

Academic Senate Council Minutes

Tuesday, January 19, 2:30-4:00 p.m. in the CCCR-A

STANDING MEMBERS						Guests
POSITION	NAME	PRESENT	POSITION	NAME	PRESENT	Welcome! Please sign in.
ASC Pres	Jeff Baker	X	Film, Interior Design, Art	Riley Dwyer	X	
ASC V.P.	Rex Edwards	X	Health Sciences	Dalila Sankaran	X	
ASC Secretary	Lisa Putnam	Abs.	History/Institutions	Susan Kinkella	X	
ASC Treasurer	Nenagh Brown	X	Library	Mary LaBarge	X	
ACCESS	Melanie Masters	X	Life Sciences	Andrew Kinkella	X	
Athletics	Howard Davis	X	Mathematics	Phil Abramoff	X	
Behavioral Sciences	Linda McDill	X	Modern Languages	Raquel Olivera	X	
Business	Stephanie Branca	X	Multi Media, Journalism, Photo	Svetlana Kasalovic		
Chemistry/ Earth Sciences	Omar Torres	X	Music/ Dance	James Song		
Counseling	Chuck Brinkman	X	Physical/ Health Education	Nancy Stewart	X	
Computer Info Systems	Mary Mills	X	Physics/ Astronomy	Clint Harper	X	
Computer Sci/ CNSE	Vish Viswanath	X	Student Health Center	Dena Stevens	X	
English/ ESL	Beth Gillis-Smith Alt. Kathryn Adams	X	Theater Arts/ Communications	John Loprieno	X	
EATM	Cindy Wilson	X	<i>Student Liaison</i>			

Quick Recap:

Action Item Topic	Discussion/Comments	Action
Senate Referendum on Proposed Elections Committee	Minor edits to language; ballot will be sent out.	Ballot will be sent to all faculty; votes due by 2/2
Courtesy Sub	Deans have authority to allow for paid sub Key criteria: pedagogical need	
DCAS "Productivity" Update	Survey being developed	
Reassign time update	Discussions still taking place	
District-wide Equivalency	New process in place, however, June 09 audit identified one faculty member out of compliance. District-wide review taking place.	
Program Discontinuance Policy	Original proposed policy lost; district producing a new one.	

2:30 pm—Call to Order

I. Public Comments (Those wishing to make public comments should be in attendance by 2:30 p.m.)

II. Approval of Minutes: Minutes of October 20, 2009

Moved to Approve: Clint Harper

Seconded: Dalila Sankaran

Passed unanimously.

III. Reports

Treasurer (Nenagh Brown)

- Checking : \$ 4,725.82
- Savings: \$ 1,197.01

Nenagh requests your suggestions on how she can best serve the Senate.

Committee Reports

a. Curriculum (MLaBarge) None.

CurriUNET training will be held monthly by Marie Panec. Clint H. commented that there is no allowance for concurrent courses and this is very difficult for lab classes. Jeff B. asked Clint to email him.

b. EdCAP (JLoprieno) *Report given the first meeting of the month

NA. Report to be given at next meeting.

c. Facilities CAP (PAbramoff)

NA. Report to be given at next meeting.

d. Faculty Development (MMills)

New section of Faculty Development on portal. Publicizing new portal to students. Survey going out soon on New Faculty Orientation. Lynda.com to be renewed, hopefully.

(Co-chairs: Leanne Mulville, Julius Sokenu)

e. Fiscal (JBaker) *Report given the second meeting of the month

Jeff B. will miss next meeting. California Education Budget cut. Jeff asked Iris to come and introduce provisional budget to Academic Senate. A Y'All Come will be also scheduled for a Wednesday afternoon.

f. TechCAP (KAdams)

Have not met yet.

g. Senate Subcommittees & Liaisons

- Associated Students
- District Reports-DCHR, DCSL, DTRW, Consultation Council
DCHR: None.

DCSL: None.

Consultation Council: None.

DCAS: None .

IV. Unfinished Business

a. Senate Referendum on Proposed Elections Committee (See attached)

Minor edits to the language.

b. Courtesy Sub Form Issue (see attached response from EVP Knudsen)

Jeff B. talked to Ed and his response to the Senate. Negotiated: Up to the Dean, so if faculty member knows they will miss in advance, and believes the class must pedagogically have an instructor, the Dean may authorize a paid sub the first absence.

(If Dean does not authorize this, the faculty member can come to Jeff B. and he will bring it up with Ed.) Key criteria: pedagogical need. Reminder: no alternative to paid subs – no courtesy subs.

Courtesy sub issue has now gone to the Trustees, so this is now very much in chancellor's and public eyes.

Responses: Clint H. is unsatisfied with the compromise.

- c. DCAS "Productivity" Update – proposed survey (TBA)
Jeff B. and Lisa P. are currently producing this survey. The survey will be forwarded to Senate ASAP.
- d. Chancellor's Request regarding reassign time update
Jeff's brainstorm:
Now 1.8 in practice (2.0 in theory)
 - 0.1 Distance Education Committee Chair
 - 0.1 General Education Subcommittee Chair
 - Both allocated within the College budget, so cut to 1.8 from 2.0. If this doesn't work, continue discussing alternatives (AFT bargaining point, officially 2.0)
- e. District-wide Equivalency – update from December DHCR meeting
New system in place, however: June 2009, state-wide audit identified one faculty member who they see as not fulfilling equivalency. In response, Chancellor promised the state to relook at all past hires, against promises that this would not happen to DCHR. DCHR suggested compromise: District HR go through all current full-time and part-time hiring packets to see if any are missing paperwork. IF faculty does not have all paperwork, it will be a local review of equivalency, not a state review. Chancellor now needs to decide whether or not to accept this compromise.
- f. Program Discontinuance Policy (AP 4021?)
Adopted by Academic Senates on suggestion of college administrators, but lost by DCSL; District producing new one.

V. New Business

- a. Proposed District Grade Change Policy (placeholder)
DCSL coming up with a draft. Senate response: we considered a version last year and made comments. Has this been lost? Jeff B. believes that it has been lost.
- b. New Room? FH120
FH120 is now available as a permanent room for our meetings for Spring 2010. Next year, a 2nd larger conference room should be available in the Admin Building.

VI. New Concerns

- a. FYI – proposed course scheduling protocols (see attached):
Jeff B. has been notified that a decision had been made to not offer individual music lessons. Jeff brought it up to Admin and requested clarification. The Scheduling Protocol document (attached) is an administrative response (by Ed) in an attempt to have a set document against which faculty can compare what actually happens. (10+1 issue in that cutting classes could be tool to alter/change/cut programs; scheduling not technically a Senate/10+1 issue) Send any input on document to Jeff B and he will forward.
- b. Sabbatical proposals (not on agenda)
Concern by the chancellor on quality of sabbatical proposals. Jeff B.'s idea for the short term: proposal for sabbatical committee to advise applicants on campus. Long term: Senate needs to form an additional group to work with the Faculty Development Committee to coordinate life-span of faculty: hiring/tenure/sabbatical – would overview it all.
- c. CTC Equivalency (not on agenda)
How should Jeff vote in plenary? Need a broader discussion: Jeff will organize.

VII. Announcements

- a. Parking permits coming
- b. Acknowledgement of success of contracting out copy services.

Next ASC meeting: February 2 — FH120

To members of the Moorpark Faculty—

This past fall semester, your Academic Senate Council approved a proposed change to our elections process for your consideration. Below is a complete summary of the existing language in our senate's constitution regarding nominations and elections to the senate officer positions, as well as the proposed change in language that will create an elections committee to oversee the elections process. Please read the propose change, and vote YES or NO as to whether you accept the proposed change.

Existing Language—

Section D: Nominations and Elections. Nominations for the offices of President, Vice-President, Secretary, and

Treasurer shall be made by a nominating committee of the Academic Senate Council selected from its members. Nominations may also be made by any member of the Academic Senate. Voters may write in votes on the election ballot.

The list of candidates shall be published and presented to the Academic Senate Council and shall be no later than the following May 15.

Voting shall be by secret ballot. A simple majority of those Academic Senate members voting shall be sufficient for election. If no candidate receives a majority on the first ballot, a run-off election shall be held between the two candidates receiving the most votes on the first ballot.

Representatives from the college **departments** shall be elected as specified in the By-Laws.

**Proposed Change—
Section D: Elections**

Elections for the offices of President, Vice-President, Secretary and Treasurer shall be run by an Elections Committee. This committee shall be comprised of five members reporting to the Academic Senate Council. Its duties shall include receiving nominations, collating and distributing the position statements of all candidates running the election, declaring the results, and adjudicating any disputes that may arise. All decisions of the Committee shall be final subject to approval by the Academic Senate.

Volunteers for the Elections Committee shall be called for and its membership confirmed during the first meeting of the Academic Senate in March during Academic Senate election years. Any voting member of the ASC may volunteer, unless running for election, and if necessary the ASC shall determine by vote the committee's final membership. Upon first meeting, the Committee shall appoint a chair and vice-chair. The ASC Faculty Statement of Ethics shall provide the guiding principles for the decisions and actions of the Elections Committee.

All nominations for the executive officers shall be submitted to the Elections Committee no later than the first meeting in April, when it will announce the list of candidates to the ASC.

The Committee shall ensure that elections are held before the first meeting in May. Voting shall be by secret ballot. A simple majority of those Academic Senate members voting shall be sufficient for election. If no candidate receives a majority on the first ballot, a run-off election shall be held between the two candidates receiving the most votes on the first ballot. Any disputes before or during the election shall be resolved by the Elections Committee.

The Elections Committee shall announce the results of the election at the first meeting in May, upon acceptance of which by the ASC, the Committee shall disband.

Representatives from the college departments shall be elected as specified in the By-Laws.

I vote (circle one)

YES

NO

For this proposed change. (A change to our senate constitution will require a supermajority, that is, 2/3 of all those voting, to be adopted.)

(Ed Knudsen's reply to proposed courtesy sub form)

Good Morning Dr. Baker,

I am receipt of your e-mail, with attachment, regarding the Senate position and questions concerning the issue of Courtesy Substitutions for the coverage of classroom absences. While I appreciate the Senate view that this is a pedagogical issue and therefore within the Senate purview; I respectfully disagree.

This issue is an operational one of compliance with employment and compensation law, risk management, and attendance accounting requirements. The issues we must address, and with which we must comply are:

- If work is performed it must be compensated.
- If the employee assigned to do the work is unable to perform it due to absence, that absence must be reported and documented.
- If the absence is not documented, the absence is unauthorized, which poses significant liability risk to the individual and the institution.
- The number of hours scheduled in the classroom must comply with the COR, system Attendance Accounting Manual and Code requirements.

While the proposed form and implied reporting process you forwarded from the Senate would meet the above, the process adds a complete duplication to the existing process, and doubles the clerical tracking and reporting time for a single absence. The cost of this additional layer, and the added room for error, do not make the proposed solution a viable consideration for the reporting of absences and assignment of substitutes for classroom absences.

As a means of clarifying the application of the substitution guidelines, the following points are offered:

- If it is possible for the first absence, we ask that the class session be cancelled.
- If cancellation is not possible, then we ask that an alternative assignment be given to address the time lost in class.
- Failing these two alternatives, hire a substitute.

The determination of the application of these guidelines is left to the Dean, Department Chair and faculty member on a case-by-case basis. The Dean approves the payment for a substitute. As faculty develop instructional plans for their classes for each semester, it is requested that consideration be given to planning contingencies for unexpected class cancellations (illness, natural disasters, power outages, etc).

Thank you for your consideration and the input of the Senate in addressing this concern. If I can be of further assistance please do not hesitate to call.

Ed

Ed Knudson
Executive Vice-President
Moorpark College
805-378-1403

SCHEDULING PROTOCOLS

INTRODUCTION

This document is intended to provide a set of guidelines and objectives for scheduling courses and class sections, and for cancelling those sections should that become necessary. While this is not policy, it is intended to provide a set of criteria that should be used, and by which we can provide a consistent method of establishing how our schedule of classes is determined and presented to our community and students.

Our over-arching priority in schedule development is to create access to courses that meet the needs of our community and educational goals of our students. To that end, the following protocol is designed to aid in meeting community, student and institutional objectives.

ASSUMPTIONS

1. All of our decisions are curriculum-based and meet, as a first priority, the needs of the community and students.
2. Moorpark College is a two-year college that provides instructional programs in lower division transfer for university preparation and career and technical programs for immediate workforce preparation, however most of the CTE programs at Moorpark also ladder directly to transfer programs at 4-year institutions. Further, the college also provides a limited inventory of courses for preparation in basic skills to prepare students for college level study.
3. This set of guidelines will primarily provide structure for the mix of courses and programs designed to meet the needs of students and community engaged in the lower division transfer preparation and career and technical education portions of the college mission.
4. As a foundation for developing the schedule in lower division transfer courses, we will use as a base the notion that our students are prepared to do college level work. We recognize that this is not always the case, but the sequence of courses for lower division transfer is based upon a two year sequence once a student becomes college prepared.
5. Career and technical education offerings that provide degree and certificate programs and workforce preparation are also assumed to be integrated into course sequencing so students have the opportunity to develop transfer patterns for these programs as well. This allows for transfer to the upper division in specific majors.
6. We recognize the demographics of our student population in developing schedules and sequences in order to meet the needs of the traditional full-time college student, the working student, and students requiring developmental education.

CLASS SCHEDULING GUIDELINES

1. We recognize that we have distinct scheduling segments: students who wish to take classes between 8am and 4pm; and, the working student who primarily takes classes after 4pm and on weekends. Both of these primary patterns are complemented by distance education offerings, and late start and short term class offerings.
2. Our schedules must maximize facility usage. Generally course scheduling patterns view 8am-4pm, Monday – Thursday as a primary block; after 4pm Monday – Thursday as a primary evening schedule; and Friday and Saturday mornings as an additional opportunity in supplementing the other two scheduling patterns. Aside from specific use laboratory classrooms, lecture only, multiple use classrooms cannot be reserved for the exclusive use of a single department. In concert with consistent use of scheduling block patterns, this will maximize choices for students and increase facility use efficiency. This doesn't mean that the departments cannot have a first opportunity at scheduling certain classrooms, simply that these rooms must be open to use by the entire campus to ensure efficient use of our resources. Friday and Saturday mornings present excellent opportunities for once per week offerings that mirror our evening offerings, and once per week laboratory offerings.
3. The college is impacted and has little to no classroom space available during the 8am to 1pm the time frame. Where possible, if lecture rooms can be freed up during that time it benefits all students. One method of doing this is for programs to move one section of a program or area of emphasis requirement, lecture-only section, from the 8am – 1 pm time frame to either 7am, or after 1pm. This maneuver frees one classroom per program for an additional section of general education classes during the time the college is impacted. The reasoning is that all students must take general education classes, and while they also need program classes, these are often single section courses and will be taken when they are scheduled. This frees classrooms and reduces conflicts between Gen Ed offerings and program requirements.
4. Course sequences must provide for degree and certificate completion in a timely fashion. For degree seeking students, who are prepared for college level work, and are scheduled to take 15-18 units per semester this means the completion of an Associates degree in 4 semesters. For the part-time student taking 6-10 units per semester, this means a schedule pattern that allows for completion in 6-8 semesters.
5. Distance Education extends college capacity and should incorporate effective course sequencing to complement the regular college schedule. Capacity is also extended with late start and short term course offerings. These courses meet a specific need for students who are constrained from attending on-campus or semester length classes due to learning styles, work, family obligations or transportation issues. These courses are an important part of our scheduling mix, but represent only a minor portion of those offerings, and should be seen as a complement to the full schedule.
6. Summer session schedules will offer core general education and required program courses to assist in timely completion of degrees and certificates. At Moorpark College the summer session for 2010 and the foreseeable future will be an 8-week, Monday-Thursday session beginning on the second Monday in June. This session allows for 8-week, 6-week, and 4-week scheduling patterns.
7. Class sizes must remain efficient while still meeting student needs. In most cases this will be a minimum of 80 % of the capacity for lecture only classes, and 80% of capacity for laboratory based courses. There are exceptions to this rule: Student safety, regulatory requirements, new course offerings, required courses for completion of a degree or certificate, etc. If a class is required for completion, but enrollments are historically low, the course should be offered less frequently (i.e., once per year or every other year). In each of the above cases scheduling should be reviewed frequently to

maintain efficiency in meeting student needs. Classes required in a major field of study should be core to the curriculum and required at the lower division at a four-year institution.

Extra large class sections will be scheduled to meet student needs and will typically be assigned when the availability of classrooms or faculty availability dictate such. For example, we may be able to increase access to science classes by scheduling two laboratory sections from one large lecture section. In this case, the class capacity would be dictated by the size of the laboratory sections assigned to the lecture. Another example of utilizing a large class section would occur when the availability of faculty with a specific expertise is limited, and access for students is enhanced by the large section.

8. Scheduling will provide first those classes which meet the greatest overall need. General education breadth courses and prerequisite courses which immediately impact educational progress will be high priority, along with core, major preparation program requirements. This means that all students can progress through their identified programs. For example and not meant as an inclusive list, General Biology, History, Humanities, Music Appreciation, Art Appreciation, Economics, English and Math as general education and prerequisite courses take priority in those departments over courses for areas of emphasis in those areas. This means that courses for areas of emphasis may be offered less frequently, but still often enough to meet transfer or completion requirements. Elective or stand-alone courses have last priority.
9. Whenever possible, scheduled sections should have a waitlist allowing students a fair advantage of moving into sections once they become available.

CLASS SECTION CANCELLATION GUIDELINES

In determining whether a class section is to be cancelled, the following guidelines will assist in guiding the decision.

1. Classes would normally be cancelled one week prior to the first class meeting to allow students the opportunity to adjust their schedules to other options. The department should assist students, where possible, in securing other options.
2. Cancellation decisions should be made on a section by section basis, not the aggregate student enrollment for a department or faculty member.
3. Where there are multiple sections of a course, classes would normally be cancelled if they have fewer than 80% of capacity for lecture only classes, or less than 80% of capacity for laboratory based classes. This assessment should be made at least one week prior to the start of a semester.
4. Where there is a single section offering of a course in a given semester the class would normally be cancelled if there are fewer than 15 students enrolled.
5. Where a class is required for completion, and is a single section offering, the class may continue with fewer than 15 students, however, the number of times that the course is scheduled in an academic year should be reduced to increase the enrollment for that class when it is offered. If the course still does not maintain enrollment, the curriculum should be reviewed and appropriate adjustments made.
6. Before cancelling a section, if a waitlist exists in another section, every effort should be made to notify students on the waitlists of the availability of the under-enrolled section.