
Diversity in Hiring

Adrienne Foster, Area C Representative

David Morse, Past President

This session focused effective strategies to increase the diversity of our faculty through writing job descriptions, nurturing part-time faculty, and creating interview questions that result in a more diverse pool of faculty applicants, the hiring of culturally competent faculty, and ways to encourage and develop a greater sense of inclusion and cultural competence for all members of the college community.

Presentation Materials: Not posted online yet, see Senate Website for link to earlier presentation

The need for diverse faculty

- Ed Code 87100(a)(3) calls for a continually responsive workforce
- To be responsive we need to serve our diverse student needs (diversity goes beyond color)
- Having a sensitive workforce is critical to this mission
- Control of faculty hiring is a local process
- In a period with many job opportunities, the goal is to make the candidate WANT to choose us

Pre-hiring and Job Announcement – creating a hiring pool

- Part-time (PT) faculty should be encouraged. We need to make them want to stay. They understand the job and our students.
Provide Interview Workshops for PT faculty – provide mock interviews, strategy sessions
- Recruitment – go to places target candidates might be
CTE – industry
Transfer – graduate programs
- Many potential candidates these days are getting a Master's in Education or other creative interdisciplinary degrees. These degree are often not of the disciplines list. Thus, the candidate doesn't fit the traditional minimum qualifications. If the candidate is well-qualified, but non-traditional, that is what equivalency is for.
- EEO Plan defines 9 measures of how districts support diverse pools.
- Having pictures of diverse students is not enough to make a welcoming environment.
- Discipline teams also need to help with recruitment guiding HR as where to look for diverse candidates.
- Our Teaching Fellows Program is aimed at preparing our promising students to consider teaching in the future.

Interviewing Committees

- EEO training needs to be robust. Training against implicit bias needs to be addressed.
- How well-come does the candidate feel on your campus, outside the interview process? Walking across campus, do they feel there is a welcoming atmosphere or a closed and judgmental atmosphere?
- Who's on the interview committee? Does the candidate see themselves represented? There are no rules about the size of the committee. Consider adding a committee member from outside the discipline to bring in support.
- The District Policy and Procedure should reflect that hiring faculty must be a faculty driven process. Many colleges have the Senate President approve each hiring committee and assign non-discipline faculty if more diversity is needed.
- Look carefully at the EEO Policy and the power given to the VPHR. Can the VPHR on your campus veto faculty on the committee?

Screening/Interviewing Process

- Interview Structure is a local decision, including the length, number and location of interviews (it doesn't need to be in HR).
- Make sure the committee is warm and welcoming. They don't need to be cold and clinical
- Ask the candidate to write an essay about how they would support our diverse student population.
- Consider what other experience is relevant. Avoid favoring candidates with PhDs.
Are specific qualification, beyond the minimum qualification, really necessary for success?
- Standard Interview questions can be broadened to get at how the candidate reaches diverse students.
- Are the VPAA and screening committees on the same page about what they are looking for?
Faculty are the discipline experts, the VPAA is there to provide a wider perspective.
- Does the candidate present themselves the same at the VPAA and President interviews? Or do they morph?
- Some colleges (Palomar) all come back together after the second interview and have an open discussion.

New Faculty

- Be careful to avoid having jaded faculty create an environment that makes the candidate think they picked the wrong school.
- Provide orientation and a mentoring program.
- Negotiate having professional development that encourages cultural competency linked to faculty evaluations.

Protecting and Supporting DACA Students

Julie Bruno, President

Jake Knapp, Acting General Counsel, Chancellor's Office

Presentation Materials: <http://asccc.org/content/protecting-and-supporting-daca-students>

Changes to federal immigration policies have caused significant concerns for our Deferred Action for Childhood Arrivals (DACA) students', their welfare and their educational opportunities. The Chancellor's Office has disseminated information, strategies, and resources to support students, educators, and colleges as they struggle with the real and perceived impact of these policy changes. Although future actions by the federal government remain unpredictable, we must continue to ensure DACA students' access to education.

Current DACA Protections:

- So far, the Trump Administration has maintained the DACA program (established 6-2012). New documentation is still be accepted and processed.
- USCIS current policy is that they will not release data to ICE or CBP for enforcement proceedings.
- ICE policy avoids enforcement at sensitive locations (including colleges and universities, churches and hospitals).
- However, these policies may be modified or rescinded at any time.

Sanctuary Campuses:

- "Sanctuary Campus" has no legal meaning and no consistent definition.
- The term is to ensure that DACA students feel like they can approach law enforcement authorities for help or if they have information that could be used to aid an investigation.
- Some colleges policies state that they will not voluntarily add immigration enforcement (without a court order)

- Non-cooperating schools are at risk of losing Federal Funding (including support for other students). Some ask why bring on that attention? Others want to make a by getting attention.
- Sanctuary is not necessary. Laws already protect student from sharing information with ICE, etc.
- Others are concerned that claiming sanctuary status can give students a false sense of security
- What can be done?
 - Designate a point of contact on campus (AB21)
 - Provide pro bono legal services
 - Provide legal services on campuses

Travel Ban:

- Students are being affected.
- Students have been unable to return to US and that effects enrollment
 - Schools can help students by refunding fees, etc.
- Lawful residents are not included. Two passports may provide protection.

Executive Orders. Immigration Enforcement and DHS Memo:

- Increased Immigration Enforcement
- Expedited Removal
 - Obama Admin: focused on removing individuals for serious crimes
 - Trump Admin: Individuals convicted of any crime, no matter how minor; individuals who have just been charged with a crime; individuals who have committed an act for which they could be charged; individuals who have "abused any program related to the receipt of public benefits"

Board of Governors/CCCCO Actions:

- Campuses safe and welcoming
- No change to admissions or financial aid – protected by state law
- No identifiable student information will be provided without judicial order
- All warrants must be signed by a judge
- BOG will vigorously advocate at every level to protect ALL students

Dream Act, Financial Aid:

- 40% downtrend in Dream Act financial aid applications
- Outreach increased applications by 5%
- Outreach is essential
- Resources for Undocumented Students:
<http://www.ccco.edu/ResourcesforUndocumentedStudents.aspx>

Minimum Qualifications: An Update from the CTE Minimum Qualifications Task Force

John Freitas, Treasurer

Lorraine Slattery-Farrell, At Large Representative

LeBaron Woodyard, Dean of Academic Affairs, Chancellor's Office

Presentation Materials: <http://asccc.org/content/minimum-qualifications-update-cte-minimum-qualifications-task-force>

To address the Strong Workforce Task Force Recommendations, in Fall 2016 The Chancellor's Office established a Career Technical Education (CTE) Minimum Qualifications Task Force regarding recruiting and hiring industry experts for CTE faculty positions. Potential next steps to increase the number of industry experts teaching in CTE programs were discussed.

Minimum Qualifications:

- Industry trained professionals often lack the minimum qualifications as stated. The task force addressed barriers and how to increase the applicant pool through the equivalency process.
- Ideas considered:
 - Provisional MQs
 - Reciprocity and Portability between Districts – accept MQs granted at another college; what would need to be done to make this work
 - Assign courses to multiple disciplines
 - Statewide equivalency certification
 - Reexamine the application of professional service and create “sub-disciplines” currently, equivalency cannot be granted for a limited number of courses within a discipline
 - Creation of emergency CTE category – F16 Resolution 10.02
- How do we apply MQs in fields that are emerging?
- January 2016 CTE MQ Guidance Document provided
- Disciplines need to list the MQs that work for their discipline. For instance, MQs for Biology says Biology – but discipline experts should send a list of potential other titles that would be variations on Biology: e.g., Zoology, Cell and Molecular Biology, Botany, etc.
- Disciplines need to write what experience would be considered equivalency

MQ Process Improvements:

- No intention to lower MQs, but equivalency can be tool to be find other ways of meeting them
- Do we tell candidates what equivalency means? We say, you need one, but do we explain what that means and what is needed?
- Need to provide guidance on what is needed. It should be on HR website for candidates. It also should be used to
- Resource Toolkit Development – initially will focus on CTE
Ideas:
 - Electronic form
 - Model Policy and Procedure
 - Curriculum Map – discipline experts define what experience would be discipline specific; especially within the discipline they will teach
 - Curriculum Map – what would be equivalent to general education? Is work experience possible for demonstrating general education (e.g., provide industry manual candidate has written to show writing proficiency?)
 - Evaluation Equivalency Tools – oral interviews, applicant portfolios
 - Training for Equivalency Committees – provide professional development resources
 - Provide Model General Ed pattern that suffice for AA equivalency
- HR shouldn't be deciding if a candidate is equivalent – unless that is what procedure says
- Experience should be recent enough to suffice for current field.

Internship Programs

- 1 year to complete MQs
 - 2 year limit
 - direct supervision – substantial supervision
 - develop CTE faculty internship policy
 - Could Strong Workforce money be used for compensation?
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The Disciplines List – What Works and What Could Be Improved

John Freitas, Treasurer

Sam Foster, South Representative

Eric Narveson, Evergreen Valley College

Stacey Searl-Chapin, Mt. San Jacinto College

Presentation Materials: <http://asccc.org/content/disciplines-list-%E2%80%93-what-works-and-what-could-be-improved>

The Disciplines List was established by AB 1725 (1988,), with the ASCCC given the responsibility for leading the process for revising it. Over time, changes to the Disciplines List Revision Process have taken place, but the constant evolution of degree names at four-year institutions and of career and technical education may require consideration of more significant changes to the way the Disciplines List is revised.

Minimum Qualifications

- District may add qualifications that are more rigorous than the state-established MQs.
 - Local MQs *cannot* be less rigorous than the state-established MQs.
 - Local decisions to exceed state MQs should be made based on sound pedagogical and curricular reasons, not “just because.”
 - *Beware of unintended consequences! (this is often a way diversity is limited)*
 - *The point is to get the broadest possible pool of minimally qualified candidates!*
- Faculty must meet the MQs for the discipline of the faculty member’s assignment.
 - A “discipline” is defined as a grouping of courses that share common academic or vocational preparation; typically defined by a degrees or specific professional preparation.
 - Discipline is from the perspective of faculty preparation.
 - *Not the same* as local departments or subject areas.
 - The Disciplines List specifies the minimum qualifications for each discipline.
 - All courses must be assigned to at least one discipline from the Disciplines List

Discipline Qualifications

- Master’s Degree Disciplines: including relevant MQs for EOPS, DSPS, health services, and learning assistance/learning skills faculty.
- Some BA or AA require specific discipline, others do not:
 - Bachelor’s or Associate’s degree Disciplines:
 - require specific plus degree and the requisite professional experience
 - Professional experience is always required, even with a master’s degree or higher.
 - Any Bachelor’s or Associate’s degree Disciplines plus the requisite professional experience:
 - Professional experience is always required, even with a master’s degree or higher.

Process for Revising the Disciplines List

Revisions can be proposed by:

- Local senates...should be initiated by faculty discipline experts.
 - Faculty through discipline or professional organizations.
 - Proposals must have a second from a senate from another district!
 - Proposals require consultation with statewide discipline organizations.
 - The ASCCC does not make proposals. It only facilitates the process.
 - Reviewed and revised annually (new!) – Proposals are submitted and received by September 30.
 - Proposals received after September 30 are held until the next revision cycle.
 - Proposals must go through two hearings – fall and spring plenary session. Vote at spring plenary.
 - ASCCC consults with CCC constituencies and makes recommendations to BOG. Two readings.
 - Two readings by the BOG - BOG shall rely primarily on the ASCCC – **Ed Code §87357**.
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Hot Topics: Online Education

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Stephanie Curry, Reedley College

LaTonya Parker, Moreno Valley College

Lorraine Slattery-Farrell, At Large Representative

Online education classes are designed and expected to be equivalent to face-to-face classes, including assessment and accessibility. However, online classes are facing greater scrutiny by ACCJC as visiting teams are applying more attention to regular and effective instructor contact with students.

Presentation Materials: <http://asccc.org/content/hot-topics-online-education>

Hot Topics

- **Accreditation** The main concern about this topic is the scrutiny put on distance education during accreditation. The OEI rubric provides necessary components to be compliant.
- **Accessibility** – is a large concern. Courses should be designed using the universal design model.
 1. **Perceivable** – captions and text alternatives (for non-text options) should be provided
e.g., YouTube is not a good option as there is no captioning
captioning is not the same as subtitles
 2. **Operable** – interface options must be easily navigated for all users
Content should be easy to find and navigate
Allow enough time to read
Work with an Instructional Designer; some content can cause seizures (e.g., strobe effect)
 3. **Understandable** – provide predictable content appearance that operates in a predictable way
 4. **Robust** – content should be robust enough to use with assistive technologies; DSPS can help with challenging choices
Link the DSPS Handbook to your syllabus and CANVAS shell
 - Office of Civil Rights and Accreditation protect students if their legal rights are not met
 - Use the OEI rubric!
 - “Ally” can be use in CANVAS to scan for accessibility issues and it will make suggestions
this is a pilot project – if good then it will be pushed out into the field
- **Regular and Effective Contact** – campus policy should define “regular and effective contact;” hours to reply is appropriate, “within a timely fashion” is too vague.
Regular and Effective Contact examples: Archivable personalized feedback via CMS or district email; frequent interaction in discussion boards within the CMS. (Any discussion of grades must remain private); Archivable and ADA compliant Chat/IM; ADA compliant Synchronous Sessions / Closed captioned video conferencing

Student-Student Examples: Messaging via the CMS; Discussion boards; Chat/IM; Synchronous/Asynchronous Document Editing; Synchronous/Real-time group communication tools; Collaborative projects: group blogs, wikis, webpage, other eTools

Other examples of effective contact, Student Content and Student Interface, are in the on slideshow
- **Student Services** – all services provided to face-to-face students must be available online.
online counseling services (provide link in welcome letter or CANVAS)