

# **ASCCC Part-Time Faculty Institute**

## **“Affirming Our Voice”**

**January 23-25, 2020**

**Napa Valley Marriot**

**(Draft No. III/Program)-**

*Revised by the Committee on October 31, 2019*

**Thursday, January 23, 2020**

**3:00PM: Registration Opens**

**4:00 – 6:00PM**

**Welcome to Part-Time Faculty Institute**

Silvester Henderson, ASCCC At Large Senate Representative and Part-Time Committee Chair

**From Job Announcement to Interview – Overview of Resources, Applications, and the Hiring Process**

**Beth Au, Director, CCC Registry (Lead)**

Eric Shearer, Faculty/Past Vice President of Instruction, Napa Valley College

Dianna Chiabotti, Dean of Career Technical Education, Napa Valley College

Henry Yong, Chancellor Yosemite Community College District

Maurice Goodman, Board President, San Mateo Community College District

Silvester Henderson, ASCCC At Large Senate Representative and Part-Time Committee Chair

Many part-time faculty are hoping to obtain a full-time position, but it can be challenging to successfully navigate the hiring process. This session will provide insights into the full-time faculty hiring process and how it differs from the hiring process for part-time faculty. This session will include perspectives from the Community College Registry, human resources professionals, and faculty that have experienced the hiring process on both sides.

**Friday, January 24, 2020**

**8:00A: Registration Opens**

**8:00A – 9:00A: Breakfast**

**9:00A – 10:30A**

**Welcome to Part-Time Faculty Institute**

Silvester Henderson, ASCCC At Large Senate Representative and Part-Time Committee Chair

**Topic: “Finding Your Why”**

**Rebecca Moon, 3CSN (Lead)**

Jessica Cristo, 3CSN Network Director

Deborah Harrington, 3CSN Executive Director

Kelan Koning, 3CSN Communication Coordinator

Part-time educators in the California Community College system have many unique demands on their time and energy. Through it all, we can sometimes lose touch with what brought us to this work in the first place—our personal “why.” In this interactive general session, participants will reflect on their personal why and learn ways to use it to better engage with and motivate students in our classrooms, as well as to more effectively collaborate with colleagues. Why statements can be shared on syllabi, job applications, and during job interviews. This session will also provide a brief overview to the California Community College Success Network (3CSN), the practitioner-led leadership role it plays throughout the 114-college system, and the ways it helps educators get more involved on their campuses and within a larger network of community college educators.

10:30a – 10:45a: **Break**

10:45am – 12:00pm

**First Breakout Session – “Guided Pathways”**

**Guided Pathways and You: What is your role as a part-time faculty member?**

**Virginia May, ASCCC Treasurer, Sacramento City College (Lead)**

**Robin Allyn, Part Time Faculty, Mira Costa College (Co-Lead)**

LaTonya Parker, ASCCC Area D Representative, Moreno Valley College

Guided Pathways is a student-centered approach that can dramatically increase the number of students earning community college credentials, while closing equity gaps. As part-time faculty, we are often left in the dark on many institutional issues but Guided Pathways, as a curricular change, effects perhaps more than anything else. What is your role in your institutions Guided Pathways initiative? How does it affect your courses? How can you use Guided Pathways to develop new curriculum to aide your own students?

**Making your Syllabi and Other Key Teaching Documents more inclusive**

**Katie Oesau, ASCCC Part Time Committee, Yuba College (Lead)**

**Cheryl Aschenbach, ASCCC Secretary, Lassen College (Co-Lead)**

Grace Chee, ASCCC Part Time Committee, West Los Angeles College

Diversity statements? Listing my pronouns? Is this stuff really that important? Messaging matters. The messages our teaching materials send to students matter. One way to ensure that we are supporting our diverse population of students is to make our teaching (and thus our teaching documents) more inclusive. Come learn a little bit about how to make your syllabus and other key teaching documents more equity minded, inclusive, and accessible for all students.

### **Developing Proactive methods to mentor minority students to enhance their learning experience and success via Guided Pathways**

**Jay Parnell, ASCCC Part Time Committee, San Bernardino College (Lead)**

**Eric Wong, Part Time Faculty, West Los Angeles College (Co-Lead)**

Erik Shearer, Faculty, Napa Valley College

Carrie Roberson, ASCCC North Representative

As a faculty member in higher education, there are numerous responsibilities that you undertake to humanize the educational experience for students. Increasing student success and completion by mentoring is among one of them. In this session, we will discuss alternative approaches to helping students stay on the path through proactive and intrusive faculty mentoring approaches. Come join us for an engaging discussion on the promotion of a faculty mentoring culture through shared best practices and support approaches to help achieve student and faculty connectedness to attain student completion.

### **Navigating Student Learning Outcomes as a Part Time Faculty Member**

**Briseida Ramirez, ASCCC Part Time Committee, Mt. San Antonio College (Lead)**

**Andrew Wesley, ASCCC Part Time Committee, Solano College (Co-Lead)**

Anna Bruzzese, ASCCC Relations with Local Senates Chair, Los Angeles Pierce College

How do you align program outcomes and student learning when you teach at more than one college? How do you participate in assessment and program review when you have a life outside of teaching part time and aren't paid to do the work? It all goes back to our core: ensuring learning in our classrooms for our diverse populations of students. In Guided Pathways frameworks the 4<sup>th</sup> Pillar or Goal states that the college will:

- Establish program-level learning outcomes aligned with the requirements for success in employment and/or further education;
- Apply the results of learning outcomes assessments to improve the effectiveness of instruction across programs; and

This workshop is designed to support you in how you can make key connections for your students via the creation of effective student learning outcomes.

## **Curriculum Vitae Review (by appointment): Dolores Davison/Mayra Cruz**

This is an opportunity for attendees to bring their vitae and teaching philosophy to receive feedback directly from faculty leaders who regularly participate in the hiring process. Sign Up sheets are available to set your appointment.

**12:00p – 2:00p**

### **Lunch/General Session No. II**

#### **Welcome from ASCCC**

Dolores Davison, ASCCC Vice President

## **“Affirming our Voice: The Dilemma”**

Silvester Henderson, ASCCC At Large Senate Representative and Part-Time Committee Chair/ASCCC Part Time Committee

2:00p – 2:15p: **Break**

2:15 pm - 3:30 pm:

## **Second Breakout Session – “Faculty Governance & Legislation”**

### **Creating Opportunities for Collaboration**

**Briseida Ramirez, ASCCC Part Time Committee, Mt. San Antonio College? (Lead)**

**Katie Oesau, ASCCC Part Time Committee, Yuba College (Co-Lead)**

Carrie Roberson, ASCCC North Representative, Butte College

How can we create an environment where Full time faculty and Part time faculty build bridges? Finding common ground to create equitable conditions for both sides is easier than we think. Let us work on finding commonalities between both sides and using them to solidify our negotiations.

### **Legislation and Adjunct Faculty – What Has Happened, What is Coming, and What Can We Do?**

**Dolores Davison, ASCCC Vice President (Lead)**

**John Govsky, Associate Faculty, California Federation of Teachers, Cabrillo College (Co-Lead)**

Mayra Cruz, ASCCC Area B Representative, DeAnza College

Last year saw a flurry of legislation around community colleges, much of which may impact adjunct faculty. In addition, new bills have been introduced that also may change the roles of adjunct faculty. From the potential of maternity leave, to discussions of an increase in the amount of load an adjunct can teach, to how reemployment is dealt with at institutions, it is vitally important that adjunct faculty are aware of what is coming through the legislature and how it may impact their lives. Join us for this interactive session on legislation past, present, and future.

### **It's All a Game: Mastering the ins and outs of academia beyond the classroom**

**Andrew Wesley, ASCCC Part Time Committee (Lead)**

**Jay Parnell, ASCCC Part Time Committee, San Bernardino College (Co-Lead)**

Virginia May, ASCCC Treasurer, Sacramento City College

“First you have to learn the rules of the game, and then you have to play better than anyone else.” – Albert Einstein. In an idealistic world, we as teachers could focus 100% of our time and energy on our courses and students. But the reality is that teaching is just one ever-decreasing component of obtaining and maintain a faculty position at an institution. Having to navigate this labyrinthine world for part-time faculty is often challenging at the best of times. What is this game we have chosen to (perhaps unwittingly) play? Why must we play? What are the rules to stay in, let alone “win”? How does this game change depend on who you are as an individual (race, gender, sexual orientation etc.)? We will explore the challenges facing part-time faculty beyond the classroom; discuss our own experiences at our various institutions; and hopefully provide some solutions to our challenges and concerns.

### **10+1 Governance and Union Issues: Similarities and Differences**

**Doug Dildine, Part Time Faculty Advocate, Diablo Valley College (Lead)**

**Grace Chee, ASCCC Part Time Committee, Foothill College (Co-Lead)**

Anna Bruzzese, ASCCC Relations with Local Senates Chair, Los Angeles Pierce College

Title 5 Regulations grant academic senates the right to be the primary voice in college decision-making with regard to academic and professional matters, while unions address wages and working conditions. This session will examine the purview of academic senates compared to that of unions as well as the areas that overlap. Come and learn how these two important bodies work for faculty.

3:30p – 3:45p: **Coffee Break**

3:45 pm – 5:00 pm

### **Third Breakout Session – “Affirming Our Voice”**

#### **The Role of Adjunct Faculty in Campus Extra-Curricular Activities**

**Grace Chee, ASCCC Part Time Committee, West Los Angeles College (Lead)**

Lisa Bell, Part Time Faculty, Evergreen Valley College (Co-Lead)

Cheryl Aschenbach, ASCCC Secretary, Lassen College

Are there advantages for adjunct faculty in getting involved in extra-curricular activities, such as club advising, heritage month celebrations, study abroad, and other student activities? How can adjunct faculty find ways to affirm our voice, by helping strengthen students of color, women, and LGBTQ communities and their voice? How can we balance paid work versus volunteer and still enhance student experiences?

#### **The Passive Majority: A Qualitative Inquiry of Adjunct Community College Faculty**

**Andrew Wesley, ASCCC Part Time Committee (Lead)**

Peter Tony Zitko, Part Time Faculty, Solano College (Co-Lead)

Mayra Cruz, ASCCC Area B Representative, DeAnza College

Adjunct college faculty play a vital role in educating students. This presentation includes a discussion of data and findings from a phenomenological study of adjunct community college faculty in Northern California. This qualitative study revealed four primary themes which are identified as motivation, positive attributes, negative attributes, and desired policy changes. Findings indicated adjunct faculty are motivated by a passion for teaching and helping students achieve academic objectives. However, motivating factors are circumscribed by a variety of negative attributes which marginalize adjunct faculty. In addition, adjunct faculty are a heterogeneous population by which career objectives play a significant role in their perceptions as contingent employees.

#### **Building Professional Confidence or ‘How it took me years to take control of my course’**

**Katie Oesau, ASCCC Part Time Committee, Yuba College (Lead)**

Briseida Ramirez, ASCCC Part Time Committee, Mt. San Antonio College (Co-Lead)

Robin Allyn, Part Time Faculty, Mira Costa College

LaTonya Parker, ASCCC Area D Representative, Moreno College College

Have you ever felt forced or obligated to teach the same way as your full-time colleague? Ever been given books or assignments to use, but you’d rather do it your own way? Or have you ever felt less qualified because of your part-time status? Come hear and share stories of building professional confidence as a part-timer, learn tips and tricks for remembering your voice, and talk about how we can confidently take control of our work.

**Affirming Our Collective Voices: Empowerment through Integrated Reading and Writing in the Classroom. (3CSN)**

**Rebecca Moon, 3CSN (Lead)**

Jessica Cristo, 3CSN Network Director

Deborah Harrington, 3CSN Executive Director

Kelan Koning, 3CSN Communication Coordinator

Navigating a campus, with its unique culture and style, can be a difficult feat for many part-time faculty. Oftentimes, we can feel lost, unheard, or even shut-down. In this session, we will discuss techniques we can utilize that provide us the motivation and confidence we need to speak-up and feel connected to the department and the institutions we serve. When we invest in our own learning as practitioners, we reinvigorate what makes us great, and in turn, we feel empowered to be engaged both in and outside the classroom. Utilizing the practices and theories from 'integrating reading and writing', we discover unique opportunities to elevate our voice, provide meaningful instruction to our students, and finally see ourselves as an important player on our campus. Once we utilize our voice, we can inspire and encourage our students to do the same.

5:30 pm – 6:30 pm

**Reception and Networking**

**Saturday, January 25, 2020**

7:45a – 8:45a: **Breakfast**

8:00a: **Information Desk Opens**

**8:45 am – 10:00 am**

**Fourth Breakout Session – “Faculty Diversification”**

**How do we measure diversity to better represent actual faculty diversification?**

**Jay Parnell, ASCCC Part Time Committee, San Bernardino College (Lead)**

**LaTonya Parker, ASCCC Area D Representative, Moreno Valley College (Co-Lead)**

**Jennifer Taylor – Mendoza, Vice President of Instruction, Skyline College**

Why faculty diversification measures matter? The diversification of California community colleges faculty has been a long-standing subject of priority and debate. Despite diversity being on the equity agenda in higher education for numerous years the needle for advancing faculty

diversification has not moved much. This session will introduce new ways to measure faculty diversification. Discussion will include determining if diversification is an effective practice to bring about effective programs and services.

### **The Diversity Conundrum: Diversity and Minimum Qualifications**

**Lisa Bell, Part Time Faculty, Evergreen Valley College (Lead)**

**Silvester Henderson, ASCCC At Large Senate Representative, Los Medanos College (Co-Lead)**

Katie Oesau, ASCCC Part Time Committee, Yuba College

ASCCC has a long history of promoting diversity throughout the California Community College system. But what does this mean? What exactly is meant by diversity in general? An internet search defines diversity hiring as “hiring based on merit with special care taken to ensure procedures are free from biases related to a candidate's age, race, gender, religion, sexual orientation, and other personal characteristics that are unrelated to their job performance.” This description is unfortunately, is rather oxymoronic illustrating a new(ish) conundrum. Institutions rigorously create, vet, and implement minimum qualifications in order to ensure that the “best” candidate is hired based on merit. As hiring processes are rarely if ever “blind”, how can we address merit while addressing diversity? Please join this interactive session and discuss these matters and historic struggles.

### **Segregation of People with Disabilities**

**Briseida Ramirez, ASCCC Part Time Committee, Mt. San Antonio College (Lead)**

**Susan Stroebel, Part Time Faculty, Mt. San Antonio College (Co-Lead)**

Carrie Roberson, ASCCC North Representative, Butte College

Equity and inclusivity are big terms across our campus. However, does equity and inclusivity include people with disabilities? Are you creating an environment that welcomes differently abled or Neuro-diverse students? What are the benefits for students with ASD/DD receiving a college experience? Please offer your support and knowledge regarding offering support for our disabled students.

### **Tokenism: Are you the elephant in the room?**

**Andrew Wesley, ASCCC Part Time Committee, Solano College (Lead)**

**Mayra Cruz, ASCCC Area B Representative, DeAnza College (Co-Lead)**

Anna Bruzzese, ASCCC Relations with Local Senates Chair, Los Angeles Pierce College

Tokenism: the practice of making only a perfunctory or symbolic effort to do a particular thing, especially by recruiting a small number of people from underrepresented groups in order to give the appearance of sexual or racial equality within a workforce. Whether by design or by default, tokenism has in many ways shaped the faculty of every academic



institution. Often, we would like to believe that tokenism exists for others but not ourselves until we take a slight step back and address the reality of our situations. Whether you are the single divergent (female, person of color, sexually diverse, disabled, etc.) person in the room informs much of your experiences at your institution. This can lead to being over-loaded with responsibilities, to feelings of isolation and resentment. How have our experiences as the “toke” shaped our professional (and personal) lives? How can our colleagues and administration support us? How will institutions’ efforts in creating more diverse faculty help those who have suffered from tokenism? Ultimately, how can faculty avoid the often-times inadvertent tokenism created in various groups and committees? Please come join this large open dialogue concerning our own experiences as being the “token”.

10:00 a – 10:15 a: **Break**

10:15 a – 11:30 am

**Silvester Henderson, ASCCC At Large Senate Representative and Part-Time Committee Chair (Lead)**

**Jennifer Taylor – Mendoza, Vice President of Instruction, Skyline College (Co-Lead)**

Mayra Cruz, ASCCC Area B Representative, DeAnza College

LaTonya Parker, ASCCC Area D Representative, Moreno Valley College (Co-Lead)

**Don’t Let Your Hurt Hinder Your Professional Aspirations –  
“Keep Applying”**

11:30 am – 11:45

**Closing Remarks/Institute Closes**