

Moorpark College Academic Senate Council Minutes DRAFT v.3

Tuesday, February 2, 2021, 2:34 – 4:01 PM via Zoom

Mission Statement: With a “students first” philosophy, Moorpark College empowers its diverse community of learners to complete their goals for academic transfer, basic skills, and career education. Moorpark College integrates instruction and student services, collaborates with industry and educational partners, and promotes a global perspective.

All handouts are available on the [Academic Senate handout website](#)

I. Public Comments

A. Rachel Messinger

1. We talked about Low Textbook Cost (LTC) at the District DE committee. For forensic anthropology, I use a book that is \$12.00 or used \$1.00. I am spending all my time making my own resources as opposed to adopting an expensive forensic anthropology textbook. But, students do not know it is a low textbook cost course. I am doing all the LTC work without the LTC label by my name. There are other courses similar to this. Small independent publishers usually cannot really publish a book for less than \$50.00.
2. I was told that allowing older textbook editions does not count as low textbook cost (LTC). Please consider changing that so even if the professor has to adopt the new edition, and it is clear the older cheaper edition is also acceptable, that should count as a Low Textbook Cost (LTC) course.

B. Cindy Sheaks – McGowan

1. If your course is Zero Textbook Cost, make sure as your schedule is being created that your course is properly designated as Zero Textbook Cost.

C. Nicole Block

1. Career Week is March 1-5. There will be activities for high school students and for the general college community and the public, including a Tuesday, March 2nd Entertainment Industry Panel. <http://moorparkcollege.edu/cw>

D. Christy Douglass

1. We are going to use Attendify for Career Week to allow us flexibility for Career Week March 1-5. The people will register first for Attendify and then they can select the sessions they want to attend. We have the license for the month. If you want to host another event using Attendify you can reach out to Raul Torres.

II. Approval of Minutes (Consent)

A. January 19, 2021 (Consent)

1. No comments or changes.

III. Unfinished Business

A. Standing Committee Representation Updates and Approval of Consent Calendar

1. Nicole - There were quite a number of individual updates to the standing committees as seen in the excel spreadsheet. It can be found on the handouts page of the website. You can see the changes in red. For example, Howard Davis and Tracie Bosket were added to DE committee.
2. Erik – As a reminder, we only ratify the faculty on committees, but we do try to keep track of the administration and classified committee members too. If you have any updates to committees to ratify, you can send them NBlock@vcccd.edu by Friday before the next Academic Senate meeting.
3. [Jolie makes a motion to approve the consent calendar](#)
4. Dani seconds the motion
5. [Passed unanimously with abstentions by Adam Black and Marcos Enriquez](#)

B. AP 7120-D Full-Time Faculty Hiring

1. Erik – We went over the edits at our last meeting. We posted a clean version, a version with the tracked changes, and a summary of those changes on the Handouts section of the website. This started because the district wanted to update the role and rotation of the Facilitators and their expanded role with the new name of Equity Employment Facilitator which sparked interest to decrease as many as barriers as possible.

a) Cindy Sheaks-McGowan - When we invite applicants to interview, the procedure says they will get an invitation from the administration/dean/chair of the committee. Actually, there is somebody who makes a phone call first. If a voting member of the committee is the one reaching out to the interviewee the optics are bad. Impressions can be made when you talk to candidates. Sometimes it is delegated to admins who don't always have all the information. Then it comes back to the facilitator anyway. I also want all the candidates to have a good impression of our college and our district and how we manage the process. The Facilitator, who is not a voting member of the committee, should be the one who invites the candidate to the interview.

- (1) Comment – I couldn't agree more with Cindy. I think it is important that no voting member of a hiring committee have any communication with any candidates. I have actually received thank-you notes from candidates and I make the decision not to respond.
 - (2) Comment – I agree with Cindy. The Facilitator reaching out to me gave a great first impression of Moorpark College. It influenced me coming to this school. I would've been so much more nervous had it been a member of the committee calling me as opposed to the facilitator.
 - (3) Comment – It is such an additional load on the Admins who are already overloaded to have to make those calls. When the Facilitator is organizing all of it, it makes it much more streamlined to just talk to one person without having to talk to an admin and the facilitator just to get everything straight.
2. Jolie Herzig – I understand the equivalency situation is a big situation to tackle. But, I really want to emphasize the idea that the people who are following the rules and applying for equivalency but still get thrown out of consideration because the equivalency committee doesn't respond is absurd. I strongly do not think that is a good policy.

a) Erik – Other Senate presidents and I have also had discussions on this. One idea is that candidates just apply and then if they need equivalency then we do the homework for them. If you are not in the community college system then you have no idea what equivalency is. Unfortunately, that is not part of this conversation now. That is another AP. The temporary alternative is to create a "List B" for the discipline and try to facilitate that.

3. Cindy Sheaks-McGowan –There is another time when we reach out to candidates between the first interview and the second. My recommendation would be similar that the Facilitator reaches out to the finalists and makes those arrangements. In the document, it just says the administrator will reach out to those that are not selected.

a) Erik – *That is in line with the previous recommendation.*

b) Cindy – *To clarify, it takes the Facilitator the same amount of time to reach out to the candidates as the time it takes giving that information to the Admin and explaining the situation to them. It is more efficient if the Facilitator just does it.*

4. Cindy – We have all indicated support for having students on the hiring committee. I want to clarify my position that students should be voting members. It is a lot of work to do the paper screening and sit through all the interviews. We want them to have a voice and not just do the work.

a) Erik – *If we feel strongly about this and we think now is the time, then we can make recommendations to amend and bring those to the district committees.*

b) Comment – *I definitely think that it is important for students to be there during the teaching interviews when we are seeing how the faculty teaches. I think they should be a voting member or at least fill out a questionnaire that can be taken into consideration.*

c) Question – *Is the student member of the Trustees a voting member?*

(1) Erik – Their vote does not count. That is the message we are sending to the student Trustee.

(2) Comment – I don't think there should be a problem, but the district might have a problem with it.

(3) Erik – Students being voting members on committees is a new trend on our campus. I have also received messages from people who do not agree with students being on committees. One argument I have heard against students being voting members is that sometimes they are busy and are unable to attend all meetings. However, we can consult the students on their schedule before we plan the meetings. Do we want to make this recommendation now?

5. Cindy – We collect the demographic data on the people who make it through each step of the hiring process. This is important to see if our pools are diverse and where in the process our diversity might be breaking down. Those don't get submitted until that whole process is ended. If we want to be more attentive, that part of the procedure should be looked at during the process.

a) *That is not part of this AP. But we could discuss this and even possibly add it.*

6. Erik – Let's summarize our possible recommendations

a) *Roll of Facilitator reaching out to candidates*

b) *Getting the demographic data during the hiring process to analyze diversity barriers*

c) *Add students to faculty hiring committees as voting members. Another option to consider is teaching to a real class.*

(1) Question – I see the value of having students on committees. Who selects the student who is on the committee? I am also curious if the students are subject to the same diversity training requirements as faculty.

(2) Cindy – They are subject to the diversity training.

(3) Tiffany – It may be a bigger discussion for a future meeting.

(4) Erik – We want to make sure our recommendation is the faculty voice. So it does have to go back to those you represent before bringing it back to senate for a final vote.

(5) Question – How are the students selected?

(6) Cindy – My experience is that the students are selected by Associated Students.

- (7) Erik – Usually this is spelled out in the AP.
- (8) Question – How do you keep the students accountable? Are they getting a stipend?
- (9) Cindy – Sometimes they do drop out. But I wonder if it is because their voice doesn't matter and they can't vote.
- (10) Erik - Sometimes students get paid at other colleges to be on the hiring committees.
- (11) Question – Do we know if the students even want to be on the faculty hiring committees?
- (12) Comment – They definitely show interest on being on other committees.

7. Jolie Herzig makes a motion to amend the document for the Facilitator to coordinate and contact the candidates including inviting them to the interview and scheduling the candidates.

- a) *Tiffany seconds the motion.*
- b) *Erik – Any further discussion? The hope is the consultants will produce a comprehensive plan. The goal is to create a larger overhaul to push our process forward and reduce more barriers. The other topics we can revisit anytime.*
- c) *Cynthia – Does the Facilitator get paid more for this additional work?*
- d) *Erik – Right now they are paid based on the number of interviews but perhaps that could be reconsidered by Human Resources.*
- e) *Question – What are blind applications?*
- f) *Erik - Without names and changing all fonts to be the same. The district and social justice group theme #2 has been exploring those ideas to avoid some biases.*
- g) *Question- Zoom interviews versus in-person interviews?*
- h) *Erik – The compromise was “Zoom conferencing must be offered as an option for the oral interview”, except for special exceptions. The wording does not stop the committee from conducting all interviews on zoom. The vote is to include the amendment regarding facilitators and bring it back next time. Small incremental steps.*
- i) *Motion is unanimously approved, no abstentions.*

8. Marcos – It is my understanding that the hiring committee may have between 5-9 overall and 3-5 from the discipline. I am not okay with that because we have 18-19 faculty members in math. That would only be a maximum of 5 and roughly 26% of all our faculty members. That decision about the number of discipline faculty members on the hiring committee should be addressed by instead representing a percentage of the size of the faculty.

- a) *Erik - There is only a minimum number of people. You can advocate for more under the current system. But, if you have too many people on a committee, it might be difficult to get everyone's schedules lined up.*
- b) *Comment – That is good to hear. An administrator made a comment that 13 committee members would intimidate the candidate, when they would be teaching to 40 students. I worry that the maximum could be determined by the administrator instead of the faculty.*
- c) *Erik - The Academic Senate President also signs the committee approval form, so let me know what you want. I am your voice. We ought to also self-reflect on why for such requests.*

C. AP 4010 Instructional Calendar

1. When negotiating the instructional calendar with the AFT and the Chancellor, to also consider the amount of single day occurrences when balancing the instructional calendar.

- a) *This affects classes and labs that only meet one day a week.*
- b) *The names of the holidays such as “December 25” and “Lincoln’s Day” are identified in EdCode.*

2. [Motion to approve by Tiffany](#)
3. [Motion is seconded by Dani](#)
4. Any discussion? This brings it forward to the District Governance Group. Ideally fast tracked to the cabinet and does not require Board approval.
5. [Motion is unanimously approved with abstention by Cynthia Minet](#)

D. Nominations for Faculty Co-Chairs for Senate Standing Committees: PD, SEA, SLO

1. Nominations are listed on the elections page of the Academic Senate website.
2. Nominations for PD are Christy Douglass and Katie Booth and Tracy Allen for SEA.
3. No nominations yet for SLO. Any more nominations?
4. Nominations are due February 12th. You can send nominations to ereese@vcccd.edu.
5. Encourage people or send nominations to me and take advantage of these professional development opportunities and providing a voice for the faculty in academic and professional matters.
6. Dani - I have suggested the SLO co-chair position to a few people and have not yet received any positive reactions.
7. Question - Do the administrator co-chairs also rotate out?
8. Erik – They might be appointed annually by the Vice Presidents.
9. Dani – The current dean of SLO is Oleg.

IV. New Business

A. Ethnic Studies program at Moorpark College by Coordinator Patty Colman

1. AB 1460 passed and is now law. Ethnic Studies course now a graduation requirement for CSU (new Area F). They changed Title 5.
 - a) *Focus on four historically defined racialized core groups: Native Americans, African Americans, Asian Americans, and Latina and Latino Americans.*
 - b) *Unique core competencies (CLOs) defined by the state.*
 - c) *Implementation: Fall 2021*
 - d) *Lower division course*
2. Academic Senate California Community College passed resolutions 9.03 and 9.04 at the 2020 Fall Plenary
 - a) *Change Title 5 language. In our CCC Title 5 there are areas to make ethnic studies not a concept, but a course.*
 - (1) General Education requirements A,B,C, & D
 - b) *Create Ethnic Studies graduation requirement for community colleges like CSU's.*
3. Change is Coming to Moorpark College
 - a) *Our catalog and schedule of classes will be updated for Fall 2021 to show*
 - (1) ETHS M01: Introduction to Chicana/o Studies (Fall 2021)
 - (2) ETHS M10: Introduction to African American Studies (Fall 2021)
 - (3) Someday a degree, too.
 - b) *What about our local Associates degree area F Gender/Ethnic studies requirement?*
 - c) *Our ADT's? All that will have to start reflecting Ethnic Studies*
 - d) *At CSU's they subtracted 3 units from Area D and added Ethnic Studies. So, they are not adding more total units for students. They are taking 3 units away from social sciences requirement and adding the 3 units of Ethnic Studies instead.*
 - e) *State is working on an ethnic studies degree. The CID (Course ID) and TMC (Transfer Model Curriculum) process is just beginning. At that point I think we can pull in a lot of different disciplines to be represented in that degree.*

4. Question: How is African American Studies different than African American history?
 - a) *It gets down to two things. Core competencies are different.*
 - (1) Yes, there is overlap.
 - (2) Content is different.
 - (3) Methodology. It does not use an anthropological or sociological method.
5. Jodie – The golden four CSU requirements are English, Math, Critical Thinking, and Speech. For us, we refer to competencies. There is a minimum English and Math degree to earn a local degree.
6. Erik – It looks like the state will make it more of a graduation requirement rather than a General Education requirement but it has not been finalized yet. This is in line with the social justice workgroups.
7. Question – Do none of our previous classes meet the requirements? Such as African American History?
8. Patty – Quickly, it really gets down to two things. The core competencies that the state has identified for Ethnic Studies are different than a history course. But there is overlap. The content is different. The perspective and the methodology is different. It does not use sociological method. It uses a different method.
9. Patty – The law says it has to come from an Ethnic Studies department and that is why we created an Ethnic Studies department. We have talked about cross-listing, but at this point we are not doing that. But that is not to say it won't happen in the future.
10. Erik - The CSU's were looking at the prefix. They really want courses to have an Ethnic Studies prefix and they must meet three of the five competencies that they laid out.
11. Patty –The best way is to get ethnic studies classes is with ethnic studies faculty.
12. Question – Min quals is a master's degree in Ethnic Studies or equivalent. Do you have any idea how common that degree that is?
13. Patty - It is more common than people understand. It has really grown especially in the last 5-7 years, especially in Chicano/Chicana Studies. It is an exciting time for us to hire some really dynamic people.
14. Erik - The union has reminded us that there may be a lot of people who are already qualified. This is a prime example of the "List B" that can identify alternate names of equivalent degrees to the min quals.
15. Comment – One thing about cross-listing courses is that in the ethnic studies community there is almost a hostility that ethnic studies is a specific discipline with its own world view. I want to be careful about doing any kind of a cross listing to make sure Ethnic Studies is done right and other courses are done right and we aren't watering anything down.
16. Comment – I have another concern. Are we trading one for another for what we already have? Our current gender and diversity classes or our Area F. Are we saying that ethnic studies is more important than all the other classes that we already have been teaching? Our students are not going to take both. We are switching one out for the other if we are not having cross-listing or not having other disciplines as part of the program.
17. Erik – My take on the initial classes was just to play it safe with just Ethnic Studies minimum qualifications. We want to do what is best for the students and meet the requirements at the Cal States and UC's. We will get more clarification as things unfold.
18. Patty – If anyone wants to discuss this or is worried about what this might do to your program feel free to reach out to me.

B. Racial and Social Justice

1. Last 5-10 minutes of each meeting we can update each other on what is going on around campus and share. What are people doing?
 - a) *Ruth - The Racial and Social Justice Book Club is meeting tomorrow night for an hour to revisit Between The World and Me and announce the next book. We are looking to see if anybody else might be interested in facilitating one of these meetings so that it wouldn't always be the same people. Classified are also invited.*
 - b) *Sydney – Is the Faculty Inquiry Group merging with you to talk about the same book?*
 - c) *Ruth – FIG is usually for faculty about pedagogy with a social justice lens. But, this group rose as a response to the summer movements and is for everyone. Then we also have One Campus One Book for mostly students and English faculty.*
2. Danielle - Library is developing research resources for students to help instructors diversify their assignments. One instructor wanted to do an assignment on people of color in anthropology. But there aren't a lot of existing resources, so we are buying them now. If you would like to diversify your assignments reach out to us for resources.

V. Adjourned at 4:01pm

ACADEMIC SENATE COUNCIL REPRESENTATIVES 2020 – 2021

POSITION	NAME	Present	POSITION	NAME	Present
ASC President	Erik Reese	ER	Library	Danielle Kaprelian -	DK
ASC Vice President	Tiffany Pawluk	TP	Life Sciences	Jazmir Hernandez Audrey Chen	-
ASC Secretary	Nicole Block	NB	Mathematics	Marcos Enriquez Phil Abramoff	ME
ASC Treasurer	Ruth Bennington	RB	Media Art / Comm Studies	Jenna Patronete Jamie Whittington Studer	JWS
ACCESS	Jolie Herzig Silva Arzunyan	JH	Performing Arts	John Loprieno Nathan Bowen	JL/NB
Athletics	Matt Crater Mike Stuart	MC	Physics / Ast / Engr / CS	Chrystin Green Scarlet Relle	CG
Behavioral Sciences	Dani Vieira Kari Meyers	DV	Social Sciences	Matthew Morgan Susan Kinkella Rex Edwards	SK
Business Administration	Josepha Baca Reet Sumal	JB	Student Health Center	Allison Case Barton Silva Arzunyan	-
Chemistry / Earth Sciences	Roger Putnam Rob Keil	RP	Visual Arts	Svetlana Kasalovic Cynthia Minet	CM
Child Development	Cindy Sheaks- McGowan Shannon Coulter	CSM	World Languages	Perry Bennett Alejandra Valenzuela	PB
Counseling	Chuck Brinkman Jodi Dickey	JD	Part-time Faculty Representative	Felix Masci Dan Darby	FM
EATM	Gary Wilson Cindy Wilson	-	AFT Representative (non-voting)	Hugo Hernandez	HH
English / ESL / Humanities	Sydney Sims Jerry Mansfield	SS	CTE Liaison (non-voting)	Christy Douglass	CD
EOPS	Angie Rodriguez -	AR	GP Liaison (non-voting)	Traci Allen	-
Health Education / Kinesiology	Adam Black -	AB	Student Liaison (non-voting)	Scott Pugh	SP
Health Sciences	Michelle Dieterich Jamee Maxey	-	Committee Co-Chairs (non-voting)	Nenagh Brown Shannon Macias Letrisha Mai Trulie Thompson	-
2/2/21 – Patty Colman					

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