

ACADEMIC SENATE
Approved Minutes for May 10, 2018
Place: CCC – 414 3:00 pm to 5:00 pm

ACADEMIC SENATE OFFICERS		PRESENT
President	Bryan Seiling	X
President-Elect	Craig Goralski	X
Secretary	Joel Gober	X
Treasurer	Michael Klyde	X
Curriculum Chair	Mark Majarian	X
ACADEMIC SENATORS		
Business/CIS	Bret Clarke	X
Career Tech. Education 1	Carlos Urquidi	X
Career Tech. Education 2	Michael Klyde	X
Counseling 1	Mymy Lam	X
Counseling 2	Yolanda Duenas (Marisa Lehmeier for YD)	X
Fine Arts 1	Katalin Angelov	X
Fine Arts 2	Paul Paiement	X
Health Science 1	Damon de la Cruz	X
Health Science 2	Dave McCament	X
Health Science 3	Joel Silva	X
Language Arts 1	Susan Klein	X
Language Arts 2	Keith Vescial	X
Language Arts 3	Kathy Wada	X
Library/Learning Resource Center	Billy Pashaie	Absent
Kinesiology & Athletics	Margaret Mohr	X
Science, Engineering, Math 1	Adam Eckenrode	X
Science, Engineering, Math 2	Joel Gober	X
Science, Engineering, Math 3	Garet Hill (Ron Armale for GH)	X
Social Science 1	Gary Zager	X
Social Science 2	Jason Thibodeau	X
Adjunct Senator 1	Tonya Cobb	X
Adjunct Senator 2	Jaclyn Magginetti	X
Adjunct Senator 3	Nicole Neitzke	Absent
LIAISONS		
Accreditation Self Study	Liana Koepfel	X
AdFac United	Tonya Cobb	X
Associated Students	Maria Alvarez	Absent
Campus Diversity	Maha Afra	Absent
Campus Technology	Peter Maharaj	Absent
CC Foundation	Clifford Lester	Absent
CTE	Carlos Urquidi	X
Distance Education	Kathleen McAlister	X
Program Planning and Review	David Halahmy	Absent
Professional Development	Ruth Gutierrez	Absent
Professional Development	Michael Brydges	Absent
Student Success Committee	Keith Vescial	X
Student Learning Outcomes	Christie Diep	X
Student Learning Outcomes	Nicole Ledesma	X
United Faculty	Tina Johannsen	X

GUESTS: Annette Letcher, Language Arts; Ranmalee Perera, Office of Diversity and Compliance; Yadira Cazales, Production Center

I. After establishing a quorum, Academic Senate President Seiling called the meeting to order at 3:00 pm with two alternates in attendance, Ron Armale for Garet Hill, and Marisa Lehmeier for Yolanda Duenas.

II. Adoption of the Agenda:

III. Approval of Minutes: Minutes of the March 8th were approved with Liaison Brydges abstaining. Senator Cob requested that AdFac from now on should be referred to as **AdFac United** in the minutes and agendas.

IV. Public Commentary: None

V. Faculty Announcements and Invitations: Senator Zager asked for a moment of silence in honor of the passing and remembrance of Dr. Don Bedard for his service to the college and community. Senator Klyde invited everyone to the Toyota T10 Graduation at the Cypress Community Center Friday June 1st. There will be 17 graduates, which is almost #1 in the nation. Senator Vescial invited everyone to United Faculty "Happy Hours" in Los Alamitos Thursday May 10th at The Starting Gate 5052 Katella Ave Los Alamitos 5:15 to 7:00 pm, and Thursday May 17th at Matador Cantina 111 N. Harbor Blvd Fullerton. Please post the flyer in your area for all to see. Senator McCament announced the commencement will have a fabulous speaker, Astrophysicist Theresa Morales, and that the first 5 baccalaureate graduates will receive their diplomas.

VI. Special Reports

A. Associated Students: No report.

B. United Faculty: Liaison Johannsen said an email with instructions to vote on the proposed calendar using Big Pulse will be sent out.

C. Adjunct Faculty United (AdFac): Senator and ADFAC United vice-president Cobb said that the membership drive is going extraordinarily well. www.adfacunited.org/publications contact us at (714) 526-5759 or by [email \(union@adfacunited.org\)](mailto:union@adfacunited.org).

Our next E-Board meeting is scheduled for May 18th at 12:30 in the Adfac office located at 305 N. Harbor Blvd., Suite 313 in Fullerton.

Please look us up on Facebook and our [website \(adfacunityed.org\)](http://adfacunityed.org) for regular updates and information.

D. Professional Development (PD): Liaison Gutierrez said the luau was successful with 48 retirees. There were almost 30 conference funding requests and awardees are being notified as we speak. There were over 20 FLEX

proposals and they will be notified soon. The FLEX schedule will be tentatively published by the end of June. The Classified Luncheon is June 1st.

E. Curriculum Committee: Chairman Majarian said there is one last curriculum meeting as Chair Grote transitions into the position. There are still ongoing problems with the COCI inventory because Curricunet does not migrate information into the data base properly or at all. Thus, many courses are not fully vested, and if a course is a component of a program, then the program cannot be vested either. For the 2016-2017 inventory there were 47 programs, degrees, and certificates unvested. Santanu and president Schilling have been notified regarding the backlog of unvested programs. The instructional office remains understaffed to quickly do the job. Perkins or Strong Workforce money is in jeopardy if it is tied to an unvested program or certificate.

F. Treasurer's Report: No report.

G. Cypress College Foundation: Liaison Lester is retiring and a succession plan is in place and the plan will be discussed at a later time.

H. Student Success Committee: No report.

I. Student Learning Outcomes Assessment: Liaison Diep presented the Student Learning Outcomes update and remarked that Kinesiology is doing a great job. Workshops have been well attended and received. The next and last workshop is Monday, 3-5pm, HUM 333.

J. Program Review and Department Planning: No report.

K. Accreditation Self Study: Liaison Koeppel reported that the accreditation plan was presented to PAC which included the AdFac United revisions, and it was approved by PAC. It can now be implemented in the fall.

L. District Council on Budget and Facilities (CBF): No report.

M. Diversity Committee: No report.

N. CTE: No report.

O. Distance Education (DE): Liaison McAlister reminded everyone to complete the web-enhanced training because the \$100.00 stipend will expire at the end of the semester.

VII. President's Report and Committee Appointments

The senate approved Damen de la Cruz to be the next Cypress College Foundation liaison without objection.

The Health Sciences Dean hiring committee members are to be determined, but Liz Putman was placed on the committee by recommendation from United Faculty.

Steven Estrada, Nicole Ledesma, and Kendyl Covey were approved to attend the Great Teacher's Seminar.

See President's Report in Appendix 1 for additional information.

VIII. Faculty Issues—Unfinished Business

A. Winter Intersession and the Academic Calendar: The student and faculty surveys will remain open until May 20. Please invite and inform students and faculty to complete the survey. The new decision deadline will be September 30th.

B. Resolution in Opposition to an All On-Line College: The senate used unanimous consent to approve the resolution by acclamation!

C. Resolution against Performance Based Funding: Many programs in CTE require performance-based evaluations for accreditation purposes. The motion to support the Resolution Against Performance Based Funding was passed with Senators Klyde and Urquidi voting no.

D. *Janus vs AFSCME*: Senator Vescial reminded everyone that all faculty will have to self-enroll in United Faculty to maintain membership. Please sign the self-enrollment forms and turn them in. The enrollment form must only be signed one time and not every year. Please see your respective division representatives for the United Faculty sign-up forms.

E. Student Achievement Committee: Liaison Diep presented the tentative composition of the committee (see Appendix 4 for details). The senate amended the committee membership roster to include a UF liaison, English reading coordinator, English reading faculty, ESL adjunct faculty, and an Academic Senate liaison. A motion was made to approve the amended committee membership composition, and it was unanimously approved.

F. Full-Time Student Success/Achievement Director: Liaison Diep informed the senate that a director is needed for the committee and asked the senate for guidance on how to structure the director position. Further discussions are to follow. Maybe the structure of the Dual-Enrollment Committee would be a good model to emulate.

G. Production Center Services: A motion was made to move agenda item G before items D, E, and F and unanimously passed. A discussion between faculty and division deans are to determine what the copy policy will be.

H. Equity in Faculty Hiring Proposal: Senator Goralski presented updates on recommendations for improving equity in hiring faculty process. See Appendix 5 for the nascent proposal, background and details. The recommendations will be presented to

Chancellor Marshal tomorrow and the senate was asked for opinions, concerns, and comments for improving the document.

IX. Faculty Issues—New Business

A. Faculty Awards: The senate unanimously approved the Charger Award subcommittee's recommendation of Regina Rhymes (Social Sciences) for the Award.

The senate unanimously approved the Outstanding Part-Time Faculty subcommittee's recommendation of Wayne Chang (SEM/BIOL) for the Award. The senate unanimously approved the Outstanding Full-Time Faculty Award subcommittee's recommendation of Cindy Shrout (SEM/MATH) for the Award.

There were many outstanding nominees that were not selected this year, and their nominations will remain active for three years. There were also a number of currently serving senators that were nominated but not considered because currently serving senators cannot be considered for the awards.

B. Vote of No Confidence for the State Chancellor: Not discussed.

X. Adjournment: A motion was duly made and carried to adjourn at 5:00 pm.

Respectfully Submitted,

Joel Gober
Academic Senate Secretary

The Minutes of all Academic Senate meetings can be found at
<http://www.cypresscollege.edu/facultystaff/senate>.

APPENDIX 1. President's Report

CYPRESS COLLEGE

ACADEMIC SENATE PRESIDENT'S REPORT (05/10/18)

Here is a summary of the main topics discussed in the various committee and other meetings since the last Senate session. I will be happy to answer any questions you may have about anything contained within the report. Here we go:

The Board Meetings: (05/08/18)

NOCCCD Leadership Academy – Dr. Marshall introduced members of the inaugural class of the District Leadership Academy. Our own Director of STEM Yanet Garcia and Kinesiology Division Senator Margaret Mohr spoke on the importance of the program.

Dual Enrollment Update – After the Dual Enrollment presentation at the last Board Meeting, there was extensive discussion by the Board regarding restricting our Dual Enrollment classes to 11th and 12th graders. We have had student from lower grades that have performed exceptionally well, so the limit may be too restrictive. I get the sense that a couple of the Trustees feel they have not had sufficient oversight of this and other partnerships.

PBC (Planning and Budget Committee):

One-Time Funding Prioritization – The committee finalized a ranking after combing all of the requests from the various Direction Committees. The list was sent to PAC.

Program Review Chair and SLO Coordinator Positions – I was unable to place this item on the agenda officially, but I did tell the committee that the Senate would be bringing the job descriptions for the Program Review Chair and SLO Coordinator to the next meeting for approval. I stated the intent of the Senate was to continue our current team for the next three years. There was overwhelming support from the committee.

Production Center Copier Policy – For those who may not be aware, there was a sudden and dramatic change in the copying procedures at the campus Production Center. In the past, all faculty received a code that allowed them to make copies in both their Division offices and the Production Center. This semester, without discussion or notice, the policy was changed. Faculty were no longer able to use their own codes to make copies, and were instead asked to fill out a request form for the Production Office staff to make the copies. I know this change has been inconvenient to say the least.

I raised the issue with the committee. PBC has jurisdiction over this, but no discussion had taken place in any past meeting. Santanu agreed that it was a mistake to change the policies so abruptly, and he had the Production Center open a copier for faculty to use without

needing a copier code. Currently, faculty can use the middle copier in the Production Center to make all of their copies without needing a copier code. This is a temporary solution, and there will need to be a discussion about what is appropriate use of the copiers in the Production Center. Apparently, several faculty were making numerous copies of materials believed to be unrelated to classroom use. The policy change was made to prevent such “abuse.” We now are going to have discussions about the policy. This is supposed to involve the deans and faculty of each division getting together to discuss what an adequate policy for copies should look like. However, I have no timetable for these discussions and am uncertain what happens this coming Summer and Fall. Stay tuned.

PAC (President's Advisory Cabinet):

District/Campus Updates – Dr. Schilling updated the committee on the work of various committees across the District. I address much of that information in other parts of this report.

One-Time Funding Prioritization – Dr. Schilling wanted a little more time to research some of the request for One-Time Funding for safety concerns and possible alternative sources of funding.

PAC Meeting Dates – There seems to be consensus that PAC needs to meet twice a month, but there is still concern about the redundancy of tasks between PAC and PBC. The current plan is to move PAC to the 2nd and 4th Thursday, which would then meet in the 2 hours before Senate. There was also discussion of having the constituent group select different members for the two meetings whenever possible. Currently, the Senate President and President-Elect/Past-President serve on both committees. Should we switch that up?

DCC (District Coordinating Council):

The committee did not meet since our last meeting.

DEMAC (District Enrollment Management Advisory Committee):

DEMAC Members – The committee discussed whether there should be a term of service on the committee. It was determined that the current members would stay on at least the next year if possible, but that the various constituent groups would need to come up with their own processes for determining who would represent them.

Winter Intersession – Dr. Marshall provided a timeline for making the decision on offering a Winter Intersession. I included a copy of it with the reading materials I sent you. It establishes September 30 as the deadline for making the decision. Between now and then there will be meeting to update the progress of discussions across the District. There are finance, budget, and facility concerns that need to be addressed and those discussions have lagged behind those of faculty. The timeline should also help reduce fears that the decision will be made with “Summer Magic.”

When Can a Term End? – There was a new wrinkle added to the discussion of how much time is needed between the end of a Winter Intersession and the start of the Spring Semester. Originally, we had been working under the assumption that there needed to be at least 10 days from the end of any given term to the beginning of the next. This included 5 days for faculty to complete grades and another 5 days after that for A&R to take care of “End of Term Business” including but not limited to rolling grades.

It was suggested that we might be able to reduce the time needed to one day! We could end Winter on a Thursday and begin Spring on the following Monday. Faculty would be encouraged to get their grades in ASAP, and A&R would still need 5 days after grade submission to conduct their business. Students could enroll in classes for the Spring without first knowing how they did in the Winter. If a student failed the Winter course and thereby failed to meet a certain prerequisite, they needed for a course in the Spring, that student then would be dropped from the Spring class.

There are several problems with this, and we would certainly be doing a disservice to the student in the above situation. However, how many students like that will there be? If we want to squeeze in a Winter Intersession without disturbing our calendar, the above idea allows us to do that. But, at what cost? We will need to discuss this option in the meeting tomorrow.

IECC (Institutional Effectiveness Coordinating Council):

The committee did not meet since our last meeting.

CBF (Council on Budget and Facilities):

The committee did not meet since our last meeting.

Other Senate Business:

RAW Update – The Resource Allocation Workgroup finalized some principles to be used in guiding the allocation of our resources across the District. They were passed to CBF for revision/approval. We will also be asking all stakeholders in the District to have some serious conversations about topics that have been rather sacred in the past. Class size, the FON, our administrative structures, the cost of instruction and of each FTES, and other touchy topics are going to be discussed. This may be difficult at times, but we have to be willing to engage in the conversations.

Student Surveys – I would like to thank all of you who have shared the survey on Winter Intersession with their students. We have received almost 1000 responses, which is far more than we normally get from a generic mass email. However, we certainly could (and should) get more. If you have not shared the survey with your classes, please do. This is an important decision that we are making, and the Chancellor is looking for as much student input as she can get. Additionally, I ask that you also complete the faculty survey. We want as much faculty feedback as possible. We currently have about 175 responses from faculty. We need more! Please help.

Senate Officers and Other Terms – The Senate will need to select a Secretary and Treasurer for the next year. I will be asking if anyone is interested in running for these two positions. We may need to draw up ballots for the next meeting, and it would be good to get a sense of who may be willing to serve.

In addition, some Senators are at the end of their term. Each Division is responsible for selecting its own Senator(s). We have a 3-term limit for all Senators and ask that those who are termed-out step aside to allow others the opportunity to participate. However, we always defer to the will of the Division in terms who they send to represent them.

Graduation After-Party – I want to invite all of you to a party after this year's Graduation ceremony at the house of Dr. Cherie Dickey. It has become tradition for Cherie to host a gathering after Graduation for colleagues to come together and celebrate the hard work we all put in to help students reach this milestone. As many of you know, Cherie is retiring, and this may well be the last time she hosts the event. It would be great to have this year be our biggest celebration yet. I want to thank Cherie for offering to host the event. More details and directions will be given out at the meeting tomorrow.

Great Teachers Seminar – Are you interested in attending the Great Teachers Seminar in August. If not, do you know someone who would be a good person to nominate? The Senate was asked to nominate two or three faculty members to participate in the Great Teachers Seminar held August 6-9 in Monterey, California. It would be ideal for budding leaders or those we may want to groom as future leaders. The District will cover the costs.

“Grab and Go” Program – If you are interested in hosting a Grab and Go basket in your division, let me know. I want to thank all of those who have supported the program thus far and ask others to consider donating to a basket.

I look forward to discussing the contents of this report. Respectfully submitted by Bryan Seiling,
Academic Senate President

APPENDIX 2. Resolution in Opposition to an All Online College

RESOLUTION IN OPPOSITION TO PROPOSED ONLINE COMMUNITY COLLEGE

WHEREAS, Governor Brown has proposed a completely online 115th community college in his January budget proposal, and

WHEREAS, the California Community Colleges Chancellor's Office would be the employer of record for the proposed online community college, which is a violation of the California Constitution, and

WHEREAS, the budget bill language proposes that this college would be staffed entirely by part-time faculty, contrary to AB 1725 and its intended commitment to full-time faculty, and

WHEREAS, this college would not adhere to California's collective bargaining law, and

WHEREAS, the 114 existing California community colleges already offer robust online programs, and

WHEREAS, the Online Education Initiative (OEI) is designed to give students across the state access to Distance Education programs offered by all participating colleges, and

WHEREAS, the OEI is still in its infancy and should be given a chance to succeed, and

WHEREAS, the \$120 million that is proposed to fund the online community college would go a long way toward strengthening existing Distance Education programs around the state,

THEREFORE, BE IT RESOLVED that the [insert name of association/Senate/governing board] opposes the Governor's proposed online community college, and urges the Legislature to reject it in favor of alternatives involving existing community colleges.

Signed,

_____ (date)

APPENDIX 3. Resolution in Opposition to Performance Based Funding

WHEREAS, Governor Brown has proposed a new funding formula in his January budget proposal, and

WHEREAS, the proposed funding formula provides that 25% of a community college district’s funding will be determined by the number of students receiving a degree or certificate, as well as the number of students receiving a degree or certificate in three years or less, and

WHEREAS, students are best served when they are able to explore and discover their career path, and well as retaining the critical skills needed for success in the workforce, which may not meet the same time frames and degree metrics set out by this proposal, and

WHEREAS, studies have shown that districts directed in this manner often reduce high cost programs, such as career technical education, or de-emphasize programs that do not tend to yield high student performance, and

WHEREAS, states which have instituted this type of performance-based funding show a decrease in the number of Associate’s degrees and an increase in the number of short-term certificates, and

WHEREAS, a more effective way of quantifying student success is through increased funding of full-time faculty who provide direct access and support to students to help guide them on their career path, and

WHEREAS, augmenting the compensation, office hours funding, and health benefits of the large number of part-time faculty serving community college students has a positive impact on student success, and

WHEREAS, utilizing the 75/25 goal and increased part-time faculty benefits as metrics, the goals of this part of the funding formula can be achieved in a manner that will address the long-term skills students will need in the workforce to be successful,

THEREFORE, BE IT RESOLVED that the [insert name of association/Senate/governing board] opposes the Governor’s proposal to base 25% of a community college district’s funding on performance-based metrics, unless the metrics were to include a significant shift in additional faculty-orientated metrics that are proven to increase student success, and

BE IT FURTHER RESOLVED that the [insert name of association/Senate/governing board] instead supports raising the percentage of the supplemental grant to provide low-income students with support.

Signed,

_____ (date)

**APPENDIX 4. Student Achievement Committee Composition
Voting Members**

1. Counseling Faculty Department Coordinator
2. Counseling Faculty DSS Coordinator
3. English Department Coordinator
4. English Faculty Member
5. ESL Department Coordinator
6. Math Department Coordinator
7. Math Faculty Member
8. Adjunct Faculty Member (Counseling, English, or Math)
9. Counseling Dean
10. Language Arts Dean
11. Library/Learning Resource Center Dean
12. SEM Dean
13. DSS Director
14. Student Services MIS Specialist
15. SSSP Project Director

Non-Voting Resource Members

1. Associated Student Representative
2. Diversity Committee Representative
3. Dual Enrollment Project Director
4. Institutional Research
5. Professional Development

APPENDIX 5. 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 AANAPISI¹ (Asian American and Native American Pacific Islander Serving Institution)².
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.³
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.

¹Institutions 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.

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

³ 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 individuals 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.⁴

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.⁵

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

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

⁵ 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.

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.