUND AMOUNT</u> |
|-------------|---------------|------------------|-------------|------------------------|
| 1/7/2013    | \$17,125.00   | Moorpark College | 4311        | \$17,125.00            |

---

**PO NUMBER** P0078080 **PO AMOUNT:** \$15,300

**VENDOR NAME:** Anderson-Kulwicz/Architects Inc

**PO REASON** Architect Services for Studio Arts Renovation

| <u>DATE</u> | <u>AMOUNT</u> | <u>LOCATION</u> | <u>FUND</u> | <u>LOC/FUND AMOUNT</u> |
|-------------|---------------|-----------------|-------------|------------------------|
| 12/20/2012  | \$7,300.00    | Ventura College | 4331        | \$15,300.00            |
| 11/29/2011  | \$8,000.00    |                 |             |                        |

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**PO NUMBER** P0085875 **PO AMOUNT:** \$15,000

**VENDOR NAME:** United Parcel Service

**PO REASON** BPO - Bookstore Freight

| <u>DATE</u> | <u>AMOUNT</u> | <u>LOCATION</u>  | <u>FUND</u> | <u>LOC/FUND AMOUNT</u> |
|-------------|---------------|------------------|-------------|------------------------|
| 1/7/2013    | \$15,000.00   | Moorpark College | 511         | \$15,000.00            |

---

**PO NUMBER** P0085997 **PO AMOUNT:** \$16,100

**VENDOR NAME:** Sage Publications Incorporated

**PO REASON** BPO - Textbooks

| <u>DATE</u> | <u>AMOUNT</u> | <u>LOCATION</u>  | <u>FUND</u> | <u>LOC/FUND AMOUNT</u> |
|-------------|---------------|------------------|-------------|------------------------|
| 11/29/2012  | \$10,000.00   | Moorpark College | 511         | \$16,100.00            |
| 7/1/2012    | \$6,100.00    |                  |             |                        |

---

**PO NUMBER** P0086055 **PO AMOUNT:** \$20,000

**VENDOR NAME:** MBS Textbook Exchange Inc

**PO REASON** BPO - Textbooks

| <u>DATE</u> | <u>AMOUNT</u> | <u>LOCATION</u> | <u>FUND</u> | <u>LOC/FUND AMOUNT</u> |
|-------------|---------------|-----------------|-------------|------------------------|
| 12/11/2012  | \$20,000.00   | Oxnard College  | 512         | \$20,000.00            |

# PO Board Report

Tuesday, January 08, 2013

Page 2 of 5

January 22, 2013

**PO NUMBER** P0086581 **PO AMOUNT:** \$10,000

**VENDOR NAME:** Lowe's Home Improvement Warehouse

**PO REASON** BPO - Supplies for Maintenance & Operations Department

| <u>DATE</u> | <u>AMOUNT</u> | <u>LOCATION</u> | <u>FUND</u> | <u>LOC/FUND AMOUNT</u> |
|-------------|---------------|-----------------|-------------|------------------------|
| 12/11/2012  | \$10,000.00   | Ventura College | 111         | \$10,000.00            |

---

**PO NUMBER** P0086925 **PO AMOUNT:** \$10,700

**VENDOR NAME:** Consolidated Electrical Distributors

**PO REASON** Electrical Supplies for Maintenance & Operations Department

| <u>DATE</u> | <u>AMOUNT</u> | <u>LOCATION</u> | <u>FUND</u> | <u>LOC/FUND AMOUNT</u> |
|-------------|---------------|-----------------|-------------|------------------------|
| 11/30/2012  | \$10,000.00   | Ventura College | 111         | \$10,700.00            |
| 11/21/2012  | \$700.00      |                 |             |                        |

---

**PO NUMBER** P0087179 **PO AMOUNT:** \$10,000

**VENDOR NAME:** Wisotsky, Procter & Shyer

**PO REASON** BPO - Legal Services for the District

| <u>DATE</u> | <u>AMOUNT</u> | <u>LOCATION</u> | <u>FUND</u> | <u>LOC/FUND AMOUNT</u> |
|-------------|---------------|-----------------|-------------|------------------------|
| 12/13/2012  | \$10,000.00   | DistrictWide    | 111         | \$10,000.00            |

---

**PO NUMBER** P0087744 **PO AMOUNT:** \$10,000

**VENDOR NAME:** Ventura County Civic Alliance

**PO REASON** Sponsorship by Economic Development for Ventura County Civic Alliance

| <u>DATE</u> | <u>AMOUNT</u> | <u>LOCATION</u>  | <u>FUND</u> | <u>LOC/FUND AMOUNT</u> |
|-------------|---------------|------------------|-------------|------------------------|
| 11/27/2012  | \$5,000.00    | District-Eco Dev | 114         | \$10,000.00            |
| 8/20/2012   | \$5,000.00    |                  |             |                        |

---

**PO NUMBER** P0087811 **PO AMOUNT:** \$14,000

**VENDOR NAME:** Sullivan-Schein

**PO REASON** BPO - Dental Clinic Supplies

| <u>DATE</u> | <u>AMOUNT</u> | <u>LOCATION</u> | <u>FUND</u> | <u>LOC/FUND AMOUNT</u> |
|-------------|---------------|-----------------|-------------|------------------------|
| 12/3/2012   | \$7,000.00    | Oxnard College  | 114         | \$14,000.00            |
| 10/23/2012  | \$5,000.00    |                 |             |                        |
| 8/23/2012   | \$2,000.00    |                 |             |                        |

# PO Board Report

Tuesday, January 08, 2013

Page 3 of 5

January 22, 2013

**PO NUMBER** P0087951 **PO AMOUNT:** \$13,314

**VENDOR NAME:** Amador Whittle Architects, Inc.

**PO REASON** Architectural Services for Fountain Hall Renovation

| <u>DATE</u> | <u>AMOUNT</u> | <u>LOCATION</u>  | <u>FUND</u> | <u>LOC/FUND AMOUNT</u> |
|-------------|---------------|------------------|-------------|------------------------|
| 12/18/2012  | \$13,314.00   | Moorpark College | 4311        | \$13,314.00            |

---

**PO NUMBER** P0088711 **PO AMOUNT:** \$25,000

**VENDOR NAME:** The RP Group

**PO REASON** Statewide Survey for (CTE) Career & Technical Education Community College Collaborative

| <u>DATE</u> | <u>AMOUNT</u> | <u>LOCATION</u>  | <u>FUND</u> | <u>LOC/FUND AMOUNT</u> |
|-------------|---------------|------------------|-------------|------------------------|
| 11/26/2012  | \$25,000.00   | Moorpark College | 121         | \$6,250.00             |
|             |               | Moorpark College | 125         | \$6,250.00             |
|             |               | Ventura College  | 125         | \$12,500.00            |

---

**PO NUMBER** P0088723 **PO AMOUNT:** \$13,000

**VENDOR NAME:** CareerAmerica LLC

**PO REASON** Financial Aid TV Video Module

| <u>DATE</u> | <u>AMOUNT</u> | <u>LOCATION</u>  | <u>FUND</u> | <u>LOC/FUND AMOUNT</u> |
|-------------|---------------|------------------|-------------|------------------------|
| 11/26/2012  | \$13,000.00   | Moorpark College | 121         | \$13,000.00            |

---

**PO NUMBER** P0088748 **PO AMOUNT:** \$30,000

**VENDOR NAME:** Vangent Inc.

**PO REASON** 1098-T Processing/Mailing

| <u>DATE</u> | <u>AMOUNT</u> | <u>LOCATION</u> | <u>FUND</u> | <u>LOC/FUND AMOUNT</u> |
|-------------|---------------|-----------------|-------------|------------------------|
| 11/30/2012  | \$30,000.00   | DistrictWide    | 111         | \$30,000.00            |

---

**PO NUMBER** P0088781 **PO AMOUNT:** \$10,000

**VENDOR NAME:** Canon Business Solutions

**PO REASON** BPO - Textbooks

| <u>DATE</u> | <u>AMOUNT</u> | <u>LOCATION</u>  | <u>FUND</u> | <u>LOC/FUND AMOUNT</u> |
|-------------|---------------|------------------|-------------|------------------------|
| 12/4/2012   | \$10,000.00   | Moorpark College | 511         | \$10,000.00            |

# PO Board Report

Tuesday, January 08, 2013

Page 4 of 5

January 22, 2013

**PO NUMBER** P0088793 **PO AMOUNT:** \$12,580

**VENDOR NAME:** Community College League of California

**PO REASON** Virtual Library Database Subscription and License Renewal

| <u>DATE</u> | <u>AMOUNT</u> | <u>LOCATION</u> | <u>FUND</u> | <u>LOC/FUND AMOUNT</u> |
|-------------|---------------|-----------------|-------------|------------------------|
| 12/5/2012   | \$12,580.00   | Ventura College | 12803       | \$12,580.00            |

---

**PO NUMBER** P0088829 **PO AMOUNT:** \$10,450

**VENDOR NAME:** Computerland of Silicon Valley

**PO REASON** Adobe Software Upgrade

| <u>DATE</u> | <u>AMOUNT</u> | <u>LOCATION</u>  | <u>FUND</u> | <u>LOC/FUND AMOUNT</u> |
|-------------|---------------|------------------|-------------|------------------------|
| 12/7/2012   | \$10,450.00   | Moorpark College | 111         | \$7,450.00             |
|             |               | Moorpark College | 12801       | \$3,000.00             |

---

**PO NUMBER** P0088847 **PO AMOUNT:** \$16,500

**VENDOR NAME:** AE Group Mechanical Engineers Inc

**PO REASON** Mechanical Engineering Services Pertaining to the Campus-wide Energy Management System Renovations

| <u>DATE</u> | <u>AMOUNT</u> | <u>LOCATION</u>  | <u>FUND</u> | <u>LOC/FUND AMOUNT</u> |
|-------------|---------------|------------------|-------------|------------------------|
| 12/11/2012  | \$16,500.00   | Moorpark College | 419         | \$16,500.00            |

---

**PO NUMBER** P0088848 **PO AMOUNT:** \$14,646

**VENDOR NAME:** DK Electrical Contractors, Inc.

**PO REASON** Install Power and Communications Wiring System in Humanities and Social Science Music Rooms

| <u>DATE</u> | <u>AMOUNT</u> | <u>LOCATION</u>  | <u>FUND</u> | <u>LOC/FUND AMOUNT</u> |
|-------------|---------------|------------------|-------------|------------------------|
| 12/11/2012  | \$14,646.00   | Moorpark College | 419         | \$14,646.00            |

---

**PO NUMBER** P0088853 **PO AMOUNT:** \$20,467

**VENDOR NAME:** Luners Pro Sound & Lighting Systems

**PO REASON** Sound Equipment Replacement for Athletic Event Center

| <u>DATE</u> | <u>AMOUNT</u> | <u>LOCATION</u> | <u>FUND</u> | <u>LOC/FUND AMOUNT</u> |
|-------------|---------------|-----------------|-------------|------------------------|
| 12/11/2012  | \$20,467.00   | Ventura College | 12880       | \$20,467.00            |

# PO Board Report

Tuesday, January 08, 2013

Page 5 of 5

January 22, 2013

**PO NUMBER** P0088875 **PO AMOUNT:** \$20,700

**VENDOR NAME:** DCH Honda of Oxnard

**PO REASON** Vehicle for District-wide Courier

| <u>DATE</u> | <u>AMOUNT</u> | <u>LOCATION</u> | <u>FUND</u> | <u>LOC/FUND AMOUNT</u> |
|-------------|---------------|-----------------|-------------|------------------------|
| 12/13/2012  | \$20,700.00   | District Office | 447         | \$20,700.00            |

---

**PO NUMBER** P0088882 **PO AMOUNT:** \$16,706

**VENDOR NAME:** Landscape Forms, Inc.

**PO REASON** Umbrellas for Campus

| <u>DATE</u> | <u>AMOUNT</u> | <u>LOCATION</u> | <u>FUND</u> | <u>LOC/FUND AMOUNT</u> |
|-------------|---------------|-----------------|-------------|------------------------|
| 12/14/2012  | \$16,706.00   | Oxnard College  | 111         | \$16,706.00            |

---

**PO NUMBER** P0088885 **PO AMOUNT:** \$19,300

**VENDOR NAME:** California State Dept of Industrial Relations

**PO REASON** Workmans Comp Assessment from 7/1/12 - 6/30/13

| <u>DATE</u> | <u>AMOUNT</u> | <u>LOCATION</u> | <u>FUND</u> | <u>LOC/FUND AMOUNT</u> |
|-------------|---------------|-----------------|-------------|------------------------|
| 12/14/2012  | \$19,300.00   | DistrictWide    | 111         | \$19,300.00            |

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**PO NUMBER** P0088952 **PO AMOUNT:** \$25,000

**VENDOR NAME:** Institute for Evidence Based Change

**PO REASON** Consultant Services to Review Strategic Plans and Data Elements to Improve Data-Based Decisions to Improve Student Outcomes

| <u>DATE</u> | <u>AMOUNT</u> | <u>LOCATION</u> | <u>FUND</u> | <u>LOC/FUND AMOUNT</u> |
|-------------|---------------|-----------------|-------------|------------------------|
| 12/20/2012  | \$25,000.00   | Oxnard College  | 126         | \$25,000.00            |



**Agenda Item Details**

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Meeting Jan 22, 2013 - Board of Trustees

Category 21. Consent Calendar: Business Services

Subject 21.03 ACCEPTANCE OF GIFTS: This item presents for approval the acceptance of gifts.

Access Public

Type Action (Consent)

Recommended Action The Chancellor recommends acceptance of the following gifts on behalf of the Ventura County Community College District and requests that an appropriate expression of the Board of Trustees appreciation be sent to the donors.

**Public Content**

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Background/Analysis

The following items have been donated:

**Donation of Stone Sculptures**

To be used by the Ventura College Art Department

Donated by: Mr. Howard Burroughs through the Ventura College Foundation

**Donation of 16 Engine and Drivetrain Assemblies**

To be used by the Ventura College Automotive Program

Donated by: Toyota Motor Sales USA Inc. through the Ventura College Foundation

**Cash Donation of \$50,000**

To be used for Ventura College Textbook Lending Library Textbooks

Donated by: The Ventura College Foundation

**Cash Donation of \$83,128**

To be used by the Ventura College Art Galleries, Biotechnology Program, Chemistry Department, Child Care Center, East Campus Student Activities, Textbook Lending Library, Health & Physical Education, Foreign Language, Music Program, Nursing Program, Math Mesa, Opera and Musical Theater, Welding Department, and various athletics programs.

Donated by: Various businesses and individuals through the Ventura College Foundation

| <b>Staff Position Review</b> | <b>N/A</b>   | <b>Primary</b> | <b>Advisory</b> |
|------------------------------|--------------|----------------|-----------------|
| President                    | X            |                |                 |
| Academic Senate              | X            |                |                 |
| Legal Counsel                | X            |                |                 |
| Further Information          | Robin Calote |                |                 |





**Agenda Item Details**

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Meeting Jan 22, 2013 - Board of Trustees

Category 21. Consent Calendar: Business Services

Subject 21.04 SURPLUS/DISPOSAL OF EQUIPMENT: This item presents for approval the surplus/disposal of equipment and materials.

Access Public

Type Action (Consent)

Recommended Action The Chancellor recommends that the Board of Trustees approve the disposal of the items on behalf of the Ventura County Community College District.

**Public Content**

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Background/Analysis

Items less than a \$5,000 value to be disposed per Ed Code 81452.

The following items are outdated or too costly to be repaired:

- Library shelves and Security Gate to be donated to the Santa Paula Blanchard Community Library
- (9) Computers
- (2) Computer Servers

Fiscal Impact

N/A

| <b>Staff Position Review</b> | <b>N/A</b>                | <b>Primary</b> | <b>Advisory</b> |
|------------------------------|---------------------------|----------------|-----------------|
| President                    | X                         |                |                 |
| Academic Senate              | X                         |                |                 |
| Legal Counsel                | X                         |                |                 |
| Further Information          | Richard Duran/Sue Johnson |                |                 |

**Administrative Content**

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**Agenda Item Details**

|                    |                                                                                                                                                                                           |
|--------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Meeting            | Jan 22, 2013 - Board of Trustees                                                                                                                                                          |
| Category           | 21. Consent Calendar: Business Services                                                                                                                                                   |
| Subject            | 21.05 MONTHLY BUDGET TRANSFER SUMMARY & AMENDMENT: This item presents for ratification the monthly budget transfer summary and budget amendment for the months of November-December 2012. |
| Access             | Public                                                                                                                                                                                    |
| Type               | Action (Consent)                                                                                                                                                                          |
| Recommended Action | The Chancellor recommends ratification of the monthly budget transfers as presented.                                                                                                      |

**Public Content**

Background/Analysis

It is the intent of the Board to have the budget as accurate as possible throughout the year. To accomplish this, budget transfers will be utilized when necessary.

Pursuant to Board Policy BP 6250, the budget transfer summary below illustrates the resources that have been redistributed within existing budgets to meet current obligations.

| <u>Description</u>                                                                                                | <u>Location</u> | <u>Account</u>         | <u>Amount</u>            |
|-------------------------------------------------------------------------------------------------------------------|-----------------|------------------------|--------------------------|
| To redistribute GF budget from Salary and Benefits accounts to Direct Exp/Other outgo accounts                    | DAC             | 1xxx-3xxx<br>4xxx-7xxx | (\$46,407)<br>\$46,407   |
| To redistribute Econ Dev budget from Direct Exp/Other outgo accounts to Salary and Benefit accounts               | DWS             | 1xxx-3xxx<br>4xxx-7xxx | \$15,782<br>(\$15,782)   |
| To redistribute CTE Comm Collab budget from Salary and Benefits accounts to Direct Expenditure accounts           | Ventura         | 1xxx-3xxx<br>4xxx-7xxx | (\$10,834)<br>\$10,834   |
| To redistribute STEM budget from Direct Exp/Other outgo accounts to Salary and Benefit accounts                   | Oxnard          | 1xxx-3xxx<br>4xxx-7xxx | \$103,437<br>(\$103,437) |
| To redistribute Student Health Center budget from Salary and Benefits accounts to Direct Exp/Other outgo accounts | Ventura         | 1xxx-3xxx<br>4xxx-7xxx | (\$18,674)<br>\$18,674   |

|                                                                   |     |      |          |
|-------------------------------------------------------------------|-----|------|----------|
|                                                                   |     |      |          |
|                                                                   |     |      |          |
| Increase expense budget for Tech Refresh (use of fund balance)    | DAC | 6xxx | \$23,000 |
|                                                                   |     |      |          |
| Increase revenue and expense budget for CalWORKS/TANF             | MC  | 4xxx | \$1,481  |
|                                                                   |     | 5xxx | \$438    |
|                                                                   |     | 6xxx | \$5,505  |
|                                                                   |     | 7xxx | \$2,192  |
|                                                                   |     | 8XXX | \$9,616  |
|                                                                   |     |      |          |
| Increase revenue and expense budget for CalWORKS Regional Efforts | OC  | 4xxx | \$1,000  |
|                                                                   |     | 5xxx | \$9,000  |
|                                                                   |     | 8xxx | \$10,000 |
|                                                                   |     |      |          |
| Increase revenue and expense budget for CARE                      | MC  | 7xxx | \$1,172  |
|                                                                   |     | 8xxx | \$1,172  |
|                                                                   |     |      |          |
| Increase revenue and expense budget for EOPS                      | MC  | 1xxx | \$8,229  |
|                                                                   |     | 2xxx | \$4,000  |
|                                                                   |     | 3xxx | \$1,390  |
|                                                                   |     | 5xxx | \$200    |
|                                                                   |     | 7xxx | \$1,500  |
|                                                                   |     | 8xxx | \$15,319 |

Fiscal Impact  
Net of \$23,000

| Staff Position Review | N/A         | Primary | Advisory |
|-----------------------|-------------|---------|----------|
| President             | X           |         |          |
| Academic Senate       | X           |         |          |
| Legal Counsel         | X           |         |          |
| Further Information   | Sue Johnson |         |          |

**Administrative Content**

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**Agenda Item Details**

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|                    |                                                                                                                                                                               |
|--------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Meeting            | Jan 22, 2013 - Board of Trustees                                                                                                                                              |
| Category           | 21. Consent Calendar: Business Services                                                                                                                                       |
| Subject            | 21.06 APPROVAL OF NEW GRANTS FOR FISCAL YEAR 2012-13: This item request approval of new grants for FY 2012-13 and authorization to amend the General Fund Restricted budgets. |
| Access             | Public                                                                                                                                                                        |
| Type               | Action (Consent)                                                                                                                                                              |
| Recommended Action | The Chancellor recommends that the Board of Trustees approve the new grants for fiscal year 2012-13 and authorize the amendment to the General Fund Restricted budgets.       |

**Public Content**

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Background/Analysis

Ventura College

The Arthur N. Rupe Foundation Grant. Ventura College has been awarded \$33,000 from the Arthur N. Rupe Foundation to be used to augment its Spring 2013 term schedule to include one additional section of CNA (Certified Nursing Assistant) and 20 hours per week for a part-time skills lab instructor.

The Arthur N. Rupe Foundation is a private charitable organization that provides scholarships and general program support for the vocational training of Certified Nursing Assistant and Home Health Aide students at California community colleges, including Santa Barbara City College.

The amount of the grant is \$33,000, and the term is the Spring 2013 semester. Ventura College will utilize the funds to augment its Spring 2013 term schedule to include one additional section of CNA (Certified Nursing Assistant) and 20 hours per week for a part-time skills lab instructor.

|                       |                   |          |
|-----------------------|-------------------|----------|
| Org #38048 - Fund 126 |                   |          |
| 1000                  | Academic Salaries | 29,820   |
| 3000                  | Employee Benefits | 3,180    |
|                       |                   | \$33,000 |

District-wide

Chancellor’s Office, California Community Colleges – CTE Pathways Initiative (SB 70/SB 1130) grant. The District (i.e. Moorpark College, Oxnard College and Ventura College), with Oxnard College as the lead college, has been awarded a renewal CTE grant for FY 2012-13.

The goal of the Governor’s Career Technical Education (CTE) Initiative (SB 70/SB 1133) is to improve education pathways and career-technical awareness for students. California Community Colleges are assisting K-12 in building and aligning coordinated CTE pathways that lead to postsecondary programs of study to prepare students for high-skill jobs with high wages. The objective is to strengthen California’s workforce development efforts by linking the State’s investment in economic development

with its investment in public instruction and other significant public investments. Funds are used for projects that:

- bring together economic development initiatives and consortia composed of community colleges, high schools, and Regional Occupational Centers and Programs (ROCPs);
- develop regional articulation councils to create seamless, non-redundant education and training in California that corresponds to economic demand;
- strengthen existing CTE sectors;
- establish career exploration programs for middle school and high school students; and
- meet critical professional development needs and capacity building needs.

This project will serve the entire County of Ventura, including all three community colleges, (Oxnard, Moorpark, Ventura), the ROP and K-12/Adult School systems. It will address the following grant requirements:

- Career exploration development for 7th and 8th grade students,
- CTE program articulation,
- CTE Professional Development.

The overall intent of this project is to provide the resources and structure needed to implement CTE legislation to create a seamless, well articulated CTE system among all educational sectors in the County. This will:

- eliminate duplication,
- fill gaps in programs,
- meet industry needs,
- address the 15 Industry Sectors,
- provide pathways, and
- ensure proper course sequencing from middle school to high school to post-secondary education, while encouraging students to prepare for careers at an early age

Project activities will include career exploration development for middle school students, outreach for career pathway areas, and a summer CTE academy program.

This grant ties to both the District and the respective colleges' missions. The primary mission of the District is to produce student learning in lower division level academic transfer and career/vocational degree and certificate programs. This grant supports the Board objective that "technical and vocational college courses and programs are aligned with employer and market needs." The Moorpark College's mission statement includes offering courses required for university transfer and career preparation or advancement; Oxnard College's mission is to provide and promote student learning, including in the areas of transfer and occupational education; Ventura College is committed to workforce development in support of the State and region's economic viability, and in creating transfer, career technical and continuing education opportunities that promote success, develop students to their full potential.

Oxnard College will function as the lead college, and will be responsible for overall grant coordination and reporting to the State. The grant term is November 1, 2012 through November 30, 2014. The total amount of grant funds is \$348,000. Through collaborative college processes, program funds were allocated as follows:

|                  |                      |
|------------------|----------------------|
| Moorpark College | \$116,000 (A)        |
| Oxnard College   | \$116,000 (B)        |
| Ventura College  | <u>\$116,000 (C)</u> |
|                  | \$348,000            |

- A. Moorpark College will utilize their share, totaling \$116,000 to continue to partially fund the program coordinator, other non-instructional hourly and administrative support, program supplies, travel, speakers,

staff development activities, software and indirect cost reimbursements. No new positions will be created.

| Org #18603 - Fund 125 |                                                  |                  |
|-----------------------|--------------------------------------------------|------------------|
| 1000                  | Academic Salaries                                | 38,808           |
| 2000                  | Classified Salaries                              | 24,300           |
| 3000                  | Employee Benefits                                | 15,065           |
| 4000                  | Supplies & Materials                             | 2,503            |
| 5000                  | Travel/Speakers/Software Lic/Indirect Cost Reimb | 34,824           |
| 6000                  | Capital Outlay                                   | 500              |
|                       |                                                  | <u>\$116,000</u> |

B. Oxnard College will utilize their share, totaling \$116,000, to continue to partially fund the program coordinator, administrative support, program supplies, travel, staff development activities, and indirect cost reimbursements. No new positions will be created.

| Org #28603 - Fund 125 |                                     |                  |
|-----------------------|-------------------------------------|------------------|
| 1000                  | Academic Salaries                   | 48,800           |
| 2000                  | Classified Salaries                 | 29,040           |
| 3000                  | Employee Benefits                   | 17,000           |
| 4000                  | Supplies & Materials                | 3,000            |
| 5000                  | Travel/Printing/Indirect Cost Reimb | 18,160           |
|                       |                                     | <u>\$116,000</u> |

(C) Ventura College will utilize their share, totaling \$116,000 to fund classified program staff, program supplies, travel and staff development activities, Career Discovery camp costs, and indirect cost reimbursements. No new positions will be created.

| Org #38603 - Fund 125 |                                                        |                  |
|-----------------------|--------------------------------------------------------|------------------|
| 2000                  | Classified Salaries                                    | 51,188           |
| 3000                  | Employee Benefits                                      | 21,632           |
| 4000                  | Supplies & Materials                                   | 12,599           |
| 5000                  | Travel/Technical Assist/Camp costs/Indirect Cost Reimb | 30,581           |
|                       |                                                        | <u>\$116,000</u> |

Fiscal Impact

|                                                 |     |           |
|-------------------------------------------------|-----|-----------|
| Increase General Fund Restricted (CCC Grants)   | 125 | \$348,000 |
| Increase General Fund Restricted (Other Grants) | 126 | \$ 33,000 |

Future Fiscal Impact

There is no requirement for institutionalization of program, or retention of staff or services after the grant funding expires.

|                              |            |                |                 |
|------------------------------|------------|----------------|-----------------|
| <b>Staff Position Review</b> | <b>N/A</b> | <b>Primary</b> | <b>Advisory</b> |
|------------------------------|------------|----------------|-----------------|

|                     |                                                         |  |  |
|---------------------|---------------------------------------------------------|--|--|
| President           | X                                                       |  |  |
| Academic Senate     | X                                                       |  |  |
| Legal Counsel       | X                                                       |  |  |
| Further Information | Pam Eddinger/Robin Calote/<br>Richard Duran/Sue Johnson |  |  |

**Administrative Content**

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**Agenda Item Details**

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Meeting Jan 22, 2013 - Board of Trustees

Category 22. Consent Calendar: Human Resources

Subject 22.01 CHANGES IN PERSONNEL/EMPLOYMENT STATUS: APPROVAL OF SEPARATION FROM EMPLOYMENT: This item presents for approval the separation of employment of an employee.

Access Public

Type Action (Consent)

Fiscal Impact No

Recommended Action The Chancellor recommends the Board of Trustees approve the separation of employment of the individual listed below.

**Public Content**

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| <b>Issue:</b> This item presents for approval the separation of the following employee: |                                                                            |                                                             |          |                 |                |
|-----------------------------------------------------------------------------------------|----------------------------------------------------------------------------|-------------------------------------------------------------|----------|-----------------|----------------|
| Employee No.                                                                            | Location                                                                   | Classification                                              | Position | FTE             | Effective Date |
| 900670843                                                                               | Moorpark                                                                   | Instructional Lab Technician II/Physical & Applied Sciences | MCU481   | 11 months /100% | 01/23/13       |
| <b>Background/Analysis</b>                                                              | This employee is being released during the employee's probationary period. |                                                             |          |                 |                |
| <b>Fiscal Impact</b>                                                                    | N/A                                                                        |                                                             |          |                 |                |

| Staff Position Review      | N/A                                         | Primary | Advisory |
|----------------------------|---------------------------------------------|---------|----------|
| President                  |                                             | X       |          |
| Academic Senate            | X                                           |         |          |
| Legal Counsel              | X                                           |         |          |
| <b>Further Information</b> | Jamillah Moore, Annette Loria, Pam Eddinger |         |          |

**Administrative Content**

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**Agenda Item Details**

|                    |                                                                                                                                                                                                               |
|--------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Meeting            | Jan 22, 2013 - Board of Trustees                                                                                                                                                                              |
| Category           | 22. Consent Calendar: Human Resources                                                                                                                                                                         |
| Subject            | 22.02 EMPLOYMENT AND POSITION CONTROL: APPROVAL OF THE ABOLISHMENT AND ESTABLISHMENT OF POSITIONS: This item presents for approval the abolishment and establishment of positions.                            |
| Access             | Public                                                                                                                                                                                                        |
| Type               | Action (Consent)                                                                                                                                                                                              |
| Fiscal Impact      | Yes                                                                                                                                                                                                           |
| Recommended Action | The Chancellor recommends the Board of Trustees approve the abolishment of an Assistant College Trainer and Financial Aid Technician and the establishment of a College Trainer and Financial Aid Specialist. |

**Public Content**

It is recommended that the following positions be abolished or established:

|                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                           |                 |                        |                |                  |
|-----------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------|-----------------|------------------------|----------------|------------------|
| <b>1.</b>                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                           |                 |                        |                |                  |
| <b>Action</b>               | <b>Abolish</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | <b>Classification</b>     | <b>Location</b> | <b>Position Number</b> | <b>FTE</b>     | <b>Effective</b> |
|                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Assistant College Trainer | Ventura         | VCU499                 | 10 months/100% | 01/23/13         |
|                             | <b>Establish</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <b>Classification</b>     | <b>Location</b> | <b>Position Number</b> | <b>FTE</b>     | <b>Effective</b> |
|                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | College Trainer           | Ventura         | VCU566                 | 11 months/100% | 01/23/13         |
| <b>Background/ Analysis</b> | <p>Under the direction of a Dean, the College Trainer will evaluate, treat and administer first aid and preventive and rehabilitative treatment for acute and chronic medical conditions for physical education students, staff, and athletes involved in various intercollegiate sports. In addition, the College Trainer will provide training to students and maintain and operate the campus training room facility.</p> <p>The establishment of this position is necessary to allow for the appropriate assignment of duties to the employee in the position as there is a need for this person to perform the associated responsibilities with a greater degree of independence than that expected of an Assistant College Trainer.</p> |                           |                 |                        |                |                  |
| <b>Fiscal Impact</b>        | Additional salary of \$14,000, benefits of \$9,000; General Fund                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                           |                 |                        |                |                  |

|                             |                                                                                                                                                                                                                                                                                                                                                                        |                          |                 |                        |                |                  |
|-----------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|-----------------|------------------------|----------------|------------------|
| <b>2.</b>                   |                                                                                                                                                                                                                                                                                                                                                                        |                          |                 |                        |                |                  |
| <b>Action</b>               | <b>Abolish</b>                                                                                                                                                                                                                                                                                                                                                         | <b>Classification</b>    | <b>Location</b> | <b>Position Number</b> | <b>FTE</b>     | <b>Effective</b> |
|                             |                                                                                                                                                                                                                                                                                                                                                                        | Financial Aid Technician | Oxnard          | XCU093                 | 12 months/100% | 01/23/13         |
|                             | <b>Establish</b>                                                                                                                                                                                                                                                                                                                                                       | <b>Classification</b>    | <b>Location</b> | <b>Position Number</b> | <b>FTE</b>     | <b>Effective</b> |
|                             |                                                                                                                                                                                                                                                                                                                                                                        | Financial Aid Specialist | Oxnard          | XCU394                 | 12 months/100% | 01/23/13         |
| <b>Background/ Analysis</b> | Under the direction of the Financial Aid Officer, the Financial Aid Specialist will assist the Financial Aid Officer in coordinating and implementing an effective student financial aid program according to legal requirements. The establishment of this position will provide for higher-level technical support in the office to better meet the students' needs. |                          |                 |                        |                |                  |
| <b>Fiscal Impact</b>        | Additional salary of \$7,500, benefits of \$2,000; 30% General Fund, 70% BFAP Fund.                                                                                                                                                                                                                                                                                    |                          |                 |                        |                |                  |

|                              |                                                            |                |                 |
|------------------------------|------------------------------------------------------------|----------------|-----------------|
| <b>Staff Position Review</b> | <b>N/A</b>                                                 | <b>Primary</b> | <b>Advisory</b> |
| <b>President</b>             |                                                            | X              |                 |
| <b>Academic Senate</b>       | X                                                          |                |                 |
| <b>Legal Counsel</b>         | X                                                          |                |                 |
| <b>Further Information</b>   | Jamillah Moore, Annette Loria, Robin Calote, Richard Durán |                |                 |

**Administrative Content**

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**Agenda Item Details**

|                    |                                                                                                                                                      |
|--------------------|------------------------------------------------------------------------------------------------------------------------------------------------------|
| Meeting            | Jan 22, 2013 - Board of Trustees                                                                                                                     |
| Category           | 22. Consent Calendar: Human Resources                                                                                                                |
| Subject            | 22.03 EMPLOYMENT AND POSITION CONTROL: APPROVAL OF THE ESTABLISHMENT OF A POSITION: This item presents for approval the establishment of a position. |
| Access             | Public                                                                                                                                               |
| Type               | Action (Consent)                                                                                                                                     |
| Fiscal Impact      | Yes                                                                                                                                                  |
| Recommended Action | The Chancellor recommends the Board of Trustees approve the establishment of a Safety Officer position.                                              |

**Public Content**

It is recommended that the following position be established:

| Establish                   | Classification                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Location     | Position Number | FTE           | Effective |
|-----------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------|-----------------|---------------|-----------|
|                             | Safety Officer                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Districtwide | WCU057          | 9 months/100% | 01/23/13  |
| <b>Background/ Analysis</b> | <p>Under general supervision, a Safety Officer provides for the physical security of District property and the personal protection of students, staff, and visitors by implementing and enforcing District policies, rules, regulations, and crime prevention and awareness strategies. This position is required to enable the Police Department to operate more efficiently.</p> <p>The new classification of Safety Officer was approved by the Personnel Commission on December 13, 2012. A copy of the classification specification is attached.</p> |              |                 |               |           |
| <b>Fiscal Impact</b>        | Annual salary of \$30,500, benefits of \$22,000; Police Fund                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |              |                 |               |           |

| Staff Position Review      | N/A                           | Primary | Advisory |
|----------------------------|-------------------------------|---------|----------|
| President                  | X                             |         |          |
| Academic Senate            | X                             |         |          |
| Legal Counsel              | X                             |         |          |
| <b>Further Information</b> | Jamillah Moore, Annette Loria |         |          |

[Classification Specification for Safety Officer.12.13.12.pdf \(25 KB\)](#)

**VENTURA COUNTY COMMUNITY COLLEGE DISTRICT****CLASS TITLE: SAFETY OFFICER****BASIC FUNCTION:**

Under general supervision, a Safety Officer provides for the physical security of District property and the personal protection of students, staff, and visitors by implementing and enforcing District policies, rules, regulations, and crime prevention and awareness strategies.

**DISTINGUISHING CHARACTERISTICS**

Safety Officer is an entry-level, non-sworn, public safety classification. Employees assigned to the classification are intended to serve as additional visible security presence particularly to alert police officers of matters pertaining to security issues. Safety Officers are not be permitted to carry a firearm. In contrast, a Community College Police Officer is a sworn employee with full peace officer powers of arrest and one who is authorized to carry a firearm.

**REPRESENTATIVE DUTIES:**

Provide students, faculty, staff, and the public with information and direction regarding parking and general police services. *E*

Identify, observe, and question persons on District property when the reasons for their presence or intentions are questionable; monitor campus surveillance cameras. *E*

Respond to emergency situations such as security alarms, crimes, medical emergencies, fires, and hazardous materials accidents by assessing the situation, securing the area, ensuring the safety of others, and notifying the appropriate personnel. *E*

Patrol district properties, events, and surrounding areas by vehicle, bicycle, or on foot; lock, unlock, open, and check doors, windows, gates, and other entrance and exit accesses to buildings, properties, and facilities; set, reset, and disarm alarms. *E*

Prepare incident reports of crimes and accidents of a minor nature; take statements from parties and witnesses; document accident and incident scenes; conduct simple and routine investigations. *E*

Prepare and maintain various records, logs, and reports related to crimes, security incidents, citations, complaints, and unusual situations requiring intervention; transport documents to the District Attorney; perform data entry and filing as required. *E*

Conduct parking and Municipal Code enforcement; issue citations for parking violations; counsel and advise students and others regarding violation of rules and regulations. *E*

Record and report to supervisor parking lot conditions, missing signs, or unsafe conditions on roadways and in parking lots; post vehicle abandonment notices and contact vendors to tow away abandoned vehicles. *E*

## **SAFETY OFFICER (CONTINUED)**

Direct and control traffic flow into parking lots and facilities to ensure efficient utilization of parking space during college functions and special events; control the flow of traffic at accident scenes. *E*

Physically restrain persons involved in fights, crimes, or other acts of violence pending the arrival of sworn officers; detain suspects when appropriate. *E*

Escort students and staff to building or their vehicles as a safety precaution when requested. *E*

Train and provide work direction and guidance to student workers as directed; provide input concerning student performance. *E*

Provide first aid and cardiopulmonary resuscitation (CPR) as needed. *E*

Schedule department vehicles for routine service and repair; drive department vehicles for fuelling and car washes. *E*

Track and inventory department supplies; accept, record, and maintain evidence of property; document and track the arrival and dismissal of items in the lost and found. *E*

Administer the live scan fingerprinting process for new District employees and volunteers. *E*

Provide routine assistance to the college population in situations such as performing vehicle jump starts, unlocks, and flat tires. *E*

Attend and participate in hearings and trials of suspects, as required. *E*

Perform related duties as assigned.

*E* = Essential duties

## **KNOWLEDGE AND ABILITIES:**

### KNOWLEDGE OF:

California criminal law and safety statutes  
Principles and practices pertaining to the use of non-lethal weapons such as pepper spray  
Basic patrol, investigation, and protection procedures  
Methods and techniques of crowd control  
Common fire and safety hazards and related equipment such as fire extinguishers  
Traffic and parking control  
Radio operation procedures and equipment  
Basic methods and techniques for report preparation and writing  
Principles of public relations  
Principles and practices of record keeping and filing  
English grammar, spelling, and punctuation  
Techniques of self defense  
Legal rights of citizens

## **SAFETY OFFICER (CONTINUED)**

### **ABILITY TO:**

- Use restraint in confrontational situations
- Learn and correctly interpret district rules, regulations, and policies
- Exercise sound judgment and decision making capabilities
- Communicate effectively, both orally and in writing
- Observe and recall details and incidents
- Gather, collect, and preserve evidence
- Administer emergency first aid and/or cardiopulmonary resuscitation (CPR)
- Operate a vehicle observing legal and defensive driving practices
- Understand and effectively carry out oral and written instructions
- Establish and maintain effective working relationships with those contacted in the course of work
- Control groups, detain, and constrain offenders

### **EDUCATION AND EXPERIENCE:**

Any combination equivalent to:

Education: Graduation from high school or evidence of equivalent educational proficiency.

Experience: One year of experience as a security guard, watchperson, loss prevention specialist, or peace officer. Successful completion of 18 units of college level coursework in criminal justice or a related field supplemented by at least one semester of service as a cadet may be substituted for the required experience.

### **LICENSES AND OTHER REQUIREMENTS:**

- Possession of a valid cardiopulmonary resuscitation (CPR) certificate issued by issued by a nationally recognized sanctioning organization
- Possession of a valid first aid certificate issued by issued by a nationally recognized sanctioning organization
- A valid California Driver License
- Satisfactory completion of a pre-employment physical assessment
- Satisfactory completion of a pre-employment drug test
- Satisfactory completion of a thorough background investigation
- Possession of current school security officer training certificate pursuant to California Education Code Section 72330.5 and Business and Professions Code Section 7583.45, as provided by the Bureau of Security and Investigative Services of the California Department of Consumer affairs is required prior to completion of the probationary period

### **WORKING CONDITIONS:**

#### **ENVIRONMENT:**

- Indoor and outdoor environment
- Subject to considerable physical exertion, stamina, flexibility, and potentially hazardous conditions

## **SAFETY OFFICER (CONTINUED)**

### **PHYSICAL ABILITIES:**

Reach overhead, above the shoulders and horizontally  
Stand and walk for extended periods of time  
Run and walk over uneven surfaces; climb stairs  
Bend at the waist, kneel, or crouch  
Hear and speak to exchange information  
Safely operate a motor vehicle in varied weather conditions and emergency or pursuit conditions

### **HAZARDS:**

Potential physical hazards involved in intervening in fights and other anti-social, illegal, or violent behavior  
Contact with dissatisfied or abusive individuals



**Agenda Item Details**

|                    |                                                                                                                       |
|--------------------|-----------------------------------------------------------------------------------------------------------------------|
| Meeting            | Jan 22, 2013 - Board of Trustees                                                                                      |
| Category           | 22. Consent Calendar: Human Resources                                                                                 |
| Subject            | 22.04 CHANGES IN PERSONNEL/EMPLOYMENT STATUS: APPROVAL/RATIFICATION OF GRANTING LEAVE OF ABSENCE FOR UNION BUSINESS   |
| Access             | Public                                                                                                                |
| Type               | Action (Consent)                                                                                                      |
| Fiscal Impact      | No                                                                                                                    |
| Recommended Action | The Chancellor recommends the Board of Trustees approve/ratify the granting of a leave of absence for union business. |

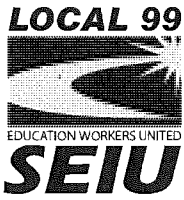
**Public Content**

| Employee                   | Job Classification                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Location | Effective Date |
|----------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|----------------|
| Daniel Casey               | Business Office Assistant I (Seasonal)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Ventura  | 1/1/13         |
| <b>Background/Analysis</b> | Mr. Casey is an elected officer of the Service Employees International Union, Local 99, AFL-CIO (SEIU). He has been on a paid leave of absence from the District since July 1, 2010, in order to participate in and conduct SEIU business related to his position with SEIU. His leave was scheduled to end on December 31, 2012. SEIU has requested that Mr. Casey's leave be extended to March 31, 2013. (See attached letter.) California Education Code section 88210 requires that such leave be granted by the District and that SEIU reimburse the District for all costs associated with Mr. Casey's compensation during his leave of absence. |          |                |
| <b>Fiscal Impact</b>       | N/A                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |          |                |

| Staff Position Review      | N/A                                         | Primary | Advisory |
|----------------------------|---------------------------------------------|---------|----------|
| President                  | X                                           |         |          |
| Academic Senate            | X                                           |         |          |
| Legal Counsel              |                                             |         | X        |
| <b>Further Information</b> | Jamillah Moore, Annette Loria, Robin Calote |         |          |

[SEIU Letter Re Dan Casey Leave 12.21.12.pdf \(140 KB\)](#)





December 21, 2012

Dr. Jamillah Moore, Chancellor  
Ventura County Community College District  
255 W. Stanley Ave., Suite 150  
Ventura, CA 93001

**SUBJECT: Leave of Absence for Daniel Casey – Request for Extension**

Dear Chancellor Moore:

This is to request an extension of Mr. Daniel Casey's leave of absence to participate in and conduct union business related to his position with SEIU. The duration of this extension will be from January 1, 2013 through March 31, 2013.

As it is presently, pursuant to CA Education Code Sec. 88210, the Union shall reimburse the District for all costs associated with Mr. Casey's compensation during this extension of his leave of absence.

Please contact me if you have any questions regarding this request.

Very truly yours,

Michael Haberberger  
Project Director

c: Courtni Pugh  
Daniel Casey

seiu99/ctw

**Edward Reed**  
*President*

**Barbara Torres**  
*Vice President*

**Maggie Johnson**  
*Treasurer*

**Gama Andrade**  
*Secretary*

**Courtnei Pugh**  
*Executive Director*

**Executive Board**

*Child Care*  
**Marta Gilda Delgado**  
**Tonia McMillian**  
**Amparo Moreno**  
**Annie Thomas**

*County Office of Education*  
**Ramon Capiral**

*Early Education*  
**Jannette Morales**

*Higher Education*  
**Lori L. Annala**  
**Daniel B. Casey**  
**Carlos H. Diaz**

*Large Public K-12*  
**Maggie Estell**  
**Joseph Holguin**  
**Edward A. Nwadiibia**

*Small Public K-12*  
**Jacqueline Brown**  
**Keryl Cartee-McNeely**  
**Adrian Cleveland**  
**Michael Robertson**



**Agenda Item Details**

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Meeting Jan 22, 2013 - Board of Trustees

Category 23. Consent Calendar: Capital Planning & Facilities

Subject 23.01 ACCEPTANCE OF CHANGE ORDER SUMMARY REPORTS FOR CAPITAL PROJECTS: This item presents for approval the Change Order Summary Reports for Capital Projects.

Access Public

Type Action (Consent)

Fiscal Impact No

Budgeted Yes

Budget Source Funding provided by Bond Measure S Funds

Recommended Action The Chancellor recommends that the Board of Trustees ratify the action taken on the attached Change Order Summary reports.

**Public Content**

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**Background and Analysis**

This item reports the most recent change orders in the Measure S bond capital construction program at Oxnard and Ventura College's. These change orders do not represent scope changes. This item was discussed at the Capital Planning and Facilities Committee meeting and forwarded for recommendations of the full Board of Trustees.

| Attached # | Project #<br>Exhibit B # | Change Order | Contractor    | College/Project          | Total Amount | Reason       |
|------------|--------------------------|--------------|---------------|--------------------------|--------------|--------------|
| 23.01.01   | 39117<br>43              | 2            | Venco Western | VC- Theatre "G" Building | \$6,334.00   | See attached |

|                       |                            |         |          |
|-----------------------|----------------------------|---------|----------|
| Staff Position Review | N/A                        | Primary | Advisory |
| President             | X                          |         |          |
| Academic Senate       | X                          |         |          |
| Legal Counsel         | X                          |         |          |
| Further Information   | Handel Evans/Leslie Dickey |         |          |

[23.01.01.pdf \(30 KB\)](#)

**Administrative Content**

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**Ventura County Community College District**  
**Ventura College – G Building Landscaping**  
VCCCD Project #39117 / Exhibit B Ref. #43

**CHANGE ORDER #2 CONTINGENCY REPORT**

[Venco Western, Inc.]

January 22, 2013

|                                            |                    |                     |
|--------------------------------------------|--------------------|---------------------|
| Original Construction Contract             |                    | \$ 84,184.00        |
| Previously Approved Change Orders thru # 1 | \$ 7,887.00        |                     |
| Change Order #2                            | <u>\$ 6,334.00</u> |                     |
| Total Increase to Construction Contract    |                    | <u>\$ 14,221.00</u> |
| Revised Construction Contract Amount       |                    | <u>\$ 98,405.00</u> |

|                                               |  |                |
|-----------------------------------------------|--|----------------|
| Original Construction Contingency             |  | \$ 15,000.00   |
| Increase/ <decrease> Construction Contingency |  | <u>\$ 0.00</u> |
| Revised Construction Contingency              |  | \$ 15,000.00   |

|                                             |                            |                             |
|---------------------------------------------|----------------------------|-----------------------------|
| Approved Change Orders to Date              | < \$ 7,887.00 >            |                             |
| Venco Western CO #2                         | <u>&lt;\$ 6,334.00&gt;</u> |                             |
| Total Change Orders to this Project to Date |                            | <u>&lt;\$ 14,221.00&gt;</u> |
| Construction Contingency Balance            |                            | <u>\$ 779.00</u>            |

Project Complete: 100% as of Nov. 30, 2012  
Project Budget: \$150,000.00  
Contingency utilized to-date: 95 %

**CHANGE ORDER #2 EXPLANATION REPORT**

1. The campus requested that mow strips be installed to separate the sod from the shrubs.  
(COR # 3) \$ 2,743.00
  
2. The drainage at the west side patio needed a pathway to the catch basin below. A  
concrete V-ditch was installed to the catch basin.  
(COR # 4) \$ 1,856.00

3. Hedge plants were added to act as a barrier in front of the southwest entrance to the building to protect people from inadvertently stepping off the retaining wall next to the southwest door. A palm tree was also added at the northwest patio.  
(COR # 5) \$1,735.00

Total Change Order #2: \$ 6,334.00



**Agenda Item Details**

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Meeting Jan 22, 2013 - Board of Trustees

Category 23. Consent Calendar: Capital Planning & Facilities

Subject 23.02 ACCEPTANCE OF COMPLETION OF CONTRACT WITH VENCO WESTERN FOR THE LANDSCAPING OF THE G BUILDING (THEATER) AT VENTURA COLLEGE, PROJECT #39117. This item presents for approval the acceptance of completion of the contract with Venco Western for the landscaping of the G Building (Theater) at Ventura College, Project #39117.

Access Public

Type Action (Consent)

Fiscal Impact No

Budgeted Yes

Budget Source Funding for this contract provided through Measure S Bond funds.

Recommended Action The Chancellor recommends that the Board of Trustees approve the acceptance of completion of the contract with Venco Western for the landscaping of the G Building (Theater) at Ventura College, Project #39117.

**Public Content**

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**Background and Analysis**

This contract awarded to Venco Western is now complete. The contract was completed on time and within budget, based on the final construction cost of \$92,071.00.

This item was discussed at the Capital Planning and Facilities Committee meeting and forwarded for recommendations of the full Board of Trustees.

Exhibit B reference #43: Renovate 37 year old G Building/Auditorium, including replacing antiquated electrical, heating, ventilation, plumbing and lighting.

| Staff Position Review | N/A                        | Primary | Advisory |
|-----------------------|----------------------------|---------|----------|
| President             | X                          |         |          |
| Academic Senate       | X                          |         |          |
| Legal Counsel         | X                          |         |          |
| Further Information   | Handel Evans/Leslie Dickey |         |          |

**Administrative Content**

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**Agenda Item Details**

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|                    |                                                                                                                                                                                                                                                                                                                                                 |
|--------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Meeting            | Jan 22, 2013 - Board of Trustees                                                                                                                                                                                                                                                                                                                |
| Category           | 23. Consent Calendar: Capital Planning & Facilities                                                                                                                                                                                                                                                                                             |
| Subject            | 23.03 ACCEPTANCE OF COMPLETION OF CONTRACT WITH KIWITT'S GENERAL BUILDING FOR THE ADA PUSH PADS AT VENTURA COLLEGE, PROJECT #39120. This item presents for approval the acceptance of completion of the contract with Kiwitt's General Building for the ADA push pads at the MCE and MCW (AT/GPC) buildings at Ventura College, Project #39120. |
| Access             | Public                                                                                                                                                                                                                                                                                                                                          |
| Type               | Action (Consent)                                                                                                                                                                                                                                                                                                                                |
| Fiscal Impact      | No                                                                                                                                                                                                                                                                                                                                              |
| Budgeted           | Yes                                                                                                                                                                                                                                                                                                                                             |
| Budget Source      | Funding for this contract provided through Measure S Bond funds.                                                                                                                                                                                                                                                                                |
| Recommended Action | The Chancellor recommends that the Board of Trustees approve the acceptance of completion of the contract with Kiwitt's General Building for the ADA Push Pads for the MCE and MCW (AT/GPC) buildings at Ventura College, Project #39120.                                                                                                       |

**Public Content**

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**Background and Analysis**

This contract awarded to Kiwitt's General Building is now complete. The contract was completed on time and within budget, based on the final construction cost of \$38,000.00.

This item was discussed at the Capital Planning and Facilities Committee meeting and forwarded for recommendations of the full Board of Trustees.

Exhibit B reference #44/46: Replace outdated Health Science Building (Nursing, Paramedics, Emergency Medical Technical and Certified Nursing Assistant Programs), including adding labs, lecture halls, classrooms; and construct Advanced Technology Education Training Building by building permanent classrooms, lecture halls, computer labs.

| Staff Position Review | N/A                        | Primary | Advisory |
|-----------------------|----------------------------|---------|----------|
| President             | X                          |         |          |
| Academic Senate       | X                          |         |          |
| Legal Counsel         | X                          |         |          |
| Further Information   | Handel Evans/Leslie Dickey |         |          |

**Administrative Content**

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