

Moorpark College Academic Senate Council Minutes

Tuesday, March 2, 2021, 2:30 – 4:00 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. Sydney** – At last week’s council meeting, Helga suggested we discuss the possibility of removing oral arguments from the faculty prioritization process. That is important. Can we flag Helga’s public comments to make sure we address that in the future and don’t forget what she said?
- B. Cynthia** – We should incentivize faculty and compensate those who are willing to take on the extra challenge of working in the new technology and scheduling model of HyFlex. I really hope some of the money that goes to the purchase of Hyflex equipment can also go to the faculty who will be teaching Hyflex.
- C. Roger** - Academic integrity in the distance education world came up in a PRT discussion. This is a tremendous problem with distance education. We are not helping our students by creating exams that they can just google their way out of. We need to figure that out.
- D. Jolie** – ACCESS is working on some forms to help faculty understand the way that we in ACCESS interpret the laws regarding accommodations and also new rulings from the office of civil rights that have come out. We need to make sure we are meeting the students’ needs. ACCESS created two new forms to help faculty better understand the memory aid accommodation and the deadline extension accommodation. Please distribute these to your faculty. We can create more of these or if you have feedback on these forms please let us know.
- E. Scott** – Elections are coming up. Faculty are allowed to inspire students to apply and run for the ASMC board but they cannot be partial to any particular candidate. The student candidates aren’t allowed to ask faculty to advertise their campaigns. All the messaging has to be done by the students themselves.
- F. Tiffany** – We have multiple different opportunities for students and faculty who want to return to campus. One of them is HyFlex which is a blend of the words hybrid and flexible. It gives your students multiple options to access your material. You have live lectures with students joining you in person and also streaming through zoom to those who want to stay at home. A common concern is that it might be complicated and take extra work but it really isn’t. We have a HyFlex workgroup formed to help get compensation, training, and technology. We are in the process in creating informational handouts to send out to faculty. Let us know if you are interested. I highly recommend HyFlex. Feel free to email me to request any additional information.
- G. Christy** – A quick pitch for Career Week which is happening right now. We have the Entertainment Industry Panel, Health Industry Forum, and Thursday’s Career Education Day for anyone to hop on zoom and check out any session presented by the different disciplines. It is all one registration through Attendify. In addition, funding applications are now being accepted for Strong Workforce and Perkins grants primarily for career education disciplines, but it can sometimes stretch beyond those disciplines. Please let me know if you want access to those materials. We also welcome everyone to be a part of how the funds are allocated. Email me anytime and I will get you connected with that.

H. Nicole – I would like to highlight the Entertainment Industry Panel tonight at 6pm. We have nine different speakers who represent a variety of the different career paths available to students. On one hand, we have a speaker who is the Senior Vice President at Freeform and oversees all their scripted programming while we also have a Production Assistant who is also still a student at Moorpark College, plus several other professionals who will model the diversity of entertainment careers available.

I. Cindy – This is Open Education Week. There are international presentations that you can join or you can participate in the mini-workshops that our campus has created. More information was included in the Committee Reports that was share with you already.

II. Approval of Minutes

A. February 16, 2021

1. No comments or changes.
2. [Motion to approve the minutes by Dani](#)
3. [Second to the motion by Tiffany](#)
4. [Unanimously approved with no abstentions](#)

III. Unfinished Business

A. Full-Time Hiring Committee Composition

Postponed for a future discussion

IV. New Business

A. Standing Committee Faculty Co-Chairs Elections: PD, SEA, SLO

1. Professional Development Co-Chair election
 - a) *Katie Booth*
 - b) *Any write-in candidates or any additional nominations for faculty co-chair?*
 - (1) No additional candidates.
 - c) *Majority Vote necessary even when running unopposed*
 - (1) [Katie Booth is unanimously approved as Professional Development Co-Chair](#)
 - d) *Congratulations to Katie Booth and thank you for taking on this critical role which will take on an increasing role creating an anti-racism climate on our campus.*
2. SEA (Student Equity & Achievement) Co-Chair election
 - a) *Traci Allen*
 - b) *Any write-in candidates or any additional nominations for faculty co-chair?*
 - (1) No additional candidates.
 - c) *Majority vote necessary even when running unopposed*
 - (1) [Traci Allen is unanimously approved as SEA Co-Chair](#)
 - d) *Congratulations to Traci Allen, our new co-chair elect for SEA. Thank you for taking on this leadership role.*

3. SLO (Student Learning Outcomes) Co-Chair election
 - a) Any write-in candidates or nominations for faculty co-chair?
 - b) I want to thank Dani for eight years as the faculty co-chair of this committee, with six of those as co-chair of it as a standing committee. Our rules do not allow more than six years in a given term.
 - c) Erik Reese self-nominates simply to fill the void.
 - d) Dani – This is really important. One of the suggestions the ACCJC accreditation committee made was to improve our SLO's. We implemented eLumen. We need to keep this committee faculty-driven. I'll be there to assist as a member whenever I can, but I just can't do it anymore.
 - e) Erik – There has been a big push to update to the new system eLumen in an attempt to disaggregate the data and it is user friendly.
 - f) Josepha Baca – I would like to nominate Ruth Bennington for SLO co-chair. She really knows her stuff and she has helped our department tremendously with SLO's and I know she works well with Dani so I cannot imagine a better leader.
 - (1) Ruth – I will accept the nomination.
 - (2) Erik – I will rescind my self-nomination. Thank you very much Ruth.
 - g) *Ruth Bennington is unanimously approved as SLO Co-Chair with abstentions by Ruth and Dani.*
 - h) *Congratulations to Ruth Bennington, our new Student Learning Outcomes Faculty Co-Chair Elect.*
 - i) *Thank you to all who stepped up for these positions to ensure that faculty voice is represented in all academic and professional matters.*
4. You will soon start hearing about ISER (Institutional Self Evaluation Report) training that we will submit six months earlier than usual.

B. New Diversity Equity and Inclusion Coordinator

1. Tammy - This role, at least through the end of the semester, is to help bring the social justice work clarity and where it belongs in the institution and integrating that work into the current structure.
2. This role also focuses on diversity in hiring workgroup. Figuring out movement on that work. There are several things happening in hiring and diversity.
 - a) *District level policy*
 - b) *Best practices that happen on our campus*
 - c) *This is the one workgroup that is lacking people. The other groups are pretty full. We do not have a faculty lead. If any of you is interested in that topic or that area in terms of social justice in particular or just being a part of that group in helping us work through our challenges on campus and make improvements. Feel free to shoot me an email and let me know.*

3. I have shared this chart with a few groups and have found it useful so people can get the full context about what is happening around diversity, equity, and inclusion. I feel like we have support on campus but not sure everyone understands the sphere of influence that is rooted in our district, our state, and even in other institutions. This puts our work on campus in a larger context. I've put an X in the box for each plan or vision that specifically addresses those issues. Some of these are also implicit within their vision, like curriculum.

Diversity, Equity Inclusion Priorities

	Culture/ Climate	Equity Training	Curriculum	Diversity in Hiring	Advocacy/ Engagement	
Student Equity Plan- SCCC	X	X	X	X	X	
CCC- DEI Task Force Integration Plan	X	X		X		
VCCARA	X	X	X	X		
MC Social Justice Workgroups		X	X	X	X	
CSUCI	X	X	X	X	X	

a)
b)

The plans or visions:

- (1) Students believe these areas are important and have identified them. Student Senate For California Community Colleges, “Anti-Racism A Student Plan of Action” Adopted September 4, 2020 by the SCCC Delegate Assembly. <https://studentsenateccc.org/news-events/newsroom/newsroom.html/article/2020/09/06/ssccc-anti-racism-a-student-plan-of-action>.
- (2) “Vision for Success, Diversity, Equity and Inclusion Integration Plan.” California Community Colleges, Diversity, Equity and Inclusion Task Force. [Item 2.8, Attachment 2: Vision for Success Diversity, Equity and Inclusion Integration Plan Background](#). Full report: <https://www.cccco.edu/-/media/CCCCO-Website/Files/Communications/vision-for-success/cccoco-dei-report.pdf>.
- (3) Ventura County Colleges Anti-Racism Alliance, “Priorities and Goals.” Presented August 10, 2020 in a joint meeting with Ventura County Senior Level College Administrators and members of VCCARA. <https://docs.google.com/presentation/d/1cowt6LbGd3cH3n10rpzBrU-zWm6xXvEplWBdpRjzkml/edit?usp=sharing>.
- (4) Our Social Justice workgroups at Moorpark College are highlighted. All those priorities implicitly include culture and climate.
- (5) CSUCI is a school where our students will be going and CSUCI is a part of our larger environment. They have a 7 point Framework for Realizing Racial Justice. They actually hit on all the areas. <https://www.csuci.edu/president/rri/framework.htm>.

c) Erik – Social Justice workgroup Theme 4 on campus has talked about updating the college mission to change our campus climate. It looks like there will be a discussion on this at the Strategic Planning Retreat.

d) *Tammy – There is also an interest on campus about the types of training happening that include cultural competency, implicit bias training, anti-racism training, and all related trainings in terms of changing the culture. The discussion now is how that work that currently exists in little pockets on campus become embedded permanently in the institution through onboarding and continual professional development. If you are interested in that conversation, send me an email to get an invite to those meetings.*

e) *Erik – The Professional Development standing committee could unite that work. That could be one way to focus those efforts through our existing structures. How do we see the Senate’s role in this moving forward? I am opening the floor for anything related to this.*

f) *Cynthia – Thank you Tammy for taking this on. It is important. I would like to be involved and will be sending you an email.*

g) *Erik – I echo Cynthia’s thanks for taking on this role. It is a large task. Please continue to reach out to senate to put us to work on this.*

C. Low Textbook Cost (LTC)

1. The idea is to develop the LTC marking on the schedule for courses that have low textbook costs. Do we think this is a good idea so students know what they are getting into? The decision we need to make is what dollar amount should be considered “low”?

2. Scott – A few weeks ago we posted a survey where 70 students replied. 49 students agreed that \$40 is a low textbook cost. We also posted it on our Canvas page where we got 9 out of the 12 posts who also agreed that \$40 is a low textbook cost. The majority agrees that \$40 is an improvement.

3. Erik – This doesn’t mean all courses will adopt low textbook costs, but at least a student will know if those options are available by looking at the schedule.

4. Question – Were they able to disaggregate that data and find out how students of color responded or if there were any patterns that stood out that they did not know?

5. Scott – We did not ask specific questions about ethnicity or socio-economic demographics in our surveys.

6. Question – Where did the \$40 figure come from?

7. Erik – Previous discussions within the district involved values ranging from \$30 to \$50, with \$40 being a compromise.

8. Question - Is the price point of \$40 a requirement for all the versions of the textbook or can one version, like the online rental, of the textbook be \$40 and that qualifies for the LTC designation? If there are an overwhelming number of courses that are a little more than \$40, we could bump it up just a little bit more to \$45 or so we can be more inclusive to more programs.

9. Cynthia – I have done research on this at other campuses and \$40 is a commonly used number. But how they define the \$40 is something we need to discuss. For example, the others do not include rentals in the \$40. They have to be able to buy this either at the bookstore or the publisher for \$40 or less pre-tax. In regards to older textbook editions, they were not included if they could not be purchased from the bookstore or publisher.

10. Comment – In my area, and in a lot of the sciences, we have a multitude of different materials that are required of the students. For us it has been a struggle but we still have that publisher provided homework program. They tend to be in the low \$40 range. Some are more like \$60 but for two semesters. I would vote for a slightly higher cap than \$40. We could certainly reach out to publishers to see if they are flexible in the cost.

11. Comment – We may not have a required textbook but we have required supplies that could be more than \$100. How can you list it as a low textbook cost when you still have the other expenditures to participate in the class?

12. Erik – Students should know up front what the cost is.

13. Comment – I have heard from other schools that other publishers are willing to negotiate the cost of the book. The bookstore has their markup so many students are getting their textbooks from other vendors, and why isn't that allowed as a recommendation?
14. Cindy – My research of other campuses shows that when there is a textbook that is spread across two semesters, the total cost is considered when deciding if it is LTC or not. Also, the definition of the Low Textbook Cost does not usually include the cost of any additional lab or art materials. It is just about the textbook and workbook costs.
15. Josepha – Maybe we need a workgroup where we discuss a bigger policy that describes all the nuances. I am always advocating for my students to find the lowest cost version of the textbooks. The publisher will also be willing to work with us and reduce prices to help our students.
16. Erik – That sounds like a motion to create a workgroup. This is a district-wide decision that is going to all three senates.
17. Scott – I have more juicy stats. We also posed the Instagram poll questions like have you ever not bought a textbook because it was too expensive and a majority said yes. When asked if they avoided a class because of textbook costs a majority said yes to that, too.
18. Comment – I really just need help with the homework/workbook materials. That has to be some kind of help from the state in programming some kind of homework system to have multiple attempts at the problem. All the publishers have it. I can't see why the state chancellor's office couldn't hire someone to do it, too.
19. Comment – You could input them all in Canvas yourself so that way it is a zero cost to the students. That could be an alternative to using a paid homework service.
20. Erik – If people are interested in creating shared resources, you may be able to get paid as a professional expert.
21. Comment – There is also ASCCC Open Educational Resources Initiative (OERI) request for proposals for people who are willing to do just that.
22. Comment – Those textbook created problem sets are so problematic because you can literally copy and paste those questions from google and get the answers. It took a bunch of our geology faculty the whole summer to create our own questions. It was tremendous work but the benefits are great.
23. Erik – To get back to Josepha's idea, would anyone like to second the idea of a workgroup to discuss Low Textbook Cost nuances?
24. Ruth – I'll second it.
25. Question – There is already a Zero Textbook Cost workgroup. Could LTC be discussed there?
26. Erik – Usually a senate workgroup is largely made up of Academic Senate Council members.
27. Cynthia Sheaks-McGowan – I will volunteer to run the LTC workgroup.
28. Erik – Who would like to join the workgroup?
 - a) *Josepha, Danielle, Christy, Roger. Other people can join later.*
 - b) *I will find out where the other two colleges are in the conversation and provide that information to you.*

D. Erik – Extension of pass/no-pass and Covid related Excused Withdrawal Deadlines

1. District Technical Review Workgroup – Student Services discussed these extensions.
2. The Pass/No-Pass extension is there until the end of May. Students could wait until they get their grade and then request the Pass/No-Pass after the fact.
3. Covid-related Excused Withdrawal does not require additional documentation. Students must have a reasonable Covid related excuse and can request this through December 31st.
4. Question – Will they be sending this information out to the students?

5. Erik - Dave Anter sent out the information already to the students but without the deadlines. There will be more information sent out. I will take note of this. We are getting copied on what the students are receiving, too.
6. Question- In regards to pass/no-pass do you think this is going to happen again the Fall 2021? I have a question for the senate. What are your thoughts on pass/no-pass being allowed at the very end? We put a lot of effort into helping students succeed and then they can still withdraw at the end. What are others' thoughts on this?
7. Erik – Whether we like it or not, the students have these options in this new executive order through just after the end of the semester. There are some nuances to pass/no-pass that may not be a good option for some students for transferring. It only extends the deadline but does not change classes that do not already have pass/no-pass options. We should send students to counselors to decide whether they should take these options or not.
8. Comment – I think this is a workload issue. We are doing everything we can to promote student success but pass/no-pass is a much different scale. It is more work for us to establish relationships and dialogue with students to find out what they want out of the course and working it out that way. But doing that while we are also trying to find out our own work-life balance learning our new technology and working with students and teaching in new ways. I tell students that C's are okay for history classes if you aren't a history major. You don't have to get an A in everything.
9. Allison – The students that fill out EW's for Covid are going through astounding challenges including mental health issues. Khushnur does refer those students to us. We really do catch up to the students and make referrals. It is kind of nice to know.
10. Christy – It is good to start the semester by talking to the students and letting them know that the course will put them on specific paths for certain certificates or degrees. Having that conversation on day one or putting it clearly in Canvas is best practices being discussed. Ties into contract grading you clearly lay out at the beginning of the semester to get an A, B, or C. An interesting concept to wrap our head around learning in different ways. And I reach out to them later in the semester if they aren't doing well and point them in the direction of all our resources.
11. Comment – It is disappointing when a student takes an EW or Pass/No-Pass at the end of the semester, but our students are dealing with disasters. The students are legitimately trying regardless of what's going on in their lives. I am happy they are still offering these options to our students. They need these options.

E. Future Agenda Items

1. Erik - Re-visit faculty prioritization process
2. Ruth - Reminder that the scholarship nomination process is going through March 8. Erik sent out a reminder. Shoot me an email with any questions.
 - a) *Question – Sometimes students already applied without knowing they were going to be nominated.*
 - b) *Ruth – I am forwarding their name to Maria who is in charge of scholarships. I will attempt to facilitate it. I have learned that this should definitely be a fall process in the future.*
3. Erik – I feel the care and compassion you all have for your students. It has been exhausting on all sides. Cut yourself some slack every now and then. Take care of each other and yourselves as you take care of the students.

V. Adjourned at 4:00pm

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	-
ACCESS	Jolie Herzig Silva Arzunyan	JH	Performing Arts	John Loprieno Nathan Bowen	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	MM
Business Administration	Josepha Baca Reet Sumal	JB	Student Health Center	Allison Case Barton Silva Arzunyan	ACB
Chemistry / Earth Sciences	Roger Putnam Rob Keil	RP	Visual Arts	Svetlana Kasalovic Cynthia Minet	SK
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 -	-	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	JM	Committee Co-Chairs (non-voting)	Nenagh Brown Shannon Macias Letrisha Mai Trulie Thompson	
3/2/21 – Perry Martin, Tamarra Coleman					

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