

## **Philosophies**

### **Statement of Professional Ethics**

1. The Moorpark College faculty, guided by a belief in the value of knowledge, recognize our responsibility to maintain high levels of scholarly excellence in our areas of expertise. In communicating our knowledge to students, we accept an obligation to do so with self-discipline, good judgment and intellectual honesty.
2. As members of the Faculty, we serve as mentors and encourage an unfettered pursuit of learning for our students. We respect their individuality, while acknowledging that differences exist in their abilities. We evaluate all students fairly and impartially.
3. We recognize the importance of all relationships to the learning process. Therefore, we seek to encourage and inspire our students and our colleagues\*. To protect the necessary trust, unless extraordinary circumstances dictate otherwise, we respect the confidential nature of these relationships.
4. As professionals dedicated to the well being of students and colleagues, we refrain from any conduct that is exploitative, discriminatory, demeaning or disrespectful of them or their opinions.
5. As colleagues, the nature of our interaction with one another is based on the same standards of behavior as those we adhere to with students.
6. As members of the college community, we accept responsibility for shaping our professional lives and the life of our college by sharing in the governance of the institution.
7. We should be ever mindful that even though we are private citizens, we are also Moorpark College faculty and that when we speak about our college or colleagues in the classroom or in the community, we influence the opinions of others. Accordingly, we seek to foster fair impressions of our institution and its purposes.

\* The term “colleagues” here, means not only all persons employed by the Ventura County Community College District but also all persons within the venture of education.

Revised for March 3, 2009 meeting

## Statement on Professional Ethics

The statement that follows was originally adopted in 1966. Revisions were made and approved by the Association's Council in 1987 and 2009.

### Introduction

From its inception, the American Association of University Professors has recognized that membership in the academic profession carries with it special responsibilities. The Association has consistently affirmed these responsibilities in major policy statements, providing guidance to professors in such matters as their utterances as citizens, the exercise of their responsibilities to students and colleagues, and their conduct when resigning from an institution or when undertaking sponsored research. The *Statement on Professional Ethics* that follows sets forth those general standards that serve as a reminder of the variety of responsibilities assumed by all members of the profession.

In the enforcement of ethical standards, the academic profession differs from those of law and medicine, whose associations act to ensure the integrity of members engaged in private practice. In the academic profession the individual institution of higher learning provides this assurance and so should normally handle questions concerning propriety of conduct within its own framework by reference to a faculty group. The Association supports such local action and stands ready, through the general secretary and the Committee on Professional Ethics, to counsel with members of the academic community concerning questions of professional ethics and to inquire into complaints when local consideration is impossible or inappropriate. If the alleged offense is deemed sufficiently serious to raise the possibility of adverse action, the procedures should be in accordance with the [\*1940 Statement of Principles on Academic Freedom and Tenure\*](#), the 1958 [\*Statement on Procedural Standards in Faculty Dismissal Proceedings\*](#), or the applicable provisions of the Association's [\*Recommended Institutional Regulations on Academic Freedom and Tenure\*](#).

### The Statement

1. Professors, guided by a deep conviction of the worth and dignity of the advancement of knowledge, recognize the special responsibilities placed upon them. Their primary responsibility to their subject is to seek and to state the truth as they see it. To this end professors devote their energies to developing and improving their scholarly competence. They accept the obligation to exercise critical self-discipline and judgment in using, extending, and transmitting knowledge. They practice intellectual honesty. Although professors may follow subsidiary interests, these interests must never seriously hamper or compromise their freedom of inquiry.

2. As teachers, professors encourage the free pursuit of learning in their students. They hold before them the best scholarly and ethical standards of their discipline. Professors demonstrate respect for students as individuals and adhere to their proper roles as intellectual guides and counselors. Professors make every reasonable effort to foster honest academic conduct and to ensure that their evaluations of students reflect each student's true merit. They respect the confidential nature of the relationship between professor and student. They avoid any exploitation, harassment, or discriminatory treatment of students. They acknowledge significant academic or scholarly assistance from them. They protect their academic freedom.
3. As colleagues, professors have obligations that derive from common membership in the community of scholars. Professors do not discriminate against or harass colleagues. They respect and defend the free inquiry of associates, even when it leads to findings and conclusions that differ from their own. Professors acknowledge academic debt and strive to be objective in their professional judgment of colleagues. Professors accept their share of faculty responsibilities for the governance of their institution.
4. As members of an academic institution, professors seek above all to be effective teachers and scholars. Although professors observe the stated regulations of the institution, provided the regulations do not contravene academic freedom, they maintain their right to criticize and seek revision. Professors give due regard to their paramount responsibilities within their institution in determining the amount and character of work done outside it. When considering the interruption or termination of their service, professors recognize the effect of their decision upon the program of the institution and give due notice of their intentions.
5. As members of their community, professors have the rights and obligations of other citizens. Professors measure the urgency of these obligations in the light of their responsibilities to their subject, to their students, to their profession, and to their institution. When they speak or act as private persons, they avoid creating the impression of speaking or acting for their college or university. As citizens engaged in a profession that depends upon freedom for its health and integrity, professors have a particular obligation to promote conditions of free inquiry and to further public understanding of academic freedom.



Book	VCCCD Administrative Procedure Manual
Section	Chapter 7 Human Resources
Title	AP 7205 EMPLOYEE CODE OF ETHICS
Number	AP 7205
Status	Active
Legal	Accreditation Standard 3.A.1.d; Board Policy and Administrative Procedure 7700 - Whistleblower Protections; Board Policy and Administrative Procedure 7205 - Prohibition of Harassment and Discrimination; Board Policy 7310 - Nepotism; Board Policy 7370 - Political Activity; California Education Code sections 7054, 87100-87103, 87160-87164, 87732; California Government Code sections 1090, 1098, 1126, 8314, 87100, 87103, 87200, 89500, 89502, 89503, 89506; California Fair Political Practices Commission; Personnel Commission Rule 263

Last Reviewed August 9, 2011

### **Preamble**

The Ventura County Community College District is comprised of professionals who are dedicated to promoting a climate that enhances the worth, dignity, potential, and uniqueness of each individual within the college community. Although employees work in various settings and positions, they are committed to protecting human rights and pursuing academic excellence. While demanding for themselves freedom of inquiry and communication, they accept the responsibility these freedoms require: competency; objectivity in the application of skills; concern for the best interest of students, colleagues, and the college community; and avoidance of conflicts of interest and the appearance of impropriety.

### **Operational Definition of Ethics**

Ethical behavior is defined as behavior that distinguishes right from wrong as measured by the accepted rules of conduct for a society and/or profession. Ethical behavior is based on integrity. An ethical person is fair, honest, straightforward, trustworthy, objective, moral, and unprejudiced.

Pursuant to BP 7205, the following administrative procedure identifies employee commitments and processes related to the Employee Code of Ethics.

### **1. Employee Responsibilities**

- A. Employees will abide by the Code of Ethics and adhere to its principles.**
- B. Employees will abide by the District's procedures and adopted policies as listed on the District website.**
- C. Employees will conduct themselves in a manner consistent with applicable laws, regulations, and codes.**
- D. Employees will be familiar with Administrative Procedure 7700 - Whistleblower Protections.**
- E. Employees will act with integrity.**

## 2. **Responsibilities to the College Community**

This administrative procedure does not attempt to provide comprehensive examples as to what constitutes ethical or unethical behavior. Instead, it attempts to provide guidance for employees regarding the conduct of individuals as they work towards modeling ethical behavior and/or making ethical decisions in the workplace.

When making decisions, employees should always use sound judgment to fulfill the spirit as well as the letter of the policy. In addition, employees must be aware that as stewards of the public trust, they should avoid making decisions that give the appearance of participating in unethical behavior.

The following illustrates broad areas of concern where questions of ethics need to be considered prior to taking a course of action:

**A. Being honest when dealing with others and performing job duties.** Employees are truthful in their discussions and in their work-related business, and do not intentionally withhold information, ignore data, or misrepresent facts or circumstances. They uphold the highest standards of honesty in their daily work.

### **B. Maintaining appropriate relationships.**

Appropriate relationships within the District are free of coercion, harassment, and the abuse of authority.

Employees: Employees should refrain from entering into intimate relationships with District colleagues if a reasonable person could conclude that an abuse of power exists or might exist in those relationships. Supervisor/subordinate romantic or physical relationships are prohibited as is nepotism (see VCCCD Board Policy 7310).

Students: A romantic or physical relationship between an employee of the District and a student is prohibited in those instances where the employee has responsibility for directly supervising, evaluating, instructing, counseling, treating or otherwise overseeing the student. This is to protect the student from possible coercion and harassment where an unequal balance of power is inherent in the relationship.

Federal and State regulations regarding sexual harassment applies to this Administrative Procedure where appropriate.

**C. Maintaining confidential information.** Employees respect the privacy and confidentiality rights of co-workers and of students. All confidential information will be used only for the purpose for which it was originally collected and shared only with authorized parties on a need-to-know basis unless consent is given or required by law.

**D. Keeping political affiliations and activities separate from the workplace.** As responsible and interested citizens in our democratic society, employees are encouraged to participate in the political process. However, employees do not use District resources in political campaigns and activities or in support of or opposition to state bond measures, ballot propositions, or particular candidates. Employees holding elected office do not allow their political activities to interfere with the performance of their District work.

**E. Exercising caution when accepting gifts, including honoraria.** Employees may accept gifts from others in limited circumstances, but must also be aware that accepting any gift, favor, service, employment, or other thing of value could be inferred by a third party to influence the employee in the discharge of their duties and therefore should be avoided.

Employees will not accept from any person, directly or through another person or party, any gift, favor, service, employment, or other thing of value that is intended to influence the employee in the discharge of his or her duties at the District. The acceptance of honoraria for most public officials is prohibited.

**F. Avoiding conflicts of interest and the appearance of conflicts of interest.**

Employees do not use their position or District property for non-District, personal purposes. They do not allow their private interests, whether personal, financial, or of any other type, to conflict or appear to conflict with their work-related duties and responsibilities. Employees avoid any conduct that would lead a reasonable person to conclude the individual is biased or motivated by personal gain or private interest in the performance of their work.

Full-time employees do not engage in any other employment that conflicts with, or is incompatible with their District responsibilities. Any exception for incidental emergencies are authorized by the employee's supervisor.

**G. Entering into unauthorized contracts.** Employees do not make unauthorized commitments or promises of any kind purporting to bind the District in a contractual agreement, relationship or partnership.

**3. What to do when there is an ethical concern and/or steps for reporting violation ethics**

A. Employees may seek the advice of a supervisor or a human resources manager to clarify rules and regulations impacting their duties. Employees governed by professional and/or discipline conduct standards will comply with these requirements, in addition to those described in this Employee Code of Ethics.

B. Allegations of unlawful activities may be filed pursuant to VCCCD Board Policy 7700-Whistleblower Protections and its associated administrative procedure.

C. Violations of VCCCD Board Policy 3430-Prohibition of Harassment and Discrimination may be reported pursuant to its associated administrative procedure when the allegation relates a complaint of discrimination or harassment regarding gender, race, color, religion, national origin, age, disability, Veteran's status, sexual orientation, or political affiliation.

**4. Consequences for exhibiting unethical behavior that may also be in violation of law.**

Employees should be aware of various policies, statutes, laws, and rules that touch on ethics. Sometimes unethical behavior can also be illegal behavior. Exhibiting or participating in unethical behavior can have serious consequences, including adverse employment actions (that is discipline up to and including dismissal per California Education Code section 87732 and Personnel Commission Rule 263), civil penalties and criminal penalties. The following information is non-exhaustive and is listed as a resource for employees to refer to regarding:

**A. Reporting of improper conduct and keeping colleagues safe from retaliation for filing such reports:** i) California Education Code sections 87160 and 87163; ii) VCCCD Board Policy and Administrative Procedure 7700 - Whistleblower Protections

**B. Potential problems associated with the improper influence of family members and associates:** i) California Government Code sections 87100-87103; ii) VCCCD Board Policy 7310 - Nepotism

**C. Employee's obligation to maintain appropriate relationships with students:** California Education Code section 87732.

**D. Employee's obligation to uphold confidentiality:** California Government Code section 1098.

**E. Potential problems associated with conflicts of interest and outside income:** i) California Government Code sections 1090, 1098, 1126, 87100, 87103, 87200; ii) California Penal Code section 504; iii) California Fair Political Practices Commission ([www.fppc.ca.gov](http://www.fppc.ca.gov)).

**F. Potential problems associated with using a District position to support political candidates or parties:** i) California Education Code section 7054; ii) California Government Code sections 8314 and 8900.

**G. Potential problems associated with the acceptance of gifts:** i) California Government Code sections 89500-89503, 89506; ii) California Fair Political Practices Commission ([www.fppc.ca.gov](http://www.fppc.ca.gov)).

# 1940 Statement of Principles on Academic Freedom and Tenure

## with 1970 Interpretive Comments

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*In 1940, following a series of joint conferences begun in 1934, representatives of the American Association of University Professors and of the Association of American Colleges (now the Association of American Colleges and Universities) agreed upon a restatement of principles set forth in the 1925 Conference Statement on Academic Freedom and Tenure. This restatement is known to the profession as the 1940 Statement of Principles on Academic Freedom and Tenure.*

*The 1940 Statement is printed below, followed by Interpretive Comments as developed by representatives of the American Association of University Professors and the Association of American Colleges in 1969. The governing bodies of the two associations, meeting respectively in November 1989 and January 1990, adopted several changes in language in order to remove gender-specific references from the original text.*

**T**he purpose of this statement is to promote public understanding and support of academic freedom and tenure and agreement upon procedures to ensure them in colleges and universities. Institutions of higher education are conducted for the common good and not to further the interest of either the individual teacher or the institution as a whole.<sup>1</sup> The common good depends upon the free search for truth and its free exposition.

Academic freedom is essential to these purposes and applies to both teaching and research. Freedom in research is fundamental to the advancement of truth. Academic freedom in its teaching aspect is fundamental for the protection of the rights of the teacher in teaching and of the student to freedom in learning. It carries with it duties correlative with rights.<sup>[1]</sup><sup>2</sup>

Tenure is a means to certain ends; specifically: (1) freedom of teaching and research and of extramural activities, and (2) a sufficient degree of economic security to make the profession attractive to men and women of ability. Freedom and economic security, hence, tenure, are indispensable to the success of an institution in fulfilling its obligations to its students and to society.

### Academic Freedom

1. Teachers are entitled to full freedom in research and in the publication of the results, subject to the adequate performance of their other academic duties; but research for pecuniary return should be based upon an understanding with the authorities of the institution.
2. Teachers are entitled to freedom in the classroom in discussing their subject, but they should be careful not to introduce into their teaching controversial matter which has no relation to their subject.<sup>[2]</sup> Limitations of academic freedom because of religious or other aims of the institution should be clearly stated in writing at the time of the appointment.<sup>[3]</sup>
3. College and university teachers are citizens, members of a learned profession, and officers of an educational institution. When they speak or write as citizens, they should be free from institutional censorship or discipline, but their special position in the community imposes special obligations. As scholars and educational officers, they should remember that the public may judge their profession and their institution by their utterances. Hence they

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1. The word "teacher" as used in this document is understood to include the investigator who is attached to an academic institution without teaching duties.

2. Boldface numbers in brackets refer to Interpretive Comments that follow.



should at all times be accurate, should exercise appropriate restraint, should show respect for the opinions of others, and should make every effort to indicate that they are not speaking for the institution.[4]

### Academic Tenure

After the expiration of a probationary period, teachers or investigators should have permanent or continuous tenure, and their service should be terminated only for adequate cause, except in the case of retirement for age, or under extraordinary circumstances because of financial exigencies.

In the interpretation of this principle it is understood that the following represents acceptable academic practice:

1. The precise terms and conditions of every appointment should be stated in writing and be in the possession of both institution and teacher before the appointment is consummated.
2. Beginning with appointment to the rank of full-time instructor or a higher rank,[5] the probationary period should not exceed seven years, including within this period full-time service in all institutions of higher education; but subject to the proviso that when, after a term of probationary service of more than three years in one or more institutions, a teacher is called to another institution, it may be agreed in writing that the new appointment is for a probationary period of not more than four years, even though thereby the person's total probationary period in the academic profession is extended beyond the normal maximum of seven years.[6] Notice should be given at least one year prior to the expiration of the probationary period if the teacher is not to be continued in service after the expiration of that period.[7]
3. During the probationary period a teacher should have the academic freedom that all other members of the faculty have.[8]
4. Termination for cause of a continuous appointment, or the dismissal for cause of a teacher previous to the expiration of a term appointment, should, if possible, be considered by both a faculty committee and the governing board of the institution. In all cases where the facts are in dispute, the accused teacher should be informed before the hearing in writing of the charges and should have the opportunity to be heard in his or her own defense by all bodies that pass judgment upon the case. The teacher should be permitted to be accompanied by an advisor of his or her own choosing who may act as counsel. There should be a full stenographic record of the hearing available to the parties concerned. In the hearing of charges of incompetence the testimony should include that of teachers and other scholars, either from the teacher's own or from other institutions. Teachers on continuous appointment who are dismissed for reasons not involving moral turpitude should receive their salaries for at least a year from the date of notification of dismissal whether or not they are continued in their duties at the institution.[9]
5. Termination of a continuous appointment because of financial exigency should be demonstrably bona fide.

### 1940 Interpretations

At the conference of representatives of the American Association of University Professors and of the Association of American Colleges on November 7–8, 1940, the following interpretations of the 1940 *Statement of Principles on Academic Freedom and Tenure* were agreed upon:

1. That its operation should not be retroactive.
2. That all tenure claims of teachers appointed prior to the endorsement should be determined in accordance with the principles set forth in the 1925 *Conference Statement on Academic Freedom and Tenure*.
3. If the administration of a college or university feels that a teacher has not observed the admonitions of paragraph 3 of the section on Academic Freedom and believes that the extramural utterances of the teacher have been such as to raise grave doubts concerning the teacher's fitness for his or her position, it may proceed to file charges under paragraph 4 of the section on Academic Tenure. In pressing such charges, the administration should remember that

teachers are citizens and should be accorded the freedom of citizens. In such cases the administration must assume full responsibility, and the American Association of University Professors and the Association of American Colleges are free to make an investigation.

### 1970 Interpretive Comments

*Following extensive discussions on the 1940 Statement of Principles on Academic Freedom and Tenure with leading educational associations and with individual faculty members and administrators, a joint committee of the AAUP and the Association of American Colleges met during 1969 to reevaluate this key policy statement. On the basis of the comments received, and the discussions that ensued, the joint committee felt the preferable approach was to formulate interpretations of the Statement in terms of the experience gained in implementing and applying the Statement for over thirty years and of adapting it to current needs.*

*The committee submitted to the two associations for their consideration the following "Interpretive Comments." These interpretations were adopted by the Council of the American Association of University Professors in April 1970 and endorsed by the Fifty-sixth Annual Meeting as Association policy.*

In the thirty years since their promulgation, the principles of the 1940 *Statement of Principles on Academic Freedom and Tenure* have undergone a substantial amount of refinement. This has evolved through a variety of processes, including customary acceptance, understandings mutually arrived at between institutions and professors or their representatives, investigations and reports by the American Association of University Professors, and formulations of statements by that association either alone or in conjunction with the Association of American Colleges. These comments represent the attempt of the two associations, as the original sponsors of the 1940 *Statement*, to formulate the most important of these refinements. Their incorporation here as Interpretive Comments is based upon the premise that the 1940 *Statement* is not a static code but a fundamental document designed to set a framework of norms to guide adaptations to changing times and circumstances.

Also, there have been relevant developments in the law itself reflecting a growing insistence by the courts on due process within the academic community which parallels the essential concepts of the 1940 *Statement*; particularly relevant is the identification by the Supreme Court of academic freedom as a right protected by the First Amendment. As the Supreme Court said in *Keyishian v. Board of Regents*, 385 U.S. 589 (1967), "Our Nation is deeply committed to safeguarding academic freedom, which is of transcendent value to all of us and not merely to the teachers concerned. That freedom is therefore a special concern of the First Amendment, which does not tolerate laws that cast a pall of orthodoxy over the classroom."

The numbers refer to the designated portion of the 1940 *Statement* on which interpretive comment is made.

1. The Association of American Colleges and the American Association of University Professors have long recognized that membership in the academic profession carries with it special responsibilities. Both associations either separately or jointly have consistently affirmed these responsibilities in major policy statements, providing guidance to professors in their utterances as citizens, in the exercise of their responsibilities to the institution and to students, and in their conduct when resigning from their institution or when undertaking government-sponsored research. Of particular relevance is the *Statement on Professional Ethics*, adopted in 1966 as Association policy. (A revision, adopted in 1987, may be found in AAUP, *Policy Documents and Reports*, 10th ed. [Washington, D.C., 2006], 171–72.)
2. The intent of this statement is not to discourage what is "controversial." Controversy is at the heart of the free academic inquiry which the entire statement is designed to foster. The passage serves to underscore the need for teachers to avoid persistently intruding material which has no relation to their subject.
3. Most church-related institutions no longer need or desire the departure from the principle of academic freedom implied in the 1940 *Statement*, and we do not now endorse such a departure.

4. This paragraph is the subject of an interpretation adopted by the sponsors of the 1940 *Statement* immediately following its endorsement which reads as follows:

If the administration of a college or university feels that a teacher has not observed the admonitions of paragraph 3 of the section on Academic Freedom and believes that the extramural utterances of the teacher have been such as to raise grave doubts concerning the teacher's fitness for his or her position, it may proceed to file charges under paragraph 4 of the section on Academic Tenure. In pressing such charges, the administration should remember that teachers are citizens and should be accorded the freedom of citizens. In such cases the administration must assume full responsibility, and the American Association of University Professors and the Association of American Colleges are free to make an investigation.

Paragraph 3 of the section on Academic Freedom in the 1940 *Statement* should also be interpreted in keeping with the 1964 *Committee A Statement on Extramural Utterances*, which states inter alia: "The controlling principle is that a faculty member's expression of opinion as a citizen cannot constitute grounds for dismissal unless it clearly demonstrates the faculty member's unfitness for his or her position. Extramural utterances rarely bear upon the faculty member's fitness for the position. Moreover, a final decision should take into account the faculty member's entire record as a teacher and scholar."

Paragraph 5 of the *Statement on Professional Ethics* also deals with the nature of the "special obligations" of the teacher. The paragraph reads as follows:

As members of their community, professors have the rights and obligations of other citizens. Professors measure the urgency of these obligations in the light of their responsibilities to their subject, to their students, to their profession, and to their institution. When they speak or act as private persons, they avoid creating the impression of speaking or acting for their college or university. As citizens engaged in a profession that depends upon freedom for its health and integrity, professors have a particular obligation to promote conditions of free inquiry and to further public understanding of academic freedom.

Both the protection of academic freedom and the requirements of academic responsibility apply not only to the full-time probationary and the tenured teacher, but also to all others, such as part-time faculty and teaching assistants, who exercise teaching responsibilities.

5. The concept of "rank of full-time instructor or a higher rank" is intended to include any person who teaches a full-time load regardless of the teacher's specific title.<sup>3</sup>
6. In calling for an agreement "in writing" on the amount of credit given for a faculty member's prior service at other institutions, the *Statement* furthers the general policy of full understanding by the professor of the terms and conditions of the appointment. It does not necessarily follow that a professor's tenure rights have been violated because of the absence of a written agreement on this matter. Nonetheless, especially because of the variation in permissible institutional practices, a written understanding concerning these matters at the time of appointment is particularly appropriate and advantageous to both the individual and the institution.<sup>4</sup>
7. The effect of this subparagraph is that a decision on tenure, favorable or unfavorable, must be made at least twelve months prior to the completion of the probationary period. If the decision is negative, the appointment for the following year becomes a terminal one. If the decision is affirmative, the provisions in the 1940 *Statement* with respect to the termination of service of teachers or investigators after the expiration of a probationary period should apply from the date when the favorable decision is made.

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3. For a discussion of this question, see the "Report of the Special Committee on Academic Personnel Ineligible for Tenure," *Policy Documents and Reports*, 9th ed. (Washington, D.C., 2001), 88–91.

4. For a more detailed statement on this question, see "On Crediting Prior Service Elsewhere as Part of the Probationary Period," *Policy Documents and Reports*, 10th ed. (Washington, D.C., 2006), 55–56.

The general principle of notice contained in this paragraph is developed with greater specificity in the *Standards for Notice of Nonreappointment*, endorsed by the Fiftieth Annual Meeting of the American Association of University Professors (1964). These standards are:

Notice of nonreappointment, or of intention not to recommend reappointment to the governing board, should be given in writing in accordance with the following standards:

1. *Not later than March 1 of the first academic year of service*, if the appointment expires at the end of that year; or, if a one-year appointment terminates during an academic year, at least three months in advance of its termination.
2. *Not later than December 15 of the second academic year of service*, if the appointment expires at the end of that year; or, if an initial two-year appointment terminates during an academic year, at least six months in advance of its termination.
3. At least twelve months before the expiration of an appointment after two or more years in the institution.

Other obligations, both of institutions and of individuals, are described in the *Statement on Recruitment and Resignation of Faculty Members*, as endorsed by the Association of American Colleges and the American Association of University Professors in 1961.

8. The freedom of probationary teachers is enhanced by the establishment of a regular procedure for the periodic evaluation and assessment of the teacher's academic performance during probationary status. Provision should be made for regularized procedures for the consideration of complaints by probationary teachers that their academic freedom has been violated. One suggested procedure to serve these purposes is contained in the *Recommended Institutional Regulations on Academic Freedom and Tenure*, prepared by the American Association of University Professors.
9. A further specification of the academic due process to which the teacher is entitled under this paragraph is contained in the *Statement on Procedural Standards in Faculty Dismissal Proceedings*, jointly approved by the American Association of University Professors and the Association of American Colleges in 1958. This interpretive document deals with the issue of suspension, about which the 1940 *Statement* is silent.

The 1958 *Statement* provides: "Suspension of the faculty member during the proceedings is justified only if immediate harm to the faculty member or others is threatened by the faculty member's continuance. Unless legal considerations forbid, any such suspension should be with pay." A suspension which is not followed by either reinstatement or the opportunity for a hearing is in effect a summary dismissal in violation of academic due process.

The concept of "moral turpitude" identifies the exceptional case in which the professor may be denied a year's teaching or pay in whole or in part. The statement applies to that kind of behavior which goes beyond simply warranting discharge and is so utterly blameworthy as to make it inappropriate to require the offering of a year's teaching or pay. The standard is not that the moral sensibilities of persons in the particular community have been affronted. The standard is behavior that would evoke condemnation by the academic community generally.

## Endorsers

Association of American Colleges and Universities .....	1941
American Association of University Professors .....	1941
American Library Association (adapted for librarians) .....	1946
Association of American Law Schools .....	1946
American Political Science Association .....	1947
American Association of Colleges for Teacher Education .....	1950
American Association for Higher Education .....	1950
Eastern Psychological Association .....	1950
Southern Society for Philosophy and Psychology .....	1953

American Psychological Association .....	1961
American Historical Association .....	1961
Modern Language Association of America .....	1962
American Economic Association .....	1962
American Agricultural Economics Association .....	1962
Midwest Sociological Society .....	1963
Organization of American Historians .....	1963
American Philological Association .....	1963
American Council of Learned Societies .....	1963
Speech Communication Association .....	1963
American Sociological Association .....	1963
Southern Historical Association .....	1963
American Studies Association .....	1963
Association of American Geographers .....	1963
Southern Economic Association .....	1963
Classical Association of the Middle West and South .....	1964
Southwestern Social Science Association .....	1964
Archaeological Institute of America .....	1964
Southern Management Association .....	1964
American Theatre Association .....	1964
South Central Modern Language Association .....	1964
Southwestern Philosophical Society .....	1964
Council of Independent Colleges .....	1965
Mathematical Association of America .....	1965
Arizona-Nevada Academy of Science .....	1965
American Risk and Insurance Association .....	1965
Academy of Management .....	1965
American Catholic Historical Association .....	1966
American Catholic Philosophical Association .....	1966
Association for Education in Journalism and Mass Communication .....	1966
Western History Association .....	1966
Mountain-Plains Philosophical Conference .....	1966
Society of American Archivists .....	1966
Southeastern Psychological Association .....	1966
Southern Speech Communication Association .....	1966
American Association for the Advancement of Slavic Studies .....	1967
American Mathematical Society .....	1967
College Theology Society .....	1967
Council on Social Work Education .....	1967
American Association of Colleges of Pharmacy .....	1967
American Academy of Religion .....	1967
Association for the Sociology of Religion .....	1967
American Society of Journalism School Administrators .....	1967
John Dewey Society .....	1967
South Atlantic Modern Language Association .....	1967
American Finance Association .....	1967
Association for Social Economics .....	1967
Phi Beta Kappa Society .....	1968
American Society of Christian Ethics .....	1968
American Association of Teachers of French .....	1968
Eastern Finance Association .....	1968
American Association for Chinese Studies .....	1968
American Society of Plant Physiologists .....	1968
University Film and Video Association .....	1968
American Dialect Society .....	1968

American Speech-Language-Hearing Association .....	1968
Association of Social and Behavioral Scientists .....	1968
College English Association .....	1968
National College Physical Education Association for Men .....	1969
American Real Estate and Urban Economics Association .....	1969
History of Education Society .....	1969
Council for Philosophical Studies .....	1969
American Musicological Society .....	1969
American Association of Teachers of Spanish and Portuguese .....	1969
Texas Community College Teachers Association .....	1970
College Art Association of America .....	1970
Society of Professors of Education .....	1970
American Anthropological Association .....	1970
Association of Theological Schools .....	1970
Association of Schools of Journalism and Mass Communication .....	1971
American Business Law Association .....	1971
American Council for the Arts .....	1972
New York State Mathematics Association of Two-Year Colleges .....	1972
College Language Association .....	1973
Pennsylvania Historical Association .....	1973
Massachusetts Regional Community College Faculty Association .....	1973
American Philosophical Association <sup>5</sup> .....	1974
American Classical League .....	1974
American Comparative Literature Association .....	1974
Rocky Mountain Modern Language Association .....	1974
Society of Architectural Historians .....	1975
American Statistical Association .....	1975
American Folklore Society .....	1975
Association for Asian Studies .....	1975
Linguistic Society of America .....	1975
African Studies Association .....	1975
American Institute of Biological Sciences .....	1975
North American Conference on British Studies .....	1975
Sixteenth-Century Studies Conference .....	1975
Texas Association of College Teachers .....	1976
Society for Spanish and Portuguese Historical Studies .....	1976
Association for Jewish Studies .....	1976
Western Speech Communication Association .....	1976
Texas Association of Colleges for Teacher Education .....	1977
Metaphysical Society of America .....	1977
American Chemical Society .....	1977
Texas Library Association .....	1977
American Society for Legal History .....	1977
Iowa Higher Education Association .....	1977
American Physical Therapy Association .....	1979
North Central Sociological Association .....	1980
Dante Society of America .....	1980
National Communication Association .....	1981
American Association of Physics Teachers .....	1982
Middle East Studies Association .....	1982

5. Endorsed by the association's Western Division in 1952, Eastern Division in 1953, and Pacific Division in 1962.

National Education Association .....	1985
American Institute of Chemists .....	1985
American Association of Teachers of German .....	1985
American Association of Teachers of Italian .....	1985
American Association for Applied Linguistics .....	1986
American Association of Teachers of Slavic and East European Languages .....	1986
American Association for Cancer Education .....	1986
American Society of Church History .....	1986
Oral History Association .....	1987
Society for French Historical Studies .....	1987
History of Science Society .....	1987
American Association of Pharmaceutical Scientists .....	1988
American Association for Clinical Chemistry .....	1988
Council for Chemical Research .....	1988
Association for the Study of Higher Education .....	1988
Association for Psychological Science .....	1989
University and College Labor Education Association .....	1989
Society for Neuroscience .....	1989
Renaissance Society of America .....	1989
Society of Biblical Literature .....	1989
National Science Teachers Association .....	1989
Medieval Academy of America .....	1990
American Society of Agronomy .....	1990
Crop Science Society of America .....	1990
Soil Science Society of America .....	1990
International Society of Prosthetologists .....	1990
Society for Ethnomusicology .....	1990
American Association of Physicists in Medicine .....	1990
Animal Behavior Society .....	1990
Illinois Community College Faculty Association .....	1990
American Society for Theatre Research .....	1990
National Council of Teachers of English .....	1991
Latin American Studies Association .....	1992
Society for Cinema and Media Studies .....	1992
American Society for Eighteenth-Century Studies .....	1992
Council of Colleges of Arts and Sciences .....	1992
American Society for Aesthetics .....	1992
Association for the Advancement of Baltic Studies .....	1994
American Council of Teachers of Russian .....	1994
Council of Teachers of Southeast Asian Languages .....	1994
American Association of Teachers of Arabic .....	1994
Association of Teachers of Japanese .....	1994
Academic Senate for California Community Colleges .....	1996
Council of Graduate Programs in Communication Sciences and Disorders .....	1996
Association for Women in Mathematics .....	1997
National Council for the Social Studies .....	1997
Philosophy of Time Society .....	1998
World Communication Association .....	1999
The Historical Society .....	1999
Association for Theatre in Higher Education .....	1999
National Association for Ethnic Studies .....	1999
Association of Ancient Historians .....	1999
American Culture Association .....	1999
American Conference for Irish Studies .....	1999
Society for Philosophy in the Contemporary World .....	1999
Eastern Communication Association .....	1999

Association for Canadian Studies in the United States .....	1999
American Association for the History of Medicine .....	2000
Missouri Association of Faculty Senates .....	2000
Association for Symbolic Logic .....	2000
American Society of Criminology .....	2001
New England Historical Association .....	2001
American Jewish Historical Society .....	2001
Group for the Use of Psychology in History .....	2001
Society for the Scientific Study of Religion .....	2001
Society for German-American Studies .....	2001
Society for Historians of the Gilded Age and Progressive Era .....	2001
Eastern Sociological Society .....	2001
Chinese Historians in the United States .....	2001
Community College Humanities Association .....	2002
Immigration and Ethnic History Society .....	2002
Agricultural History Society .....	2004
National Council for Accreditation of Teacher Education .....	2005
American Council on the Teaching of Foreign Languages .....	2005
Society for the Study of Social Biology .....	2005
Association of Black Sociologists .....	2005
Society for the Study of Social Problems .....	2005
Dictionary Society of North America .....	2005
Society for Buddhist-Christian Studies .....	2005
National Women's Studies Association .....	2006
National Coalition for History .....	2006
Society for Armenian Studies .....	2006
Society for the Advancement of Scandinavian Study .....	2006
American Physiological Society .....	2006
College Forum of the National Council of Teachers of English .....	2006
Society for Military History .....	2006
Society for Industrial and Applied Mathematics .....	2006
Association for Research on Ethnicity and Nationalism in the Americas .....	2006
Society of Dance History Scholars .....	2006
Association of Literary Scholars and Critics .....	2006
Society for Applied Anthropology .....	2006
Society for Music Theory .....	2006
Society for Historians of American Foreign Relations .....	2006
American Society of Plant Taxonomists .....	2006
Law and Society Association .....	2006





Book	VCCCD Board Policy Manual
Section	Chapter 4 Academic Affairs
Title	BP 4030 ACADEMIC FREEDOM
Number	BP 4030
Status	Active
Legal	Title 5, Section 51023; Accreditation Standard II.A.7
Adopted	April 18, 2006

The primary purpose of a college is to promote the exploration of ideas and the discovery and dissemination of knowledge and understanding. The college is to be an open forum for ideas and issues to be raised, challenged, and tested.

Academic freedom is the cornerstone of a college. Intellectual ferment is absolutely dependent upon academic and intellectual freedom. Freedom in teaching is fundamental for the protection of both faculty and students in teaching and learning. Freedom in research is fundamental to the advancement of knowledge.

The 1940 AAUP Statement of Principles on Academic Freedom and Tenure with 1970 Interpretative Notes\* from the American Association of College Professors provides a nationally recognized definition of academic freedom, its protections and its responsibilities.

#### Academic Freedom

*(a) Academic employees are entitled to freedom in the classroom in discussing their subject, but they should be conscientious regarding teaching subject matter which has no relation to their subject.*

*(b) Academic employees are entitled to full freedom in research and in the publication of results, subject to the adequate performance of their other academic duties, but research for pecuniary return should be based upon an understanding with the authorities of the institution.*

*(c) Academic employees are citizens, members of a learned profession, and officers of an educational institution. When they speak or write as citizens, they should be free from institutional censorship or discipline, but their special position in the community imposes special obligations. As scholars and educational officers, they should remember that the public may judge their profession and institution by their utterances. Hence, they should at all times be accurate, should show respect for the opinions of others, and indicate that they are not speaking for the institution.*

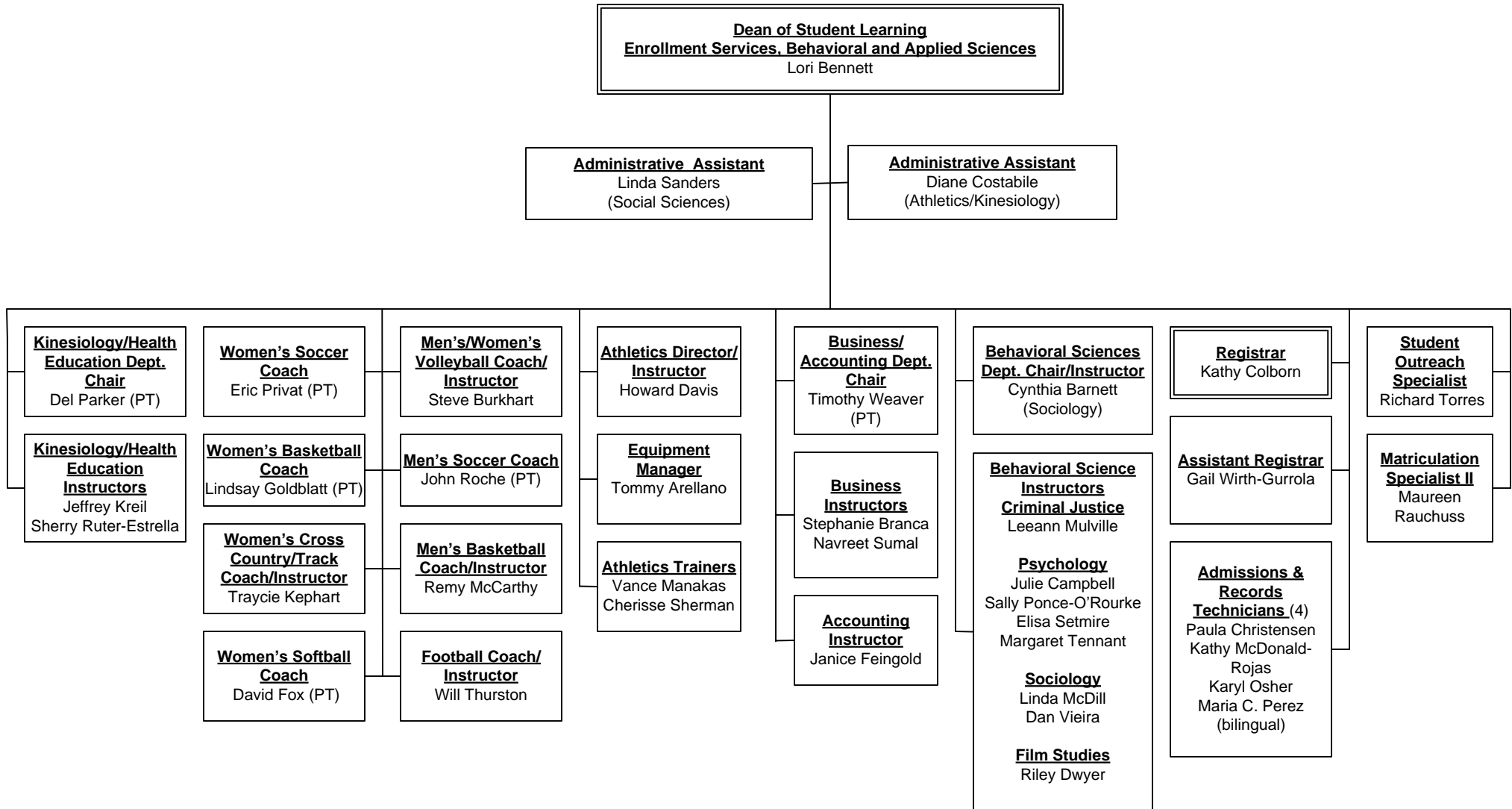
It is the policy of VCCCD that all academic employees, regardless of their employment status, should enjoy the privileges and exercise the responsibilities inherent in academic freedom as defined by the AAUP statement. In addition, all VCCCD employees enjoy the same protection and responsibilities within the context of their obligations. Furthermore, faculty tenure constitutes the strongest procedural safeguard of academic freedom and individual responsibility, and as such, is essential for the maintenance of intellectual liberty and high standards in teaching and scholarship.

\* The footnote from the 1970 Interpretative Notes on the AAUP Statement reads: "The intent of this statement is not to discourage what is 'controversial.' Controversy is at the heart of free academic inquiry which the entire statement is designed to focus. The passage serves to underscore the need for teachers to avoid persistently intruding material which has no relation to the subject."

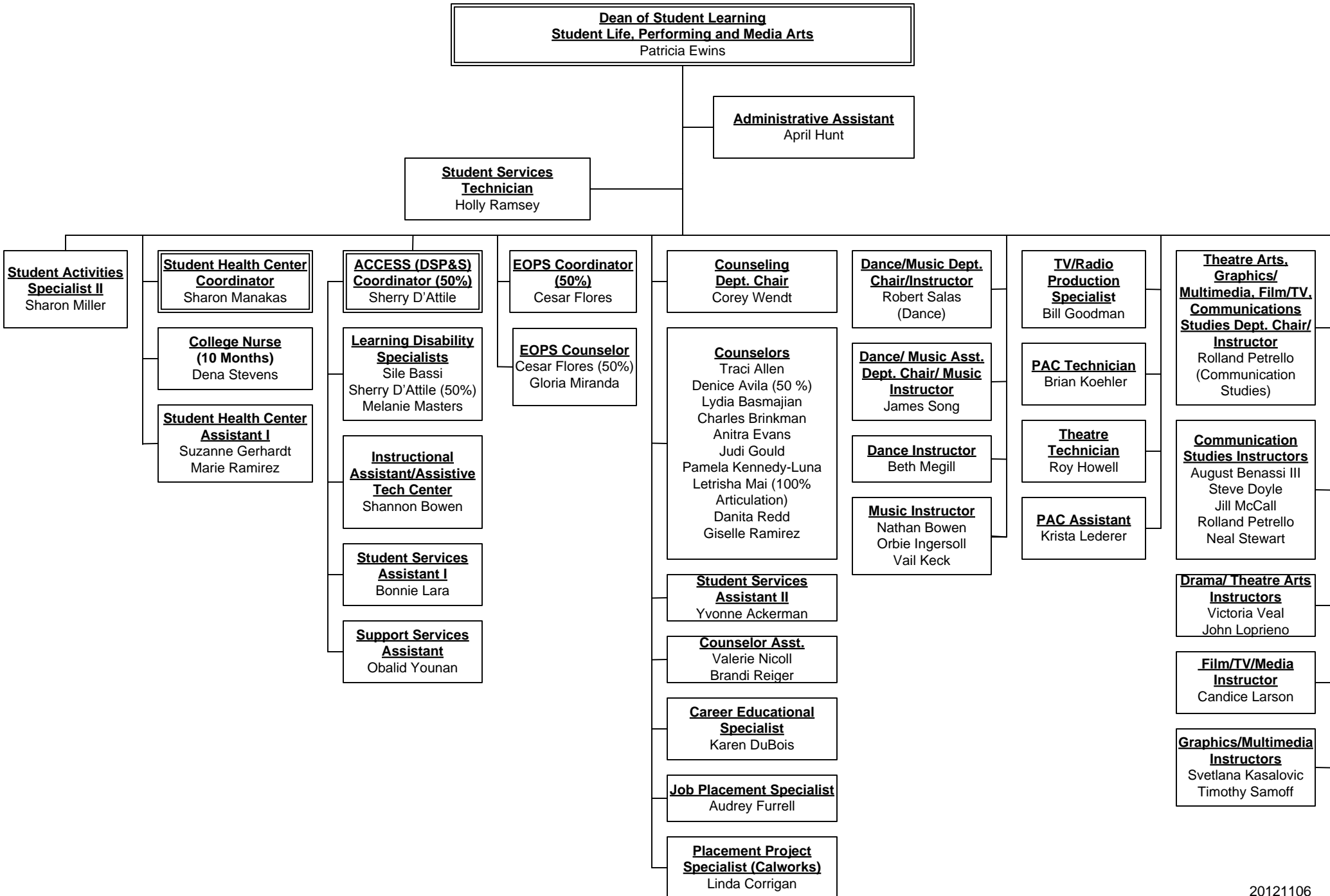
Reference: this policy has been adapted almost verbatim from the California State University System's statement on Academic Freedom, which is in turn substantially based on AAUP's 1040 Statement of Principles on Academic Freedom and Tenure with 1970 Interpretative Notes.



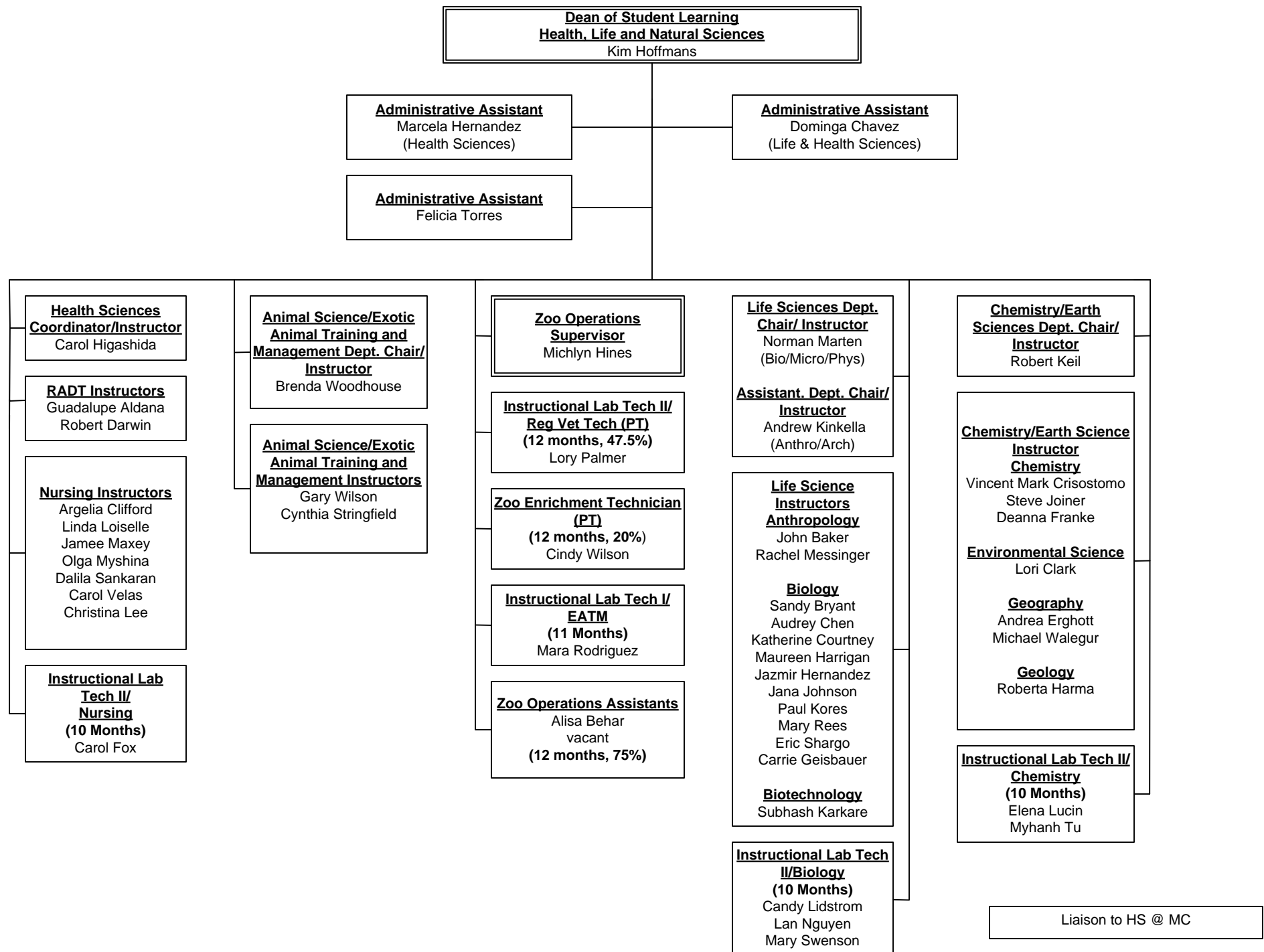
**VENTURA COUNTY COMMUNITY COLLEGE DISTRICT**  
**MOORPARK COLLEGE**  
**2012-13**



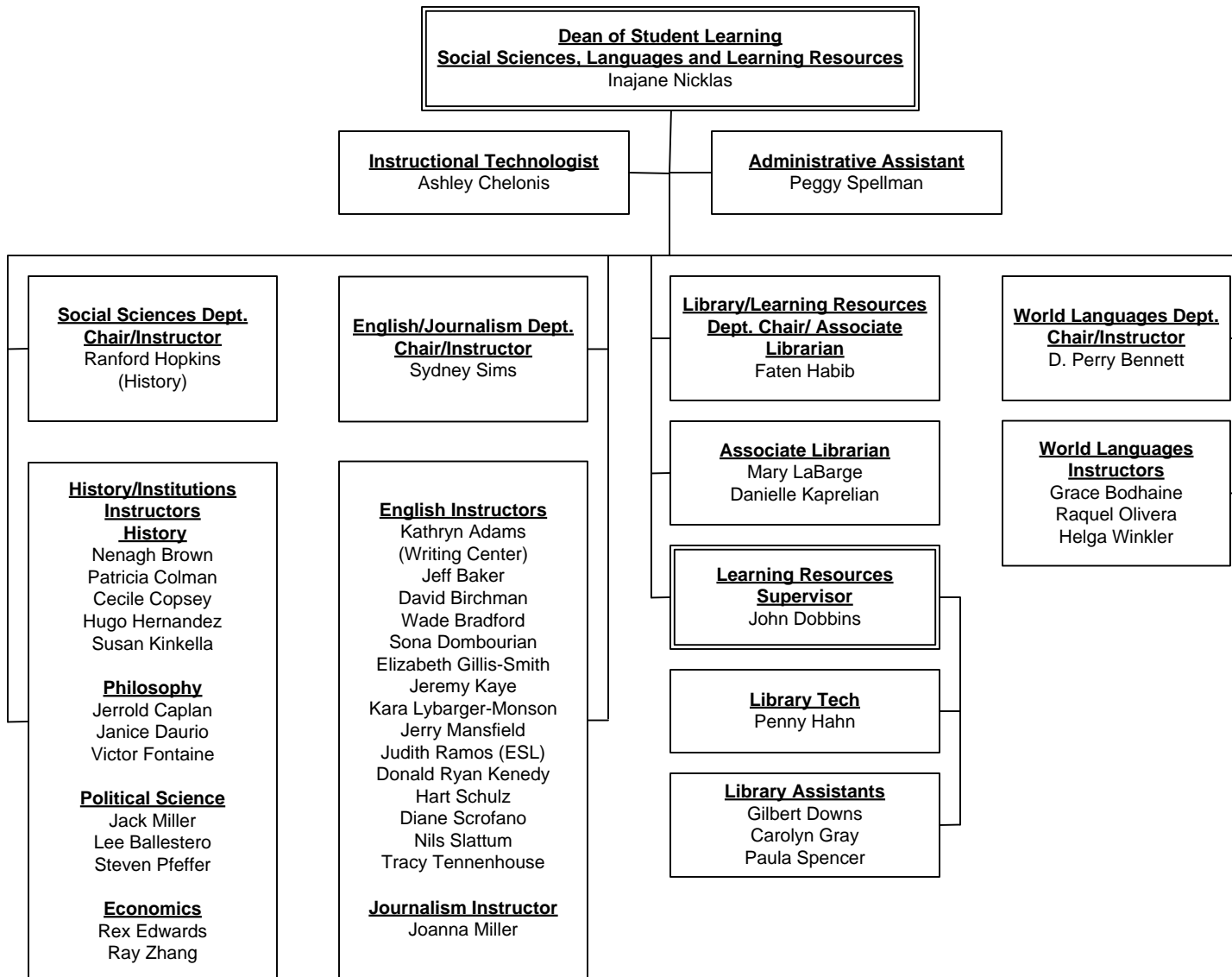
**VENTURA COUNTY COMMUNITY COLLEGE DISTRICT**  
**MOORPARK COLLEGE**  
**2012-13**



**VENTURA COUNTY COMMUNITY COLLEGE DISTRICT**  
**MOORPARK COLLEGE**  
**2012-13**



**VENTURA COUNTY COMMUNITY COLLEGE DISTRICT**  
**MOORPARK COLLEGE**  
**2012-13**



**VENTURA COUNTY COMMUNITY COLLEGE DISTRICT**  
**MOORPARK COLLEGE**  
**2012-13**

**Dean of Student Learning**  
**Education, Visual Arts, Math and Physical Sciences**  
Julius Sokenu

**Administrative Assistant**  
Mary Anne Beck

**Evening/Weekend Attendant**  
**(12 months, 60%)**  
Paul Mattson

**Foster Care/ Kinship Program**  
Jason Lee

**Child Development Center/Early Childhood Development Dept.**  
**Chair**  
Cynthia Barnett

**Early Childhood Development Instructors**  
Kristi Almeida-Bowin  
Cynthia Sheaks-McGowen

**Child Development Center Supervisor**  
**(10 Months)**  
Bonnie Baruch

**Child Development Center Office Assistant**  
**(10 Months)**  
Micaela Aguilar

**Child Development Associates**  
**(3)**  
**(9 Months)**  
Amy Ito-Herrera  
Lindsey Cuadra  
vacant

**Child Development Assistants**  
**(4)**  
**(9 Months)**  
Deborah Biggie  
Angelina Gomez  
Melanie Sena  
Margarita Spivack

**Computer Science/CNSE Dept. Chair/Instructor**  
Martin Chetlen

**Computer Science/CNSE Instructors**  
Christine Aguilera  
(also Mathematics)  
Edmond Garcia  
Vish Viswanath

**Computer Information Systems Instructor**  
Mary Mills

**Mathematics Dept. Chair/ Instructor**  
Christine Cole

**Mathematics Instructors**  
Phillip Abramoff  
Christine Aguilera  
(Also CS)  
Karholine di Passero  
Marcos Enriquez  
Kathryn Fink  
Keith Hilmer  
Daina Nguyen  
Tom Ogimachi  
Curtis Paul  
Rena Petrello  
Brendan Purdy  
(Math Center)  
Mahyad Rahnamaie  
Cynthia Reed  
Deborah Ritchie  
Benjamin Rode  
David Weinstein  
Grethe Wygant

**Physics/Astronomy/ Engineering Dept. Chair/ Instructor**  
Clint Harper

**Physics/Astronomy/ Engineering Instructors**  
Balazs Becht  
Scarlet Relle  
Ron Wallingford

**Instructional Lab Tech II/ Physics**  
**(11 Months)**  
Dawit Achameyelhe

**Visual/Applied Arts Dept. Chair/Instructor**  
Lydia Etman

**Art Instructors**  
Erika Lizee  
Christine Marx  
Cynthia Minet  
Gerry Zucca

**Photography Instructor**  
Steve Callis

**Instructional Lab Tech/ Ceramics**  
**(10 Months)**  
Donna Scott

**Instructional Lab Technician I Photography**  
Karin Johansson

**From:** Pam Eddinger  
**Sent:** Wednesday, November 14, 2012 1:25 PM  
**To:** Riley Dwyer  
**Subject:** Invitation to Senate Meeting Nov 20, 2012

Dear Riley:

Thank you for the invitation to senate next week. Unfortunately, I will be out of town. As I understand it, the topic is the recent re-organization that moved our disciplines and student services to 5 divisions. Please allow me to share with you an email exchange about this issue that I sent last week to one of our faculty members. Also, as I stated to the campus, this is a temporary reorganizational strategy to ensure that our faculty are supported during this transition. My basic principles for deliberation on re-org was made clear in my email to campus. I hope this additional piece of narrative below will help reassure folks that existing partnerships will not be taken apart by this temporary change.

Should the senate wish to have additional dialogue, please let me know.

Pam

On Nov 8, 2012, at 11:16 PM, "Pam Eddinger" <[PEddinger@vcccd.edu](mailto:PEddinger@vcccd.edu)> wrote:

Thank you for your note, and I am glad that you and [.....] had a chance to talk with Jane. I am actually going to copy Jane on this email, so that we are in sync with our conversations.

First of all, while I always try very hard to keep the synergies and partnerships together in the organizational structure, I know that I will never have 100% success in aligning the administrative aspects of the departments completely with the academic/philosophical perspectives. I could do it if I had all the funding in the world. But even then, the multi-disciplinary nature of what you all do demands that, in the ideal world, there would just be one big department with everyone in it.

So let me share with you some of the nuances of my thinking behind the current re-org, things beyond what I have articulated already in the all-campus email. I hope you will grant me patience as I go on a bit....

Departments are, first and foremost, created as administrative units. It is about supervision and dean workload, contract compliance in evaluation, department chair compensation, building schedules, program plans, and the various kinds of paperwork requirements.

Departments, in an ideal world, can be also a place where partnerships are fostered, and all the synergies aligned. We have tried to do this as much as possible. The AFT contract does not required this creative alignment, and neither does the work of daily administration. It is our own need for creative partnerships and dialogue that prompts us to build this synergy within our department structure.

But the reverse is not true. Department are not the only structure that can foster synergy. Further, departmental boundaries do not prevent partnerships and dialogue from happening. Some examples come to mind....

- EATM works with the biology department in the butterfly project.



- EATM works with anthropology on animal bite mark studies.
- Math and English work on basic skills strategies.
- Film and psychology had linked classes and learning communities.
- Dance, Music and Theater, in two different departments, produces musicals every year.
- MC and VC are in the process of putting together a joint certificate in biotech and manufacturing, a venture that goes even beyond department and division lines to a cross-college partnership that shares curriculum.

I am sure you can think of many of these examples. There is absolutely nothing that keeps the disciplines in graphics, multimedia, journalism, photography, art, and others from retaining established partnerships and creating new ones.

Disciplines are free to share curriculum, learning spaces, equipment, and frankly, anything and everything that are currently being share. Being in different departments does not stop the dialogue or the doing of things.

None of you are physically moving your office, or altering your teaching spaces. This also helps retain whatever synergies you developed by being in proximity with one another.

This is perhaps what Jane meant when she said that you can still work as a "department" in the creative sense. The partnerships that you have developed are not being destroyed because your dean [assignments are different]. In fact, Journalism, English, and the Creative Writing Folks can foster new alliances to further enhance Journalism, and vice versa. [...] might expand graphics project to a theater or performance venue. Infinite combinations of partnerships are possible if we can simply see "departments" as an administrative unit, and not let it bridle the imagination. Keep the partnerships you have; develop others as you see possibilities.

On the practical side, current chairs will not be penalized financially. We will hew to the contract and prior assignment and appropriate compensation will be honored.

This email runs long, my apologies. I simply want to assure you that these department lines for practical administration should not be barriers. And may be your new dean and division colleagues will spark new synergy and create new directions.

So, the short answer is, yes, we are implementing the re-org. The longer answer, I hope I have provided. If there is something specific that you and [...] want to do together, and it is being prevented from happening because of the re-org, please let me and Jane know, and we will make sure that it is not derailed.

Again, thank you for letting me explain the perspective that informed my decision. Please give the re-org an opportunity to work. I promise we will continue to talk about it as things progress.

Regards, as always,

Pam

## Criteria for Faculty Hiring Prioritization

Recommended considerations for reading Program Plans, for ASC members, for the purpose of prioritizing requests for faculty hires. The criteria are listed in suggested order of importance. All criteria should be considered within the context of the Moorpark College Mission Statement, where applicable.

- 1) Position is required by state law or mandate – these are set aside, given “automatic” acceptance
- 2) Vital program will cease to exist if position not filled.
- 3) Need to fill position based on specific program need, such as specialization, area of expertise, or maintenance of program quality or safety concerns.
- 4) Full-time to Part-time (FT/PT) ratio (as indicated by % contract).
- 5) Position is FTES generating (considering % District Productivity Goal, aggregate WSCH, and other factors which indicate size and efficiency of program in generating FTES's).
- 6) Projected increase in program demand, based on current program growth, increasing need in the community and workforce, and/or greater opportunities for transfer of courses to other colleges.
- 7) Programs or positions, whether teaching or non-teaching faculty, which support other programs or positions.
- 8) Considerations based on recent retirements or other vacating of positions as well as recent replacements for such positions.
- 9) Appropriate facilities, support staff, and other material resources are available to support the position.
- 10) Any other considerations implicit in the program plans related to college mission, college-wide needs, and strategic directions.

## **Moorpark College Faculty Prioritization Assumptions**

- I. The prioritization result serves as a recommendation to the President. If the President chooses to deviate from the order of the prioritization list, it is agreed that the President will discuss the decision with both the Academic Senate Council and the Deans' Council.
- II. When a vacancy occurs due to retirement or resignation, there is no automatic replacement of that position in the same department. In the event of an unanticipated retirement or resignation, the President will make the decision whether to replace that full-time position immediately, or whether to use those funds to open the next position on the priority list.
- III. List of faculty priorities do not carry over from one year to the next. This process will generate a new list each year in the fall semester in preparation for early advertisement in the spring. Exceptions are made for a one-year extension in the following:
  - when positions cannot be filled for reasons other than a change in program needs (e.g. lack of adequate candidate pool)
  - when positions opened contingent on funding have completed the screening process and finalists have been named by the president.
- IV. In order to provide a balance between classroom and non-classroom faculty, within the priorities a ratio of at least 1 non-classroom faculty position to every 10 classroom faculty (hired) will be honored in non-classroom faculty positions that have been proposed.

### **Ground Rules for Discussion**

- We represent the interest of the college community as a whole. It is our expectation that decisions will be made based primarily on campus-wide needs and opportunities.
- Everyone has reviewed all relevant materials, thus no presentation or reading of program plans will be done by the co-chairs of the Prioritization Meeting.
- Each representative must in attendance for the entire discussion, hearing each presentation, in order to vote.
- We spend three to five minutes for each program plan discussion.
- No substitutes for senate representatives.
- All voting will be done by written ballots.
  - No names on ballot
  - Contact number on back of ballot
  - Sample Rankings: 12 High (5pts), 12 Medium (3pts), 13 Low (1pt)

## **MOORPARK COLLEGE**

### **Memorandum from the Academic Senate**

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To: Dr. Pam Eddinger

From: Ms. Riley Dwyer, Academic Senate President

Re: Program Discontinuance for 2012-2013

Date: November 7, 2012

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Per your charge Moorpark College's faculty and administration have conscientiously undertaken the task of reviewing Drafting Technology for possible discontinuance. In addition, the Academic Senate reviewed courses to provide feedback only relative to continuance, inactivation or discontinuance. We have followed the process delineated in the Ventura County Community College Administrative Procedure (AP) 4021.

Following the process, beginning at Step II per AP 4021, the Recommendation Group convened on October 12, 2012 and submitted their analysis and recommendation to the Executive Vice President on October 15<sup>th</sup>. The EVP consulted each areas discipline faculty, department chairs and deans in meetings on October 16<sup>th</sup> and 17<sup>th</sup>. The EVP submitted her recommendation to the Senate on October 18<sup>th</sup>.

The Academic Senate discussed and analyzed the program discontinuance recommendations on October 30th and November 6th. Voting took place by written ballot on November 6th. The discussion during these meetings was focused, intense, and respectful of the faculty, the disciplines, and the gravity of the task. The Senate carefully reviewed and analyzed the EVP's recommendations and the supporting documentation, which included the Recommendation Group's recommendations based on each discipline's Program Plan, Institutional Effectiveness Report, Center of Excellence data, and related Program Plan Data Report. The discipline faculty or their faculty representatives attended both meetings.

Below please find the Academic Senate Recommendation, the recommendation of the Executive Vice President, and the recommendation of the Recommendation Group formed per AP 4021.

**Moorpark College Academic Senate**  
**Program Recommendations to the College President**  
**November 7, 2012**

**IV. Academic Senate Review and Recommendation**

After reviewing the recommendations and the supporting documentation of the Executive Vice President concerning possible program discontinuance, the Academic Senate shall review the recommendations and supporting documentation and take one of the following actions:

- 1) Concur with the recommendations of the Executive Vice President; or
- 2) Demur with [*sic*] the recommendations of the Executive Vice President and propose an alternative course of action to address the issues set forth in the Vice President's justification for program discontinuance.

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

*In accordance with Administrative Procedure 4021 for Program Discontinuance, the Academic Senate has reviewed the Program Discontinuance recommendations of the Executive Vice President and the supporting documentation. The EVP's recommendations were received on October 18, 2012 and reviewed during Senate meetings on October 30<sup>th</sup> and November 6<sup>th</sup>. The input from affected discipline faculty or their representatives and the review of the EVP's recommendation and supporting documentation form the basis for the following recommendations:*

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**Drafting Technology Program**

EVP's Recommendation:      Discontinue all Drafting Technology/CAD Certificates of Achievement, Proficiency Awards, and all courses

*The Academic Senate concurs.*

**Executive Vice President**  
**Program Recommendations**  
**October 18, 2012**

**Program Discontinuance Review and Analysis Procedure**

**III. Executive Vice President Review, Analysis and Recommendation**

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

*In accordance with the agreed upon Program Discontinuance Procedure, the program report received on October 15, 2012 from the Moorpark College Recommendation Group was reviewed and analyzed. On October 16 and October 17, 2012, discipline faculty, department chairs, and deans for each program were invited for a consultation. The input from these consultation sessions and the analysis of the report from the Recommendation Group form the basis for the following recommendations from the EVP.*

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**Summary of Recommendation: 1. Discontinue Drafting Technology/CAD Certificate of Achievement, 2. Discontinue CAD Proficiency Award, and 3. Discontinue discipline and associated courses**

There was agreement among the EVP, the Recommendation Group and the discipline faculty, who attended the EVP's meeting on the program's future, on the following recommendations:

- discontinuance of the Drafting Technology/CAD Certificate of Achievement
- discontinuance of the CAD Proficiency Award
- discontinuance of the discipline and associated courses

Justification included the fact that drafting courses do not meet general education requirements, are very limited in transferability, and the drafting courses are not part of the lower division major preparation for any of the Engineering Programs at local universities and colleges. In addition, the Moorpark College Engineering Program has included the CAD skills necessary for its students in an engineering course.

There is also a decreased need for drafting skills in the job market and in discussing community learning needs with the discipline faculty, it was clear that the advanced skills taught in some of the for-credit drafting courses could be better provided to those currently in the field through community and contract education, both of which could generate revenue for the college. This is currently being explored by the division dean and drafting faculty.

**Recommendation Group**  
**Program Recommendation to Executive Vice President**  
**October 15, 2012**

**Program Discontinuance Review and Analysis Procedure**

**II. Recommendation Group Review and Analysis**

Each college will form a standing recommendation group to examine programs for possible remediation or discontinuance. In designating its recommendation group, each college may choose one of the following options:

**Option A:**

Colleges will form a recommendation group to examine programs for possible remediation or discontinuance. The recommendation group will have a minimum two-thirds faculty representation, as appointed by the Academic Senate.

**Option B:**

Alternatively, colleges may choose to assign this task to an existing standing committee with majority faculty representation.

The group makes recommendations to the Executive Vice President or EVP designee.

Based upon its analysis of the program metrics, the Recommendation Group has two options:

**Option A: Program Continuance and Revision**

The Recommending Group proposes program continuance with revision, accompanied by a written justification. A two-year monitoring period is established, including a mandated written first-year progress report.

**Option B: Program Discontinuance**

The Recommending Group proposes program discontinuance, accompanied by a written justification

*In accordance with Administrative Procedure 4021: Program Discontinuance, the College initiated a Recommendation Group using Option II. A. As previously agreed upon, the Recommendation Group (RG) consists of the Academic Senate Vice President and a Dean as Co-Chairs, an unaffected member of the faculty from each of the six divisions, one Counselor, the faculty Co-Chair of Curriculum Committee, one additional Dean, and the Institutional Research Coordinator as a non-voting member. The configuration of the RG conforms to the required minimum of two-thirds faculty. The RG met to review and discuss documentation including three years of Program Plans and evaluations, college catalogs, Assist.org, three years of Detailed Program Plan Data Reports and the Institutional Effectiveness Report on October 12<sup>th</sup>. The recommendation is as follows:*

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**Summary:**

**1. Drafting Technology**

Recommendation: Discontinue Program  
Discontinue Drafting Technology/CAD Certificate of Achievement  
Discontinue CAD Proficiency Award  
Discontinue discipline and associated courses

**Criteria:**

The criteria used by the Recommendation Group are those mutually agreed upon from AP 4021: Program Discontinuance as allowable within the AP. (included below)

## **Justification:**

### **College mission:**

- Drafting courses do not meet Gen Ed and are very limited in transferability (Counselor input)
- Drafting courses are not part of lower division major prep for any of the engineering majors at our local feeder schools (Counselor input)

### **Duplication of program:**

- Alternate and more substantial program offered at Ventura College (8 courses in Fall 12: VC Schedule)

### **Productivity:**

- Low productivity (decline from Fall 09: WSCH 487, to Fall 12: WSCH 439; PP2011-12; PPDR)

### **Student demand:**

- Low student demand for the courses . . . as can be seen by the fact that the current classes are not filling completely (PPDR Fall12: 118 students enrolled in 5 sections with a total cap of 151)
- Reductions in enrollment: Spring 2010 – 269 students; Spring 2012 – 117 students (PPDR)

### **Employer demand:**

- Decreased need for [drafting] skills . . . in the job market. The C.O.E. Nov 2011 analysis of drafting/CAD job availability reveals that there is a diminishing need for drafting skilled workers. Their report details that in 2011 there were only 12 job openings in Ventura County (Ventura County Centers of Excellence report)

### **Course completion rate:**

- The 2011-12 Liberal and General Studies Associates Degree and Certificate Award Analysis identifies an overall low number of completers, only [17] in the last 4 years from 2008-09 to 2011-12 (IER 2011-12)
- Low number of student completers – certificates: only 2 awarded in 2011 for Architectural Option Certificate, and only 2 awarded since 2008 in Civil Engineering Option Certificate (IER 2011-12)

### **Currency of program curriculum:**

- The last full update of its [Course Outlines of Record] was in 1992 (PP 2011-12)



**Moorpark College**  
**Program Review Criteria**  
**Adapted from AP 4021 Program Discontinuance**

- Extent to which the program advances the district/college mission.
- Extent to which the program addresses district/college goals and objectives
- Extent to which the program duplicates programs offered elsewhere in the district or service area and the extent to which it provides services that are unique to the service area.
- Analysis of the ratio of weekly student contact hours to full-time equivalent faculty (WCH: FTEF “productivity”), factoring in fluctuations in program productivity caused by manipulations of enrollment caps.
- Student demand.
- Evidence derived from analysis of designated program-level student learning outcomes.
- For career/technical programs, evidence of employer demand for program completers, such as job placement, updating of skills, minutes of advisory committee meetings, etc.
- Extent to which program addresses needs identified as part of environmental scanning, as appropriate to mission.
- Extent of course completion, number of degrees and certificates conferred and transfer rates.
- Currency of program curriculum in relation to employer demand and transfer institution requirements.

## **MOORPARK COLLEGE**

### **Memorandum from the Academic Senate**

---

To: Dr. Pam Eddinger

From: Ms. Riley Dwyer, Academic Senate President

Re: Courses under consideration for continuance, inactivation or discontinuance for 2012-2013

Date: November 7, 2012

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Per your charge Moorpark College's faculty and administration have conscientiously undertaken the task of reviewing for program discontinuance. In addition, the Academic Senate reviewed courses to provide feedback only relative to continuance, inactivation or discontinuance. We have followed the process delineated in the Ventura County Community College Administrative Procedure (AP) 4021; however, it is the Senate's position that as AP 4021 stands, it is not a process well suited for course considerations. Therefore, the Academic Senate is providing feedback-only rather than a AP 4021 based recommendation.

Following the process, beginning at Step II per AP 4021, the Recommendation Group convened on October 12, 2012 and submitted their analysis and recommendation to the Executive Vice President on October 15<sup>th</sup>. The EVP consulted each areas discipline faculty, department chairs and deans in meetings on October 16<sup>th</sup> and 17<sup>th</sup>. The EVP submitted her recommendation to the Senate on October 18<sup>th</sup>.

The Academic Senate discussed and analyzed the course-related recommendations on October 30<sup>th</sup> and November 6<sup>th</sup>. The discussion regarding the courses was equally during these meetings was focused, intense, and respectful of the faculty, the disciplines, and the gravity of the task to that of the program under consideration. The Senate carefully reviewed and analyzed the EVP's recommendations and the supporting documentation.

Below please find the Academic Senate's feedback as well as the recommendations from the EVP and the Recommendation Group. Again, the Academic Senate has provided feedback only as an acknowledgement to the responsibilities of the Senate, the duties of the Curriculum Committee and the rights of the discipline faculty. Nonetheless, the Senate understands the collegial and consultative nature of the President's request to review these courses rather than the being eliminated through schedule management.

**Moorpark College Academic Senate**  
**Program Recommendations to the College President**  
**November 7, 2012**

**Education Courses**

The Academic Senate's position is that Education M02: Introduction to American Education be inactivated at this time. Education M03: Teaching Field Experience and Education M80: Internship in Education are candidates for discontinuance.

**Nutritional Science Courses**

The Academic Senate's unanimously holds that Nutritional Science M01: Nutritional Science should be retained as a General Education course and as a course meeting major prep requirements in various disciplines.

With both Nutritional Science M07 and M20, Cultural Foods and Sanitation and Safety Respectively, the Academic Senate consider three options: Discontinuance, Inactivation and Continuance.

The cultural aspect of NTS M07: Cultural Foods was of interest to the Senate. 43.5% voted to retain but inactivation. 39% of the Senate voted to discontinue, and 17.5% hold that the course should be retained.

In regard to NTS M20: Sanitation and Safety, there was an interest in the course as a CTE course that could lead to employment. 39% of the Senate voted to retain but inactivate the course; 39% voted to discontinue, and 22% voted to retain the course.

The recommendations of the Executive Vice President and the Recommendation Group for both Education and Nutritional Science are below.

**Executive Vice President**  
**Education Course Recommendations**  
**October 18, 2012**

**Program Discontinuance Review and Analysis Procedure**

**III. Executive Vice President Review, Analysis and Recommendation**

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

*In accordance with the agreed upon Program Discontinuance Procedure, the program report received on October 15, 2012 from the Moorpark College Recommendation Group was reviewed and analyzed. On October 16 and October 17, 2012, discipline faculty, department chairs, and deans for each program were invited for a consultation. The input from these consultation sessions and the analysis of the report from the Recommendation Group form the basis for the following recommendations from the EVP.*

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**Education Courses**

**Recommendation:**

**1. Discontinue**

**EDU MO3 – Teaching Field Experience and  
EDUM80 – Internship in Education**

**2. Inactivate**

**EDU M02 – Introduction to American Education**

There is agreement among the Recommendation Group, the discipline faculty and the EVP on the following:

- Discontinuance of EDU M03 – Teaching Field Experience
- Discontinuance of EDU M80 – Internship in Education
  - Justification: neither course meets GE requirements and is not part of the Elementary Education TMC.
- Inactivate EDU M02 -- Introduction to American Education
  - Justification: EDU M02 – Introduction to American Education is a major preparation course for the Liberal Studies major at most four year institutions and is a requirement for the Elementary Education TMC. Should this degree pattern be developed by discipline faculty in the future, this course would be required.

## **Recommendation Group**

### **Education Course Recommendation to Executive Vice President**

**October 15, 2012**

#### **Recommendation: Program Continuance and Revision**

Discontinue EDU M03 and M80

Continue EDU M02

#### **Justification:**

##### **College mission:**

- [M02, M03 and M80 have] no current TMC or degree; do not meet GE requirement (Counselor input)
- [M02, M03 and M80 are] not required for [a Moorpark Liberal Studies] major (Counselor input)
- EDU M02 is a major prep for Liberal Studies major [at four year institutions]
- The TMC for Elementary Education requires [M02] for the AA-T degree (Counselor input)
- Moorpark currently does not have the [Elementary] Education TMC but if demand increases, [and we chose to create one, M02] would be needed (Curriculum Co-Chair input)

##### **Duplication:**

- Ventura College has not offered their equivalent course [M02] since Spring 2011 (VC Schedules, Sp & Fall 2011, 2012)
- Oxnard College has limited offerings [since Spring 2011 only two sections offered, both with low enrollment] (OC Schedules, Sp and Fall 2011, 2012)

##### **Student demand:**

- Low student demand [only M02 offered in past 7 semesters; no sections of M03 or M80 offered during this time] (PPDR Fall 2009-Fall 2012)
- Reduction in student interest [in M02]: 77 students enrolled in Fall 2009; 30 in Fall 2012, and a reduction to one section (PPDR)

##### **Extent to which program addresses needs as identified by environment scans:**

- The trend of CSU campuses over the past few semesters is to only admit students who have completed a TMC (Counselor input)

##### **Employer demand:**

- The 2012-13 Program Plan Environment Scans reveal that specifically in the areas of “Elementary Education and Elementary Administration there is a projected 4.8% and 6.4% increase in demand for employment” (PP 2012-13)

##### **Currency of program curriculum:**

- The EDU M02 course curriculum is up to date (Curriculum Co-Chair input)

## **Executive Vice President**

### **Nutritional Science Course Recommendations**

**October 18, 2012**

## **Nutritional Science Courses**

### **Recommendation:**

#### **1. Discontinue**

**NTS M07 – Cultural Foods**

**NTS M20 – Sanitation and Safety**

#### **2. Continue**

**NTS M01 – Nutritional Science**

There was agreement among the Recommendation Group, the discipline faculty, and the EVP on the following:

- Discontinuance of NTS M07 – Cultural Foods and M20 – Sanitation and Safety
  - Justifications included the fact that the COR for both courses is outdated and the courses are not required for any current degree or certificate. It was felt that the content of M20 might be better provided to those in the field through community education offerings since this course prepares students to take a certification exam required of those working in any food service preparation.
- Continuance of NTS M01 – Nutritional Science
  - Justification: course meets a major preparation requirement for transfer to CSUN and other universities for several majors, including Kinesiology, Athletic Training, Family and Consumer Affairs, and Public Health. It is also a prerequisite for nursing programs at many schools and a highly recommended course for MC nursing students. In addition, M01 is a CSU general education course and is transferable.

## **Recommendation Group**

### **Nutritional Science Course Recommendation to Executive Vice President**

**October 15, 2012**

#### **Recommendation: Program Continuance and Revision**

Discontinue NTS M07 and M20

Continue NTS M01

#### **Justification:**

##### **College mission:**

- M07 is . . . not part of any degree/certificate pattern and M20 not required for students to take the Serv Safe certification exam (Counselor input)
- [M01] meets major prep requirement for transfer to CSUN and other universities for several majors, including Kinesiology, Athletic Training, Family and Consumer Science, Public Health (Counselor input)
- [M01] is a prerequisite for the nursing program [at many schools] (Curriculum Co-Chair input)
- M01 is a [CSU and UC] GE course . . . and is transferable (Counselor input)

##### **Productivity:**

- The 2011-12 Program Plan evaluation marks are mostly HIGH or medium; they are above the 525 (PP 2011-12)

##### **Duplication of program:**

- Oxnard College does not have an equivalent course [M01] (OC Catalog, 2012)
- At Ventura College [M01 is under] Health [Education] (VC Catalog, 2012)
- [Safe Serv exam content, covered in M20,] can be obtained on-line (Curriculum Co-Chair input)

##### **Student demand:**

- The PPDR spanning over the last three and a half years (Fall 2009-Fall 2012) asserts that this course has met or exceeded its cap in an average of 5 CRNs each semester (PPDR Fall 2009-Fall 2012)

##### **Extent to which program addresses needs as identified by environment scans:**

- Kinesiology is an impacted major at many of the CSUs so no access to this course [NTS M01] would be a disadvantage to our students (Counselor input)

##### **Currency of program curriculum:**

- NTS M07 has not been active for several years; NTS M20 coursework is outdated (Curriculum Co-Chair input)