

Welcome

## WELCOME TO FALL 2018 FLEX DAY AT FULLERTON COLLEGE!

Staff Development is pleased to have supported department activities as well as planned a menu of breakout sessions. This year's sessions are Equity- focused and address how we serve those students in groups that our Equity data show to be disproportionately impacted in terms of indicators such as basic skills completion, course success and degree/certificate completion.

Soon after the beginning of the semester, we will follow up this flex day with a survey asking for your feedback on the effectiveness of your experience of flex day: the offerings, the proposal process and ideas for next time around. We strive to meet faculty's professional learning needs, and we hope the flex day has provided meaningful opportunities for collaborative learning and planning to improve our practice as committed educators!

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Speaker

## KEYNOTE SPEAKER



Sarah Klotz is Associate Director of Institutional Leadership and Transformation at the Center for Urban Education and Assistant Research Professor at USC's Rossier School of Education. Before coming to CUE, Dr. Klotz was an English professor at Butte College. While there, Dr. Klotz developed a practitioner inquiry program called FAIR Classrooms where faculty examine their individual student success data disaggregated by race and create interventions to improve gaps for racially minoritized students in their classes. Her research focuses on the history of Native American education and she is currently completing a book entitled *Remediating Culture: A Rhetorical History of the Carlisle Indian Industrial School*.

## BREAKOUT SESSION TYPES

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### Tableau Data Sessions 1A, 1B and 2A, 2B

During each of the breakouts there will be two sessions facilitated by research staff from the Office of Institutional Effectiveness. OIE staff will guide participants through an individual inquiry process for considering their own disaggregated classroom data.

### Supporting Students in Disproportionately Impacted Groups 1C, 1D, 1E and 2C, 2D, 2E, 2F

According to our Equity Plan, we know that certain student populations experience inequitable outcomes when key indicators are considered. These sessions will provide insights on effective practices for serving these disproportionately impacted groups of students.

### United Faculty Information (First session only) 1F

This session, led by members of the United Faculty Executive Board, will provide information about benefits of membership in United Faculty.

**Note:** Session numbers can be found in parentheses following the title of each session.

**Department Activities:** In lieu of participating in the breakout sessions scheduled for 11:15 to 12:45 and 1:30 to 3:00, some faculty will be participating in department-specific activities. These activities are not included in the program as they are focused primarily on department planning and are not open to all faculty members.

## SCHEDULE

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9-11 **Keynote: The Equity-Minded Practitioner: Key Competencies for Advancing Equity**

11-11:15 **Break**

11:15-12:45 **Breakout Sessions**

1A: Mind the Gap: Student Equity Outcomes in Your Classroom

1B: Mind the Gap: Student Equity Outcomes in Your Classroom

1C: Best Practices in Supporting Men of Color: A Study of Perspectives from Students, Advisers & Community College Leaders

1D: Building Connections: Puente Practices for the Classroom and Beyond

1E: Trauma - Informed Care Practices Implemented by the Foster Youth Success Initiative (FYSI) Program

1F: United Faculty: What You Need to Know

12:45-1:30 **Lunch – on your own**

1:30-3 **Breakout Sessions**

2A: Mind the Gap: Student Equity Outcomes in Your Classroom (repeat session)

2B: Mind the Gap: Student Equity Outcomes in Your Classroom (repeat session)

2C: Best Practices in Supporting Men of Color: A Study of Perspectives from Students, Advisers & Community College Leaders (repeat session)

2D: Dispelling the Model Minority Myth: A Data-Driven Conversation about Asian and Pacific Islander Students

2E: Serving Disabled Students

2F: Serving Student Veterans

## FLEX DAY PROGRAM

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### Keynote: 9:00 – 11:00

**Title:** **The Equity-Minded Practitioner: Key Competencies for Advancing Equity**

**Description:** This talk will explore the conceptual framework of equity-mindedness and how faculty can build competencies outside of their subject-area expertise to achieve the goal of equitable outcomes for racially minoritized students in their classrooms and at their institutions.

**Presenter:** Dr. Sarah Klotz, Associate Director of Institutional Leadership and Transformation; Assistant Research Professor, Center for Urban Education I Rossier School of Education I University of Southern California

**Room:** Campus Theater

### Breakout Session #1: 11:15 – 12:45

**Title:** **Mind the Gap: Student Equity Outcomes in Your Classroom (1A)**

**Description:** Based on the popular session offered at the Adjunct Academy, we're now offering full-time faculty the opportunity to examine and discuss how students across student equity subpopulations compare to one another in the classes you teach. The findings may surprise you! Consider how data can inform your future plans and efforts.

**Presenter(s):** Research Staff from the Office of Institutional Effectiveness

**Room:** 611

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**Title:** **Mind the Gap: Student Equity Outcomes in Your Classroom (1B)**

**Description:** Based on the popular session offered at the Adjunct Academy, we're now offering full-time faculty the opportunity to examine and discuss how students across student equity subpopulations compare to one another in the classes you teach. The findings may surprise you! Consider how data can inform your future plans and efforts.

**Presenter:** Research Staff from the Office of Institutional Effectiveness

**Room:** 510

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**Title:** **Best Practices in Supporting Men of Color: A Study of Perspectives from Students, Advisers & Community College Leaders (1C)**

**Description:** Results from a national study of men of color attending community colleges will serve as the source for participants to focus on what best practices students, program advisors, and community college leaders identified to support men of color success in college. Participants will be encouraged to identify practical applications drawn from these findings to incorporate into their unit, department and daily work life. Additionally, participants will consider what else they need to learn, know, or experience to work more effectively to support men of color success at Fullerton College.

**Presenter(s):** Dawn Person, Professor of Educational Leadership and Director, Center for Research on Educational Access and Leadership (C-REAL) at CSUF

**Room:** 1413

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**Title:** **Building Connections: Puente Practices for the Classroom and Beyond (1D)**

**Description:** Puente is nationally recognized as a leading program that helps educationally disadvantaged students succeed in college and transfer to four-year universities. Academically rigorous, Puente connects students through a cohort model to writing instruction, counseling, and community mentors. This session will present some of the core Puente practices and help participants apply these practices to their own roles in fostering student success, whatever their discipline might be.

**Presenter(s):** Kim Orlijan and Meg O'Rourke, Puente English Instructors and Elsa Perez, Puente Counselor

**Room:** 1418

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**Title:** **Trauma - Informed Care Practices Implemented by the Foster Youth Success Initiative (FYSI) Program (1E)**

**Description:** This workshop will highlight strategies for implementing trauma-informed practices into classrooms and Student Services Programs for student success. These practices have been designed to be particularly effective with students who come from the Foster Youth system, but they will be useful tools for faculty working with students from diverse sectors and systems including but not limited to health, mental health, AOD, community, legal, justice, domestic and family violence, child protection, emergency, disability, housing, settlement, and/or employment services.

**Presenter(s):** Dolores Cornejo, Coordinator, Foster Youth Success Initiative

**Room:** 1427

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**Title:** **United Faculty: What You Need to Know (1F)**

**Description:** Learn about benefits, your contract, current negotiations, dual enrollment, membership activities, and upcoming elections. Meet your new president and other union representatives, and find out how your union is looking out for you.

**Presenter(s):** Gabriella Fernandez, UF Elections Chair and Faculty in CIS Dale Craig, UF Chief Negotiator and Faculty in CIS

**Room:** 1440

## Breakout Session #2: 1:30-3:00

**Title:** **Mind the Gap: Student Equity Outcomes in Your Classroom (2A)**

### REPEAT SESSION

**Description:** Based on the popular session offered at the Adjunct Academy, we're now offering full-time faculty the opportunity to examine and discuss how students across student equity subpopulations compare to one another in the classes you teach. The findings may surprise you! Consider how data can inform your future plans and efforts.

**Presenter(s):** Research Staff from the Office of Institutional Effectiveness

**Room:** 611

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**Title:** **Mind the Gap: Student Equity Outcomes in Your Classroom (2B)**  
**REPEAT SESSION**

**Description:** Based on the popular session offered at the Adjunct Academy, we're now offering full-time faculty the opportunity to examine and discuss how students across student equity subpopulations compare to one another in the classes you teach. The findings may surprise you! Consider how data can inform your future plans and efforts.

**Presenter:** Research Staff from the Office of Institutional Effectiveness

**Room:** 510

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**Title:** Best Practices in Supporting Men of Color: A Study of Perspectives from Students, Advisers & Community College Leaders (2C)

**REPEAT SESSION**

**Description:** Results from a national study of men of color attending community colleges will serve as the source for participants to focus on what best practices students, program advisors, and community college leaders identified to support men of color success in college. Participants will be encouraged to identify practical applications drawn from these findings to incorporate into their unit, department and daily work life. Additionally, participants will consider what else they need to learn, know, or experience to work more effectively to support men of color success at Fullerton College.

**Presenter(s):** Dawn Person, Professor of Educational Leadership and Director, Center for Research on Educational Access and Leadership (C-REAL) at CSUF

**Room:** 1413

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**Title:** Dispelling the Model Minority Myth: A Data- Driven Conversation about Asian and Pacific Islander Students (2D)

**Description:** Making up more than 15% of Fullerton College's student population and more than 20% of Orange County, Asians and Pacific Islanders are often depicted as one monolithic group, which is sometimes called the "model minority." According to this stereotype, students seen as belonging to this group achieve academically, don't question authority, and play by the rules. However, Ethnic Studies professor Larry Hashima will discuss data about Asian and Pacific Islander students in Southern California, showing that this population is more heterogeneous than many people think, with certain ethnic groups having specialized needs that are glossed over because of the model minority myth. Other topics covered in this workshop will be strategies for helping Asian and Pacific Islander students with mental health issues and concerns specific to the Pacific Islander community.

**Presenter(s):** Pamela Dunsmore, English; Larry Hashima, Ethnic Studies; and Ula Matavao, Counseling

**Room:** 1418

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**Title:** **Serving Disabled Students (2E)**

**Description:** Participants will learn about how they can work together with Disability Support Services to help students with disabilities achieve success.

**Presenter(s):** Eddie Roth, Director, Disability Support Services

**Room:** 1427

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# Program

**Title:** **Serving Student Veterans (2F)**

**Description:** This workshop will provide background on our student veteran population, address their particular needs, and suggest strategies for best supporting these students in our classrooms and offices. A panel of student veterans will share experiences and answer questions.

**Presenter(s):** Nick Arman and a Panel of Student Veterans

**Room:** 1420

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