

Senators Present

Leonor Aguilera
Nena Baldizon-Rios
Denise Bailey
Cari Cannon
Phillip Crabill
Shawn Cummins
Steve Deeley
Lisa Dela Cusack
Leah Freidenrich
Alicia Frost
Scott Howell
Eric Hovanitz
Melinda Lorton
Nancy Parent
Eden Quimzon
Stephen Reed
Andrew Salcido
Mike Taylor

Absent

Christine Umali Kopp
Melinda Womack

Senate Executive Board

President Corinna Evett
Vice President Mary Mettler
CIC Chair Joyce Wagner
Sec/Treas. Michael DeCarbo

ASG Representative

Seham Nabils

Guests

Lucy Carr-Rollitt
Scott James

II Approval of Minutes

March 15, 2016 (Cummins/Parent) approved without dissent.

III Public Comments

- 1 Professor Aguilera discussed losing priority registration and BOG eligibility:
If students complete 12 units with a 2.0 or lower GPA, they must attend an intervention workshop that informs them of future consequences
Counselors are available and eager to attend classes to discuss education plans and eligibility.
If a student does lose eligibility they can appeal to the EAR
Admissions and records, in anticipation of the current policy, has sent emails to those students that will be impacted.
EOPS/CARE, Cal Works have a specialized orientation that informs their students of the SSSP and BOG policy.
DSPS also informs students of probation policies.
- 2 Professor Quimzon reports that Student Equity funds have yet to be allocated to Continuing Education but there will be funding earmarked for such in the future.

IV AS Executive Board Reports

A President

- 1 Professor Denise Foley has been officially nominated for the OCTOY.
Please feel free to congratulate her; she is certain to be a most competitive candidate.
- 2 The Executive Board elections are complete:
Professor Mike Taylor is Secretary/Treasurer elect
Professor Joyce Wagner is the CIC elect
Professor Mary Mettler VP elect.

Professor Michael DeCarbo is the President elect.

They are certain to effectively lead the faculty in a positive direction in the coming years.

3 FRC and Budget

FRC recommended that the stabilization fund be used to offset the deficit.

The Chancellor rejected the recommendation and said that some of the deficit will be from the stabilization fund (\$2 million) and the remainder from cuts at the colleges and district.

The litigation over OEC may yield some money to offset the deficit.

The deficit may not materialize at predicted amount.

Predicted and expected efficiencies at the colleges may be based upon over inflated class sizes that are pedagogically unsound and a recalibration may need to take place.

4 Board meeting

In accord with Women's history month VP Aracely Mora and Professor Bonnie Jaros were recognized for their many years of service to the RSCCD. Many congratulations to them.

5 Chancellor's Update

The Chancellor allocated over \$85,000 to the RSCCD Foundation to offset litigation costs over the Saudi Arabia program.

The Saudi determined start date for the program falls after September, RSCCD may not participate.

BP 3821 Gifts to Employees and Officials is going through many drafts, faculty are concerned about the impact this may have with gifts from vendors, stipends and student gifts.

Faculty are in favor that the policy stipulate that it apply only to those that fill out the 700 form.

6 The Hawk Tribute Newsletter was written by the students for the students and is protected under the freedom of press, the administration was aware.

7 The Basic Skills grants was approved by College Council and will be moving forward.

8 Facilities

In accordance with ADA requirements do not move furniture in any of the classrooms.

9 The annual accreditation progress reports are due March 31, 2016

10 PIE ranked 76 items and forwarded that to the Budget committee for review and upon input from Budget will make adjustments and forward the list to College Council.

B Vice President

1 Division elections will be taking place.

CTE - Professor Salcido will hold the nomination for one position.

Counseling - Professor Aguilar will hold the nomination for two positions.

HSS - Professor Reed will hold the nomination for two positions.

F&PAwC – Professor Womack will hold the nomination for one position.

MS - Professor Bailey will hold the nomination for three positions.

Library – Professor Freidenrich will hold the nomination for one position.

Send out call for nominations next week and elections the following, with decisions made prior to spring break.

C Secretary/Treasurer

No report

D CIC

No report

V ASG Report – Vice President Seham Nabils

No report

VI Action

First Reading:

A Resolution S2016.6: *Adoption of the Procedures for the Providing Academic Adjustments to Students with Disabilities (Mettler/Baldizon-Rios)*

Discussion

The resolution is needed to operate in accordance with state and federal mandates.

A motion to waive the second reading (Frost/Quimzon) passed without dissent.

The motion passed without dissent.

B Resolution S2016.7: *Adoption of the Academic Senate of Santiago Canyon College Generated List of Signature Programs and Related Process (Wagner/Mettler)*

Discussion

Continuing Education amended the list to remove ASG.

Some faculty were concerned that perhaps not all faculty are well versed enough in CE to vote on the respective programs.

Continuing Education suggested that faculty visit the CE website to discover more about CE programs.

Some faculty argued that STEAM does not really exist, as Art has yet to be incorporated

Some faculty argued that MaSH and Writing Center are not specific to transfer, they are support centers.

Some faculty suggested that the STAR center would be a comparable exchange for STEAM.

President Evett directed the senate to submit any possible amendments to the resolution no later than Wednesday April 13, 2016 so they may be included in the April 19 agenda.

C Resolution S2016.5: *Declaration of an Annual Date & Time for the Faculty Excellence Presentation (DeCarbo/Wagner)*

Discussion

The past scheduling of the Faculty Excellence Award is complicated and difficult, as this is an annual tradition, the Faculty Recognition Committee suggested the third Thursday as the one that meets various criteria and schedules.

An evening time was rejected due to poor turn out and morning was rejected due to conflict.

The Faculty Recognition Committee selected to move it from the third Thursday of November to the third Thursday of October so as not to get lost between the two holiday weeks, to better accommodate administrator/staff schedules and because many faculty expressed that three weeks before finals week overtaxed students.

Faculty asked whether this would require the faculty member to cancel her/his class, should they be teaching during the designated time, the answer is yes.

Faculty asked why it was necessary to set a date with resolution; responses included, the incredible challenge of finding a date when a majority of the college could attend, the establishment of tradition, the ability to predict and schedule.

Some faculty expressed that faculty in the sciences often teach during those periods.

Second Reading:

A Resolution S2016.3: Support for the Creation of an Office of Evening and Weekend Instruction (Reed/Freidenrich)

Discussion

Some faculty are concerned that the combined position would require a library technician to extend library hours and an administrative position that would serve the faculty.

The resolution is exploratory, if passed and it is determined that such a position should be created, the position would have to filter through the planning process.

Some faculty suggested this also brings attention to the need for on-line support.

It was noted that a typographical error needed correction, that all mention of instructor should not differentiate, full and/or part time.

Passed without dissent (one abstention Freidenrich)

Motion to extend (Frost/Aguilera) the time to 3:15 passed without dissent.

VIII Discussion Items

A Equal Employment Opportunity & Equity in Faculty Hiring Regional Training Update (Appendix 1)

Professor Crabill presented the data that supports that minority students taught by minorities perform better.

Discussed the differences between explicit and implicit biases and how this bias may come into play in hiring practices.

Some pointed out perhaps the approach should be to examine and remove biases rather than specifically hiring minorities.

Some faculty pointed out that race is not the only form of bias that need be addressed.

B A Look at Modern Open Educational Resources (OER)

Postponed

IX Moved to adjourn (Baldizon-Rioz/Cummins) passed without dissent.

EEO & Equity in Faculty Hiring

My Impressions Following a 1-Day Training

The Statistics Presented

- Underrepresented students account for 70% of CCC enrollment.
- Underrepresented full-time, tenure-track faculty hires has hovered around 30% at CCCs within the last 10 years.
- Diversity & Equity in Hiring Practices benefits everyone



Improving Success Among Underrepresented CC Students

- Dr. Fairlie's research @ De Anza College
 - Student-Course level data from De Anza
 - Observed over 30,000 minority students in classes taught by 941 different instructors.
 - Academic Histories of students enrolled sometime between Fall 2002 and Spring 2007.
 - Student - Instructor Match (Demographic Characteristics of Students/Instructors)
 - Research Questions:
 - Do underrepresented minority students perform better in courses taught by minority instructors?
 - Do African-American student do better in courses taught by African-Americans instructors?
 - Do Latino Students do better in courses taught by Latino instructors?
 - How much does this represent the achievement gap?

Improving Success Among Underrepresented CC Students

- Results (when controlling for variables such as teaching style, method of instruction, etc.):
 - Minority students overall showed significant, positive effects when matched with a minority instructor.
 - Minority students paired with underrepresented minority instructors:
 - were 2.0-2.9% less likely to drop the class (approx. 600-870 students)
 - were 1.2-2.8% more likely to pass the class (approx. 360-840 students)
 - were 2.4-3.2% more likely to earn grade of "B" or higher (approx. 720-960 students)
 - were more likely to persist in similar/related coursework in the future
 - saw a 20-50% reduction in the achievement gap between themselves and "white" students
- So what's it all mean?
 - Faculty diversity can play a significant role in helping to increase success, persistence, and close the achievement gap for underrepresented students

Dr. Kimberly Papillon, Esq.

- EEO & Equity in Faculty Hiring - Keynote
- Attorney, previously served as a Senior Educator for the CA Judicial Council
- Equity Trainings provided to:
 - Judges and Judicial Leaders
 - Medical School Students, Faculty & Admin
 - Fortune 500 Companies
 - Higher Education



The Neuroscience Behind Decision-Making

- The human brain is hardwired for assessment & association:
 - Of the current situation
 - Of similarities/differences between self and another individual
 - Of similarities/differences between self another/dissimilar group
- The Amygdala:
 - The center for emotions, emotional behavior, and motivation
 - The home of Fear, Anxiety, Protective Response/Impulse in the brain.
 - When we perceive ourselves to be threatened, the amygdala activates!
 - In Life - when we meet someone unlike ourselves, we immediately assess our similarities/differences in an attempt to gauge our perceived degree of safety.

The Neuroscience Behind Decision-Making

- Bias
 - Explicit vs Implicit
- Explicit Biases - the biases we are aware of, and in most cases, willing to discuss/admit
- Implicit Biases - the biases we are unwilling to discuss or are unaware of; often act behind/below our conscious level of thought/perception
- *The Implicit Association Test* - Word Pair Associations w/ Images.
 - *Part 1 - Concept: Sort Words & Images (Example: "Latino vs. White" - stereotypical images of individuals from both groups flash on the screen)*
 - *Part 2 - Evaluation: Sort Words as either "Good" or "Bad"*
 - *Part 3 - Combined Sorting: "Latino/Good" vs. "White/Bad" - Then Switch*
 - *Measures how long it takes a person, on average, to sort the words in each*
 - *Provides an overall measure of an individual's implicit bias on a given subject*
 - *Goal: Examine the distance between an individual's Explicit bias vs. Implicit Bias*

Implicit Association Test - Examples

African-American
or
Good



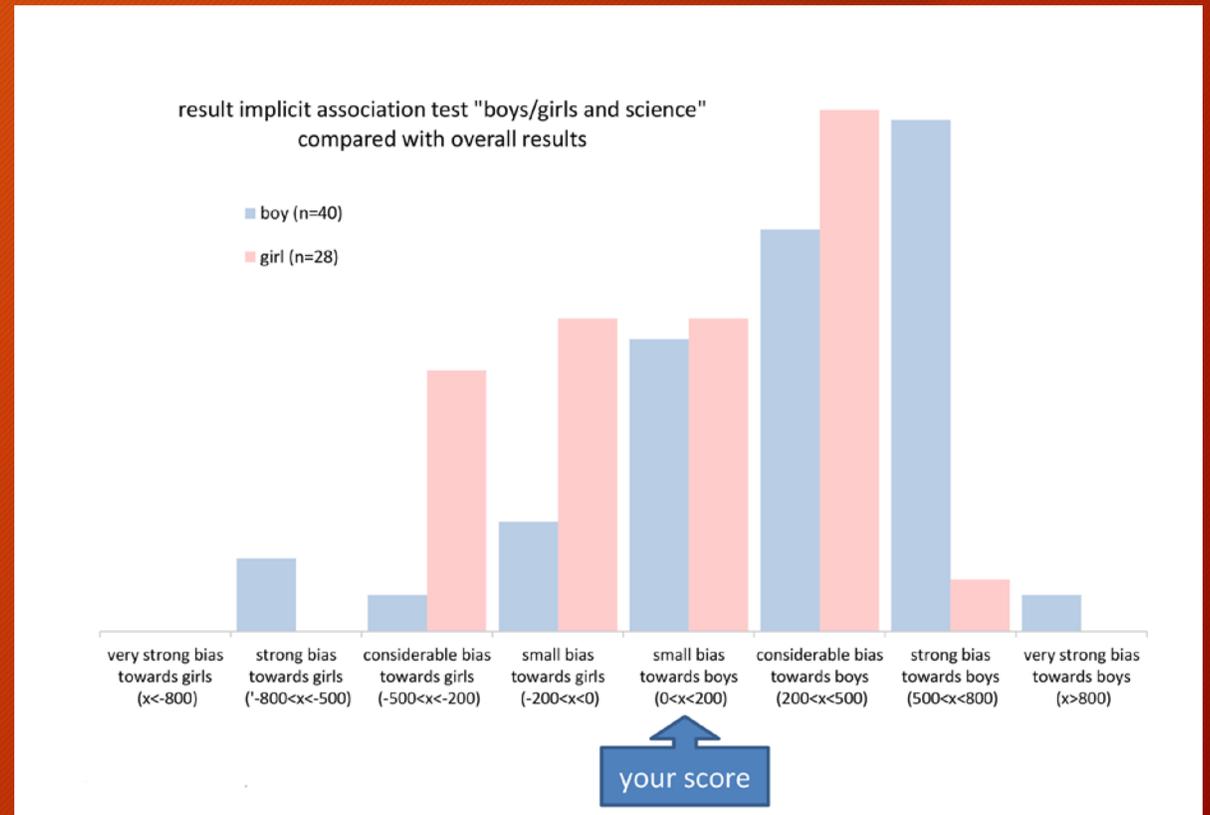
European-American
or
Bad

Female
or
Bachelor of Arts

Male
or
Bachelor of Science

English

Example: Test Items



Example: Results

The Neuroscience Behind Decision-Making

- Race-related bias is learned
 - Begins at age 10-months
 - By age 18-months, children are able to articulate their biases
 - Social history of the U.S. plays a significant role in bias formation
- Just look at Accents of Villains used in children's cartoons:
 - 1950-60s: Russian (next to post-WWII conflicts w/ USSR)
 - 1970s: English for main bad guy, w/ African-American bad guy who "is about to commit violence" (next to post-Civil Rights movement in the U.S.)
 - 1990s: The Lion King... Scar's *English* accent; Hyena henchmen have African-American & Chicano accents - James Earl Jones & "the friendly dad" quote.
- *"In order to see someone as "Human," you must see the person as Warm and Nice, or Smart and Competent. The sound of a person's voice alone can be enough to bias us." - Dr. Papillon*

The Neuroscience Behind Decision-Making

- *“If you have a bias against a particular accent (regardless of the content of what’s being said), your comprehension of what they are saying will go down... When you can’t understand what someone is saying, you get irritated, you comprehend less, and your bias intensifies.” - Dr. Papillon*
- *“If I decide that you are threatening (implicitly/subconsciously), then my ability to elevate you through the hiring process, or my ability to place you as an instructor in a classroom, or my ability to elevate you through the hierarchy of the organization... is diminished.” - Dr. Papillon*

How Does This Impact Faculty Hiring?

- What documents do we typically view on Faculty Hiring Committees?
- Would we consider the information contained within to be *Objective* or *Subjective* bits of data?



How Does This Impact Faculty Hiring?

- "Perfect Information"
 - Even when presented with "Perfect Information" from an applicant, our bias or template can act to skew the data that we are presented with thereafter.
 - Harvard Undergrad Study*
- Example: Typos.... 😊 - aka Typos
 - *"We would like to assume that we can successfully identify certain Objective measures of quality in a person's resume/CV, writing sample, teaching demonstration, etc.... We would assume things like Grammar/Typos are fully objective - they are either right or wrong - typos are either there or not there. However, the "template" that we apply for each individual applicant can limit or heighten our ability to find fault in an individual's paperwork or demonstration." - Dr. Papillon*

Conclusions & Recommendations

- Explore the sources of our own biases – on an organizational level, a department level, and a personal level.
- Identify ways in which our own implicit biases may be limiting the advancement of otherwise highly qualified candidates.
- *Consider removing ANY information from an applicant's paperwork that is not previously identified as absolutely vital to their role in your department:*
 - Example: An applicant's Name – Some departments are now moving to a confidential numeric ID system to help eliminate the effect of potential bias that may surround an individual's name
 - Race? Gender? Name of the School/University attended? Publications?

Conclusions & Recommendations

- If we were to view applicants' paperwork based solely on the criteria we identify as most vital to our selection, we would have what resembled a fair pool of applicants.
- If we then brought these individuals in for an in-person interview, and all of a sudden it appears they do not meet our pre-established criteria, then we have a bias somewhere - something we can identify and explore.
- Recognize that we all have biases.
- Identifying and exploring the sources of biases is *hard work*.
- But it is also work worth doing, and is an ongoing process.
- Consider participating in regional EEO & Equity trainings.

Resources Discussed

- *A Community College Instructor Like Me: Race and Ethnicity Interactions in the Classroom* (Fairlie et al., 2011):
<http://www.nber.org/papers/w17381.pdf>
- Implicit Association Test:
<https://implicit.harvard.edu/implicit/education.html>
- Dr. Kimberly Papillon, ESQ. - *The Better Mind* website:
<http://thebettermind.com/>