

**Adjunct (1 Year)**

- Karl Striepe  
 Alt: Mayra Ochoa

**Behavioral & Social Sciences**

- Stacey Allen  
 John Baranski  
 Kristie Daniel-DiGregorio  
 Renee Galbavy  
 Michael Wynne

**Business**

- Kurt Hull  
 Phillip Lau  
 Josh Troesh

**Counseling**

- Seranda Bray  
 Anna Brochet  
 Rocio Diaz

**Library Learning Resources**

- Analu Josephides  
 Mary McMillan  
 Claudia Striepe

**Fine Arts**

- Ali Ahmadpour  
 Jonathan Bryant  
 Joe Hardesty  
 Russell McMillin  
 Darilyn Rowan

**Health Sciences & Athletics**

- Andrew Alvillar  
 Traci Granger  
 Yuko Kawasaki  
 Colleen McFaul

**Humanities**

- Kevin Degnan  
 Sean Donnell  
 Brent Isaacs  
 Elayne Kelley  
 Pete Marcoux  
 Anna Mavromati

**Industry & Technology**

- Charlene Brewer-Smith  
 Ross Durand  
 Dylan Meek  
 Renee Newell  
 Jack Selph

**Mathematical Sciences**

- Dominic Fanelli  
 Lars Kjeseth  
 Le Gui  
 Ronald Martinez  
 Oscar Villareal

**Natural Sciences**

- Mia Dobbs  
 Shimonee Kadakia  
 Darcie McClelland  
 Sanda Oswald  
 Shanna Potter  
 Anne Valle

**Academic Affairs**

- Linda Clowers  
 Jean Shankweiler

**Student Services**

- Ross Miyashiro

**Associated Students Organization**

- Jennifer Lopez

**President/Superintendent**

- Dena Maloney

**ECC Federation**

- Carolee Vakil-Jessop

**Curriculum Chair**

- Janet Young

**Institutional Research**

- Joshua Rosales

**Dean's Reps/Guests/Other Officers:**

- Chris Gold

Excused: A. Brochet, R. Galbavy, D. Meek

## ACADEMIC SENATE MINUTES

December 10, 2019

Unless noted otherwise, all page numbers refer to the packet used during the meeting, not the current packet you are reading now.

### A. CALL TO ORDER

Senate President Darcie McClelland called the eighth and last Academic Senate meeting of the fall 2019 semester to order on December 10, 2019 at 1:03 p.m.

### B. APPROVAL OF MINUTES (p. 5-14)

DM: See pgs. 5-14 of the packet for minutes from the December 10<sup>th</sup> meeting. A. Ahmadpour motioned, P. Marcoux seconded. Minutes were approved as presented.

### Dean's Representative

D. McClelland: Introduce Dean Chris Gold from Behavioral and Social Sciences.

C. Gold: I'm glad to be here, I almost voted—I used to be there.

DM: Thank you for joining us. We are going to move on to our Evaluation of Senate survey.

### C. SENATE EVALUATION – Joshua Rosales

J. Rosales: We are doing an evaluation for the Senate. We are doing this as part of collegial consultation process.

<https://bit.ly/ECCAcadSenateEval>

Please only take this survey if you were a part of the Senate for 2018-19.

DM: If you've been a Senator this year, please provide feedback for Fall 2019. You are evaluating Senate for this Fall, this 2019 academic year.

JR: A report will be given to Darcie in January. Survey will be open until the end of the week.

DM: If you didn't have a chance to do it right now, please take the time to do so.

### D. UNFINISHED BUSINESS:

#### a. Guided Pathways Scale of Assessment- 2<sup>nd</sup> reading and vote- Jenny Simon

DM: Motion by P. Marcoux, S. Bray seconded.

J. Simon: Substantive changes from first reading:

- On page 32, I added a few sentences about the tech conference
- For sections 2 and 3, p 14 until p 30, all the in between sections (support needed) are now filled out, they weren't before.
- The course alignment section is filled out now

- Moving on to college council, PBC, Council of Deans, BOT, and ultimately going to CCCCCO.

A. Ahmadpour: Expose to students as well?

JS: Presented to ASO last week.

DM: Any questions? Changes? All those in favor as it appears in packet. Passed. R McMillin abstains.

We will move on to our discussion of faculty diversification.

## **E. NEW BUSINESS**

### **a. Faculty Diversification Resolution 1<sup>st</sup> reading-Darcie McClelland**

D. McClelland: Faculty diversification resolution is on the last page of packet, p. 60.

- Tried to take everyone's feedback during and after the meeting. I will say some of your feedback is "I think we should do this in trainings," "I would like to see this happen on campus."—I am exploring all of these, but they don't all fit well in the resolution.
- Major pieces of feedback are CRT and counseling, third clause specifically addresses.
- Hiring committees, trainings and composition of.
- Had some pretty candid convos with people. Most of our pools are pretty diverse. We do have some areas, particularly in the Sciences, where they are not as diverse. But that is not an ECC problem, it is...
- There was an ask about the data in the hiring pools so want to share this from full-time and adjunct hiring [presentation](#) from Jaynie Ishikawa from 2017-18, most recent data that we have.
  - This highlights problem from paper to interview. For example, of 185 African American qualified applicants, only 37 were selected for interview. If you look at that as compared to the data for White and Asian applicants, it is significantly low. This is the data I was talking about when I said last time that I don't have a pool problem as much as people being screened out problem.

K. Daniel DiGregorio: Is anyone tracking the data/demographics not on people who were hired, but those who were offered? That's different data. The diverse candidates are in high demand, we are not the only ones competing for them. This might also be a leakage point.

DM: That's really good feedback. I'm going to be meeting with Jaynie and Carolyn for some specific data. I will ask for that as well.

R. McMillan: I also think we should look at demographics of students and area at large, especially for part-time faculty we are going to be drawing from in Greater Los Angeles region.

DM: In this larger presentation, I believe this was also included. I will ask Jaynie if she can come in to do this presentation in Spring.

KDD: What percentage of application pool are African American comprised?

J. Troesh: I'd also like to see what percentages in each step, where we are losing each group.

A. Ahmadpour: Do we have this breakdown of this by division?

DM: We do but the problem with that is that some divisions are small, and individuals end up being called out, e.g. departments with few faculty. Jaynie is very sensitive about putting out information that can personally identify people.

Yes the data exists, yes we can take a look at it. How that actually gets presented--we might have to break it down by metamajors, e.g., math core, STEM areas, Humanities, BSS, etc.

AA: One part of this resolution should encourage divisions to get seriously involved with this. There are divisions that historically have issues. If they get involved and identify their problem in their own division, they can come up with better solutions. You refer to issue of pool. In my field, we have much less than any other campus. I've mentioned this before. Many colleges have a job fair, e.g., Santa Monica College, and they have been very successful.

DM: I will look into, and inquire with SMC on what they are doing and see how it is similar or different to our Getting the Job workshop.

- These powerpoint slides will be available on Academic Senate website if you want to take a closer look.

Question about percentage not equaling 100%.

DM: There's also multi-racial and decline to state. We just took the 4 largest groups. Our EEO office is specifically focusing on historically underrepresented-Black and Latinx. Yes, there are other smaller populations I don't have slides for.

AA: If we advertise in HSIs or places where we have many Black scholars, we will get many more candidates. Send out job announcements to certain places, even in the state of California, we will get more Black and Latinos to apply.

KDD: These are all great suggestions. Do you have a sense for mechanism on how to move forward in terms of strategies? Is this through EEO committees? Instead of firing individual ideas, it'd be great to have a process to collect and move forward on these ideas.

DM: Right now we are in idea gathering stage to see what people want to do with this. Specifically, what we put into action this year:

- We had several people volunteer to be senate reps on hiring committees. We are going to have 7 faculty hiring committees and 2 dean hiring committees that we have senate reps identified.
- I'm going to work with Stacy and Lisa to make sure we have a targeted breakout at Spring PD day for those serving on hiring committees to go to training about implicit bias.
  - As far as addressing hiring committee problem, have some steps in place for that.
  - As far as addressing applicant pool problem, that is a little bit of a longer range goal. We can look this year, we can ask individual depts, please look at where you are advertising. That could happen next month when job announcements next month or larger push next year.

KDD: What we are doing is not the only thing happening on our campus. It's not just a Senate issue, it's a campus wide issue.

DM: I know EEO is looking, they are looking at the instructions for committee chairs, materials for committees, trainings for EEO reps, there is a lot going on there. I spoke with Jaynie about giving instructions to hiring committee chairs to make sure they are emphasizing second minimum qualification and job announcements. Maybe this is something that we want an ad hoc senate committee to look at this and come up with some suggestions.

A. Josephides: I just want to add that for example, Claudia and I sit on EEO committee, where we already started looking at pathways and where we can send job announcements to different demographics and different communities. I'll talk about the library a bit—we have gone that route and have had a great pool of diverse individuals, for particularly adjunct

librarians. We hire a diverse group of faculty who are qualified and from LA region and all communities throughout California. Thank you.

AA: if there is an issue between a majority and few individuals who are involved in hiring, how do we resolve this? I am aware of several different problems in the past. Are we giving full authority with president? How will we resolve in case of conflict?

DM: On some level, we can as a senate put a voice on that committee and ask that person to represent this point of view and ask them to do it forcefully. We can ask EEO reps to really make sure that they are strong and speaking up when they need to and we can ask deans and faculty in divisions to make sure their hiring committees are diverse. But at the end of the day, other than all of us as faculty holding our colleagues accountable, the structure of the hiring committee is written into the contract, who chairs it. I don't know that there is anything that we can do as senate to 100% ensure that all of this is happening. We can put the tools in place and ask people to do their jobs. I don't have authority and no one in senate has authority to tell a dean "no, don't put that person in the hiring committee." It's in the contract, so that we can't work around. I can put an additional voice on but can't tell them not to put a faculty member on. So on some level we have to trust people to do the right thing, we can only do so much.

P. Marcoux: One thing to that is whether they get a vote or not. Every committee decide whether EEO rep have a vote. Maybe one of the resolves can strongly recommend that EEO reps get a vote in every hiring committee on campus.

AA: This has been an issue in the past.

L. Kjeseth: I think people get confused between an EEO rep and an outside person (a faculty member outside the department). The outside person always gets a vote. Some places allow EEO to vote and our division, sadly does not.

PM: Right. So if we make a recommendation, that might help the deans to make the decision.

DM: Do we as a faculty support EEO reps being voting members even though not all EEO reps are other faculty members? That means that if your division hires and you get a classified as an EEO, you committing to being perfectly okay with that person getting a vote on the hiring committee. Because we as Senate do not select EEO reps.

R. Martinez: I'm new to this and I thought EEO rep is in our contract and it says they are not allowed to vote.

PM: Anyone know?

AA: I think they cannot vote, that is true.

DM: I thought the committee has the discretion, if committee comes to consensus.

J. Shankweiler: I think it says they are a non-voting member.

DM: Ok, so then that would be something you need to email the union about. We are in negotiations now. If that is something you want to see changed in contract, send that feedback to federation, to the bargaining team because we as a Senate can't do it.

AA: If the EEO recognizes problem, that person can report to VP of HR. And the VP of HR should have authority to address that issue. I am talking about something that happened in the past, it is not out of the blue.

J. Hardesty: Just a quick clarification—Senate diversity rep will have a vote, but EEO rep will not have a vote?

DM: Yes, when I brought this to Council of Deans I was very careful to say that we wanted this to be a voting member. I think everyone was in agreement about that.

PM: It's unusual to have the committee makeup stipulated in the contract.

DM: When I was a plenary talking to other people about getting around contract language, we seem to be the only college that has this in our contract.

JS: The contract doesn't give a Senate rep, it's suggested they have someone outside of the division and that's what Darcie. Remember when you are sending your finalist, the makeup of who gets hired is dependent on who is sent to the final committee. If you don't send them a choice, there is no choice.

AJ: And just to add about AFT rep, even if it isn't written in, past president of Academic Senate would reach out to me or others Senators and ask if we are willing to sit on a committee. So we've been practicing.

DM: It's been what we've been doing in practice, but it's just not codified. So if you want to see that codified, reach out to members of bargaining team and let them know this feedback. Now is the time to do this. This is going to be bargained soon.

LK: This a great discussion, but I don't think we need to add anything to this resolution. We've got 3 great points about looking at data, and really examining it. We have a point about really looking at hiring, and we have a point about practices on campus that make people feel welcome or unwelcome. This idea that it is going to be for as long as faculty doesn't represent student body. I think it's a strong resolution as is.

DM: I have one more thing that I need to get feedback about. I had a faculty member who emailed me who specifically wanted to call out racial and ethnic diversity. When I wrote the resolution I intentionally left it open ended because some people wanted to include other types of diversity such as LGBTQ, ability status, other things besides racial and ethnic diversity. In some places in the states, Senates are very intentional about calling out racial and ethnic diversity. I didn't feel comfortable making that decision myself, I wanted to get feedback. Do we want to call out racial and ethnic diversity specifically or do we want to leave it open?

S. Bray: I think we should call it out. I think it makes a very powerful statement that this is something that El Camino values.

AJ: I stand with you.

R. Miyashiro: They are not mutually exclusive.

DM: I can add language and will bring a draft that specifically calls out racial and ethnic diversity for second reading, so I will make that change.

AA: Can we get students involved? In some campuses, like CSU, when they hire FT tenure track faculty, they have candidates lecture to a student.

DM: You are going to have to talk to Federation about that because it goes in the contract. We can't do that.

JS: Last year, that suggestion was made and some divisions did do that. Fine Arts, Counseling did it. It isn't contractual, but it is an option.

DM: This will come back for a second reading and vote in first meeting February. If you have any feedback between now and February, please feel free to email me.

## **F. INFORMATION ITEMS – DISCUSSION**

### **a. Part Time Faculty Mentorship Program- Anna Mavromati**

DM: I'd very excited to introduce Anna Mavromati, one of our senators. She's going to talk about an adjunct outreach program that they developed in the English Dept.

A. Mavromati: Hi everybody, I wanted to talk about something we are doing in the English department this year. We're trying it out in English. So I thought I'd tell you what we are doing and you can try it in your department or maybe you can expand on it somehow and share ideas. We decided to make a department wide goal this semester was more outreach and support for our adjunct faculty, giving them more guidance and offering them more help.

- We have tried to do this in the past. I wasn't a part of the old mentorship program, but what we used to do:
  - FT faculty assigned a new adjunct
  - Assignments came from the Division Office
  - New hire adjuncts only
  - Adjuncts initiate contact
    - I was part of bringing this pack to our department this year and made some adjustments:
    - Partnership Program
      - Open up to every adjunct (new and veteran) assigned a full-time contact
      - Dropped the word mentor, and now called partnership program, just a contact
      - Full-time faculty volunteer to be contacts. A lot were happy and willing to be a contact
      - Full-time faculty initiate contact
      - Change of language (remove the term "mentor")
- Opening Survey – to start off, and this has been happening for past 8 weeks. Before week 8, sent out a survey and asked them if you had a full-time faculty member who was a point of support, how often would you want to hear from them, what kind of support would you like? And here is a basic summary of the survey results:
  - Department/Campus Info:
    - What is happening on campus, what are some reminders I need to pay attention to
    - Navigating tech and logistics on campus
    - Info about campus support and resources (SRC, active enrollment, maxient reports, etc.)
  - Professional/Classroom Advice:
    - Teaching strategies: plans, pedagogies, advices, classroom observations, sample syllabi/assignments/materials, problem-solving help, grading strategies, time management, etc.
    - Tips for getting hired full-time
    - Interested in hearing about PD opportunities, especially paid opportunities
  - Community:
    - A friend to make me feel less tangential/disconnected
    - Most were interested in getting once-a-month emails (via ECC e-mail) from their FT contacts
    - Some were interested in attending casual get-togethers (on or off campus)
  - Advocacy:
    - Having a voice/representation in departmental decisions
    - Interested in adjunct equity and support from the college
- Full-Time Faculty Volunteers
  - Full-time faculty volunteer to be contacts
    - Ask around
    - Department meeting sign-up sheet
  - Avoid potentially demeaning language
    - "Contacts" or "partners," not "mentors"
    - Recognizing different faculty have different needs
  - Email on a monthly basis (at least)

- Check-in
  - Reminders of deadlines or campus events
  - Updates from department meetings
  - Invitation for more contact
  - Email templates
- Full-time faculty can earn flex credit!
- Can opt out or be re-assigned
- Overview of the Program
  - Step 1: Recruit FT faculty who are willing to be contacts!
  - Step 2: Send FT faculty volunteers a quick rundown on what this program is about, what they'll need to do, etc., providing info about flex credit and opt outs. (Also, e-mail adjuncts to let them know about the program ahead of time).
  - Step 3: Assign PT faculty to each FT volunteer. Have the FT faculty email and introduce themselves. From that point forward, FT faculty will email the part-timers once a month to check in and send any important reminders. Otherwise, they aren't required to do anything except respond to PT faculty who have questions.
  - Step 4: Organize informal gatherings for FT and PT faculty to meet.
    - Early spring organize a happy hour or just something causal so they can network and meet in person, if they haven't yet.
  - Step 5: Create some easy-to-access resources (possibly online) for new part-time faculty in our department to access upon being hired. Share/collaborate on classroom teaching ideas, using campus resources, navigating MyECC, etc.
    - We are talking about putting some videos together, demos. Hoping to expand and add some features to this.
  - Step 6: Send out exit surveys (one for the adjuncts, another to the FT volunteers) to ask how this went and get feedback/suggestions for next time. Continue evolving the program!
    - Plan to send an exit survey to ask how this experience was and keep expanding. Give an opportunity to respond and engage.

AJ: I just want to commend you on doing such an excellent job. Since Spring 2017, I host a workshop for all our PT librarians where they go through trainings, workshops, and professional development, it's on second day of our flex day. Throughout the semester, are in touch with all 13 of our faculty librarians. I love how you formalized it. Since I started here Dec 2016, 6 of our librarians have been hired full-time at our sister Community Colleges, as well as UC and CSU in this region. Something like this really helps to support, sustain and encourage PT faculty to advance in their career, whether long term here or elsewhere.

AM: One of the reasons I was excited to bring this here was because it would be cool to get the conversation going about what other departments are doing.

AJ: We advocated for an office for PT faculty and they have two computer stations in the office and all of them have a key to that office. Are we the only ones that have an office for PT faculty?

AM: We have one.

AJ: I hear PT faculty often say that they don't have offices.

P. Marcoux: Most of the new buildings do.



DM: This would be a great Spring PD day break-out.

PM: We have like 30 FT, 60ish PT so this is something we have to do because we are so big.

DM: English is a huge department, but other divisions can do at a division level.

Need a senate rep to sit on hiring committee for dean of health sciences and athletics. Need by Friday. Analu Josephides volunteered.

#### **H. FUTURE AGENDA ITEMS:**

- a. Low Cost Course Designation
- b. AP 4300, Field Trips and Excursions

#### **I. PUBLIC COMMENT**

J. Rosales: Senate survey closes on the 17<sup>th</sup>.

P. Marcoux: Opening up a winter session teaching online session. Starts January. Open to 14 instructors. Great opportunity if you want to teach hybrid/online. You can register via cornerstone. Class is online.

J. Young: Recognize our president who picked up the mantel and ran with it and did a great job this semester. [applause]

D. McClelland: I want to wish everyone a safe and productive and fun winter break, please get some rest and rejuvenate. We will see you back here in the Spring.

#### **J. ADJOURN**

The meeting adjourned at 1:58 pm

RD/ECC Fall 2019