ACADEMIC SENATE MINUTES
May 3, 2022

Neil Watkins	President	2021-2023	P
Sarah Chamberlain	Vice President	2021-2022	P
Elizabeth "Liz" Encarnacion	Secretary/Treasurer	2021-2022	A
Angela Burk – Herrick	Curriculum Chair	2021-2023	P
Tracy Kocher	Business & Applied Technology	2020-2022	P
Bruce Osburn	Business & Applied Technology	2021-2023	P
Daniel Bentum	Chino/Fontana	2020-2022	P
Tara Johnson	Chino/Fontana	2021-2023	A
Lisa Doget	Health Sciences	2020-2022	A
Jayne Clark-Frize	Health Sciences	2021-2023	A
Christina Holdiness	Instructional Support	2020-2022	P
Vacant	Instructional Support	2021-2023	
Jeff Harlow	Kinesiology, Nutrition & Athletics	2020-2022	P
Elaine Martinez	Kinesiology, Nutrition & Athletics	2021-2023	P
Elizabeth "Liz" Encarnacion	Language Arts	2020-2022	A
Steve Shelton	Language Arts	2021-2023	P
Mark Gutierrez	Mathematics & Science	2020-2022	P
Elizabeth Cannis	Mathematics & Science	2021-2023	P
Dan Kern	Social & Behavioral Sciences	2020-2022	P
Pak Tang	Social & Behavioral Sciences	2021-2023	A
Jackie Boboye	Student Services	2020-2022	P
Michelle Martinez	Student Services	2021-2023	A
Erik Jacobson	Visual & Performing Arts	2021-2022	P
Vacant	Visual & Performing Arts	2021-2023	
Robin Witt	Senator-At-Large	2019-2022	P
Tamari Jenkins	Senator-At-Large	2020-2023	P
Sarah Chamberlain	Senator-At-Large	2021-2024	P
Patty Peoples	Adjunct Senator-At-Large	2020-2022	P
Shelly Jackson	Adjunct Senator-At-Large	2021-2023	P
Alternates			
William O'Neil	Business & Applied Technology	2021-2023	P
Manar Hijaz	Chino/Fontana	2021-2023	P
Jordan Hung	Health Sciences	2021-2023	P
Shelley Marcus	Instructional Support	2021-2023	P
Candice Hines-Tinsley	Kinesiology, Nutrition, & Athletics	2021-2023	P
Leona Fisher	Language Arts	2020-2022	P
Diana Cosand	Mathematics & Science	2021-2023	A
Sergio Gomez	Social & Behavioral Sciences	2020-2022	A
Myra Andrade	Student Services	2021-2023	A
Leta Ming	Visual & Performing Arts	2021-2023	A
Vanessa Nunez Valdovinos	Adjunct Alternate Senator	2021-2023	A
Nicole DeRose	Immediate Past President		P
Hope Ell	Classified Senate Liaison	2021-2023	A

Guests:
Annette Henry, Kinesiology, KNA
Tina Kuo, Biology, M&S
Julie Law, Counseling, SS
Jinny Lee, Earth Science/Geology, M&S
Lissa Napoli, Administrative Assistant, Academic Senate
Terezita Overduin, Library
Laura Picklesimer, English, LA
Alisha Rosas, Associate Superintendent, Student Services and Strategic Communications

1. P.E. (12:30 P.M.)

2. CALL TO ORDER (12:35 P.M.)

2.1 Land Acknowledgement

With respect and honor for the lands where Chaffey College resides and the leaders who came before us, we would like to take a moment to acknowledge the Gabrieleño-Tongva (GABRIEL-EN-YO TONG-VAH) Peoples, the original stewards of these sacred and unceded homelands. The Tongva people's history, language(s), cultural traditions, and legacy continue to shape this region and we recognize their continuing presence in their homelands.

2.2 Remote Attendee Identification

3. PUBLIC COMMENT (Reserved for Guests only and limited to two minutes.)

none.

4. APPROVAL OF AGENDA

- May 3, 2022
- **Motion for Approval** - Senator Boboye moved to approve the 5.3.22 agenda. Alternate LA Senator Fisher seconded the motion. The motion was approved. 5.3.22, 20Y/0N/0A.

5. APPROVAL OF MINUTES

- April 26, 2022
- **Motion for Approval** - Senator Boboye moved to approve the 4.26.22 minutes. Curriculum Chair Burk-Herrick seconded the motion. The motion was approved. 5.3.22, 19Y/0N/2A.

6. CONSENT AGENDA

6.1 Faculty representatives that have been requested to serve on these selection/hiring committees:

1. **Dean, Math & Science**
   Maryline Chemama, (F), Chemistry, M&S

Mark Padilla (F), Physics, M&S
Erik Kolb (F), Biology, M&S
Morgan Rea (F), Math, M&S

- **Motion for Approval** - Senator Boboye moved to approve the Consent Agenda. Senator Shelton seconded the motion. The motion was approved. 5.3.22, 22Y/0N/0A

  Discussion: VP Chamberlain asked if the classified and management committee members had been shared. That information was unavailable at the time of this meeting. Senator Shelton asked about the recruitment method used to select faculty. VP Chamberlain reported that an open call was put out to the M&S faculty. President Watkins shared tentative plans to develop a list of faculty interested in serving on hiring committees. Senator Shelton asked if the concerns brought forward at the previous meeting were addressed. Based on the size limitation of 10 total committee members, there was no room to add an additional faculty member. VP Chamberlain shared the committee composition had been discussed among the Biology faculty as well as with other faculty in M&S, and the likelihood that the composition would not change was understood.

7. REPORTS

7.1 President

Upcoming meetings:

May 10, 2022 is the last meeting of the academic year. Please try to have our cameras on next week as we honor the student scholarship winners and welcome new senators. In lieu of in person, having our cameras on will serve as an opportunity for engagement of all.

Tuesday August 16, 2022 in BEB 207 is the scheduled date of the first Academic Senate meeting for the 2022-2023 academic year.

Senator Marcus asked if the meetings will have remote options. Senator Holdiness asked if other meeting locations will need to be advertised. President Watkins stated that the zoom meeting option may suffice to replace the required meeting locations included in the agenda. Will rely on the Chancellor's Office and ASCCC to provide guidance.

CCFA President Osburn and President Watkins, along with Classified Senate and Classified Union presidents, were called to a special meeting regarding endemic planning. Updates from this meeting will be shared at the May 10 meeting.

7.2 Vice President No report. Election information will be reported at the next meeting.

7.3 Secretary/Treasurer - Budget Report

Lissa Napoli shared the budget report. Total balance includes all three accounts (Foundation: Academic Senate, Academic Senate Scholarships, and the District account) $20,209.84

7.4 Curriculum No report.

7.5 Classified Senate Liaison, Hope Ell

7.6 Committee Reports

7.6.1 Accreditation Update, Nicole DeRose

The accreditation report was included in the agenda packet. Nicole asked if there were any questions about the report or concerns to be shared. President Watkins asked if the work is on schedule, and the answer is yes. Nicole shared that the accreditation tri-chairs plan to have a rough draft of the ISER by the end of the spring term, and that we are on track to meet that goal. The Standard teams completed their work in April, the accreditation tri-chairs will write the remaining sections of the ISER, and prepare a draft during May and June for constituent review beginning in August.

8. **GUEST(S)/PRESENTATION(S) -** Counselor, Julie Law, will present on the 2020-2021 Faculty Inquiry Team, *Examining the Skill Gaps at Chaffey College*.

Presenters Julie Law and Laura Picklesimer presented key findings and recommendations were shared with Academic Senate.

- · The 2020-2021 fit team members; Julie Law & Charles Williams were the faculty leaders.

- · The top 10 21st century skills were shared.

- · Presentation and definitions of seven professional skills

- · The three research questions

  o What are the differences and similarities in expectations between students, faculty and employers regarding the professional and employable skills gained from their college experience?

  o Are there differences in student, faculty and employer perceptions regarding student achievement of the desired professional and employable skills in their college experience?

  o How can we make clearer connections for students, faculty and employers between curriculum and professional and employable skills?

- · Participants included current students and alumni, employers, and full-time and part-time faculty

  o Thanks to the Career Center for connecting the fit team with employers.

- · Key takeaways:

  o None of the groups (current students, faculty, alumni, and employers) indicated that employers are most responsible for developing any of the seven professional skills

  o All groups (current students, faculty, alumni, and employers) indicated that courses are most responsible to help students develop technology skills

o A large majority of current students indicated that they are most interested in the following career fields (in order): health practitioner and technical, arts /design / entertainment / sports / media, and business and financial operations

o A large majority of both current students (72%) and alumni (75%) indicated that they are/were encouraged to utilize the Career Center. When asked if they have used the Career Center, more current students responded with "no", 60% (40% yes), while more alumni responded "yes", 55% (45% no)

· Student's levels of uncertainty

· Participants were asked to rank the skills.

o #3 Adaptability - Adaptability: open to new experiences, open to direction,

o open to criticism, open to new environments

o #2 Critical thinking - Thinking: decision making, problem solving, creative thinking

o #1 Communication - listening, speaking, writing, and presenting skills

· Level of Importance per Group

o All participants say that faculty are the most responsible for developing students' technology, critical thinking, and communication skills.

o All participants say that students are the most responsible for developing student's adaptability, leadership, and professional skills.

o No groups identified employers as being responsible for the development of any of these skills.

· Three areas of recommendations: campus wide, departments/schools, and classroom. Examples include

o Embed critical thinking into non-instructional opportunities (clubs, etc.),

o Provide more training opportunities to and to look at language used and expand employability skills beyond CTE, as well as looking at ACCs and linking skills per ACCs and expanding this work to bridge gaps for students.

o For department and school recommendations to look at the Career Center, and to bring the Career Center to the students, to have more conversations with advisory committees, and inside the classroom to connect dots between students and personal goals, to ensure there is no uncertainty. Use Canvas rubrics. highlight connections in the industry.

Questions/Comments:

· Why are there different sample sizes for the categories presented in the faculty data slide. Answer: Not all surveyed may have answered all questions.

· What was the breakdown of part-time and full-time faculty.Answer: Do not have those numbers at this time, but will get the answer and share back.

· What were the possible responses? Answer: sure, not sure, or similar.

· Critical thinking seems to be something that would be more desirable in an employee that had been with an employer for a while rather than an entry level employee. Is there a comment about the question that is presented to the employers regarding categories of employees such as seasoned employee, entry-level employee? Answer: the questions asked responders to rank the following seven skills as being the most important to least important.

· Different answers were provided when the students were asked if they felt unsure of their career paths.

· Among professional qualities, is the word attendance. Suggestion - in the future, break hat down in terms of which of the professional qualities would be ranked high (attendance, appropriate dress, others) to be better understood based on career fields/jobs.

From the Academic Senate, congratulations and thank you to the FIT team members for the excellent work. From Julie and Laura, thank you to Angela Burk-Herrick and Tracy Kocher for their Academic Senate representation and contribution.

If any questions come up, please look through the presentation in the agenda packet and send questions to Julie and Laura.

President Watkins suggested departments having discussions about how to integrate the recommendations provided by the FIT into course activities and assessments. Curriculum Chair Burk-Herrick emphasized that students are going to college to help them get a better job and become financially stable, and faculty can encourage and support students by highlighting which of these skills will be taught in their courses.

9. UNFINISHED BUSINESS

10. NEW BUSINESS

10.1 Discussion Item: Local Employers That Pay for College Tuition

https://pepsico.guildeducation.com/partner

President Watkins began the discussion by asking: have faculty connected students with employers and jobs that are related to their interested field or by connecting with employers that do pay for tuition or have tuition reimbursement? Senator Jenkins shared a success story. A previous student thought they were not eligible

for student loans, and that student's employer paid for the student to take Spanish courses. The student was incredibly successful, and is now a fluent Spanish speaker, and has moved on from that company. The student is also now considering a return to college as a result of their success. Alt. Senator Osburn shared Article 23 from the CBA provides faculty the opportunity for tuition reimbursement. This will not apply for step increases. This option applies to full-time faculty, but not family members of full-time faculty..

10.2 Discussion Item: Spring Survey Results

President Watkins shared the spring survey results, which are in the meeting agenda packet.

Adjunct Senator-at-Large Peoples has polled their students, and the results indicate that 75% prefer texting as a preferred form of communication rather than email.

President Watkins shared that the Remind app can be used for texting to avoid use of personal cell phones to send text messages. Discord has been used by Chaffey clubs to communicate.

11. ANNOUNCEMENTS

11.1 Academic Senate for California Community Colleges (ASCCC) Information

11.1.1 2022 Faculty Leadership Institute - Hybrid Event The Citizen Hotel, Sacramento and Pathable Virtual Event Platform *subject to change, Thursday, June 16 through Saturday, June 18. REGISTRATION DEADLINE: Wednesday, June 8, 2022, before 5:00 PM. In order to make the event as accessible as possible for all attendees, regardless of the way they choose to attend, ASCCC opted to make one flat fee of $650 for the registration, based on the costs identified to put the event together. Please click on the link to register and for more information.

11.1.2 Check out Academic Senate for California Community Colleges webpage for other great webinars/events at ascc.org

11.2 California Council on Economic Education

11.2.1 Lessons from the Pandemic: The Great Reset, Why Students Need Entrepreneurship & Personal Finance in the New Year, Wednesday, May 11, 2022, 2:00 - 3:30 PM. REGISTER NOW!

11.3 Campus, Community, and Collaboration

11.3.1 Spring 2022 Career & Leadership Conference, presented by the Multicultural Club. Friday, May 6, join us on Zoom, Meeting ID number 959-4877-4387. Password: 477182. Mentors and students will share their experiences and will help guide you to making better choices.

12. FLOOR ITEMS (Reserved to raise concerns within the Academic Senate scope. Senate will hear your concerns/questions, but may not respond. If requested, the concern can be included on a future agenda.)

13. ADJOURNMENT (1:55 P.M.)

The next Academic Senate meeting is scheduled for Tuesday, May 10, 2022.

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Lissa A. Napoli, Recording Secretary

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Elizabeth "Liz" Encarnacion, Secretary

Chaffey College Academic Senate - Roster - 2022-2023

School / Position	Name	Term	*notes*
Business & Applied Technology	Bruce Osburn	2021-2023	
Business & Applied Technology	Mark Forde	2022-2024	*newly elected*
Business & Applied Technology Alternate	*William O'Neil*	2021-2023	
Chino/Fontana	Tara Johnson	2021-2023	
Chino/Fontana	Jinny Lee	2022-2024	*newly elected*
Chino/Fontana Alternate	*Manar Hijaz*	2021-2023	
Health Sciences	Jayne Clark-Frize	2021-2023	
Health Sciences	Terzah DePonte	2022-2024	*newly elected*
Health Sciences Alternate	*Jordan Hung*	2021-2023	
Instructional Support	Christina Holdiness	2021-2023	*elected to new position*
Instructional Support	Terezita Reyes Overduin	2022-2024	*newly elected*
Instructional Support Alternate	Shelley Marcus	2021-2023	
Kinesiology, Nutrition, & Athletics	Elaine Martinez	2021-2023	
Kinesiology, Nutrition, & Athletics	Candice Hines-Tinsley	2022-2024	*elected to new position*
Kinesiology, Nutrition, & Athletics Alternate	*Annette Henry*	2021-2023	*newly elected*
Language Arts	Steve Shelton	2021-2023	
Language Arts	Elizabeth Encarnacion	2022-2024	*re-elected*
Language Arts Alternate	*Leona Fisher*	2022-2024	*re-elected*
Mathematics & Science	Elizabeth Cannis	2021-2023	
Mathematics & Science	Mark Gutierrez	2022-2024	*re-elected*
Mathematics & Science Alternate	*Diana Cosand*	2021-2023	
Social & Behavioral Sciences	Pak Tang	2021-2023	
Social & Behavioral Sciences	Dan Kern	2022-2024	*re-elected*
Social & Behavioral Sciences Alternate	*Hannah Lucas*	2022-2024	*newly elected*
Student Services	Michelle Martinez	2021-2023	
Student Services	Jackie Boboye	2022-2024	*re-elected*
Student Services Alternate	*Myra Andrade*	2021-2023	
Student Services Alternate		2022-2024	*vacant*
Visual and Performing Arts		2021-2023	*vacant*
Visual and Performing Arts		2022-2024	*vacant*
Visual and Performing Arts Alternate	*Leta Ming*	2021-2023	
Senator-At-Large	Tamari Jenkins	2020-2023	
Senator-At-Large	Sarah Chamberlain	2021-2024	
Senator-At-Large	Norma Leon	2022-2025	*newly elected*
Adjunct Senator-at-Large	Shelly R. Jackson	2021-2023	*newly elected*
Adjunct Senator-at-Large Alternate	Vanessa Nunez	2021-2023	*newly elected*
Adjunct Senator-at-Large	Patty Peoples	2022-2024	*elected to new position*
President	Neil Watkins	2021-2023	
Vice-President / President-Elect	Nicole DeRose	2022-2023	*newly elected*
Secretary / Treasurer	Liz Encarnacion	2022-2023	*re-elected*
Curriculum Chair	Angela Burk-Herrick	2021-2023	
Faculty Lecturer	Ava Nguyen	2022-2023	*newly elected*

Academic Senate Accreditation Update #4
May 3, 2022
Nicole DeRose, Accreditation Faculty Tri-Chair

Accreditation Tri-Chairs – Nicole DeRose, Hope Ell, and Laura Hope
ALO - Laura Hope

Wrapping up the Spring 2022 semester

- Standard teams (see ISER section G) evidence collection due: April 15, 2022
- ISER Draft Update
  - The ISER has eight major sections.
    - A. Introduction, history of the college, student enrollment data, labor market data, demographic data, socio-economic data, sites, and specialized or programmatic accreditation.
    - B. Presentation of Student Achievement Data and Institution-Set Standards
    - C. Organization of the Self-Evaluation Process
    - D. Organizational Information
    - E. Certification of Continued Compliance with Eligibility Requirements
    - F. Certification of Continued Institutional Compliance with Commission Policies
    - G. Institutional Analysis
      - I. Mission, Academic Quality and Institutional Effectiveness, and Integrity
      - II. Student Learning Programs and Support Services
      - III. Resources (Human, Physical, Technology, and Financial)
      - IV. Leadership and Governance
    - H. QFE. From the ACCJC Guide to Institutional Self-Evaluation, Improvement, and Peer Review
      - The QFE provides a framework for institutions to implement innovative ideas and projects designed to positively impact student-learning and achievement over a multi-year period.
      - At the February CPC meeting, the committee identified the three topics below as the focal points for the QFE
        - Advance Justice, Equity, Diversity, and Inclusion (JEDI)
        - Cultivate future-minded innovation
        - Improve communication
  - Using the completed evidence template form filled out for each of the Standards, the narratives will be integrated into the ISER draft for Section G.
  - Hope and Nikki will write Sections A-F.
  - Laura will write the QFE, Section H.
  - **Goal:** to have a rough draft of the ISER in May 2022.

Next steps?

- Look for a May 2022 accreditation newsletter, to be released on or before May 18, 2022. Monthly newsletters will resume with the Fall 2022 semester.
- Summer 2022
  - The accreditation tri-chairs will work during May and June on the ISER to develop a cohesive narrative, organize the evidence, and ensure all required ISER components are included.
  - The Accreditation webpage will be updated.
  - July 2022, the draft will be formatted and prepared for constituent review.
- Convocation and Fall Flex 2022
  - The accreditation tri-chairs will present at Convocation to share the process for constituent review and feedback for the ISER
  - The first accreditation forum will be held during flex days. Check the flex booklet for day and time.
- August & September – Constituent review and feedback; ISER final draft completed
- October – Governing Board, first read
- November – Governing Board, second read and approval
- December 15 – submit the ISER to ACCJC

Acronyms:
ACCJC – Accrediting Commission for Community and Junior Colleges
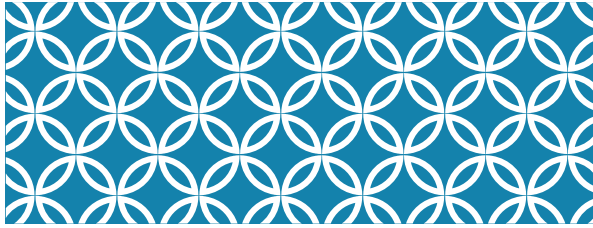ALO – Accreditation Liaison Officer
CPC – College Planning Council
ISER – Institutional Self Evaluation Report
QFE – Quality Focus Essay
WASC – Western Association of Schools and Colleges

20-21 FACULTY INQUIRY TEAM | Examining the Skill Gaps at Chaffey College

2020-2021 FACULTY INQUIRY TEAM

Angela Burk-Herrick – Biology Faculty/Curriculum Chair/Guided Pathways Lead
Kristen Burleson –Counseling Faculty/Career Center
Karen Hydanus – Communications Language Arts Adjunct Faculty
Tracy Kocher - B&AT/Business Education Faculty
Julie A. Law – Counseling Faculty/Articulation Officer
Kendy MendezFlores –Counseling Adjunct Faculty
Celeste Mor – Counseling Faculty/Health Science Liaison
Terezita Overduin – Instructional Support Faculty
Laura Picklesimer – English Faculty/OAC
Jonathan Polidano – Automotive Faculty
Ariel Sales – Institutional Research
Charles Williams – English Faculty/CCSG Faculty Advisor

"Top 10" 21st Century Skills

1. Adaptability
2. Self-Awareness
3. Digital Fluency
4. Communication
5. Collaboration
6. Empathy
7. Analysis/Solution Mindset
8. Resilience
9. Entrepreneurial Mindset
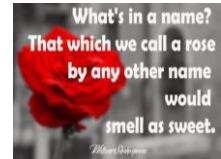10. Social/Diversity Awareness

* Skill list is in recommended order if teaching in a series

New World of Work

OUR THOUGHTS ON NOMENCLATURE:

New World of Work (NWOW)
Baseline skills
Transferable skills
Soft skills
Employability skills
21st Century skills
Professional skills

What's in a name? That which we call a rose by any other name would smell as sweet.

DEFINING "PROFESSIONAL SKILLS"

For the purpose of this study, the following professional skills were defined as:
1. **Adaptability**: open to new experiences, open to direction, open to criticism, open to new environments
2. **Critical Thinking**: decision making, problem solving, creative thinking
3. **Collaboration:** working with other people, respecting people, sharing ideas, problem solving with others
4. **Communication:** listening, speaking, writing, and presenting skills
5. **Technology:** using technology to solve a problem, deciding which tools to use
6. **Leadership:** being able to coach, develop, guide, or influence others to achieve a goal
7. **Professional Qualities:** having excellent attendance, dressing professionally, honesty, taking personal responsibility

Our Research Questions

What are the differences and similarities in expectations between students, faculty and employers regarding the professional and employable skills gained from their college experience?

Are there differences in student, faculty and employer perceptions regarding student achievement of the desired professional and employable skills in their college experience?

How can we make clearer connections for students, faculty and employers between curriculum and professional and employable skills?

Participation

Students	Employers	Faculty
Survey: 1,587 current	Survey: 86	Survey: 111
Survey: 220 alumni	Focus Group: 7	Focus Group: 9
Focus Group: 16		

A FEW KEY TAKEAWAYS

- None of the groups (current students, faculty, alumni, and employers) indicated that employers are most responsible for developing any of the seven professional skills
- All groups (current students, faculty, alumni, and employers) indicated that courses are most responsible to help students develop technology skills
- A large majority of current students indicated that they are most interested in the following career fields (in order): health practitioner and technical, arts / design / entertainment / sports / media, and business and financial operations
- A large majority of both current students (72%) and alumni (75%) indicated that they are/were encouraged to utilize the Career Center. When asked if they have used the Career Center, more current students responded with "no", 60% (40% yes), while more alumni responded "yes", 55% (45% no)

A LEVEL OF UNCERTAINTY

- 58% of students are sure about their career paths
- 36% Somewhat
- 6% Unsure

HOW THE SKILLS STACK UP

Table 9. Rank the Following Seven Skills in Order of 1 Being Most Important to 7 Being Least Important. Skills are Listed in Order of Most to Least Important.

Current Students	Faculty	Alumni	Employers
Professional Skills	Professional Skills	Professional Skills	Professional Skills
Critical Thinking	Critical Thinking	Technology	Communication
Communication	Adaptability	Critical Thinking	Critical Thinking
Adaptability	Communication	Communication	Adaptability
Collaboration	Collaboration	Adaptability	Collaboration
Professional Qualities	Professional Qualities	Collaboration	Professional Qualities
Leadership	Technology	Leadership	Technology
Technology	Leadership	Professional Qualities	Leadership

IMPORTANCE OF DEVELOPING SKILLS

Table 6. How Important Is It to Develop the Following Professional Skills During Academic Studies?
1=Not Important, 2=Slightly Important, 3=Moderately Important, 4=Very Important

Professional Skills	Current Students		Faculty		Alumni		Employers	
	N	Mean	N	Mean	N	Mean	N	Mean
Adaptability	1,576	3.59	110	3.82	215	3.57	78	3.82
Critical Thinking	1,575	3.74	110	3.93	213	3.81	78	3.86
Collaboration	1,580	3.48	110	3.74	213	3.51	78	3.83
Communication	1,574	3.70	110	3.87	215	3.75	78	3.91
Technology	1,576	3.50	109	3.54	214	3.56	78	3.36
Leadership	1,576	3.43	110	3.15	216	3.38	78	3.22
Professional Qualities	1,579	3.55	110	3.49	216	3.49	78	3.78

THE #3 SKILL NEEDED IN THE FUTURE:

Adaptability: open to new experiences, open to direction, open to criticism, open to new environments

Table 15. How Important Is It for Students to Develop the Following Professional Skills for Their Future Career?
1=Not Important, 2=Slightly Important, 3=Moderately Important, 4=Very Important

Professional Skills	Current Students		Faculty		Alumni		Employers	
	N	Mean	N	Mean	N	Mean	N	Mean
Adaptability	1,336	3.73	91	3.82	183	3.76	65	3.74

THE #2 SKILL NEEDED IN THE FUTURE:

Critical Thinking: decision making, problem solving, creative thinking

Table 15. How Important Is It for Students to Develop the Following Professional Skills for Their Future Career?
1=Not Important, 2=Slightly Important, 3=Moderately Important, 4=Very Important

Professional Skills	Current Students		Faculty		Alumni		Employers	
	N	Mean	N	Mean	N	Mean	N	Mean
Critical Thinking	1,328	3.81	91	3.89	185	3.89	66	3.71

Critical Thinking

THE #1 SKILL NEEDED IN THE FUTURE:

Communication: listening, speaking, writing, and presenting skills

Table 15. How Important Is It for Students to Develop the Following Professional Skills for Their Future Career?
1=Not Important, 2=Slightly Important, 3=Moderately Important, 4=Very Important

Professional Skills	Current Students		Faculty		Alumni		Employers	
	N	Mean	N	Mean	N	Mean	N	Mean
Communication	1,322	3.82	91	3.92	183	3.83	66	3.85

LEVEL OF IMPORTANCE PER GROUP

Table 16. How Important Is It for Students to Develop the Following Professional Skills for Their Future Career? Skills are Listed in Order from Most to Least Important.

Current Students	Faculty	Alumni	Employers
Professional Skills	Professional Skills	Professional Skills	Professional Skills
Communication	Communication	Critical Thinking	Communication
Critical Thinking	Critical thinking	Communication	Professional Qualities
Adaptability	Adaptability	Adaptability	Adaptability
Professional Qualities	Collaboration	Professional Qualities	Critical Thinking
Collaboration	Professional Qualities	Collaboration	Collaboration
Leadership	Technology	Technology	Technology
Technology	Leadership	Leadership	Leadership

WHO IS MOST RESPONSIBLE FOR DEVELOPING TECHNOLOGICAL SKILLS:

Students, employers and faculty all say...

Faculty

WHO IS MOST RESPONSIBLE FOR DEVELOPING CRITICAL THINKING & COMMUNICATION:

Students, employers and faculty all say...

Faculty

WHO IS MOST RESPONSIBLE FOR DEVELOPING ADAPTABILITY, LEADERSHIP & PROFESSIONAL QUALITIES:

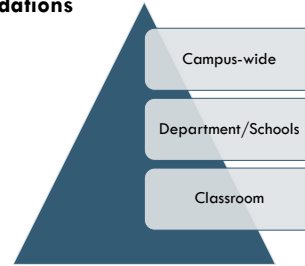Students, employers and faculty all say...

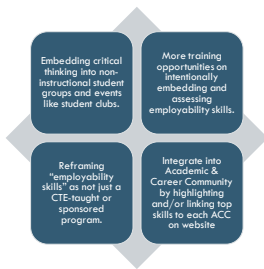Students

WHO IS RESPONSIBLE

Table 10. Which Groups (College Courses, The Employer, The Individual Student, and/or College Activities) Are Most Responsible for Helping Students Develop the Following Professional Skills?

Professional Skills	Current Students		Faculty		Alumni		Employers	
	Group	%	Group	%	Group	%	Group	%
Adaptability	Students	36	Students	34	Students	39	Students	43
Critical Thinking	Students	35	Courses	43	Courses	42	Courses	34
Collaboration	Students	29	Courses	32	Students	28	Activities	30
Communication	Students	32	Courses	40	Courses	33	Courses	36
Technology	Courses	35	Courses	33	Courses	36	Courses	43
Leadership	Students	31	Students	29	Students	30	Students	31
Professional Qualities	Students	41	Students	39	Students	43	Students	50

Recommendations

Campus-wide
Department/Schools
Classroom

Campus-wide Recommendations

Embedding critical thinking into non-instructional student groups and events like student clubs.

More training opportunities on intentionally embedding and assessing employability skills.

Reframing "employability skills" as not just a CTE-taught or sponsored program.

Integrate into Academic & Career Community by highlighting and/or linking top skills to each ACC on website

Departments & Schools Recommendations

More discussion between departments and advisory committees.

Career Center coaching about professionalism should be encouraged.

Career Center presentations in the classroom (esp. transfer courses).

Classroom and Faculty Recommendations

Connect the dots between students' personal goals, course outcomes, and employability skills

Help students see that developing skills in math and writing is also developing their skills in critical thinking

Recommend faculty use more real world/case study scenarios to help students develop of these professional skills with feedback

Have a vocabulary of soft skills to communicate to students the progress they are making at achieving these skills

Classroom and Faculty Recommendations

Use Canvas rubrics (70% of faculty currently use canvas rubrics). This helps Make explicit connections between individual course assignments/activities and skill development

Highlight your connections in your industry (53% of faculty have connections with industry (47% do not).

Award NWOW Outcomes (92% of faculty do not currently award NWOW Outcomes)

Promote "entrepreneurial mindset." Most faculty reported not teaching this skill, possibly due to the language choice

Explicit instruction on self-awareness can help students develop better skills (e.g. communication and professionalism)

Only about 47% of faculty report practicing digital fluency in the classroom. We might reframe these skills by providing concrete suggestions on how to integrate, recognize and honor students' performance in the classroom, adding explicit language into activities that name these skills

DATA FROM FACULTY

Table 12. Faculty Responses: Which Groups (College Courses, The Employer, The Individual Student, and/or College Activities) Are Most Responsible for Helping Students Develop the Following Professional Skills?

Professional Skills	College Courses		The Employer		The Individual Student		College Activities	
	N	%	N	%	N	%	N	%
Adaptability	71	31	27	12	78	34	55	24
Critical Thinking	97	43	26	12	65	29	35	16
Collaboration	82	32	46	18	62	24	65	25
Communication	96	40	33	14	66	28	45	19
Technology	82	33	62	25	66	27	36	15
Leadership	42	18	59	25	70	29	69	29
Professional Qualities	50	22	48	21	88	39	38	17

EXAMPLE

What to do when you don't know what to do?

Begin with an **Entrepreneurial Mindset**

THE END

THANK YOU
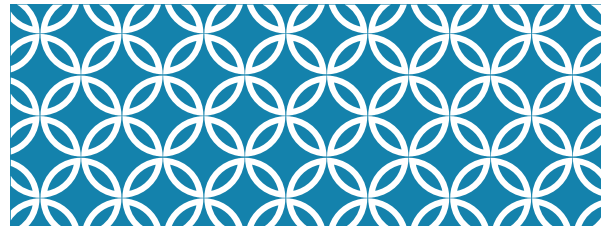
JUNK
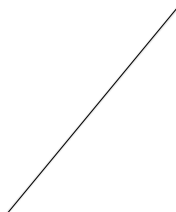
Who's Responsible?
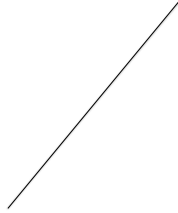
Who's Responsible?

Students
Employers
Faculty

Students
Employers
Faculty

Who's Responsible?

CAMPUS-WIDE RECOMMENDATIONS

Embedding critical thinking into non-instructional student groups and events like student clubs.

Integrating this information into Academic & Career Community by highlighting and/or linking top skills to each ACC on website, in marketing, etc.

We recommend further training opportunities to show faculty how to intentionally embed and assess employability skills into existing curriculum.

NWOW) to a term that encapsulates work, as well as careers, community, education and academic/personal goals. We recommend inviting all departments to participate in this work and reframing "employability skills" as not just a CTE-taught or sponsored program.

Campus-wide Recommendations

Embed into non-instructional student groups.

More training opportunities.

Reframe: not just a CTE-taught or sponsored program.

Integrate into Academic & Career Community.
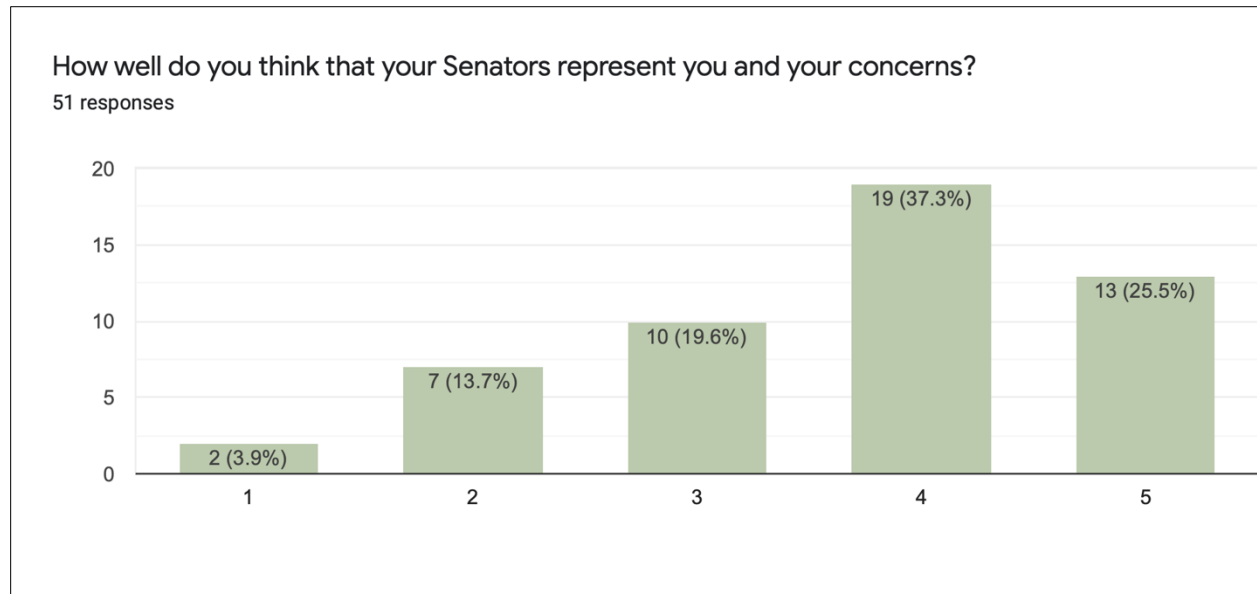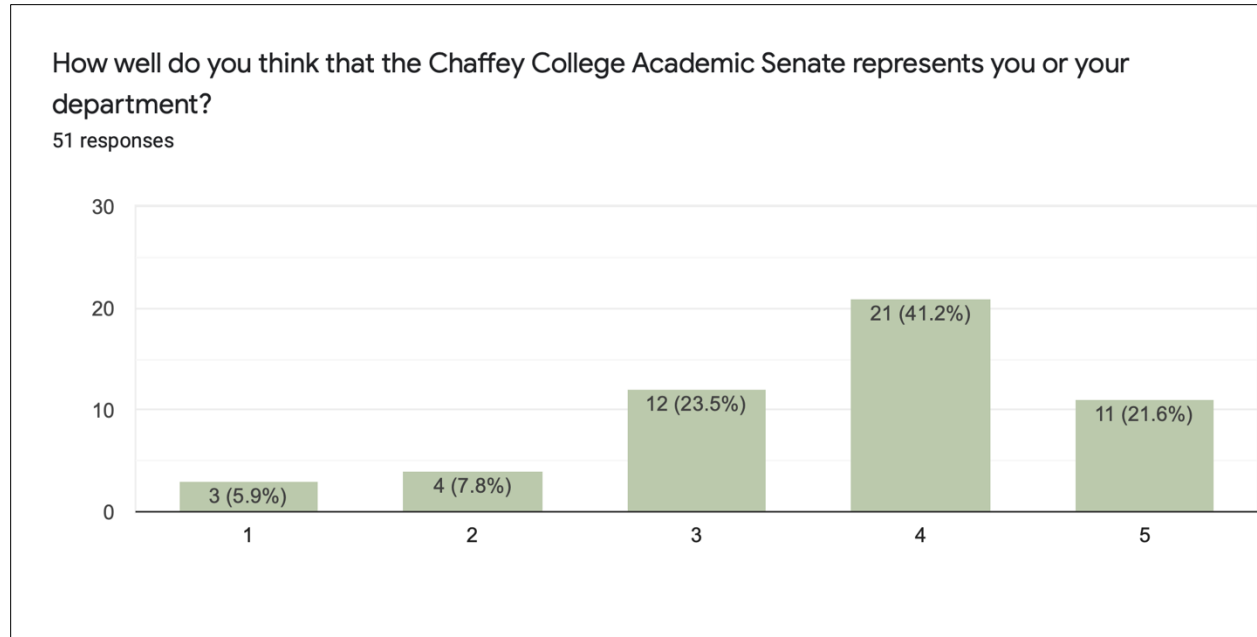
RECOMMENDATIONS FOR
DEPARTMENT/SCHOOL

More discussion between departments and advisory committees.

Career Center coaching about professionalism should be encouraged.

Career Center presentations in the classroom (esp. transfer courses).
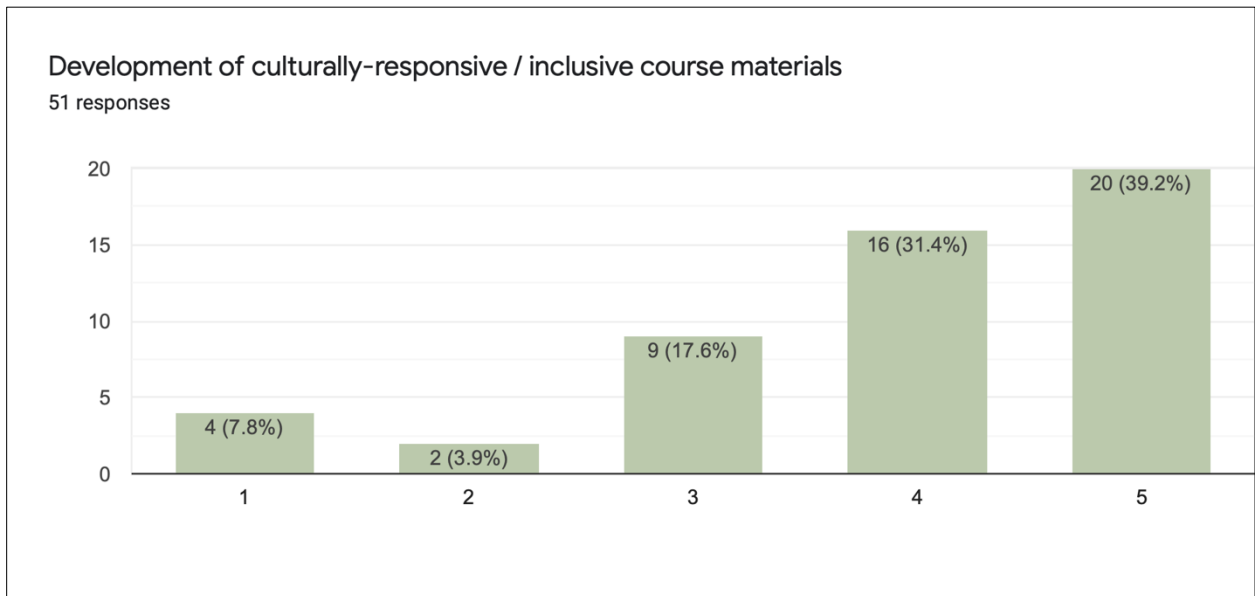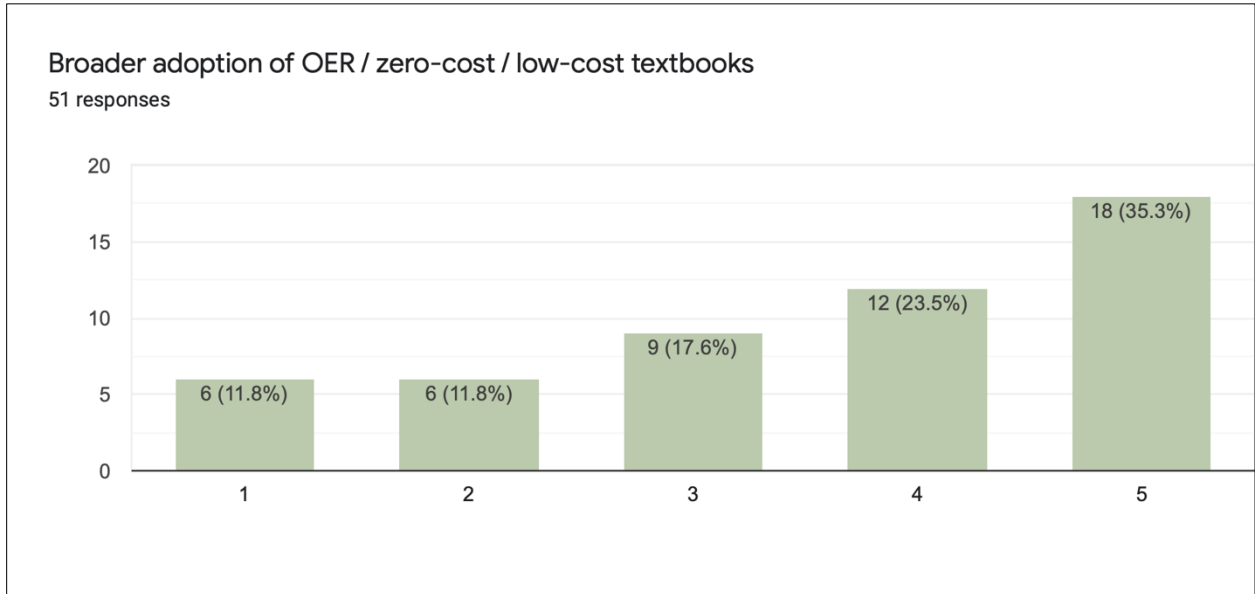
Senate Representation

How well do you think that the Chaffey College Academic Senate represents you or your department?

51 responses

How well do you think that your Senators represent you and your concerns?
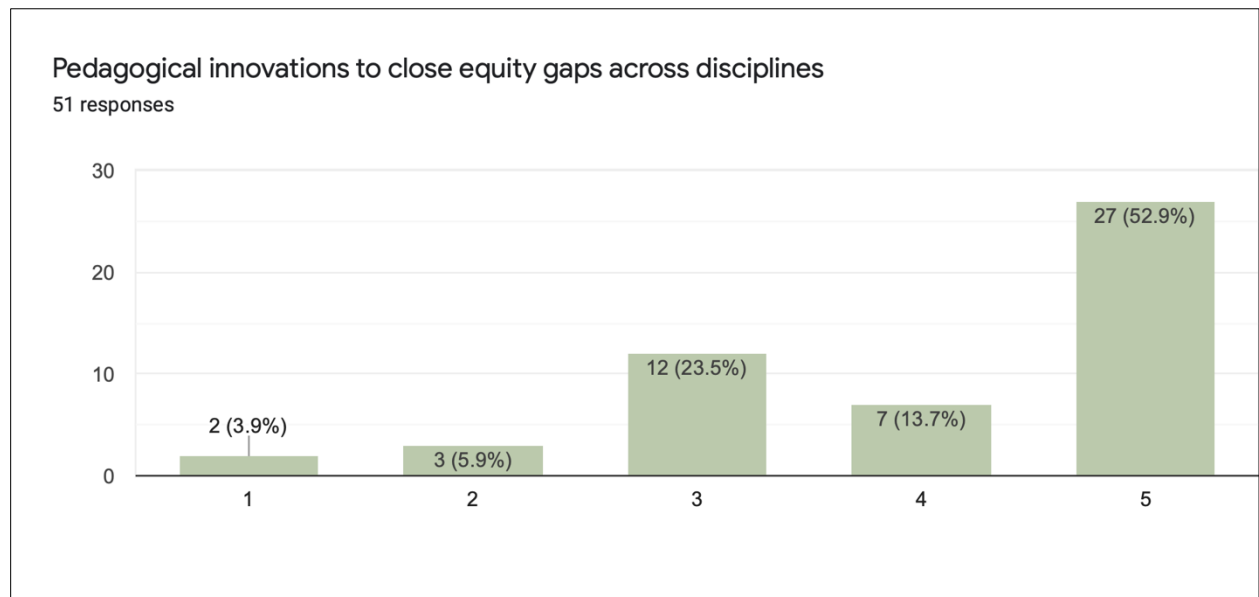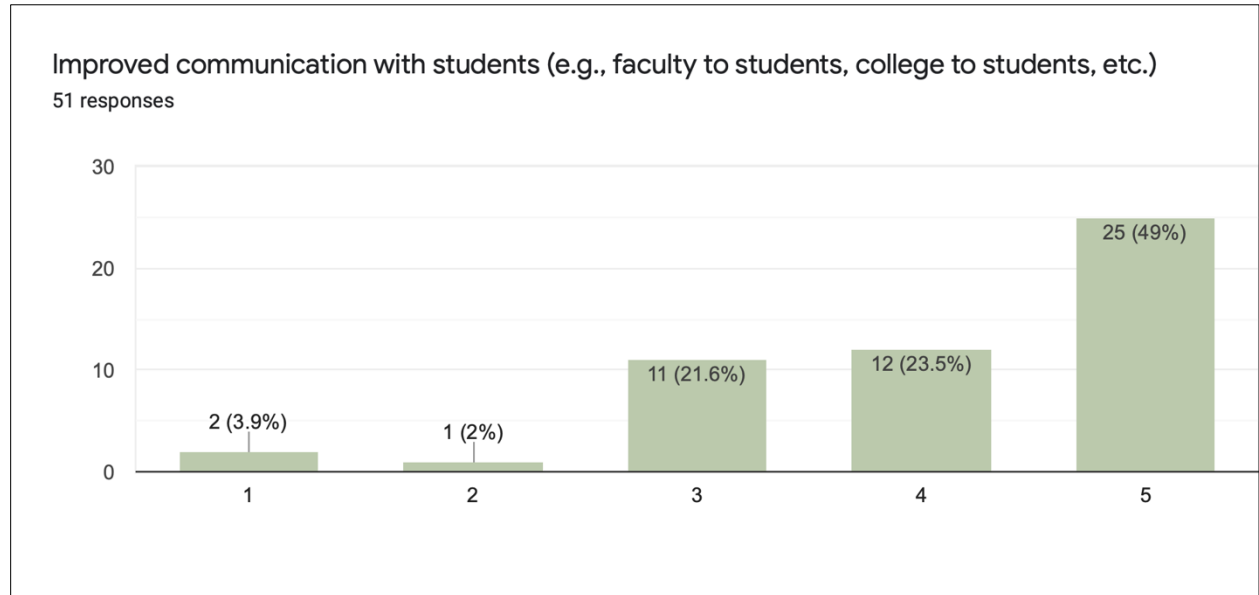
51 responses

What could the Academic Senate or your Senators do to improve this representation?

- More active communication from the representative to the school
- Have more meetings to learn about our concerns and needs.
- Our senators never contact faculty about issues involving faculty or the department.
- More state-wide involvement; better funding from our wealthy district
- Senators can report directly back to your constituents. Academic Senate as a whole - what has been accomplished this year?
- They could reach out to school constituents to ask if we have questions/concerns about the meeting agendas.
- Reach back to the college to ask for input more often
- Find a way to pay for part-time faculty to serve so that senate incentivizes them to work on behalf of the largest number of instructors in our department
- There is hardly any communication from my senators. Each week, I see an agenda, but I cannot recall my senators asking for any feedback or concerns from me.
- Focus on student learning
- By electing good senators.
- Continue to share updates from meetings
- Talk to us and have meeting to hear our concerns
- Create a pathway to tenure for long-standing adjuncts.
- Follow up on issues/suggestions
- Adjunct representation in all departments, not just Adjunct Senator-at-Large
- There's a tendency to let 3-4 people who are the loudest, drive all decisions & impose ideas on others. I've heard from some on AS that they're not comfortable raising concerns or pushing back. We must welcome a diversity of viewpoints & not shut down those who might not walk in lock step with the loudest.
- It is challenging to come up with a specific recommendation, but keep two things in mind: (1) remember not to be sycophants to administration, and (2) timelines for nearly everything at the college seem to serve administrative purposes rather than serving student (and by extension, faculty) needs.
- Give me a vote for Senate President. Create more Adjunct Senator seats.
- I think you do a great job, as a one person department I understand you can't just push my agenda.
- Have more positions on the senate for adjunct faculty and let there be no restrictions as to the positions they can serve where its senate president, serving on curriculum committee, etc. As adjuncts are the overwhelming majority, their representation should not be suppressed. One of the biggest aims of the academic senate should also be to eliminate the two tier system in place that divides faculty, rather than unites them. If other California colleges have achieved parity and equity, this is something that should also be priority.
- Keep doing the things that they are now doing.
- My Senators have been VERY responsive to all the concerns I've brought up. And Senate has responded to them as well.
- Be more willing to confront the administration instead of capitulating to the administration's whims.
- Speak-up!
- Let the Chaffey College community know ahead of time for what "is planed" to be represented in "GUEST(S)/PRESENTATION(S)" .
- Health Insurance and online / in person class preference.
- Create surveys to direct solicit the members they represent
- Focus on academics and education.
- Stick to academics, not politics.

Broader adoption of OER / zero-cost / low-cost textbooks
51 responses

Rating	Count
1	6 (11.8%)
2	6 (11.8%)
3	9 (17.6%)
4	12 (23.5%)
5	18 (35.3%)

Development of culturally-responsive / inclusive course materials
51 responses

Rating	Count
1	4 (7.8%)
2	2 (3.9%)
3	9 (17.6%)
4	16 (31.4%)
5	20 (39.2%)

Improved communication with students (e.g., faculty to students, college to students, etc.)
51 responses

Pedagogical innovations to close equity gaps across disciplines
51 responses

Topics for Senate Consideration   cont.
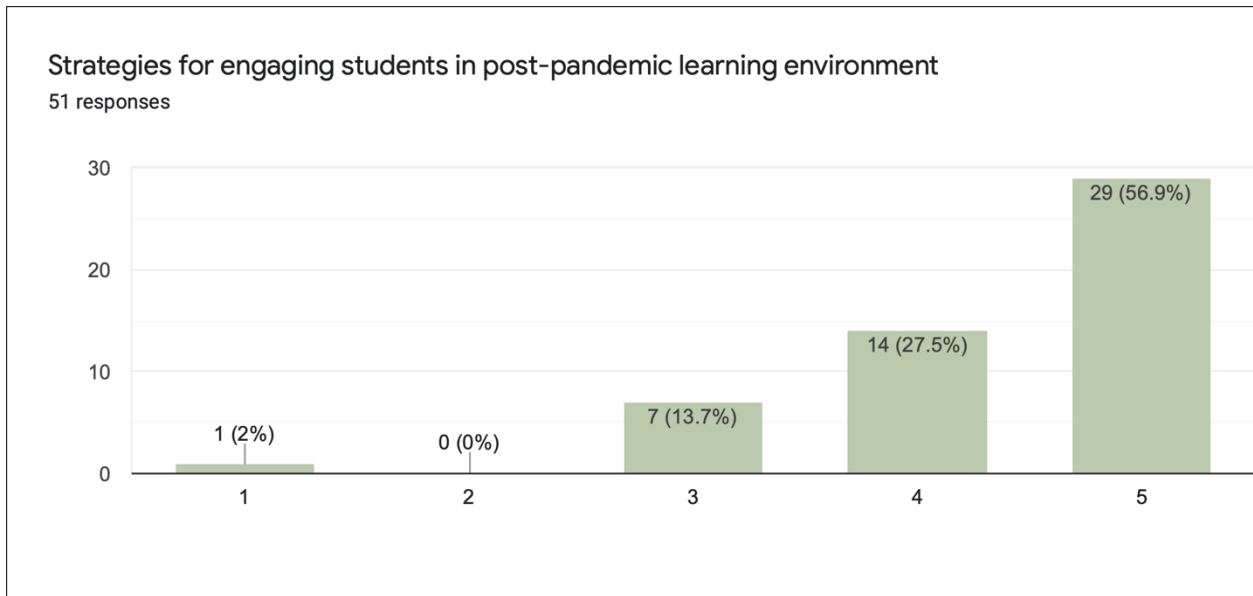
Strategies for engaging students in post-pandemic learning environment
51 responses

Please list any other items or topics for consideration that fall under the Academic Senate 10+2 purview

- Have more Professional Development and training for Adjunct faculties.
- Very concerned about academic performance of students constantly slipping.
- Must be watchful that DEI not be weaponized in evaluation
- I think we can still work on the way senate approves faculty for hiring committees. Senators should not assume they know another faculty member's race or sexual orientation. There has to be a better way to promote diversity on committees. How about demonstrate understanding of equity issues by attending equity related FSC or PD events?
- Our hiring processes are being revamped, but there is still a long way to go before we have a developed process that engages more than a handful of people.
- Genuine pathways to success for students presenting with apathetic academic behaviors. Inclusive practices for those that struggle academically and are hesitant to ask for help. We say we do these things but talk to students…you'll see that it is not really happening across the disciplines.
- Hiring criteria, policies, procedures, and equivalencies for new faculty members shall be developed, updated, and agreed upon jointly by representatives of the Governing Board and Academic Senate.
- Hiring of Adjuncts that are Experts in their field, but don't necessarily have a Master's Degree
- Assessment of Academic, Community (Citizenship), and Employability Skills (ACES-ILOs)
- Student equity issue regarding how some part-time instructors offer office hours, while others do not. Students need contact with their instructors outside of class, but the part-time instructors are not paid beyond their classroom hours to provide them. Some students taking the same class could have an instructor that offers office hours, while others not. Some students will be disadvantaged. As part-time instructors are already paid less than full-time instructors for their classroom obligations, one cannot mandate part-timers to have office hours without getting compensated for their time. There should be mandatory paid office hours for all adjuncts so that students can be assured of equal provisions no matter which class by which instructor they take.
- Grading Policies (support of equity based grading including flexible late policies and eliminating the zero),

Academic Senate - Faculty Survey Results – Spring 2022

Please list any other items or topics for consideration that fall under the Academic Senate 10+2 purview   cont.

- Grading Policies and Standards or Polices regarding Student Preparation and Success
- Providing all students with academic tools necessary for success.

Comments? Questions?

- Thank you all for your service.
- Thanks for this survey!
- Thank you for the opportunity to voice our opinions.
- What has Faculty Senate done for faculty? Freedom of speech now.
- Thank you for the survey.
- I have concerns about the online hiring process being utilized for full time faculty hiring. I found screening to be cumbersome and tedious and zoom interviewing and lesson demos seemed inappropriate online. Why not bring them back to being in-person? I found PSR to be 100% a tool for administration to push their own agendas which appears to be compliance with the Equity Grant (s). The report left little room for faculty to discuss and showcase what we think is important and the process was tedious and time consuming. It actually made me a worse professor because for a week I had to ignore my students to get it done.
- Need to work on health insurance offer for adjuncts.

VIRTUAL FACULTY **WORKSHOP**

California
COUNCIL ON
Economic
Education

California Community Colleges
BUSINESS & ENTREPRENEURSHIP
ORANGE COUNTY

Powered by
California
Community
Colleges

LESSONS FROM THE PANDEMIC:
THE GREAT RESET

Why Students Need Entrepreneurship & Personal Finance in the New Year

2:00 – 2:10 p.m.
Tech check & introductions
(Cathleen Greiner, Ph.D., Joshua Mitton, MA)

2:15 – 2:30 p.m.
Shifts in the Economy Due to Pandemic and Content Essentials
(Joshua Mitton, MA)

2:30 – 2:35 p.m.
Introduction of Panelists
(Joshua Mitton, MA)

2:35 – 3:15 p.m.
Moderated Panel Discussion

3:15 – 3:30 p.m.
Closing Eval + Opportunity Drawing

REGISTER NOW!

MAY 11 2022

SPRING 2022 CAREER & LEADERSHIP CONFERENCE
presented by Multicultural Club

Join us while we bring you some of our great mentors and students to share their experiences and guide you to make better choices.

FRIDAY, 6TH MAY 2022

Time: 2- 6 pm

Zoom

Meeting ID – 959-4877-4387
Password: (477182) if needed

For more information contact:
Club Advisor- Dr. Jackie Boboye
Jackie.boboye@chaffey.edu
Club President- Lauren Sanders
lsanders9411@panther.chaffey.edu
Club Vice President – Simran Kaur
skaur4365@panther.chaffey.edu

Senators / Representation	Name	Present	Approval of Agenda 5.3.22	Approval of 4.26.22 Minutes	Approval of 5.3.22 Consent Agenda				
Alternate Senators Italicized									
Representation	**Name**								
President	Neil Watkins	Y							
Vice President/President Elect	Sarah Chamberlain	Y	Y	Y	Y				
Secretary/Treasurer	Elizabeth "Liz" Encarnacion								
Curriculum Chair	Angela Burk-Herrick	Y	Y	Y	Y				
Business & Applied Technology	Tracy Kocher	Y	Y	A	Y				
Business & Applied Technology	Bruce Osburn	Y			Y				
Business & Applied Technology Alternate	*William "Bill" O'Neil*								
Chino/Fontana	Daniel Bentum	Y	Y	Y	Y				
Chino/Fontana	Tara Johnson								
Chino/Fontana Alternate	*Manar Hijaz*	Y	Y	Y	Y				
Health Sciences	Lisa Doget								
Health Sciences	Jayne Clark-Frize								
Health Sciences Alternate	*Jordan Hung*	Y		Y	Y				
Instructional Support	Christina Holdiness	Y	Y	Y	Y				
Instructional Support	Vacant								
Instructional Support Alternate	*Shelley Marcus*	Y	Y	Y	Y				
Kinesiology, Nutrition, & Athletics	Jeff Harlow	Y	Y	Y	Y				
Kinesiology, Nutrition, & Athletics	Elaine Martinez	Y	Y	Y	Y				
Kinesiology, Nutrition, & Athletics Alternate	*Candice Hines-Tinsley*	Y							
Language Arts	Elizabeth "Liz" Encarnacion								
Language Arts	Steve Shelton	Y	Y	Y	Y				
Language Arts Alternate	*Leona Fisher*	Y	Y	Y	Y				
Mathematics & Science	Mark Gutierrez	Y	Y	Y	Y				
Mathematics & Science	Elizabeth Cannis	Y	Y	Y	Y				
Mathematics & Science Alternate	*Diana Cosand*								
Social & Behavioral Sciences	Dan Kern	Y	Y	Y	Y				
Social & Behavioral Sciences	Pak Tang								
Social & Behavioral Sciences Alternate	*Sergio Gomez*								
Student Services	Jackie Boboye	Y	Y	Y	Y				
Student Services	Michelle Martinez								
* Student Services Alternate	*Myra Andrade*								
Visual and Performing Arts	Erik Jacobson	Y	Y	Y	Y				
Visual and Performing Arts	Vacant								
Visual and Performing Arts Alternate	*Leta Ming*								
Senator-At-Large	Robin Witt	Y	Y	Y	Y				
Senator-At-Large	Tamari Jenkins	Y	Y	Y	Y				
Senator-At-Large	Sarah Chamberlain								
Adjunct Senator-at-Large	Patty Peoples	Y	Y	A	Y				
Adjunct Senator-at-Large	Shelly R. Jackson	Y	Y	Y	Y				
Adjunct Alternate Senator	*Vanessa Nunez*	Y							
Immediate Past President	Nicole DeRose	Y							
Classified Senate Liaison	Hope Ell								
RED indicates reported absence	PURPLE indicates reported tardy/leave early								
Total Yes Votes		25	20	19	22	0	0	0	0
Total No Votes			0	0	0	0	0	0	0
Total Abstentions			0	2	0	0	0	0	0

- = Not available during meeting to vote

34 members total - up to 25 voting at any given time. The President is a non-voting member. Curriculum Chair now votes per 8.25.20 meeting.

President ONLY votes to break a tie.

A quorum shall consist of two-thirds of the voting members of the Academic Senate

17 members are needed for QUORUM

Present at this meeting =   members, visitors

5.3.22 Academic Senate Meeting