

ACADEMIC SENATE AGENDA

MAY 3, 2022

[Join Zoom Meeting](#)

Meeting ID: 919 7990 2272 Passcode: 2021

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

Guests:

Lissa Napoli, Administrative Assistant, Academic Senate

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.)**4. APPROVAL OF AGENDA**

- May 3, 2022

5. APPROVAL OF MINUTES

- April 26, 2022

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

7. REPORTS**7.1 President****7.2 Vice President****7.3 Secretary/Treasurer - Budget Report****7.4 Curriculum****7.5 Classified Senate Liaison, Hope Ell**

7.6 Committee Reports

7.6.1 Accreditation Update, Nicole DeRose

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

9. UNFINISHED BUSINESS

10. NEW BUSINESS

10.1 Discussion Item: Local Employers That Pay for College Tuition

<https://pepsico.guildeeducation.com/partner>

10.2 Discussion Item: Spring Survey Results

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 asccc.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.

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

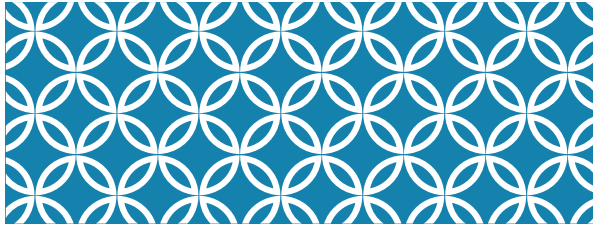
ALO – Accreditation Liaison Officer

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 Kacher - B&AT/ Business Education Faculty
Julie A. Low – 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

Adaptability
Communication
Digital Fluency
Resilience
Self-Awareness
Collaboration
Empathy
Analysis/Solution Mindset
Entrepreneurial Mindset
Social/Diversity Awareness

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



OUR THOUGHTS ON NOMENCLATURE:

New World of Work (NWO)

Baseline skills

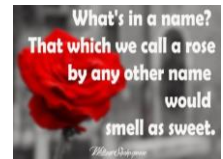
Transferable skills

Soft skills

Employability skills

21st Century skills

Professional skills



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

Survey: 1,587 current
Survey: 220 alumni
Focus Group: 16



Employers

Survey: 86
Focus Group: 7



Faculty

Survey: 111
Focus Group: 9

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	3.60	109	3.64	214	3.56	78	3.36
Leadership	1,576	3.43	110	3.15	216	3.33	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?

Professional Skills	Current Students		Faculty		Alumni		Employers	
	N	Mean	N	Mean	N	Mean	N	Mean
Adaptability	1,538	3.73	91	3.82	163	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=Somewhat Important, 3=Moderately Important, 4=Very Important

Professional Skills	Current Students		Faculty		Alumni		Employers	
	N	Mean	N	Mean	N	Mean	N	Mean
Critical Thinking	1,528	3.61	91	3.89	185	3.65	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=Somewhat Important, 3=Moderately Important, 4=Very Important

Professional Skills	Current Students		Faculty		Alumni		Employers	
	N	Mean	N	Mean	N	Mean	N	Mean
Communication	1,522	3.62	91	3.82	183	3.83	66	3.75



Communication Skills

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...

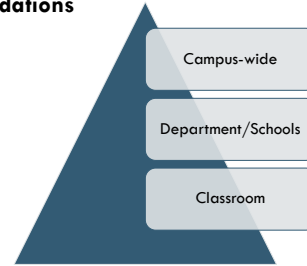
Students

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

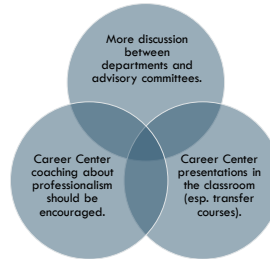
Recommendations



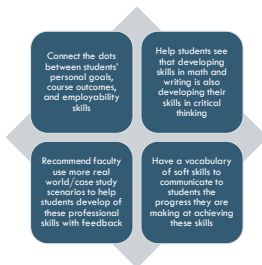
Campus-wide Recommendations



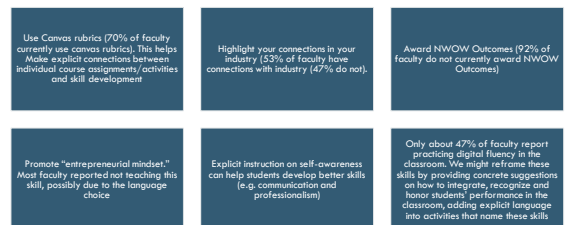
Departments & Schools Recommendations



Classroom and Faculty Recommendations



Classroom and Faculty Recommendations



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?

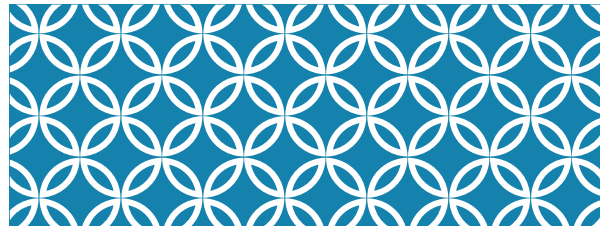
Professional Skills	College Courses		The Employer		The Individual Student		College Activities	
	N	%	N	%	N	%	N	%
Adaptability	71	31	27	12	70	34	55	24
Critical Thinking	97	43	26	12	65	29	35	16
Collaboration	82	32	46	18	62	24	65	25
Communication	98	40	33	14	66	28	45	19
Technology	82	33	62	25	66	27	36	15
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?

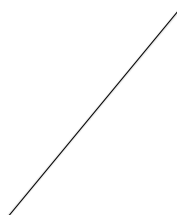


THE END



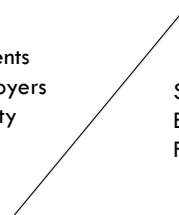
JUNK

Who's Responsible?



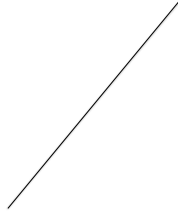
Who's Responsible?

Students
Employers
Faculty



Students
Employers
Faculty

Who's Responsible?



CAMPUS-WIDE RECOMMENDATIONS

Version 1

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

Version 3



RECOMMENDATIONS FOR DEPARTMENT/SCHOOL

Version 1

More discussion between departments and advisory committees.

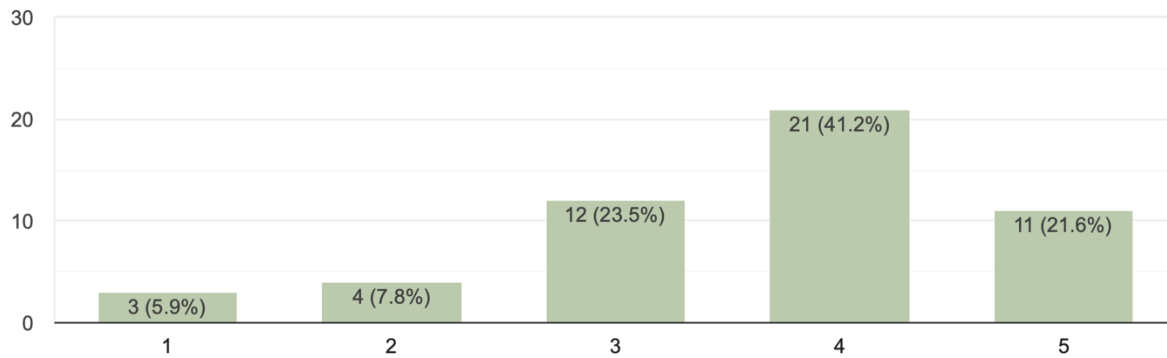
Career Center coaching about professionalism should be encouraged.

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

Senate Representation

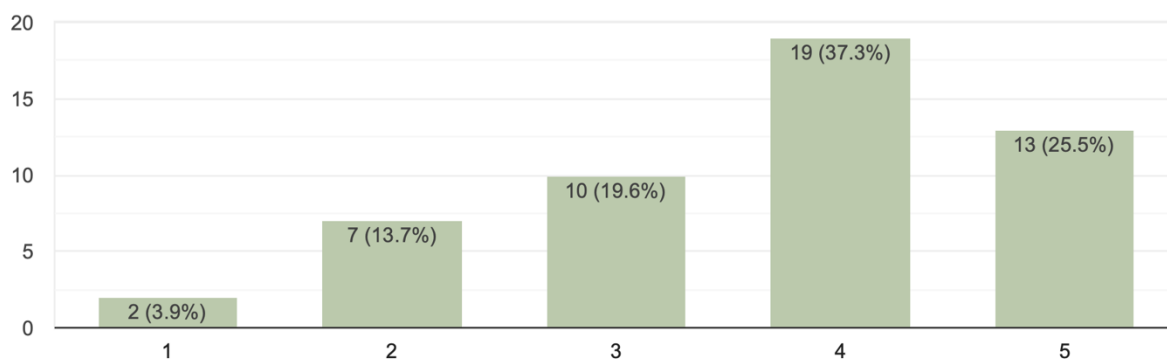
How well do you think that the Chaffey College Academic Senate represents you or your department?

51 responses



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

51 responses



Academic Senate - Faculty Survey Results – Spring 2022

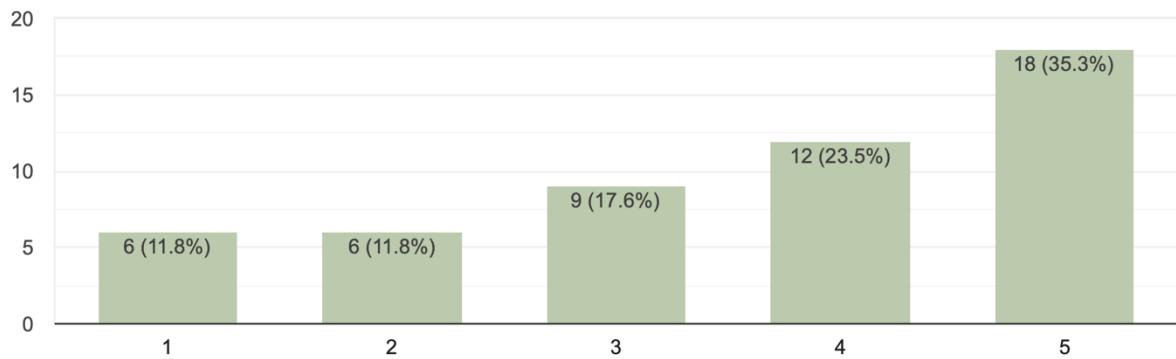
What could the Academic Senate or your Senators do to improve this representation?

- 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.

Topics for Senate Consideration

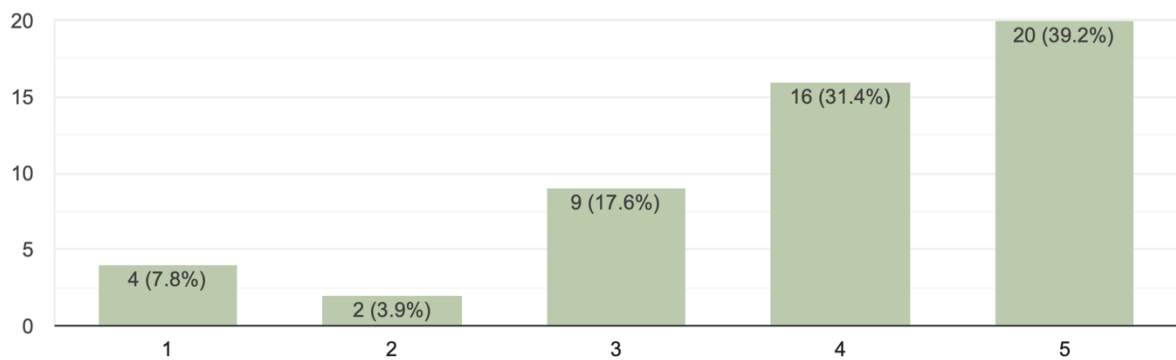
Broader adoption of OER / zero-cost / low-cost textbooks

51 responses

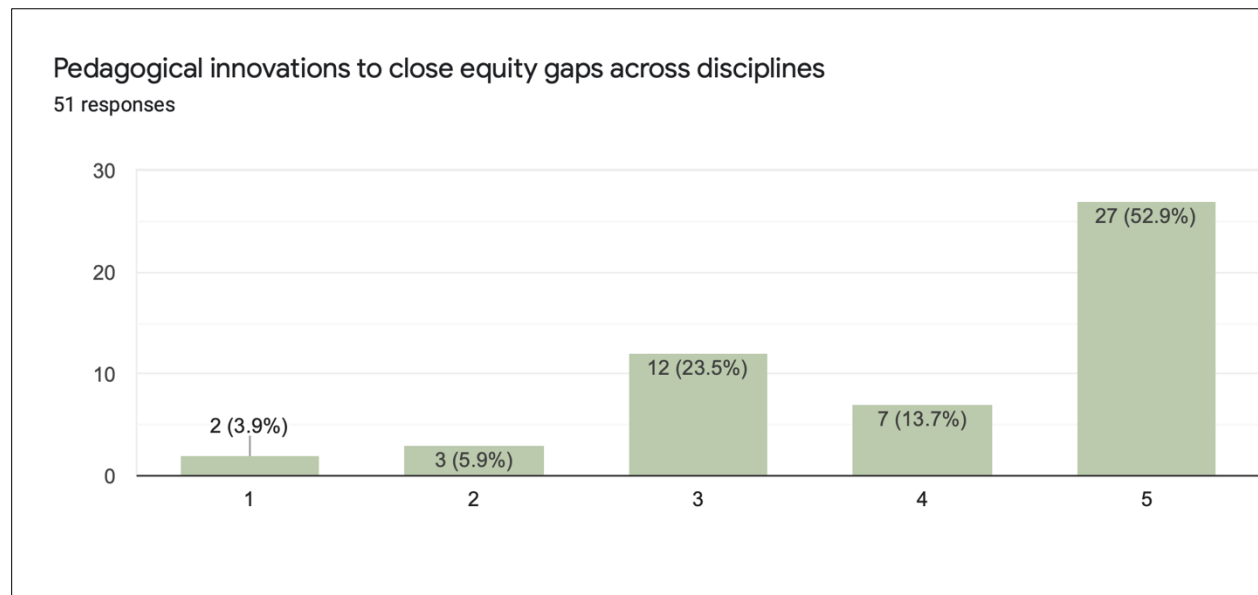
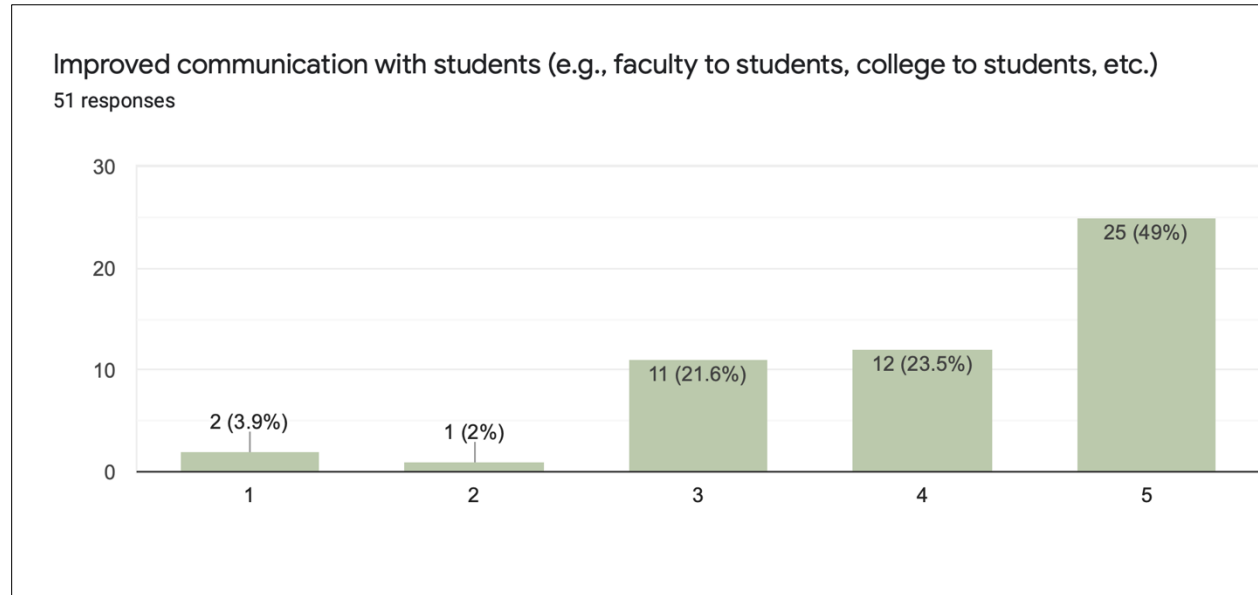


Development of culturally-responsive / inclusive course materials

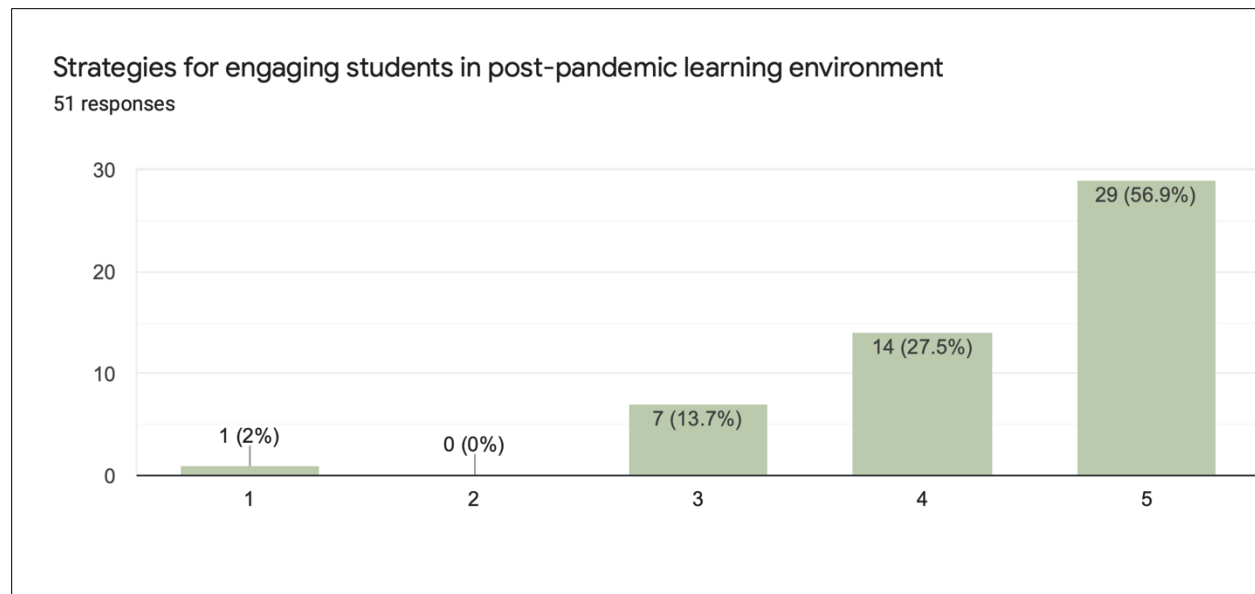
51 responses



Topics for Senate Consideration cont.



Topics for Senate Consideration cont.



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 Policies 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

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
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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:

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