Members present: Frank Accardo, Dana Arazi, Michelle Bean, Tammy Camacho, Melissa Chandra, Angela Cheung, Fran Cummings, William Currington, Marie Eckstrom, Rebecca Green, Margaret Griffith, Yunior Hernandez, Jupei Hsiao, Jorge Huinquez, Erin Irwin, Shirley Isaac, Steve Johnson, Michael Koger, Matt Koutroulis, Jeannie Liu, Sheila Lynch, Marina Markossian, Angelica Martinez, Gerson Montiel, Juana Mora, Farrah Nakatani, Katie O’Brien, Tyler Okamoto, Dorali Picharda-Diaz, Matt Pitassi, Angela Rhodes, Rudy Rios, Diego Silva, Kevin Smith, Stephen Smith, Razvan Stoian, Steve Tomory, Irma Valdiva, Diana Valladares, Adam Wetsman; Members absent: Robin Babou, Robert Bethel, George Kimber, Andrea Kirton, Carley Mitchell, Matt Schleicher; Ad hoc members present: Elizabeth Ramirez; Guests: Michelle Pilati, Alyson Cartagena, Rosalinda Paniagua

I. Call to Order: 1:01 pm

II. Approval of Minutes: approved

III. Public Comment – none

IV. Guest: Rosalinda Paniagua, Bookstore Manager
The campus bookstore is still closed to the public per the campus guidelines. In preparation for Winter and Spring 2021 registration, the bookstore would like to partner with the faculty to ensure that book adoptions are submitted in a timely manner. Due to the bookstore closure, students rely on obtaining textbook information online so it is important that the bookstore has the most updated information to relay this information to students. Normally, the fall deadline to submit fall adoptions is October 15th, but they have only received approximately 10% information from faculty at this point. Digital textbooks are the easiest to use during virtual learning due to their simplicity to download and the lower price for students. Rosalinda shared that the bookstore will work with the department secretary or dean to communicate the status of adoption to faculty. A senator shared that one of the reasons for the delay in adoption submissions could be that the class schedules are not yet finalized. S. Lynch shared that Senate has adopted a form for faculty to use if they will require zero costs for textbooks. The forms go to the VPAA office and are forwarded to the bookstore. If there is an OER, such as OpenStax, a request was made that the bookstore clarify with the instructor that the textbook purchase is not required. If a student is required to purchase anything for their class, the course cannot be considered Zero Textbook Cost (ZTC). Additionally, “no textbook required” does not mean “ZTC”. Rosalinda shared that EOPS requires that a book be listed as “required” so that the book can be covered by EOPS, so this process needs to be revisited.

V. President’s Report
A. Upcoming Distance Education Concerns – the Distance Education Grant will be ending soon, which raises some concerns. One of the concerns is the consultant who checks for accessibility compliance is paid for by a grant and it is likely that we will lose this person at
the end of the calendar year. K. Smith asked the Distance Education Committee to write a recommendation which will be coming to Senate. M. Griffith asked if courses will continue to be under emergency status until we are back on campus, or if courses that are not designated as distance education will have to be revised as such for the spring semester. K. Smith shared that the decision to make a class entirely online falls under the purview of discipline faculty. We are still under the temporary emergency online approval and have not heard from the Chancellor’s Office stating otherwise. D. Arazi shared that there is not a push to make all courses distance education certified and if there were a push, it would take curriculum a few years to review all courses to be 508 compliant. S. Lynch shared that it is in our contract that no one can be forced to an online format. The division deans have been asked by administration to ask their faculty if they plan on meeting with their classes asynchronously, or synchronously. If a faculty member plans to meet at any point with their class synchronously, the class will be considered synchronous. S. Tomory submitted forms to have upper division coursework for distance education and he was just notified that he has to submit a complete Canvas course to be reviewed to be 508 compliant. D. Arazi shared that only 4 weeks of the course need to be submitted. Content is not being reviewed, they are only ensuring that content is accessible. Please contact A. Rhodes if you need the specific rubric used by the evaluator.

B. Faculty Hiring Update – all hiring committees that were hiring in spring will be resumed. According to HR, a hiring committee cannot resume if it is over a year old. Kevin has a list of all the committees – please contact him if you have a question about a specific hiring committee that you were serving on.

C. FLEX Coordinator Update – K. O’Brien is the Flex Coordinator - congrats to Katie! Matt Koutroulis is also back on Flex Reporter! K. O’Brien asked everyone to please read all of Matt’s emails. At this point, Flex Reporter can only be accessed with the link that Matt emailed. T. Martinez will be working on inputting flex day activities in the next few weeks. M. Koutroulis updated the timing of the flex reporter – he has the data from the 114 activities submitted and those may be completed by the end of the day. Flex Day attendance will take a bit longer. Currently, what’s visible are the hours owed by faculty.

D. OER Update – will receive $100,000 in CARES funds to help with the development of OER on campus. The committee has compiled tiers for funding of projects and this funding has to be distributed by June 2021. Someone will coordinate the work and will ideally attend division meetings to discuss the project. The hope is that the projects will be discipline-based. For example, one stipend can be used for one class and three instructors. If a course has one section and is taught every other year, it will likely be low on the priority list. Some courses have costly textbooks and those courses may be higher priority.

E. Student Success Teams/GP Update – GPSC will meet this upcoming Friday and will continue discussing student success teams. We will begin to flush out the role of the academic faculty lead, as we look forward to phase two of SSTs in Fall 2021. Lead counselors officially begin this week and will meet on Thursday to go over the data dashboard and lay out an outreach plan for each of their SST’s. The leads will work closely with the division deans to ensure there is a solid plan in place to reach out to students. GP Tri-chairs will be joining the SSSP committee to focus on onboarding and pillar 2, which is “Enter the path – Help students choose and enter their pathway”. A senator asked if the faculty role can be described. A. Martinez shared that this is specifically what will be discussed at the Guided...
Pathways Steering Committee Meeting this upcoming Friday. The lead academic faculty will work closely with the Student Success Team and students, but the details of the role have not been determined at this point.

F. Facilities Master Plan Update – If you didn’t attend the facilities master plan update, there will be campus forums in the future that will allow for input opportunities.

G. Ethnic Studies Requirement: CSU GE Area F - The CSU System has been legislated to add an Ethnic Studies requirement and this will be implemented by adding a new Area to the CSU GE Pattern. The CSU has released core competencies that outline what the courses should include to meet this new requirement. CA Community Colleges are being asked to look at the core competencies and identify curriculum that may already exist to submit them for this new Area F requirement. E. Ramirez shared a link outlining the new requirement in chat. (Attachment B)

VI. Vice Presidents’ Reports
   A. 1st Vice President – no report
   B. 2nd Vice President – campus is sending out emails to students regarding online events. Please encourage students to attend.

VII. Unfinished Business – none

VIII. New Business
   A. Supplemental Questions Guidelines - Taskforce (Attachment A) – Administration discussed supplemental questions that are posted as part of the job application with Senate Exec in January and proposed not including supplemental questions in the application process. One of the concerns brought forth by administration is that some of the questions in the supplemental questions are already listed on the application. Another concern raised is that some of the questions use terminology that may not be familiar by candidates that have not worked in the community college system, such as “shared governance” or “student learning outcomes”. This terminology could create barriers for potentially qualified candidates. Senate decided that supplemental questions are important in the application process and have designated a taskforce to draft guidelines for supplemental questions.
      i. A senator shared that this is his first community college faculty position and that he struggled with answering some supplemental questions when he believed he was qualified for the positions. He believes that these changes will be beneficial.
      ii. A recommendation was made that this document be housed in Human Resources and it be included as part of the job requisition documentation.

Motion to approve the supplemental questions guidelines made by D.Silva, 2nd by D. Arazi
31 yea, 1 nay – motion passes

IX. Committee Reports
   Senate
   • Academic Rank – waiting for board approval for the Academic Rank AP.
Curriculum – there are 180 courses that have not filled out the emergency DE form. D. Arazı asked if anyone has thoughts of how to move forward if we get to December 1st and we still have outstanding forms. Would it be okay to have deans sign off on the forms? A senator asked if there is somewhere faculty can verify if they have completed the form. D. Arazı will send the list to all faculty of courses that have not completed the emergency DE form.

Guided Pathways Steering (GPS) – see update in President’s Report

Instructional Technology Practices (ITP) – no report

Distance Education (DE) – no report

Open Educational Resources (OER) – see update in President’s Report

Staff Development/Flex – President Dreyfuss approved the staff development budget to allow for the previous grants process. Dates and application materials to come.

Outcomes – working on revising the website and should be ready by the end of December. Also, looking to improve the “closing the loop” process to be more manageable. Once the Outcomes Committee narrows down some viable options for closing the loop, they will be brought to Senate. Encourage senators to attend trainings – last week’s training involved utilizing Canvas to gather outcomes data. This week’s training will be about creating quality outcomes.

- Discussion regarding adjuncts not completing SLOs. It is an issue if not everyone participates and only a small portion of faculty assess outcomes. A senator shared that as an adjunct she was not informed to participate in SLO’s. A. Cartagena shared that when TaskStream was implemented, she sent weekly reminders to all staff and separately to part-time faculty to address the contractual requirements. A. Cartagena may have to revisit this outreach effort. Ultimately, it is the dean’s responsibility to ensure outcomes are being completed.

Planning and Fiscal Council

- Institutional Effectiveness (IEC) – no report

- Program Review – program reviews are due on Friday

- Safety – no report. A senator wanted to thank K. Smith and the Safety Committee for clearing the brush after he expressed concern of the fire danger.

- Policy and Procedure Council (PPC) – complete overhaul to policies relating to harassment. Currently working through the 6000’s, amongst others.

Other

- Basic Skills – no report

- Bookstore – no report

- Enterprise Systems Advisory – no report

- Online Education Initiative (OEI) – no report

- Student Equity – no report

- SSSP - some of the current goals of SSSP are to simplify website information for onboarding of students and to improve notifications for students regarding registration dates. The team is also exploring using more personalized phone calls to reach out to students. Per K. Smith’s email from earlier today, we are looking for more faculty on Senate to join SSSP.

- ASCCC Open Educational Resources Initiative (OERI) – asking for discipline leads for peer review of projects that have been proposed. S. Lynch will send that email out once again. OER has frequent webinars – will post link in chat and email a link to all faculty (Attachment B).
X. **Announcements** - none

XI. **Adjournment** 2:20pm
Academic Senate 2020-21

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.
<table>
<thead>
<tr>
<th>Problematic Question</th>
<th>Concern</th>
<th>Alternative example questions</th>
</tr>
</thead>
</table>
| What experience do you have teaching xxxxxxx? Be specific as to course content and student audience | Applicants who have never taught, but perhaps have other relevant experience, may exclude themselves from the application process. | Describe experiences, approaches, or behaviors that you display to support and encourage a collaborative learning or working environment.  
What experience do you have teaching or in alternative learning environments in XXXX field? |
| Please provide 5 examples of student work from each different xxxxxx course you have taught. | Applicants who have never taught, but perhaps have other relevant experience, may exclude themselves from the application process. | Provide an example of a time when you made an impact on a student in your field. |
| Please list the courses taught in xxxxxx by course, location and date.               | Applicants who have never taught, but perhaps have other relevant experience, may exclude themselves from the application process.  
This information is already an element of the application and, consequently, does not provide any new information. | Describe your leadership or educational experience that provides a foundation for engaging our diverse student population in learning.  
Describe your leadership or educational experience that provides a foundation for teaching your discipline to our diverse student population.  
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. |
<table>
<thead>
<tr>
<th>List any innovative or experimental techniques you have used in teaching xxxxx class.</th>
<th>Applicants who have never taught, but perhaps have other relevant experience, may exclude themselves from the application process.</th>
<th>How do you create an impactful learning environment that values your students’ lived experiences in your classes? 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? 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?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Please describe your experience, education, training or general competency to teach the following courses.</td>
<td></td>
<td>Describe how your background and experience has prepared you to be an effective educator in an environment that values diversity. What qualifications or characteristics do you have that will make you a successful instructor at the community college level?</td>
</tr>
<tr>
<td>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.</td>
<td>Applicants who have never taught, but perhaps have other relevant experience, may exclude themselves from the application process.</td>
<td>Describe how you would address and work to mitigate barriers and obstacles that students face. 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?</td>
</tr>
</tbody>
</table>
Attachment B: Links

ASCCC Open Educational Resources Initiative Webinars
https://asccc-oeri.org/webinars-and-events/

CSU Ethnic Studies Core Competencies
https://www2.calstate.edu/csu-system/faculty-staff/academic-senate/resolutions/2020-2021/3438.pdf