



Academic Senate 2020-21

Agenda

October 6, 2020

Location: Zoom

1:00 PM

- I. Call to Order**
- II. Approval of Minutes:** September 15, 2020
- III. Public Comment** – *Persons wishing to address the Academic Senate on any item on the agenda or comment on any other matter are allowed three minutes per topic. Pursuant to the Brown Act, the Academic Senate cannot discuss or take action on items not listed on the agenda. Matters brought before the Academic Senate that are not on the agenda may, at the Senate’s discretion, be referred to the Senate Executive Council or placed on the next agenda.*
- IV. Guest:** Rosalinda Paniagua, Bookstore Manager
- V. President’s Report**
 - A. Upcoming Distance Education Concerns
 - B. Faculty Hiring Update
 - C. FLEX Coordinator Update
 - D. OER Update
 - E. Student Success Teams Update
- VI. Vice Presidents’ Reports**
 - A. 1st Vice President
 - B. 2nd Vice President
- VII. Unfinished Business** – none
- VIII. New Business**
 - A. Supplemental Questions Guidelines - Taskforce (Attachment A)



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IX. Committee Reports

<u>Senate</u>	<u>Planning and Fiscal Council</u>	<u>Other</u>
<ul style="list-style-type: none"> • Academic Rank • Curriculum • Guided Pathways Steering (GPS) • Instructional Technology Practices (ITP) • Distance Education (DE) • Open Educational Resources (OER) • Staff Development/Flex • Outcomes 	<ul style="list-style-type: none"> • Institutional Effectiveness (IEC) • Program Review • Safety • Policy and Procedure Council (PPC) 	<ul style="list-style-type: none"> • Basic Skills • Bookstore • Enterprise Systems Advisory • Online Education Initiative (OEI) • Student Equity • Student Success and Support Program (SSSP) • ASCCC Open Educational Resources Initiative (OERI)

X. Announcements

XI. Adjournment



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Attachment A: Supplemental Questions Overview

Rio Hondo Community College District – Supplemental Questions Overview

Purpose

“Supplemental Questions” are position-specific questions that applicants for employment are required to complete in addition to the Rio Hondo Community College District General Application that consists of prompts that gather demographic, academic, and work experience data. In addition, applicants are typically required to provide unofficial transcripts and a resume/curriculum vitae. Supplemental Questions are intended to provide hiring committees with additional information about candidates and should be constructed in a manner that minimizes the duplication of information contained elsewhere in the application and provides the applicant with an opportunity to discuss/demonstrate their knowledge, skills, and abilities that are relevant to the job for which they are applying. Although rankings of responses and applicants will occur during the hiring process, Supplemental Questions should be written with inclusivity as their intent, not as a means of disqualifying candidates.

Guidelines

- Supplemental Questions must be designed to provide additional information about the knowledge, skills, and abilities the applicant possesses that are relevant to the specific position advertised.
 - If a question requests information that is commonly available elsewhere in the application, the justification for the duplicative material must be evident and clearly relevant to the position being applied for.
 - If the applicant believes any Supplemental Question has been effectively answered elsewhere in the application, the applicant may indicate this (e.g., “see resume”) and the hiring committee members will review the information provided.
 - Questions about experience and qualifications should be open-ended enough to encourage applicants to share relevant information that may not have been obtained in a position similar to the one advertised. Preparatory experiences for a community college position may have been obtained in other educational environments or other sectors.
- Supplemental Questions for faculty positions should be designed not only to obtain information related to academic preparation, but to provide the applicant with an opportunity to demonstrate their sensitivity to, and understanding of the diverse academic, socioeconomic, cultural, disability, gender identity, sexual orientation and ethnic backgrounds of community college students. (See Sample Questions for approaches designed to elicit meaningful responses.)
- Terminology should be chosen to widen applicant pools, avoiding the use of terminology that may be campus specific.
- Terms such as student learning outcomes, course objectives, participatory/shared governance, program review, and student services should be avoided as they favor candidates in the system over those outside of the system. In the event the use of such a term is deemed unavoidable, an explanation should be provided.

Sample Questions

Departments are encouraged to ask questions beyond the generic question about diversity that is commonly employed. Such questions should be designed to assess whether or not an individual who will be working with our students has the ability to do so effectively.



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Problematic Question	Concern	Alternative example questions
<p>What experience do you have teaching xxxxxx? Be specific as to course content and student audience</p>	<p>Applicants who have never taught, but perhaps have other relevant experience, may exclude themselves from the application process.</p>	<p>Describe experiences, approaches, or behaviors that you display to support and encourage a collaborative learning or working environment.</p> <p>What experience do you have teaching or in alternative learning environments in XXXX field?</p>
<p>Please provide 5 examples of student work from each different xxxxxx course you have taught.</p>	<p>Applicants who have never taught, but perhaps have other relevant experience, may exclude themselves from the application process.</p>	<p>Provide an example of a time when you made an impact on a student in your field.</p>
<p>Please list the courses taught in xxxxxx by course, location and date.</p>	<p>Applicants who have never taught, but perhaps have other relevant experience, may exclude themselves from the application process.</p> <p>This information is already an element of the application and, consequently, does not provide any new information.</p>	<p>Describe your leadership or educational experience that provides a foundation for engaging our diverse student population in learning.</p> <p>Describe your leadership or educational experience that provides a foundation for teaching your discipline to our diverse student population.</p> <p>Describe how your educational, work, or volunteer experience has prepared for your role as a faculty member on a campus with a diverse student population.</p>



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<p>List any innovative or experimental techniques you have used in teaching xxxxxx class.</p>	<p>Applicants who have never taught, but perhaps have other relevant experience, may exclude themselves from the application process.</p>	<p>How do you create an impactful learning environment that values your students' lived experiences in your classes?</p> <p>Our students have diverse backgrounds, preparation, and goals. With that in mind, what innovative or experimental approaches have you - or would you - use to teach XXXX?</p> <p>Our students have diverse backgrounds, preparation, and goals. With that in mind, what innovative or experimental approaches have you - or would you - use to enhance student learning?</p>
<p>Please describe your experience, education, training or general competency to teach the following courses.</p>		<p>Describe how your background and experience has prepared you to be an effective educator in an environment that values diversity.</p> <p>What qualifications or characteristics do you have that will make you a successful instructor at the community college level?</p>
<p>What resources and books do you use to teach your classes? Do you consider the cost to students when selecting course materials? Please list the name and cost of the textbooks you would use for xxxx courses.</p>	<p>Applicants who have never taught, but perhaps have other relevant experience, may exclude themselves from the application process.</p>	<p>Describe how you would address and work to mitigate barriers and obstacles that students face.</p> <p>What supplemental materials would/do you provide to students to support their learning? What considerations should/do you consider when choosing or creating educational materials?</p>