

**Fullerton College Faculty Senate**  
**President's Report**  
**17-May 18**  
**Josh Ashenmiller**

**Collaborative Brain Trust (CBT) report on NOCCCD's organizational structure.** Here is a link to the report:

[https://www.nocccd.edu/files/042018\\_nocccd-org-structure-review--final-version\\_51222.pdf](https://www.nocccd.edu/files/042018_nocccd-org-structure-review--final-version_51222.pdf)

Here is the link where you can give your feedback to the District:

<https://forms.office.com/Pages/ResponsePage.aspx?id=pFS7tXFUzEKfN-R5RoaVXRbEgZQME6BHqcRfIHSrT8JURtQ2SUFEU1hDTUNLQzI2SFNQWTBTVEI2MS4u>

**Chancellor's Recommendation on Funding for the California Community Colleges.**

May is a big month for California budget watchers. This past Friday, the Governor's Office issued the "May Revision," the penultimate step of budget approval. (The Legislature will act in June, theoretically.) California Community Colleges Chancellor, Eloy Ortiz Oakley, has made a recommendation. As you may recall he has been trying to change the way the State allocates funds to the districts, going from a formula based on Full-Time Equivalent Students (FTES) to a formula based 50% on FTES, 25% on each district's student demographic profile, and 25% on each district's performance (completion rates, transfer rates, etc.).

Here is a link to the State Chancellor's Recommendation:

<http://extranet.cccco.edu/Portals/1/CFFP/Fiscal/Budget%20News/2018-19/Chancellors-Recommendations-on-Funding-ADA.pdf>

Highlights, or lowlights, depending on your point-of-view.

1. 50-25-25 described above will change to 60-20-20.
2. Districts will receive same amounts in 2018-19 and 2019-20 as they received in 2017-18 (plus COLA).
3. Consolidation of Student Success and Support, Basic Skills, and Student Equity Programs.

**What this means for NOCCCD:** Either the funding allocation model will stay the same, or it will change to the new 60-20-20 formula. Either way is not good news for our District. If it stays the same, we face the continuing problem of falling enrollment. If it changes, we get two years of "hold harmless" funding, followed by the first year of the new model, under which our District lost \$17M in a simulated allocation.

**Building User Groups:** Here is what I submitted to the Planning and Budget Steering Committee next Wed. Your comments are appreciated:

Fullerton College Faculty Senate  
17 May 2018

Proposed language:

**Fullerton College  
Participant Selection Process – Building User Groups**

**Background**

Building User Groups (BUGs) are established to obtain input from intended users of new buildings and buildings undergoing renovation. Such input is essential to help ensure facilities meet the needs and specifications of intended users.

The purpose of this document is to formalize an agreed process for the selection of BUG participants.

**BUG Participant Selection Process**

Depending on the building project, there can be a wide range of intended users. Certain buildings can have a narrow scope of users, while other buildings can have a broad range of users. For example, the maintenance and operations building will have a narrower scope of users than will an instructional building serving multiple disciplines. The size of a BUG shall be determined by collaboration among the Vice President of Administrative Services (VPAS), deans, division faculty, and classified staff.

BUG participants shall represent constituency groups (faculty, students, classified staff, deans, and managers), especially from the departments or programs that will use the building.

BUGs shall be established by the VPAS, shared governance groups, and deans with activities and operations in each respective building. Faculty Senate shall appoint faculty BUG members, Classified Senate shall appoint classified BUG members, and Associated Students (AS) Senate shall appoint student BUG members.

The VPAS must give affected faculty, staff, and deans at least two weeks' notice that they are to choose BUG members. There must be at least two weeks between notification and the next Faculty Senate, Classified Senate, and AS Senate meetings, at which the BUG members shall be appointed.

Once the shared governance groups have appointed BUG members, the BUG shall work out a meeting schedule so that all BUG members can participate.

**More ASCCC News: Events to attend, and stuff.**

Fill out an application to work on a statewide Senate committee. Why not?

<https://www.asccc.org/content/application-statewide-service>

One open Faculty seat on the Community Colleges Board of Governors. Application deadline 30-Jun 18.

<https://www.asccc.org/board-governors-nominations>

ASCCC Leadership Institute  
Sheraton San Diego, 14-16 June

The ASCCC has scholarships available for interested faculty, FT and PT.

<https://www.asccc.org/events/2018-06-14-150000-2018-06-16-200000/2018-faculty-leadership-institute>

ASCCC Curriculum Institute

Riverside Convention Center, 11-14 July

<https://www.asccc.org/events/2018-07-11-150000-2018-07-14-210000/2018-curriculum-institute>

Part-Time Faculty Leadership Institute

Westin San Francisco Airport, 2-4 August

<https://www.asccc.org/events/2018-08-02-160000-2018-08-04-190000/2018-part-time-faculty-leadership-institute>

**Awards and Fond Farewells.** We thank these Senators for their service, and we give extra thanks to Past-President Pete Snyder, who finishes his four-year term today.

### **Senators terming out**

#### **May 2018**

Baker, Mike\*

Berger, Peg

Byrnes, Tim\*

Calvert, Loretta\*\*

Crippen, James

Fouquette, Danielle

Gaetje, Taylor

Gamboa, Robert

Gray, Sarah

Kageyama, Jill

Lundergan, Bob

Markley, Karen

Pham, Kara

Rodriguez, Jeanette\*

Romero Hernandez, Abraham

Scott, Michael

Sipple, Ruth\*

Stanton, Gretchen\*

Taylor, Matt

Wade, Marcu

TOTAL = 20

\* Not really leaving. Re-upped for another term.

\*\* Returning as Senate Treasurer, 2018-19.

## FULLERTON COLLEGE FACULTY SENATE ATTENDANCE

Please initial next to your name.

6-Sep 18

### At-Large

\_\_\_\_\_ Bill Cowieson (Math/CS) 2017-19  
 \_\_\_\_\_ Julie Felender (Soc Sci) 2017-19  
 \_\_\_\_\_ Flor Huerta (Couns) 2017-19  
 \_\_\_\_\_ Bryan Ouchi (Couns) 2017-19  
 \_\_\_\_\_ Marcus Wilson (Bus/CIS) 2017-19

### Business / CIS

\_\_\_\_\_ Kathy Standen 2018-20  
 \_\_\_\_\_ Brandon Tran 2017-19

### Counseling

\_\_\_\_\_ Juan Pablo Gonzalez 2018-20  
 \_\_\_\_\_ Lorena Marquez 2017-19  
 \_\_\_\_\_ Ruth Sipple 2018-20

### Fine Arts

\_\_\_\_\_ Zachary Harless 2017-19  
 \_\_\_\_\_ Monica Lee 2017-19  
 \_\_\_\_\_ Michael Mueller 2018-20

### Humanities

\_\_\_\_\_ Brandon Floerke 2018-20  
 \_\_\_\_\_ Elizabeth Gaitatjis 2018-20  
 \_\_\_\_\_ Amy Garcia 2017-19  
 \_\_\_\_\_ Bridget Kominek 2018-20  
 \_\_\_\_\_ Jeanette Rodriguez 2018-20

### Library

\_\_\_\_\_ Val Macias 2018-20

### Math / Computer Science

\_\_\_\_\_ Paul Farnham 2018-20  
 \_\_\_\_\_ Nick Huerta 2018-20  
 \_\_\_\_\_ Tanomo Taguchi-Trieu 2017-19

### Natural Sciences

\_\_\_\_\_ Mike Baker 2018-20  
 \_\_\_\_\_ Colleen Kvaska 2017-19  
 \_\_\_\_\_ Gretchen Stanton 2018-20

### Part-Time

\_\_\_\_\_ Zahra Ahmed 2017-19  
 \_\_\_\_\_ VACANT 2018-20

### Physical Education

\_\_\_\_\_ Greg Aviles 2017-19  
 \_\_\_\_\_ Tim Byrnes 2018-20

### Social Sciences

\_\_\_\_\_ Moe Abdel Haq 2017-19  
 \_\_\_\_\_ Leonor Cadena 2017-19  
 \_\_\_\_\_ James Crippen 2018-20

### Technology / Engineering

\_\_\_\_\_ Benjamin Cuatt 2018-20  
 \_\_\_\_\_ Julie Patel 2017-19

### Associated Students

\_\_\_\_\_ TBD 2018-19

### Senate Executives, 2017-19

\_\_\_\_\_ Josh Ashenmiller, President  
 \_\_\_\_\_ Kim Orlijan, President-elect  
 \_\_\_\_\_ Jennifer Combs, Curriculum Chair  
 \_\_\_\_\_ Loretta Calvert, Treasurer  
 \_\_\_\_\_ Heather Halverson, Secretary

### Guests

name / affiliation

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**Fullerton College Faculty Senate**

**2018-19 Meeting Dates**

**1<sup>st</sup> and 3<sup>rd</sup> Thursdays, 3:00-5:00P, Faculty Lounge (Room 1246)**

**FALL 2018**

Mandatory flex day Thu, 16-Aug 18

Fall Convocation Fri, 17-Aug 18

Fall classes begin Mon, 20-Aug 18

Senate Week One Retreat: Thu, 23-Aug 18, 3-5P

**Senate meetings:**

**6-Sep**

**20-Sep**

**4-Oct**

**18-Oct**

**1-Nov (ASCCC Fall Plenary 1-3-Nov, Irvine Marriott)**

**15-Nov**

**29-Nov**

**6-Dec**

Fall semester ends Sat, 8-Dec 18

**SPRING 2019**

Joint Senates/UF Meeting: TBD

Mandatory flex day Thu, 24-Jan 19

Spring Convocation Fri, 25-Jan 19

Spring classes begin Mon, 28-Jan 19

**Senate meetings:**

**7-Feb**

**21-Feb**

**7-Mar**

**21-Mar**

**4-Apr**

**Spring Break is week of 15-Apr, no 18-Apr meeting.**

**2-May**

**16-May**

Spring semester ends Sat, 25-May 19

## **Student Equity Committee**

### **Existing Statement of Mission and Purpose**

The Student Equity Committee develops and recommends policies, programs and strategies that promote equity in student success, retention, degree/certificate completion and transfer as outlined in the Fullerton College Student Equity Plan.

### **Proposed Mission, Vision, and Purpose Statements**

**Vision:** The Student Equity Committee (SEC) will cultivate an equitable, inclusive, and just campus community that understands and responds to the strengths and needs of disproportionately impacted groups, and empowers students to achieve their goals.

**Mission:** The SEC addresses the needs of disproportionately impacted students by identifying institutional barriers that contribute to an inequitable environment. The SEC will dismantle barriers by recommending equitable practices through shared governance. Using state and institutional guidelines, the SEC also facilitates the development, implementation, and review of programs and services to make funding recommendations which foster equitable student outcomes.

**Purpose:** To embrace its values and fulfill its mission, the SEC's purpose is to transform our institution by dismantling institutional barriers that impact specific student populations.

## **Fullerton College Pathways Steering Committee**

### **Mission and Purpose**

The Pathway Steering Committee (PSC) is a task force that reports to the President's Advisory Council (PAC). PSC was formed following the completion of the Fullerton College Guided Pathways Year One Plan. The primary purpose of PSC is to support the alignment of pathways and educational partnerships efforts, including but not limited Guided Pathways, the Anaheim Pledge and the Fullerton Educational Partnership. PSC may make recommendations to support the efficient and effective operation of pathways. PSC will also solicit input from constituents on matters discussed by PSC related to pathways.

### **Chair**

There will be two co-chairs, appointed by PSC.

### **Meetings**

To be determined, but initially once per month during the fall and spring semesters.

### **Composition**

4 faculty members (including both students services and instruction)  
4 managers (including both student services and instruction)  
2 classified professionals  
2 students

### **Resource Members**

Director of Campus Communications  
Director of Institutional Research and Planning (or designee)  
Vice President, Administrative Services  
Vice President, Instruction  
Vice President, Student Services

## **Recommendations on Equity in Faculty Hiring**

A district-wide team of faculty and administrators participated in the USC Rossier School of Education, Institute on Equity in Faculty Hiring, on March 26 and 27, 2018. Representatives from each Campus and the District Office comprised the membership of the team.

At the institute, research was shared that shows student success and achievement increases when an institution of higher education has faculty who are representative of the student population it serves. The research shows this link is particularly important in closing the achievement gap. Chancellor Eloy Ortiz Oakley was one of the Institute's keynote speakers. He spoke of the urgency to increase the diversity of our faculty so that they more closely resemble the students we serve. He spoke passionately about the importance of equity in faculty hiring and its positive educational impact on students; and in particular its impact on student groups affected by the achievement gap. He asked districts to be direct and courageous in promoting equity in faculty hiring and to champion the equity-minded approach described at the Institute.

Between 2012 and 2016, 56% of the Master's and Doctorate degrees conferred in the State of California were awarded to Latinx, African-American, AANHPI (Asian-American, Native Hawaiian, and Pacific Islanders), or Multi-ethnic graduates. However, since 2017, applicants of color made up only 47% of those applying for full-time faculty positions in the NOCCCD. Last year, applicants of color constituted 46% of new faculty hires and applicants of color were more likely to be included in interviews, but not hired, than white applicants. This trend is consistent over the past five years, with 42.3% of full time faculty hires in the NOCCCD being faculty of color. These data suggest that our hiring processes are not attracting qualified applicants of color, and those who apply may be experiencing bias in the hiring process.

As of 2016, 70% of NOCCCD students are students of color and 39% of faculty are faculty of color. Multiple studies of student success (Hagedorn et al 2007, Hurtado 2001, Marx and Goff 2005) argue that students of color are more engaged and more successful when their campuses are inclusive and the faculty, administrators, and staff are ethnically diverse.

At the institute, community college teams from throughout the state heard from experts on equity faculty hiring and student achievement and discussed strategies and best practices to assist current efforts at diversity and equity in faculty hiring. As a result of the NOCCCD team's discussions and reflections at the Institute, the following recommendations to the District on faculty equity hiring are proposed. These recommendations are made with the goal of addressing the District and Campus objectives of achieving equity in both student achievement and in faculty hiring, and understanding the link between them.

### **A. Job Announcement**

1. All job announcements should include a description of the diversity of the campus' student population. This description should be placed in the beginning of the job announcement, and not buried at the end of the job announcement.

2. All job announcements should state whether the Campus is an HSI (Hispanic Serving Institution) and/or an AANAPISI<sup>1</sup> (Asian American and Native American Pacific Islander Serving Institution)<sup>2</sup>.
3. All job announcements should include references to campus initiatives, programs, and support groups with an equity focus, such as Fullerton’s Umoja program, the District PIE series, or the various faculty and staff associations that demonstrates what we do to meet the needs of these populations. Perhaps these programs can be highlighted in videos we embed in the job announcement.
4. Preferred or desirable qualifications should include specific competencies related to equity, equity-mindedness, and diversity that potential candidates should possess.
5. Include throughout the job announcement more “Equity Minded” and “Diversity” language, and be cautious with “Deficit Minded” language.<sup>3</sup>
6. Consider including in Job Announcements links to videos that provide potential candidates further information, such as describing the position or campus. This can provide a more personal touch in our outreach. Individuals in the video should reflect the diversity of the campus.
7. Include all requirements that some positions may have, such as licenses, CPR, or requirements from an accrediting agency. Health Sciences accreditation for example requires that cultural competence be included in the curriculum.
8. Be clear about different job duties or requirements for the same job classification that may exist because of the specific location where the position may be housed.

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<sup>1</sup>Institutions of Higher Education can achieve AANAPISI status if 10% or more of its students are Asian American, Native American Pacific Islanders. Asian American means a person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent (including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam), as defined in OMB's Standards for Maintaining, Collecting, and Presenting Federal Data on Race and Ethnicity as published in the Federal Register on October 30, 1997 (62 FR 58789). Native American Pacific Islander means any descendant of the aboriginal people of any island in the Pacific Ocean that is a territory or possession of the United States. Institutions can achieve HSI status if 25% or more of its students are Hispanic. For both HSI and AANAPISI status, a certain percent of students must receive financial aid.

<sup>2</sup>Fullerton College and Cypress College have been formally designated as HSI's. Both meet the requirements for AANAPISI status but have not been formally designated.

<sup>3</sup> See Addendum “A” from page 16 of the CUE Equity in Faculty Hiring Institute, Faculty Hiring Toolkit, for examples of “Equity Minded,” “Diversity,” and “Deficit Minded” language. See Addendum “B(1)” for a sample template of what a Cypress College job announcement may look like. Addendum “B(2)” includes other sample job announcements that include equity and diversity minded language from the CUE Equity in Faculty Hiring Toolkit. Addendum “B(3)” is a checklist for equity minded position announcements from page 22 of the Toolkit.

## **B. Screening Applicants**

1. Given the research that demonstrates bias occurs when the applicant's name may suggest their sex, race, or ethnicity, consideration should be given to conducting initial screening with the individual's name redacted from the application materials.
2. In order to ensure consistency in the applicant screening process it is recommended the District revisit how applicants are screened for minimum qualifications.

## **C. Interviews**

1. Consider permitting Skype interviews. This may allow more applicants an opportunity to be considered for positions.
2. Develop interview questions designed to provide candidates with the opportunity to demonstrate whether and how they exemplify the characteristics of equity-minded competence and develop rubrics to evaluate responses to these questions. This can be done in several ways; the following is a sampling of a few suggestions.
  - a. Ask more than one question related diversity and equity.
  - b. Incorporate into "non-diversity" questions elements related to equity or diversity.
  - c. Regularly review sample diversity/equity minded questions to assure they are designed to elicit the equity-minded competencies we are looking for.
  - d. Review diversity and equity questions currently used in our hiring committees, review the sample equity minded questions on pages 49-51 in the toolkit, and make available an updated list of sample diversity questions.<sup>4</sup>

## **D. Recruiting**

In addition to the posting in major publications and the standard online sites, job announcements should also be posted and shared through more informal methods in consultation with faculty and other campus groups.<sup>5</sup>

1. This would include, for example, sending job descriptions to affinity groups and networks within specific disciplines, such as the Hispanic Nursing

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<sup>4</sup> For sample equity-minded questions see Addendum "C" (Source, page 49-51 of toolkit and updated NOCCCD diversity/equity sample questions, 2018).

<sup>5</sup> Requests should be made at various points of the process asking for informal locations and networks to publish job announcements that would attract a diverse pool. Although the equity-minded approach is to focus primarily on where the greatest inequities exist, in this instance race and ethnicity, posting in informal locations should also include other forms of diversity such as disability, religion, sexual orientation etc.

- Association, the Black Nursing Association, the American Philosophical Association Newsletter on Hispanic/Latino Issues in Philosophy, Society of Indian Psychologists, the Asian/Pacific American Librarians Association, etc.
2. Job announcements should also be sent to Historically Black Colleges and Universities (HBCU), Tribal Colleges and Universities, and other affinity groups in Higher Education such as the American Association of Hispanics in Higher Education, and the Asian Pacific Americans in Higher Education.
  3. NOCCCD faculty and deans should be encouraged to send job announcements to colleagues and networks they are familiar with that may have access to diverse candidates. Faculty and Deans should also be encouraged to take and share job announcements at conferences.

#### **E. Hiring Committee Training**

1. Ensure an equity-minded rationale and approach is emphasized in training for hiring committees. [There are several slides from the institute presentations that can be added to our current training. The training can also be more direct in terms of what we are attempting to accomplish and why]

#### **F. Retention**

1. The Director of Diversity and Compliance should meet with faculty of color to get a pulse on how they are experiencing the college/district, and ensure they have the necessary support. Do they feel welcome and included and to troubleshoot any issues or concerns they may have.

#### **G. Professional Development**

In addition to providing training on equity in faculty hiring through the training provided to the hiring committees, the team believes it is important that broader training on equity and diversity should be provided to all personnel (faculty, staff, and administrators) through professional development opportunities, which can include:

1. Professional development on equity-mindedness during new faculty orientation.
2. Offer Professional development workshops to discuss equity-minded practices.
3. Provide this training at adjunct faculty orientation (if any).
4. Require that all managers and administrators receive equity mindedness training. This training should include the hiring committee training components on equity in faculty hiring.
5. Include equity-minded training during the Leadership Academy.

## **H. Adjunct Faculty**

1. The equity-minded faculty hiring training should be provided to committees or individuals hiring adjunct faculty.
2. Procedures or guidelines for adjunct hiring should include equity-minded practices.

## **I. Changes to Faculty Hiring Guidelines**

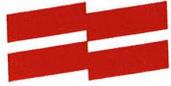
1. The team recommends that the District and UF/ADFAC move forward on updating and/or developing both the full time and adjunct hiring policies so they may be better designed to increase the diversity of full time and adjunct faculty.

## **J. Climate Surveys**

Although not directly related to faculty hiring, climate surveys can provide helpful data in addressing both recruitment and retention of diverse faculty. Recommendations regarding climate surveys include:

1. Although each campus may develop its own climate survey, some commonality should exist in the questions so that district-wide data can be collected and comparisons can be made.
2. Results of the data from climate surveys should be reported and accessible to the campus community.
3. Ensure confidentiality of individuals responding to campus climate surveys. For example, a question was raised whether a survey completed on an individual's computer, although submitted anonymously, could still be traced to their computer. One solution was to use a designated computer for all individuals in a department to use to respond to surveys.
4. Ensure campus survey questions ask questions specific to issues of equity and inclusiveness and can be disaggregated in ways to provide data by gender, race, ethnicity, disability and other forms of diversity. Survey questions should be designed to serve as a vehicle to provide additional support as needed.

*See following pages for addendums:*



## Checklist for Creating Equity-Minded Position Announcements

### Does the position announcement....

- Mention your institution's minority-serving status (e.g., Hispanic-Serving Institution [HSI], emerging HSI, Asian American Native American Pacific Islander-Serving Institution [AANAPISI], Predominantly Black Institution [PBI], etc.)?
- Include statements about your institution's interest in attracting candidates from racially minoritized groups?
- Include statements about your institution's values regarding equity, diversity, and inclusion?
- Mention specific competencies related to equity, equity-mindedness, and diversity that potential candidates should possess?
- Include other language that signals the importance of racial/ethnic equity and diversity?
- Describe the specific position with language to include a commitment to equity, diversity and inclusion?
- Describe the department as a place that prioritizes equity and values diversity and diversity-related work on multiple levels—e.g. curriculum, in pedagogy, in mentorship?
- Describe your institution's broader commitment to diversity and equity including institutional and departmental efforts to respond to the needs of racially minoritized students?
- Describe the materials you want candidates to submit for review—statements that describe the candidate's experiences working with diverse students and commitments to creating racial/ethnic equity in outcomes?

## Addendum “C”

**Sample Equity Minded Interview Questions**

- A. Sample questions from the Equity in Faculty Hiring Institute Toolkit.
1. As an instructor, how do you create a classroom culture that intentionally welcomes and supports students from different racial/ethnic and socio-economic backgrounds?
  2. How do you draw upon your student’s prior knowledge, backgrounds, and lived experiences?
  3. What do you feel are two or three teaching strategies that you use to ensure that your students have an enriching learning experience in your classes? How do you determine whether these strategies result in this outcome?
  4. Do you currently look at outcomes data for your students to identify inequities in outcomes by race and ethnicity? Please describe your process of doing so, or how you could do it if you don’t already.
  5. What does “equity” mean to you? How to you enact your definition of equity in your classrooms?
  6. In your experience, what are the challenges faced by racially minoritized students in higher education? What strategies have you used to address these challenges, and how successful were those strategies.
  7. Tell me about a time when you helped a student connect their educational, professional, and/or life with the means (e.g., resources, actions) to achieve those goals. What motivated you to do so?
  8. Give a student population that is diverse in terms of gender, nationality, race, ethnicity, religion, sexual orientation and abilities, how do you ensure that each student feels they can succeed?
  9. Have you encountered concerns about “chilly climate” raised by colleagues from identity groups that have historically experienced discrimination? If so, how have you handled them?
- B. Sample questions from NOCCCD diversity/equity interview questions.
1. Describe how you have incorporated concepts of diversity, multiculturalism, inclusion, and or equity into your course content in the past and how you would do so in the future.
  2. Provide specific examples how you have helped marginalized students feel included and valued both in and outside of the classroom.
  3. What diversity, equity, and inclusion efforts/initiatives have you been involved in where you played a significant role? What were the outcomes of those efforts/initiatives?
  4. What are some of the current issues involving diversity, inclusion or equity in the discipline or subject area you would be teaching in if hired for this position? How would you address or approach these current issues in and outside of the classroom?