



Minutes

Committee Name: ISEP

Date: March 26, 2019

Time: 12:00 – 1:30 p.m.

Location: MB 318 | KRV 5 | Zoom

Present: Peter Fulks, Alec Griffin, Karee Hamilton, Nicole Griffin, Lisa Stephens, Corey Marvin, Stephanie Brantley, Scott Cameron, Julie Cornett

Absent: Robin Duff, Inge Olson, Christine Small, Pam Campbell, Kimberly Dochterman



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1. Call to Order

12:06 pm by Corey Marvin, Vice President of Instruction

2. Approval of Agenda – approved no changes.

3. Approval of Minutes and Action Items – Peter and Corey to review outside of group meeting. Alec motions to approve, Scott seconds approval.

4. Updates

4.1 Librarian Adjunct summer project, moving forward with special comp under innovation grant 6 weeks x 30hrs/wk – Special Compensation Agreement currently in the works.

Draft in progress Corey to put final changes on the Special Compensation Agreement and Stephanie to send for signature.

4.2 IGETC vs Local Pathway issue settled on D yard, no student informational handout needed – Solved itself.

No further action needed from the committee at this time.

4.3 Bridge program. Cost update, better understanding, demonstration – \$7500 yearly fee. \$3000 set up fee to customize the program to fit our needs. *Action Item: Peter to send Corey the information for the Bridge program.*

4.4 PTK as IAG is moving along nicely

PTK application to move forward as an Inmate Activity Group (IAG) has received its recommendation signatures and has to forward to CDCR for their approval. Will update once we know more on its status.

4.5 Chancellor's Office transitions grant

Cerro Coso was awarded the grant! Amount still unknown. Award amount to be announced late April/ early May.

4.6 ASCCC Stanback-Stroud Diversity Award – *Add discussion item for a later*

5. Discussion:



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- 5.1 Student Email addresses needed for multiple reasons (transitions, rosters, consistency/equity, outcomes tracking) – It is possible to issue an incarcerated student an email address. Students will have to agree to the Computer Usage Policy. If abused, this could result in a student conduct issue.

*Fresno City College? Allows their incarcerated students to use the computer lab- how do they accomplish this? We need to model their policy and procedure. **Action Item: Alec and Peter to reach out to see if they can get more information.** All in agreeance that we should not provide the password to students as this raises concerns of legitimacy since family could access or send emails on behalf of the student and making student conduct issues.*

- 5.2 Student fees still on accounts

Heather and Christine are working on this with District IT. Goal is to get a blanket code added to Banner marking the student as an Incarcerated student thus preventing fees from accruing on the student's account.

6. ISEP hiring questions guidance:

Purpose:

The prison environment is unique and filled with a variety of challenges. If the possibility exists that a new hire would be involved in the prison program, these prison faculty-based experience recommendations might help provide guidance to select a candidate while not altering the interview to explicitly screen for prison only personnel. The prison program is only a component of any Faculty position and all other standards should be clearly upheld, this list is meant to enhance, not replace, the standard of employee needed to be an effective instructor in the prison and for all students.

Prison Interview Questions:

1. Why are you interested in teaching inside the prison?
 - a. This question is to gauge the seriousness of the applicant in understanding that the prison may be a required classroom environment for the position they are applying. Also, you may want to rephrase the question to see if there is an awareness of mass incarceration or the need within the prison for higher education. Have the applicant done any prior research? Viewed our ISEP webpage or understand the current direction of justice reform? Also, pay attention to the applicant's language surrounding prison and their cultural competency – Terms like inmates, felons, criminals, evil, etc. could be viewed with caution of someone with implicit bias against this population depending on their context in the response.
2. What do you see as your role inside the prison?
 - a. The goal of this question is to assess the root cause for the person to go into the prison. Caution should be given to those candidates that express the innate desire “save” incarcerated students, this could be an indication of a “savior complex” that can result in very real employment issues like overfamiliarity, burnout, compassion fatigue,



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depression and desperation. Care should be given that candidates do not overly differentiate the response from a “traditional” student.

3. What previous training regarding environmental responsiveness have you had?
 - a. This question is to gauge the level of cultural responsiveness and training of an applicant. Though not required, a general understanding of the unique environment is a good sign that the applicant has mentally explored or experienced the environment.
4. How do you view your role as instructor in a traumatic environment?
 - a. This question comes from the social work field. It should be used to grade a level of trauma awareness and how the role of the teacher is not to intervene in student’s trauma, but provide an effective environment for learning.
5. What type of training do you think should be supplied to someone entering the prison environment?
 - a. If someone has previous training, this is a good time to get an understanding of the depth of knowledge and awareness to the prison environment. For someone with little experience, it can help determine their openness to the upcoming required training and frequent need to remain trained on verging issues, like trauma. Also, it could help identify people who have over prioritized safety and security training to the point of obstructing their teaching relationships with the incarcerated student population.
6. Thought provoking scenario questions about flexibility, like:
 - a. Describe a time you have had to overcome frequent obstacles in delivering content to students
 - b. Demonstrate how you might contextualize material or content in your class to be responsive to students in the prison environment
 - c. One day before a lecture, you are stopped by a Custody Officer who says that the materials you are bringing to class are dis-allowed, how would you respond?
 - d. These scenarios should hopefully demonstrate that the candidate has self efficacy and is a problem solver, while remaining respectful of the prison staff and environment.
7. The prison environment is both rewarding and challenging. Some of those challenges are lack of technology and teaching in someone else’s space, explain how you will be able to overcome these challenges, while maintaining rigor with a very motivated and well-read student population.



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Teaching Demo:

It would be a recommendation to ensure the applicant has sufficient teaching skills demonstrated that go beyond the use of technology due to the prison environment. It might be worth notifying the applicant that technology could not be available or to require a teaching demo that does not include technological enhancements.

6.1 Fall conference opening statewide

6.2 Student Recognitions

6.3 Line of Communication re: classroom safety/issues

7. Review of Action Items

8. Future Agenda Items

9. Future Meeting Dates

April 2, 2019 12:00 – 1:30 MB 318 with Video to KRV 5 | Tehachapi 1 | Zoom-
CANCELLED

April 23, 2019 12:00 – 1:30 MB 318 with Video to KRV 5 | Tehachapi 1 | Zoom

May 7, 2019 12:00 – 1:30 MB 318 with Video to KRV 5 | Tehachapi 1 | Zoom

10. Adjournment

Meeting Chair: Corey Marvin
Recorder: Stephanie Brantley