Moorpark College Academic Senate Council Minutes

Tuesday, April 20, 2021, 2:30 – 4:00 PM via <u>Zoom</u>

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 <u>website</u>

I.   Public Comments

A.   Christy – Career Education had their CTE Grant funding allocation meeting. It was good to hear what all the CTE programs are requesting and ultimately we are close to approving all the requests with a little help from CARES (Coronavirus Aid, Relief, and Economic Security Act) /HEERF (Higher Education Emergency Relief Fund). Final funding approvals will have to go up the chain of command but the process did happen and it went very well.

B.   Sergio – I am starting an Advisory group for Dual Enrollment. I am here to see if anyone might be interested in being in the group. We will meet once or twice a semester starting in the Fall. We will discuss how to improve Dual Enrollment. Send me an email if you are interested at <u>sgonzalez@vcccd.edu</u>. You can also contact Erik Reese if you are interested.

C.   Scott – I am the director of Public Relations for ASMC. The elections are happening now and end tomorrow night. Please let your students know to vote. We have eleven candidates, which is better than our sister colleges. <u>https://www.vcccd.edu/students/student-elections/candidates</u>

D.   Erik – We are not supposed to personally back any particular candidate, but we can give them an opportunity to promote themselves in class to talk to their peers.

II.   Approval of Minutes

A.   April 6, 2021

      1.   Motion to approve the minutes by Allison

      2.   Second to approve by Marcos

      3.   Any discussion? Questions? Comments?

      4.   Approval of Minutes is unanimous.

III.   Timely Business

A.   VCCCD Camera Use Policy for Synchronous Sessions

      1.   Erik – The district-wide camera use policy was instigated by a legal opinion from the state-wide Chancellor's office. It has been moved for approval by the district-wide distance education (DE) committee. The recommendation from the local Distance Education committee was to adopt this and move this forward as a district-wide policy. These are meant to be compliance and minimum requirements. Each college can also add their own best practices that will provide more guidance to faculty.

      2.   Shannon – It will be helpful to have a written policy. Thank you to Nenagh for bringing this forward to DE. We just made a few wording changes and DE just approved it.

      3.   Erik – Legally, we cannot require cameras to be on except under these certain exceptions listed here. Other areas where you can require students to turn their cameras on for them to show skills or competencies in certain ways fell into one of these categories.

4.	Nenagh – This would give us a cameras-on policy, which we have to do at the district level to get that approval. But we cannot individually require cameras on. I've heard the word mandatory used but we cannot mandate it. We can have a cameras-on policy but we still have to be prepared to make exceptions.

5.	Question – I thought we cannot have cameras on at all?

6.	Erik –There was a concern from the state that some faculty were mandating cameras on at all times, which is not allowed. The legal opinion does not stop instructors from encouraging students to turn on their cameras. And, as long as students know ahead of time, you can have a cameras-on policy for these specific exceptions, with some flexibility. You can also teach your students about how they can blur their background or use a virtual background in Zoom to give them a little more privacy to encourage camera use. This is a first read so we have the option of bringing this back to senate another time for a vote but it has already been recommended by DE.

7.	Question – During regular class, can faculty require cameras-on if they notify the students in the notes on the schedule of classes ahead of time and state it in advance in the syllabus?

8.	Erik – My understanding is that no you cannot require students to have their cameras on all the time except in those special cases listed here to proctor an exam or test a skill, for example.

9.	Nenagh – This semester we were allowed to say in advance in our syllabi that we will have a cameras-on policy. But at that stage we weren't sure exactly what that covered. But what Erik is saying is my understanding as well. We can say in advance that there will be a cameras-on policy but only for the particular assessments or demonstrations needed for that discipline. And then notify the students when the cameras-on policy will apply well in advance.

10.	Question – Is it a good idea to notify the students in all three spaces including the syllabus, Canvas, and the schedule of classes?

11.	Erik – There is no guideline as to where that information needs to be published. For transparency for students the more widely available the information the better. If we put it in the schedule of classes it would require specific notes be added for each class effectively by hand. It was suggested to publish in the syllabus.

12.	Comment – Students do read the notes in the schedule of classes and it would be very beneficial for those with anxiety. For math, they are including the homework program information in the notes and students are also reading the notes to find the hybrid, hyflex, and other detailed information about the class. But I do recognize this is a lot of work to enter all those notes.

13.	Erik – This document includes just the minimum requirements for the district. We could make that notes suggestion into a separate best practices document just for Moorpark College.

> a)	*Jodi moves to approve this document recommended by the DE committee.*
>
> b)	*Sydney seconds the motion.*
>
> c)	*The motion is unanimously approved.*
>
> d)	*Erik – It sounds like it may be a good idea to discuss adding a best practices specifically for Moorpark College to this district document as a future agenda item. Thank you to Shannon and Nenagh and the Distance Education committee. It has been seen and modified several times before reaching Academic Senate Council.*
>
> e)	*Nenagh – Oxnard is about to approve it. We are not sure where Ventura College is now. All three colleges have to approve it. We might need to come back to you for confirmation. Thank you Shannon and Erik.*

B.	**Regular Effective Contact for Distance Education Courses**

> a)	*Shannon – This document is really about guidelines and best practices.*
>
> b)	*Josepha – A group of us came together and looked at this policy to show the importance of communication between faculty and student, student to student, and student to faculty. We are putting into place a living document since we will be getting more guidelines from the state. We would like your feedback on this document.*

c)   Erik – This is officially a first read. When motioning we may want to include that this is not meant for evaluations. Since the term regular effective contact is already in Title 5, this is just for best practices.

d)   Josepha – Yes, that was a big discussion we had in our workgroup. This is not for evaluations. It is a living document that is meant to be revised, changed, and updated. It will help with accreditation. Ruth, Christy, and I were all on this group and can answer any questions. This could be a great resource for faculty

e)   Question – Does it define HyFlex?

> *(1)   Josepha – We can add that down the road.*
>
> *(2)   Christy – I think we left HyFlex out because HyFlex is also on-ground and we were trying to just help with Regular Effective Contact for 100% online courses.*
>
> *(3)   Erik – In this document, hybrid is defined as a class that includes components of synchronous and asynchronous classes. So, it doesn't include the on-ground component that we sometimes associate with Hybrid which is consistent with the idea that this document is for 100% online courses.*
>
> *(4)   Ruth – Also, the definition of HyFlex is flexible and is still being worked out. It is being used in a variety of ways.*
>
> *(5)   Josepha – Yes, I think we might need a separate document to define that. I am sure we can put together another workgroup to create a definition for HyFlex. I hope everyone looks at this document as a helpful document, as a resource with best practices and to help faculty write their syllabi or notes for the schedule of classes.*

f)   Comment – This is a really important document. I think we should all read it and bring back our comments. There might be a couple areas where I could comment. Thank you for putting this together. It really provides great information that I wish I knew a year ago. Thank you for all the great examples.

g)   Matthew Morgan – I make a motion to accept this document with a clear sentence clarifying that this is for guiding principles and not to be used for evaluation purposes.

h)   Jodi Dickey – I second the motion for the document as best practices and not as an evaluative tool.

i)   Comment – On page 2 it says Faculty must incorporate communication methods…using the following techniques. My concern is that the Best Practices will creep into the evaluation process from the administrator or management perspective. As a document, supported by the Academic Senate, can we keep the Best Practices part separate from the required part?

> *(1)   Christy – That is what we were trying to do with this document, to identify what is required and here are some ways to accomplish that. You must have regular and effective contact with your students, but in order to do that, then you CAN do X, Y and Z. If the document doesn't make that clear then that is something we should address.*

j)   Josepha – Should we say Suggested Practices instead of Best Practices? Our intention was to make suggestions to satisfy the requirements.

k)   Comment – My concern is that this could become a form with checkboxes. I can see someone going check, check. It could be the way it is formatted to a degree.

l)   Erik – All standing committee documents do need to come through Academic Senate Council for review and all our documents are public. I am seeing in chat that maybe we just make some language changes to the documents to provide more clarity. I am sensing it might be good to bring this back to senate again for a second read.

m)   Comment – I had an idea on how to make it clearer in regards to what are the mandatory parts and what are the suggested parts. Moorpark College guidelines can list was is required. Maybe an appendix at the end that is just for suggestions. Maybe use the word Suggested and not Best Practices to make it clear these are ideas things to check off.

n)   Comment – In nursing, we use the term Evidence-based practice guidelines is a term we can use instead of Best Practices. It isn't as prescriptive as Best.

o)   Comment – It makes visual sense for me. What is the requirement and how do I do it. I can personally check it off. The primary user is the faculty trying to serve the students in the best way possible. So if we don't give an example it might be difficult and if there are separate documents it also might be more difficult. That would be my concern to change it.

p)   Comment – It says that the instructor initiates contact prior to beginning of the course. But that is not in Title 5. We might want to soften the language on that so adjuncts aren't thinking they need to work before they start getting paid.

q)   Josepha – I think we are going to have to go back and wordsmith it. What is the best way to proceed?

r)   Erik – Let's postpone this for the next meeting. You can bring another draft. It would need a majority vote to postpone it to the next meeting.

s)   Jodi Dickey – I move to postpone to the next meeting.

t)   Tiffany – I second the motion.

u)   Unanimously approved to postpone to the next meeting.

v)   Josepha – Thank you very much for your suggestions and comments. We will integrate them. The spirit of this document is intended to support us and to help faculty.

w)   I heard largely positive comments and relatively minor suggestions on how to make it even better. Thank you.

C.   Classified, Administrator, and Faculty 25 Years of Service "Bricks"

1.   Erik – This honors faculty, classified, and administrators who have served the campus 50+ semesters. These plaques were originally mounted on the bricks on the ground and were therefore given the term "bricks". We would like to review and possibly re-ratify this process document.

2.   Question – Why do they have to nominate themselves? Why isn't there a system when they hit the mark they automatically get a plaque?

3.   Comment – The records from 25 years ago are not good. At the moment you have to go to HR and search through this big cupboard and pull out the paperwork. That's the first reason. The second reason is that some people actually do not want to have a brick. They are about $150 for the bronze plaques so that they last outside. It was an expensive option so if they don't want a brick then we don't pay for one.

4.   Question – That is for faculty, adjunct faculty, classified, anyone?

5.   Comment – Yes, and if you served in multiple roles then it all adds up. It is a great collaboration between classified and academic senates.

6.   Tiffany – I motion to approve the process document for 25 years of service "bricks".

7.   Chrystin – I second the motion.

8.   Erik - Is there any further discussion?

9.   Motion is unanimously approved.

10.   Erik – Excellent. We will put out a call for this and will work on this over the summer.

IV. Unfinished Business

A. Low Textbook Cost (LTC)

1. Erik – The Low Textbook Cost workgroup brought a document to senate with recommendations on how to define Low Textbook Cost.

2. Cindy – We did consider multiple costs, but the $40 threshold did seem like the best compromise and we were particularly mindful of the students for whom these costs are the most challenging. The workgroup recommendations include:

a) To be designated as a low textbook cost course, the total price for all required text materials must be at or below the identified threshold of $40 before tax, with the following clarifications:

b) The LTC designation is based on the cost of new materials, not used books or rentals of printed texts.

c) The LTC designation may be based upon the cost of an e-book or a printed text, as long as digital access is provided for at least the duration of the course.

d) If students would need to access the text materials through the publisher to meet the LTC price threshold, this information should be communicated to the student in advance (e.g., via introductory e-mail or course notes in the Schedule of Classes).

e) The cost of homework sites or software platforms is included in this total.

f) The costs are based on pre-tax prices of new course materials purchased from the bookstore or the publisher.

g) Review cost threshold every 5 years to determine if adjustments are needed.

h) LTC courses may require supplies that are not included in the LTC total, such as calculators, test forms, clay, or safety goggles.

3. Tiffany – I would like to make a motion to approve the LTC threshold of $40.

4. Josepha – I would like to second that motion.

5. Erik – This will forward our recommendation with the definition and move it forward to the district-wide committee with our sister colleges.

6. Unanimously approved

7. Erik – Thank you to Cindy and the workgroup for providing these guidelines and recommendations for Low Textbook Cost.

8. Question - Do we have to wait for the district-wide committee to approve this before we post for Fall 2021?

9. Erik – Yes, we have to wait. Not sure if it will be approved in time for Fall 2021.

10. Cindy – I don't think there is a statewide image that is used for LTC. I read about one district that did an art competition in a contest for the symbol. I thought that was kind of a neat idea in order to determine what the symbol will be.

11. Erik - I do not know what the plan is for the symbol yet.

V. New Business

A. Future Agenda Items

1. Faculty prioritization process: Revisit the idea of having presentations or not for Fall 2021.

VI. Reports

A. President's Report

1. We have a follow up meeting regarding the Partnership Resource Team (PRT) on April 29th. We just received the Menu of Options (MOO) from them.

a)   *The MOO is a summary of the things that we do well along with ideas to improve and links to references. Please take a moment to review this and participate and continue the honest dialogue. It is not meant to be punitive. It is largely focused on equity and social justice and a big component of that is in regards to online classes and online activities outside the classroom.*

VII.   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	JP
ACCESS	Jolie Herzig Silva Arzunyan	JH	Performing Arts	John Loprieno Nathan Bowen	JL / NB
Athletics	Matt Crater Mike Stuart	-	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	AB
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 -	AR	GP Liaison (non-voting)	Traci Allen	TA
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	NB SM
4/20/21 – Sergio Gonzalez, Michael Bryant					

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