Senate Meeting |September 14, 2022

1. Attendance

	Name	Div/Term		Name	Div/Term		Name	Div/Term
✓	Lori Clark (President)	2022-2024	✓	Margaret (Peggy) LeMoyne	HP/MSE 2022-2024	✓	Diane Flahaven	UAF2, HP/MSE 2022-2024
✓	Stacey Shah (1st VP)	2022-2024	✓	Chris Cunningham (Parlimentarian)	HP/MSE 2022-2024	✓	Tara Latto	UAF2, HP/MSE 2022-2024
✓	Jessica Carpenter (Social Media Coordinator)	CABS 2022-2024	✓	Luis Martinez	HP/MSE 2022-2024	✓	Terri Birch (2nd VP, Membership)	UAF2, LVPA 2022-2024
✓	Ryan Kerr (Chief Negotiator)	CABS 2021-2023	✓	Kimberly Tarver	HP/MSE 2022-2024	✓	Jeffrey LaRocque	UAF2, LVPA 2021-2023
__	Ruby Sanny	CABS 2021-2023		VACANT	HP/MSE	✓	Janice Petit-Sollenberger	UAF2, LVPA 2022-2024
✓	Len Fitzpatrick	SBCT 2022-2024	✓	Les McTighe	LVPA 2021-2023	✓	Tammy Ray (Webmaster)	UAF2, SBCT 2021-2023
__	Patrick Gordon	SBCT 2022-2024	✓	Susan Robinson	LVPA 2021-2023	__	Jason Walczak	UAF2, SBCT 2022-2024
✓	Clark Hallpike	SBCT 2022-2024	✓	Steve Wood (Treasurer)	NON-VOTING 2022- 2024	✓	Lisa Del Giudice	UAF1 2021-2023
	VACANT	SBCT	✓	Laura Haske (Secretary)	NON-VOTING 01/2021	✓	Janice Amos	UAF1, LVPA 2021-2023

Guests: Chris Newman, Beth Hultman, Dee Mallie, Emily Healy, Annamarie Schopen

2. Announcements

a. Sick bank donations are due to Joe Rosenfeld by September 15.

b. The ECCFA membership is encouraged to attend Board of Trustee meetings. This is especially helpful now that we are in negotiations. You can sign up to attend a meeting using this form.

c. ECCFA has openings for:

   i. Communications Liaison. This position is compensated.

   ii. Volunteer Coordinator. This is a volunteer position.

iii. 3rd Vice President.

d. Completion of the Seeking Cultural Consciousness and Competency in Hiring Workshop is required to serve on an ECC hiring committee. You can see upcoming sessions and sign up using this link.

e. The deadline for submitting sabbatical proposals is Friday, September 30, by 5:00 pm. The contact person is Colleen Stribling, Faculty Development Committee Chair.

3. **Parliamentarian's Report: Chris Cunningham**

a. Chris explained the role of "point of inquiry" in meetings. If the meeting is going too fast or too slow, you can make a point of inquiry by stating the same. The President will then decide how to proceed with the inquiry.

b. If a Senator wants a poll rather than a voice vote, the Senator should say "There's a division." A single person can take this action and require a vote by poll.

4. **Secretary's Report: Laura Haske**

a. Laura recognized the meeting guests and reminded Senators to say their name when making or seconding motions. A change to the draft minutes was presented to the Senate.

b. Tammy moved to approve the minutes as presented from the August 31, 2022, meeting. Peggy seconded. The motion carried.

5. **Treasurer's Report: Steve "Woody" Wood**

a. There was no report to present at this meeting.

6. **President's Report: Lori Clark**

a. Attended: CURIC Open House, Negotiations Session, Aspen Day Celebration, Committee of the Whole, Board of Trustees Meeting (see Addendum A for remarks).

b. Meetings: Dr. Sam (topics included: KCT Branch in the library and enrollment), Grievance Meeting, Library Scheduling Meeting, Fast Funds Meeting.

c. Senators expressed support for Lori's comments about adjuncts at the Board of Trustees Meeting.

d. **1st Vice President's Report: Stacey Shah**

i. Attended: Planning Meeting with President, VP/CHRO/ECCFA Meeting, Library Scheduling Meeting, Negotiations Session, Board of Trustees Meeting.

ii. Approved overloads.

iii. Lori and Stacey are working on correcting faculty evaluations forms.

b. **2nd Vice President's Report: Terri Birch**

i. Attended SSI and Negotiations meetings and sorted through emails.

c. **3rd Vice President's Report: Vacant** - No report.

7. Committee Reports

a. **Negotiations: Ryan Kerr**

i. Full contract negotiation meetings are ongoing. The goal is to have a contract by the time the current contract expires. The team is working on laying ground rules.

b. **Membership: Terri Birch**

i. Terri is working with IFT on dues issues. We need to keep an eye on what IFT is charging for dues and how they are calculating it.

c. **COPE: Co-Chairs: Antonio Ramirez and Mia Hardy (Lori)**

i. Tammy moved to adjourn to COPE and Tara seconded. The motion carried. The Senate discussed COPE topics:

1. Candidates running in the upcoming election on a slate.
2. A board member is bringing a SURS speaker to the Board of Trustee Meeting, possibly on October 11.

ii. Diane moved to adjourn from COPE. Len seconded. The motion carried.

8. Guest Presentation - Annamarie Schopen

a. Spring Break. The college is working on the 2025/2026 schedule. Secondary partners have agreed to consistently schedule spring break the last week of March regardless of whether or not it is a full week. Cabinet would like to move ECC's spring break to the last week of March to align with all District 509 secondary partners.

b. Last Day to Drop. Cabinet would like to move the last date to drop a course further into the semester. ECC's date is early compared to other colleges. The Dean of Students believes pushing back the last date to drop will give students more time to turn their grades around in a course before having to decide whether to continue.

c. Discussion. Senate members were supportive of both changes proposed and expressed appreciation for Cabinet bringing these ideas to ECCFA for feedback.

i. Spring Break. This change makes sense and should benefit everyone.

ii. Last Date to Drop. Several Senators said that if the change was better for students, they supported it. Senators also expressed support of the Dean of Student's perspective and insight on the issue. Completion rates may improve for students since they'll have more time to work toward a passing grade.

Annamarie asked how liberal the last date to drop policy should be. One Senator suggested that it should be as liberal as possible. Others expressed support for whatever the Dean of Students suggests or to be more consistent with other colleges' policies.

9. Elections & Committee Requests

a. Elections

i. Tenure Committee: Mr. David Scott, HVAC & Energy Management

1. Steven Wood – IC (Mr. Wood is filling this role because the current IC, Frank Cassara, is still in the tenure process. Mr. Wood is the most senior faulty with content knowledge)
2. George Rosa – Faculty choice
3. Marisol Rivera – Dean's choice
4. Lori confirmed that the tenure committe for Mr. David Scott, as listed above, was approved by the Senate through email voting prior to this meeting.

ii. Tenure Committee: Dr. Mae Hicks Jones, BUS

1. Clark Hallpike -- IC
2. Susan Timm – Faculty choice
3. Arturo Vazquez – Dean's choice
4. Lori confirmed that the tenure committe for Dr. Mae Hicks Jones, as listed above, was approved by the Senate through email voting prior to this meeting.

iii. Tenure Committee: Dr. Maureen Gray, PSY

1. Dr. Manuel Salgado -- IC
2. Dr. Tina Ballard -- Faculty choice
3. Dr. Sharon Baker -- Dean's choice
4. Lori confirmed that the tenure committe for Dr. Maureen Gray, as listed above, was approved by the Senate through email voting prior to this meeting.

b. Committee Requests

i. Search Committee for Full-Time Instructor of Medical Imaging. Three faculty are requested to serve on this committee. The initial meetings will be on Zoom. Interviews will be in person.

   ii. Search Committee for Full-Time Instructor of Physics. Three faculty are requested to serve on this committee. The initial meetings will be on Zoom. Interviews will be in person.

   iii. If faculty members are not sure if they have completed the training required to be on a search committee, they can contact Sheri Lacy in HR.

10. Old Business

a. Lori - Fast Funds. See Addendum B for additional information. This program was set up during COVID. It provides funds for students in emergency situations. There are funds available for students. Faculty are encouraged to consider donating to the fund and helping with its management. Susan Timm is the point of contact for this project.

11. New Business

a. Lori - Safety Drills. Fall dates have been released by email. Senators expressed disappointment that the feedback they provided was not reflected in the fall drill schedule. ECCFA will continue to provide feedback to the Senior Director of Emergency Management about preferred timing for future drills.

b. Lori - Search Committee Guidelines. A panel was set up to review the search committee process. The goal of the panel was to provide consistency and accountability in the search process across campus. The panel's guidelines are attached as Addendum C. Faculty feedback on the guidelines can be directed to Anthony Ray, Lori Clark, or Stacey Shah before October 31.

c. Lori - ECCFA Open House. Lori is planning to set up an open house for people to learn more about ECCFA and membership. Volunteers to help staff the open house are welcome. Please let Lori know if you are interested in helping.

12. Division Issues

a. Lori - Classroom Selection. The Senate discussed whether classroom selection is attached to seniority. The consensus was that it is not. Classroom assignments are decisions for administration.

13. Adjournment

a. Diane moved to adjourn the meeting. Jessica seconded. Motion carried.

14. Addenda

a. **Addendum A: ECCFA President's Remarks to the Board - September 13, 2022**

Good evening, everyone. I am Lori Clark, Professor of English and the President of ECCFA.
Yesterday afternoon at the Committee of the Whole meeting, the topic of equity, diversity, and inclusion became a topic of conversation. Within that conversation, it was discussed how much ECC has done in the last year in regards to making equity, diversity, and inclusion a top priority in multiple areas within the college. Dr. Sam commented that equity, diversity, and inclusion was not just focused around race and ethnicity, but other areas, such as gender.

As I drove home after yesterday's meeting, I was struck with the fact that nowhere in that conversation was adjunct equity mentioned. In many ways, those who work as adjuncts at ECC are one of the most marginalized groups on campus, and this is not just an ECC problem, it is a nationwide problem. Adjunct faculty face much lower salaries than their full-time counterparts; they don't have the opportunity for insurance, and they don't always have job security.
Before I was lucky enough to be hired full-time (and many adjuncts will not be as lucky as I was), I was adjunct. I worked at three schools, but I know other adjuncts who have to work at more schools than in order to survive.

I know the emotional, mental and physical toll it takes to be constantly on the road, driving from school to school in heinous traffic, desperately hoping to make it to my next class on time, all the while trying to eat lunch or dinner in the car.

I know what it's like to force yourself to go teach a class, even when you feel miserable. One summer when I was an adjunct, I taught for a week with laryngitis. I had to force myself to teach because if I didn't, I wouldn't have gotten paid.

Yes, ECC does have our Sick Bank, which adjuncts can utilize, but that requires documentation from a doctor. When you don't have insurance, seeing the doctor is the last thing you want to do because you don't know how you'll pay for it. I was lucky that the worse thing I had to contend with was laryngitis. I know others who have taught when they were much sicker than I was, and I know of one instance where this resulted in an adjunct faculty member's death.

I also know the agony that comes from going from the end of the fall semester to the beginning of the spring semester without a paycheck. I also know the terror of how not being able to teach in the summer may result in my homelessness.

I can acknowledge the privilege that I have as a full-time faculty member, but my partner is an adjunct faculty member, and I know her fear about not getting classes, not having a paycheck, and insurance. And, of course, I will never forget what it was like to be an adjunct myself.

In her sabbatical presentation yesterday, Professor Walz talked about intersectionality. Having an identity as an adjunct is a component of intersectionality. There are adjuncts who are people of color, who are members of the LGBTQ+ community, etc. I hope that, in the future, when we talk about equity, diversity, and inclusion, we will remember and consider the many adjunct faculty we have on this campus and make sure that their voices are also heard.

b. Addendum B: Fast Funds

FAST Fund Startup Toolkit
September 2021

OVERVIEW

The FAST Fund is designed to help students obtain emergency financial assistance to help them weather financial emergencies that may otherwise derail their progress towards obtaining a life-changing degree or certification. We know that financial hurdles are the number one reason students do not complete their courses of study. We also know that even in the best of times, students and their families struggle to make ends meet. The COVID-19 pandemic has only increased the amount of need we see among students.

Faculty are often the first to notice that particular students are facing challenges that affect their progress towards graduation. And, they are very often seen by students as trusted advisors. So the FAST Fund is designed to empower professors and instructors to offer emergency financial assistance to students, quickly, discreetly and without a great deal of administrative burden.
The FAST Fund is NOT a program to be run by the school's administration. The school is not to be provided with information on how much a student receives. It is sometimes helpful for FAST Fund site leaders to think of themselves as the helpful aunt/uncle that helps their relative out in a pinch. Ideally, the FAST Fund site leader will develop a cooperative relationship with the school's financial aid and emergency support (if it exists) offices. Site leaders become more successful as they build their knowledge of community resources available to students.

This toolkit is a reference document for FAST Fund site leaders. It offers some basic operational rules and guidance. That said, we realize that different site leaders at different schools in different parts of the country face different challenges. We want site leaders to know that they have discretion to operate their program in a way that best serves the needs at their institution.

FAST Fund At-a-Glance

Must-haves

§ A program run by faculty separate from school administration

§ A team of at least two people to manage the fund

§ A bank account that is not your personal account

§ Ability to keep track of funds
- o Track what money has been spent
- o Track purpose of disbursals

§ Ability to raise money locally from colleagues or in the community

Good-to-haves

§ A cooperative relationship with the school administration/financial aid office while maintaining independence

§ A team of at least three people to manage the fund

§ A knowledge of alternate sources of financial support at the school

§ A knowledge of alternate sources of financial support in the community

§ Union support

§ Willingness and interest in educating other faculty about basic needs challenges and potential solutions to emergency needs

Must Do's

§ Must disburse funds only to people who are students at the school where the site leader works (or at a formally partnered institution)

§ Must report net contributions, disbursals and student needs information to Believe in Students twice a year

Cannot Do's

§ Site leaders cannot disburse funds to non-students, graduate students, family members, close friends or professional associates

Believe In Students Support – Believe In Students offers its community partners:

§ Information and education

§ Peer support and networking

§ Fundraising support and resources

§ Communications support

Your FAST Fund Site Structure

Team

FAST Fund stands for "Faculty and Students Together." That means the program site **must** be led by a professor or instructor at an accredited US college or university. The funds the site distributes are intended for enrolled undergraduate students (full-or part-time). If the FAST Fund is affiliated with an institution's teacher's union, an employee at the union may act as the site leader. The FAST Fund is **not** intended to be a program administered or staffed by the institution's administration. Many schools have emergency aid offices. They provide a valuable service to students. That said, they often have limitations and red tape, which the FAST Fund is intended to avoid. For instance, in most cases a school's emergency aid office will not offer funds to students to pay school fees. FAST Fund sites can do this. In most cases, emergency aid offices report the disbursal of funds to the financial aid office. Often this amount is deducted from student's financial aid package. FAST Fund does not report its disbursals to the school. So maintaining a separation between the school and the FAST Fund is important.

We **require** that all new FAST Fund sites have at least two people on a team. FAST Fund site leaders are generally volunteers (though you are not barred from raising funds to pay FAST Fund staff). The workload of a FAST Fund site often has bursts of activity that may become overwhelming for a single person. Further, some FAST Fund site leaders have reported that fielding requests from multiple students who are experiencing crisis have taken an emotional toll on them. So we require a team of at least two and recommend a team of at least three people to administer the program. Your team can divide labor in any way that it sees fit. The Believe in Students team is willing and able to offer feedback and advice both on creating a fruitful team structure and navigating operational challenges.

If a FAST Fund site is affiliated with the teacher's union, the union can often be helpful in finding other professors or instructors who are interested in lending support to the Site Leader's efforts.

Handling Funds

Money In

Believe in Students, will provide initial funding to Site Leaders to be distributed to students in need as they see fit. That said, there are a few requirements from Believe in Students. FAST Funds **must** be held in a separate account or portion of an account such that Site Leaders can easily see how much money remains in the account and can produce proof for accounting purposes. We advise Site Leaders to avoid holding an account in their own name. **You can use the Believe in Students 501(c)3 to establish your local account—contact us for help with**

this.
Believe in Students **expects** that Site Leaders will raise additional funds to support their work. Those funds may come from other professors or instructors, from their union local, from local philanthropic foundations, businesses or private donors. **The Believe in Students team can help with advice, connections and technical assistance setting up an electronic donations page.** We can also support fundraising campaigns or grant writing. With some funders, it is helpful to connect your local efforts to national efforts.
Sites may raise money that comes directly to you, or, Believe in Students will provide donation pages for support.

• If you have your own 501(c)3, you can request that donations come directly

to you. In this case, please be sure you have established a donation tracking system and a gift processing approach to thank people for their support and acknowledge their donation for tax purposes. We will ask that you report on the net amount of contributions you have received, solely so we are able to measure the full impact of the FAST Fund across the country.

• If you will be utilizing Believe in Students' 501(c)3, we request that you

direct donations to us, via mail or online. This allows us to ensure that everyone who is contributing to our organization receives the proper documentation. We will set up a designated donation page so you can ensure donations intended for you are tracked, and you will receive a report with donor contact information and donation amounts monthly. While we will send donor thank-yous, we encourage you to thank your donors directly, as well. We will take a 5% admin fee to cover these costs once the initial match is met.
Believe in Students is 501(c)3 and thus may accept tax-exempt donations. You should not pay taxes on the funds that you receive, nor should the students to whom you provide funds. The non-profit's EIN number is often requested or required for donations. That number is: **81-3612875.**

Money Out

Contributions and disbursals should be reported to Believe in Students twice a year.
While we believe the money that you receive from Believe in Students and other sources can be impactful, we know these funds are unlikely to meet all of the emergency needs of students at your school. And it may some time for the word to get out that the FAST Fund exists and how the FAST Fund can help students. The Believe in Students team can help you think through how to advertise your

services on campus, but you are likely the best source for ways to reach the student population. Some options include:

• Advertising it on your faculty union website or a private website of yours (not the university’s site)

• Distributing a statement that faculty members can add into their syllabus or regularly share in their classrooms (Believe in Students can provide examples)

• Connecting with faculty, advisors, or student centers in particularly highneed departments or populations

Given the times, it is not uncommon that once the word gets out, that a FAST Fund Site gets a large number of financial requests in a fairly short time span. With limited resources, we recommend that you devise a system for evaluating request for support.

We trust your judgment. What we do **require** is that you track how much money you disburse, when you disburse the funds and for what purpose the funds are disbursed. Funds must be disbursed to enrolled undergraduate students. Funds cannot be used to benefit the FAST Fund site leader or any related parties.

Some sites choose to send funds directly to a vendor (i.e. a bookstore to pay for books, the school to pay fees or the electric company to pay a power bill) instead of directly to the student. Invoicing is permitted, if the situation calls for that (i.e. – a mechanic’s bill). Others keep a stock of gift cards to a local grocery store or gas station chain, or just provide VISA cards or send money via Paypal or Venmo. You will need to weigh your interest in protecting against abuse of the resources against the benefit of getting cash quickly.

Needs vary at various schools and in different communities. Some common areas of concern are housing (this is an area to examine emergency needs vs. a structural inability to pay for rent), child care, phone bills, internet service, transportation, books, testing or school fees and food. All these are legitimate requests. At the same time, every dollar you spend on such requests are dollars that will not be available to help students and their families with other needs. So a system of evaluation and priorities is helpful.

It is also helpful that given the limited resources that your team become knowledgeable about other resources available in the community. There are likely many institutional and community resources to keep a roof over a student’s head, provide them with food, or the connectivity they need to pursue their education.

You are advised to construct a couple of basic forms:

1) An application for support form, and

2) A disbursal tracking form

The application should be simple. It should offer the student's name, their student status, their contact information, why they need the funds, the time line for their need and the amount of funds requested. A sample application is attached to this document. You can also find an electronic version here; using Google forms is a great approach because you can easily download the information into a spreadsheet to make reporting simple. Students should send documentation of the need when possible and also offer proof that they are enrolled in school (many sites require this in the form of a faculty recommendation). A follow-up conversation with students is recommended to understand their needs better.

Similarly, the disbursal tracking form need not be complex and will even contain most of the same information. It should document the student's name, student status, contact information, why they need the funds and the amount disbursed and when the funds were disbursed.

FAST Fund and the Community

The most important outside resource for you to understand is your school's emergency aid program. Most colleges and universities operate their own student emergency funds. FAST Funds should try to partner with and collaborate with these college's emergency funds. They have more resources than the FAST Fund even though they tend to be more bureaucratic and slower to respond to student needs. Encourage students to pursue these institutional resources before allocating FAST Fund dollars, if there is time to do so. Explain that the colleges' programs have more resources and our goal is to help students maximize the support they can get. In some cases, you may give a small FAST Fund grant to cover the time it takes for the institutional support to become Available. Become familiar with your campus programs rules and requirements so when you refer a student you can advise them on how to prepare the best application possible. There will be some student needs that campus aid office cannot or will not address. School fees for instance, is a common one. Ideally, the relationship with the campus aid office will evolve to a place where they will refer students to FAST Fund and vice-versa.

There may also be other resources in your community that help students in financial crisis. Various non-profits or companies in your area may help with emergency food or bill requests. The more knowledge you gain about other resources available to students, the better you will be able to distribute funds in cases where you can distribute funds where they can be most impactful.

Fundraising

Maintaining a steady flow of funding is critical to the sustainability of any emergency aid program. Here are some examples of ways that FAST Fund colleges and other programs have devised ways to raise money:

1) Funding support from union members and other members of the campus community, including students, staff and alumni
2) Support from the school's foundation
3) Support from other local foundations
4) Online donation campaigns
5) Support from local non-profits or businesses

One key component of developing a sustainable funding stream is collecting data and stories to demonstrate the impact of the FAST Fund program. This should be done both quantitatively (dollars allocated, student retention data), and qualitatively (student stories) to create a clear and exciting picture of how contributing to the FAST Fund directly contributes to student success. We recommend that FAST Fund site make a habit of asking students that have helped if they would be willing to share their story publicly. This should NOT be a requirement. There may be valid reasons that students cannot share their stories publicly. And even if they are just uncomfortable that is fine. But it is worth letting them know that the sharing of stories helps let others know how the FAST Fund can help and helps the FAST Fund site raise money to help more students in their position. Those stories combined with your tracking of data can be powerful tools to help you raise more funds and support more students.

Believe in Students Support Functions

Believe in Students can help FAST Fund sites in a number of ways:

1) Peer support and networking
2) Communications support
3) Fundraising support and resources
4) Information and education

Peer Support and Networking

As a part of the FAST Fund network, you are not alone. Not only can the Believe in Students staff help you address challenges and connect you to opportunities, but you also are part of a connected national network of sites. Many times, other sites have encountered challenges similar to the ones you face. They can offer advice, connections and a sense of community. Believe in Students hosts periodic calls among Site Leaders and can facilitate connections between Site Leaders.

Communications Support

Believe in Students has many communication tools we can offer to help you spread the word about the FAST Fund on your campus. We can help you provide social media tools and can help you design specific social media campaigns.

Believe in Students also has templates available for press releases or website content. We can help you develop basic impact reports, and we host a blog where you can share stories, experiences and opinions. We publish a regular newsletter and can offer templates for you to create similar updates for other outlets such as your union newsletter.

Fundraising Support and Resources

Believe in Students can help your site design and construct a fundraising page and process tax-exempt gifts. We can also help you design an individual fundraising campaign or raise money via Facebook or your institution's United Way giving campaign. We are also happy to help write local grants or provide language to support your local grantwriting.

Information and Education

Believe in Students can provide information on student needs that you can use to educate instructors and other members of your community. We can also offer policy and advocacy examples to use to address the challenge of student emergency financial need in your region. Believe in Students has best practice guides and examples to offer on operation of your site. The staff is always available to help you address technical and operational issues.

Legal issues

The FAST Fund is non-profit (501c3) organization. FAST Funds can function as subsidiaries of Believe in Students, Inc. That means the Fund will function under Believe in Students IRS #. If you are using the Believe in Students 501c3 number, all local contributions must then be sent to Believe in Students for IRS accounting purposes. A local FAST Fund can also register as its own non-profit by filing for 501(c)3 status. There is a minimal cost. If this option is pursued the local FAST Fund is responsible for all IRS reporting

c. **Addendum C: Search Committee Guidelines**

Guidelines for Search Committees

Search committees play an essential role in evaluating, interviewing, and hiring Elgin Community Colleges' (ECC) most qualified candidates for employment. Currently, each search committee has the capability of running their search based on their own ideas of what is best. Although each committee is well-intentioned, it is best practice to set standardized processes and expectations.

As a result, a panel was convened to review the search committee process. The goal is to create a consistent process that is fair and equitable. The purpose of this document is to report the findings of this panel and make recommendations that will standardize the search process across all employee groups.

Using this guide, committee members will clearly understand universal, equitable, and consistent protocols to establish well-defined roles and expectations in identifying qualified candidates among diverse applicant pools. Additionally, the search process should be aligned with the following values as stated in our Strategic Plan:

> **Equity**: We are an inclusive community that provides students, employees, and community members full access to all resources needed to achieve their individual goals. We commit to creating an environment that is equitable and inclusive to all.
>
> **Diversity**: We value and honor diversity in all forms and perspectives. To successfully achieve our vision, we provide a safe and inclusive community that promotes and affirms individual growth, social responsibility, and self-worth for success in a global world.

If you have any questions or need assistance at any point in the process, our Human Resources Department will be available to answer questions, offer recommendations, and provide search committee training.

Composition of the Search Committee

The hiring manager will generally serve as Search Committee Chair and assist with identifying members of the search committee. For full-time Faculty searches, the Faculty Senate shall recommend members for the committee. The structure of search committees will vary among departments, and the size of the committee may vary at the discretion of the hiring manager but should be informed by the new guidelines set forth. To conduct an inclusive and broad search, a committee should be composed of the following:

Grade 16 and below - 3- 5 members
Faculty Search - 5-7 members
Grade 17 and up - 7-10 members*

<u>Faculty Search Committee</u>

Dean and/or Associate Dean/Program Director, Instructional Coordinator or Program Director, three to five additional faculty members. Must be a content expert on the committee. Faculty members from other departments should be encouraged. ECCFA encourages adjunct faculty and tenured faculty members to serve on search committees. Selection of committee members is subject to the CBA, Article 2.9.

Staff, Police, or Engineers Search Committee (Grade 16 and below)

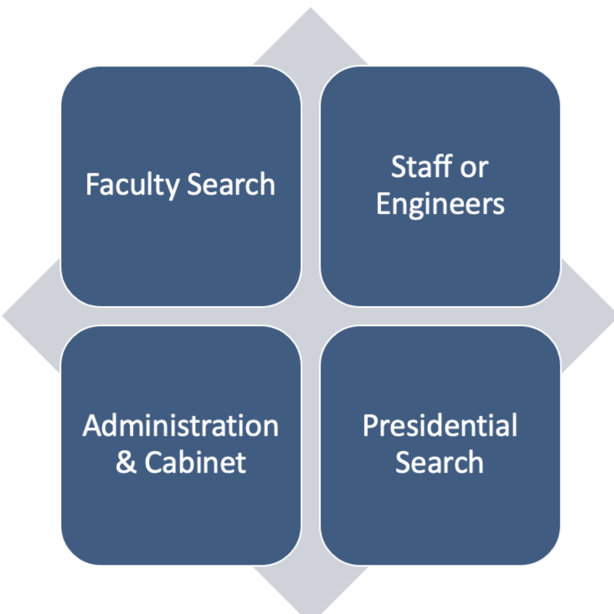
3-5 members on the committee. Hiring manager, content expert (department), other members outside of the department who work with the position.

Administrators and Cabinet Members Search Committee (Grade 17 and higher)

7-10 members. Consist of the hiring manager, Union leaders, constituency groups, department reps, Mid-level Administrators, Dean, Associate Dean, Cabinet Member.

Presidential Search

Board Member and Community Members. Board of Trustees plays a major role in the search process.



Faculty Search

Dean/Associate Dean,
Instructional Coordinator or Program Director,
3-5 additional faculty members. Must be a content expert on the committee.
5-7 Total Members
Faculty members from other departments should be encouraged. ECCFA encourages adjunct faculty and tenured faculty members to serve on search committees. Selection of committee members is subject to the CBA, Article 2.9.

Staff or Engineers

Hiring manager
Content expert (department)
1-3 Other members outside of the department who work with the position.
3-5 Total Members

Administrators & Cabinet

Consist of the Hiring Manager
Union leaders,
Constituency Groups,
Department Reps
Mid-level Administrators
Dean
Associate Dean
Cabinet Member.
7-10 Total Members.

Presidential Search

Board Members and Community Members.
Board of Trustees plays a major role in the search process.
10+ Total Members

*Grade 17 and up may require additional interviews.

Universal expectations for all Search Committees

These expectations exist to ensure consistency and best practices to support Elgin Community Colleges' commitment to hiring culturally competent candidates.

1. The Chair(s) are responsible for the performance of the committee. Chairs should consult with HR if they have reason to believe members aren't fulfilling their obligation.

2. Members of the Search Committee have committed to serve and promote the best possible hire. Members should come prepared to fulfill this obligation.

3. Any member with concerns should first attempt to address with Chair(s); if not resolved, seek direction from HR/Talent Acquisition or the Senior Director of Talent Acquisition and Compensation.

4. Search Committee work is confidential among the committee. Members should maintain this confidentiality during and after their service.

5. Committee members are expected to conduct objective interviews, take relevant notes, and document pertinent evidence during interviews and deliberations. Evidence is restricted to that provided by the interview process and materials submitted by the applicant. Notes will be submitted to HR/Talent Acquisition at the conclusion of the search committee's charge.

6. The Committee will assign a note taker to capture relevant decisions.

7. The Committee deliberations will be done in person or virtually.

8. The Committee will make every effort to reach decisions by consensus.

9. Search Committees will use objective tools (rubrics) for evaluating candidates and candidate materials. The tools will adhere to the qualifications and requirements of the job posting/job description. These tools will be submitted to HR /Talent Acquisition at the end.

10. Search Committee Members are strongly encouraged to complete the survey link provided at the end of the search to help measure and improve the process.

Search Committee Training

ECC has made a commitment to hiring a culturally competent workforce by supplying training to any employees who serve on a search committee. Currently, employees must attend “Cultural Competency Part 1” training prior to serving on a committee. In order to reinforce this training, the task force recommends that the committee participate in an orientation and refresher training at the search committee’s kickoff meeting. This orientation and refresher training would serve as a recap of the information covered in the Cultural Competency training. The task force recognized that an employee may have taken the class in 2015 but haven’t used the training at all. The refresher training will help to ensure that committee members are aware of the principles of the cultural competency program.

Interview Question Bank

One of the important tenets of the Cultural Competency method is the ability of the search committee to create relevant questions and for all committee members to understand the elements of a “good answer”. To institutionalize this process, the taskforce recommends that Human Resources work with the search committees to create an interview question bank. This bank would be segmented by employee group and/or competency. HR will reach out to former committee chairs to start the bank and, as the process goes on, add new questions. The ultimate goal is to have a bank of questions that committees can draw from when they perform a search instead of expecting each committee to create new questions for every search.; search committees may also contribute questions to the question bank.

Departmental Diversity

Improving the diversity at ECC is everyone's role. Diversity should be approached from multiple angles. Diversity can be tackled by intentional recruiting methods as well as a college wide focus. However, diversity can also be approached from a departmental level. Managers should review their department's diversity to ensure that they have a diverse employee group. Departments that are predominantly male or female, white or black are just as detrimental to ECC's values as having a lack of diversity at a college level. Managers need to be aware of this and consider it as they go through the search process.

Diversity Advocacy Program

In some instances, departments may not have search committee candidates available who can help promote diversity. ECC will institute a diversity advocate program that is meant to enable every search committee to have an advocate on their committee or serve in an advisory role. The diversity advocate will help the committee with the principles and values ECC is hoping to achieve. The advocate will help the department consider the diversity make-up of their particular area. Employees interested in the program will volunteer. Each advocate will receive extensive training on Equity, Diversity, and Inclusion especially as it relates to hiring.

Data Collection and Usage

At the end of each search, ECC will gather data to study the impact of the process. This data will be used to identify the need for changes and improvements to the process. Data gathered includes:

- Create a survey to get feedback from search committees on the search committee process.
- Perform a quarterly review of the diversity of applicant pool and those selected to be interviewed.
- Review interview questions created by the committees
- Review the diversity of hiring committees.
- Review time to fill (posting to hire) data to understand the processing time of committees.
- Take a snapshot of the current diversity of the workforce and review it one (1) year after the process is in place.

Intentionality of the Hiring Process

Hiring Managers and the search committees attempt to be as intentional and deliberate as possible about the speed at which they fill a position. Rushing to fill a position is a surefire way to become lax on the principles that ECC is looking to promote. Hiring managers and/or Search Committee Chairs should map out when they would hope to fill the position and work backwards put together a reasonable timetable for filling the position. This will allow search committee members time to review candidates thoroughly and for the process to come to fruition in a positive way.

Search Committee Process Checklist

Timeline	✔
Assembling the committee ● **Ensure ECCFA leadership is consulted for Faculty positions** ● **Contact Union Leadership to request representation, as needed.** ● **Consult Talent Acquisition to verify members are qualified.**	☐
Disseminate search materials (i.e., rubric, question generator, access to eTalent, etc.) to the committee.	☐
Schedule the Kickoff meeting with the committee and HR/Talent.	☐
Create a process timeline during the first meeting (how many rounds, phone screening, etc.).	☐
Establish the ground rules for the committee's work.	☐
Develop tools/rubrics for each step of the process.	☐
Meet to identify candidates to interview and send names to HR/Talent.	☐
Coordinate material and equipment requests with administrative support staff and HR/Talent.	☐
Discussion of candidates – Communication about candidates based on the rubric and requirements of the position.	☐
Notify HR/Talent of the recommendations for hire and final candidate(s).	☐
Conduct a debrief or closing meeting for the committee. The committee should meet after the final candidate has accepted the position and is cleared to start. The committee should meet to discuss the search process to support revisions or improvements to the search committee process.	☐
Collection of committee materials (notes, etc.) at the end of the process.	☐

***Task Force Members**:*
Dr. Lourdes Blacksmith, Managing Director of Community Engagement/Legislative Affairs
Irina Delgenio, Associate Dean, Liberal, Visual, and Performing Arts

Peggy Gundrum, Associate Dean of Student Success
Anitra King, Career & Veteran Specialist V and President of SSECCA
Gina Mago, Compensation and Classification Analyst
Anthony Ray, Chief Human Resources Officer
Kimberly Tarver, Professor II of Physical Therapist Assistant and President of ECCFA
Also contributing:
Dr. Sharon Baker, Professor I of Psychology
Dr. Jennifer McClure, Managing Director of Enrollment Services