

Minutes of November 3, 2022 ESL Department Meeting

ESL Department Meeting Minutes

November 3, 2022, 2:30 p.m. to 4:30 p.m.

Zoom link: <https://us06web.zoom.us/j/87972675493>

Attended (14): Ana Arias, Jolanta Buzdygan, Patricia Davidson, Jarek Janio, Henry Kim, Chris Kosko, Lilimar Lunar, Jose Lopez Mercedes, Rupali Mukherjee, Patty Sanchez, Helen Serrano, Shane Uesugi, Sandra Watts, Merari Weber
Absent (4): Tim Chavez, Leonardo Patino, Silvia Rodriguez, Ann Tran
Guests: Yuri Betancourt

1. Welcome and introductions (5 minutes): (Meeting started 2:30 PM)

Jarek: Welcomed everyone and said there was one more meeting in December for this semester.

2. Public comments (3 minutes):

Henry: Mentioned a humorous food ordering incident at Sam's Club that showed how sometimes English could be used incorrectly or misunderstood in a particular situation.

3. Approval of the agenda (5 minutes):

Jarek: Noted that the agenda had 17 points, and he was happy having part-time faculty speak and to hear their voices first. He was open to adding or changing agenda items.

Henry: Moved to approve the agenda.

Merari: Seconded the motion and it was approved with no nays, abstentions.

4. Approval of the minutes (5 minutes):

Jarek: Thanked Henry for the minutes.

Henry: Said he had made edits which were emailed to him from a few faculty.

Merari: Moved to approve the minutes for August, September, and October meeting minutes.

Jose: Seconded the motion and they were approved with no nays, abstentions.

5. Part-Timers' Voices: (30 minutes)

Jarek: Opened up the floor to part-time faculty and asked them to share their past or current experiences, assignments, struggles, successes, or future hopes in the ESL Program.

Merari: Thought they were going to represent their levels, share out what their level teachers had been sharing with them, and not just what their own experiences were like. Also, she added there had not been agreement on how they were going to share out the meeting information with their level teachers.

Jose: Added that the information could be put into themes, rather than based on personal perceptions.

Jarek: Responded that there were 10 part-time adjunct attending the monthly meetings representing different levels, and about 150 teachers were in the program. He added that discussion on how the 10 faculty would share their information to their specific levels was not completed yet. In addition, he asked to hear from the part-time faculty on how they felt would be the best way to be heard during the monthly meetings.

Jolanta: Asked how she would be representing and responding to her level teachers, what group she would be representing, and if she should email Intermediate High teachers asking them about their challenges, successes, or comments to share. To do these tasks, she would need to have a list of teachers teaching the level. She was not sure if the ESL Program was reaching out enough to the ESL faculty to support them. Jolanta added in the past, she had heard that some instructors liked having some type of community and meeting

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occasionally to exchange their stories and challenges. She added that the ESL faculty were doing well, the school was growing, and classes were filling up.

Rupali: Reiterated those were her questions as well. She added that since she was teaching remote live, she did not have much communication with other faculty or opportunities to interact with them. She wanted to know how representing the levels would be accomplished.

Lilimar: Added that there was a list of teachers, but she did not know what to do as well.

Helen: Noted there seemed to be a gap and that was how to communicate with the same level teachers to let them know who their level representatives were. They would then be able to share their concerns or ideas with their level rep. She had liked Jarek's vision on connecting with the ESL faculty, so she asked how to accomplish it.

Jarek: Responded that as recently as last year the idea of having representation for different levels was discussed, and having a list of faculty to email out information was not difficult. But he brought up the question of how much time it may take to do it. He added that part-time faculty were being paid to attend the monthly meetings, and anything that would require extra work beyond the meetings would need to be compensated. For those reasons, Jarek wanted part-time faculty to provide input and discuss it, and then communicate the information from the department. Jarek felt the ESL minutes were providing the information to communicate to the faculty. He had asked for input, suggestions, and if a different structure was needed.

Jose: Reminded everyone that although in the Resource Allocation Request, those types of activities were in the plan and also for the level reps or other members to represent their different levels, he was not sure if the resources for doing them had been approved yet.

Shane: Asked if the reps were going to be based on levels or modalities because if the reps were representing different levels, they were going to get back about a hundred emails.

Jarek: Agreed that if emails were to be sent out, there would be responses, and he did not want to impose extra work on people sending the emails out. Another concern he shared was how much time and effort it might take to generate and distribute the messages. And since there were CEFA regulations, he could not ask faculty to do anything above and beyond without compensation.

Rupali: Suggested for the level reps to introduce themselves regardless of the teaching modalities, ask if there were any questions or concerns, and then the reps could respond back to them.

Jarek: Responded back to say he was concerned about responding back to those questions without any compensation, and also the quality and volume of questions that might be emailed back to the rep may take time to answer. Jarek added that the official department meetings were how information was communicated to the ESL faculty. Part-time faculty joining the meetings were welcome to introduce themselves and speak to other faculty about the meeting information, but again he emphasized he could not ask faculty to do anything above and beyond without compensation.

Shane: Responded that it would be a help to new ESL faculty to receive level information, and if they could receive flex credit if they spoke to the level reps.

Jarek: Replied that may be the community building effort previously mentioned by Jolanta and Helen. He added the Friday curriculum trainings were offered to faculty who needed to meet flex credit obligations. The community building effort would take time, effort, money, to make it happen. Until then, the ESL Department meetings would be the official way to communicate with the teaching faculty.

Jolanta: Suggested on coming up with a standard in the meantime to send out meeting information by providing the last half-hour for the part-time faculty to write emails.

Rupali: Shared another idea which was to exchange emails with other teachers who were teaching the same levels and asked if they could flex credit for exchanging emails.

Jarek: Replied that 30 hours were being provided to hear from the part-time faculty in the meetings, so the meeting times could not be reduced by 30 minutes in each meeting to do one more thing.

Patty: Agreed with the ideas being offered and asked what would be the roles of part-time faculty in the meetings: A sounding board, taking in questions, or providing dialogue. Her concerns included maybe topics could get out of control or become messy. Her suggestion was to bring questions from the faculty to the department meetings for discussion via a Google document that the instructors could create to post their

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questions or concerns. She added ESL department meeting information was not being sent out to levels as was done in the past so how would it be sent out to faculty who had posted their questions.

Jarek: Agreed to the idea and points being brought up, and that there should be some type of sharing of information that would focus on the types of questions being forwarded to the ESL Department. However, participation in those ways would require compensation and specific guidance would be required on how to do it, and that was not being provided yet.

Jolanta: Said she agreed with Patty's point that emails could go out of control and liked her Google doc idea. Jolanta had suggested asking three-to-five simple questions that might include asking faculty about their challenges, successes, teaching modalities, or something to share with the department. Those questions could be standardized, communicated to the level instructors, and their responses would be brought to the meetings.

Rupali: Added that standards could be set and questions composed at the ESL meetings via breakout rooms in about 15 minutes during the monthly meetings.

Lilimar: Suggested that the types of questions should not be for example open-ended questions as they could be problematic.

Helen: She mentioned a format using different color templates such as by using Padlet with the questions on the top, and then instructors could chime in and answer those questions in the organized templates.

Jarek: Asked what would faculty need to know from the meetings, and the information they needed to know should be of value to them. Jarek said the point of the activity needed to be identified and then the tool to do it would be decided to do it.

Merari: Noted that the purpose was to create a community in which part-timers felt connected and engaged with the department. The idea was to have an opportunity to have a conversation and not have the 10 part-timers come to the ESL meetings to receive information for themselves. A platform would provide part-timers a space to voice their concerns, successes, or questions to the level reps, and the reps could bring them to the meetings for discussion. Then they could be identified as common monthly themes. After discussions at the meetings, the responses could be posted on Padlet for example. The idea could be tested out, and the level reps could be provided with a list of their level teachers.

Jarek: Replied that he was not sure if the money needed was available, and if faculty would use the form in Padlet to ask questions and make comments.

Merari: Responded that it was asked if an email could be sent to faculty identifying the part-time reps, saying that they would be contacting them, and asking them three questions. The questions would be sent to different levels to identify their level needs.

Jarek: Shared his concern that sending out an email to part-time faculty would involve money, and he was not sure if it was available. He added that the full-time faculty could bring up the concern with the dean. He preferred starting with a smaller group to allow them to provide their input and to see if there would be enough engagement by faculty to see how they would respond to the messages. Again, everyone would have to agree as to what worthy questions should be asked, and the level reps would have to be compensated for both designing the questions and keeping the conversations ongoing.

Helen: Summarized what Merari had asked, and Helen added that she was working on her dissertation on the topic of authentic care institution. Helen pointed out first that the ESL Department was cultivating a project that was being worked on in an authentic care institution with the ESL Department. And an email would be sending the message that the ESL Department wanted to hear the faculty voices in an open and inviting manner. Second, Helen thought Jarek wanted the part-time reps to be the messengers or bridges to relay level information to the faculty so she asked what was the diameter regarding budget limitations.

Jarek: Replied back to say he was okay with the ideas, but he asked how would people be compensated to develop the content and maintain the discussions and also for those faculty responding to them. He shared other concerns such as discussions might not be focused or resolvable by the department. He agreed with Helen that her "bridges" idea would be a good tool to build community, but the information needed to be relevant and there were the means [of payment] to pay faculty.

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Helen: Asked if it would be possible like at Academic Senate meetings which were open to the public for public comments and questions, and then choose or prioritize which topics to discuss.

Jose: Mentioned that a request for faculty voice was in the Program Review last year, and a lot of things had surfaced after faculty provided input and feedback. As a result, requests were made for additional support such as doing a community of practice and having more engagement with faculty. So, the next step was getting the resources approved to move forward.

Merari: Noted that there was a gap, and that had she had heard from some but not all part-timers, so there was a need for a space for them to voice their concerns. She was concerned that it was difficult to hear from all faculty and just having the ten part-timers articulate their needs would be limiting.

Shane: Said he had spoken with 5 to 7 teachers and that was it. He added that he had not met teachers on campus since he did not teach face-to-face.

Jarek: Replied that there were a number of activities throughout the year, and it would not be feasible to hear from 145 people on any given day. There were monthly department meetings and flex activities throughout the year. If part-time faculty expressed that they needed additional activities, he would support them.

Rupali: Shared that at OEC, the ESL meetings were opened to anyone who wanted to ask questions or join the meetings. The attendees would fill out a timecard for the meeting.

Jarek: Added in the past, similar to OEC, the ESL meetings [at CEC] were open to other people in the ESL Program. But due to CEFA regulations, that was not permitted and to bring in part-time people to the meetings, a specific budget item had to be requested. It would not be feasible to pay for over 140 some adjuncts. He said the full-timers and dean were available to address relevant and important issues.

6. Reports and Updates

7. Chris, Dean: (5 minutes)

- Noted since July 1, 2022 until now, the ESL Program had earned 591 FTE and 5,435 students were enrolled in the ESL Program. Chris estimated that currently the ESL Program FTE was going to bring in 3 million dollars. She added that FTE was higher than last year, and there was a lot of growth in the ESL Program.
- Added that there were four new pending ESL hires, and she was hoping they would start by January 3, 2023. In addition, two new candidates were going to be interviewed in the next two weeks.
- Mentioned that section numbers for spring classes were almost completed and should be visible via Wed Advisor.
- Reported that Jennifer Hoeger was working on classrooms to redesign and clean them. In addition, Jennifer was removing desktop computers and utilizing tables.

8. Chairs' Reports (20 minutes):

Jarek Janio, Chair (10 minutes):

- Reported that he had visited classrooms, and they were at full capacity. Student enrollment was high, and evening classes had strong enrollment. He thanked Chris for hiring new teachers.
- Commented that in the spring, remote live teachers may be going back to on-campus instruction, so that would impact how classes were going to be allocated at different sites.
- Added that professional development activities were being offered, and they were great professional experiences in which to share practices, ask questions, and make comments.
- Mentioned that the WIOA grant was up for renewal, and he was waiting to hear back from the California Department of Education. Some of the information needed was how it would be rolled out, written, and then submitted. Jarek mentioned last time that WIOA had brought in over 3 million dollars.

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- Recognized Sandi's EL Civics efforts and the great, engaging lessons that were produced in collaboration with OEC also brought in 1.3 million dollars to the district. Jarek said Sandi worked with Yuri and OEC to ensure EL Civics ran smoothly and professionally.

Sandi: Agreed that teachers gave great ideas to other teachers for new lessons and ways to present them.

Henry Kim, Co-Chair (10 minutes):

- Talked about the SAC 2022–2023 Catalog, and how it was important to advertise the ESL Program to everyone. He showed some pages that had listed ESL grades, certificates, and courses. Faculty and students could use the catalog to do research and answer many questions.

9. Merari Weber (5 minutes): SAC AEC

- Updated everyone that Janet Cruz was working on getting a bus pass machine for SAC AEC students soon. In the meantime, SAC AEC students were continuing to go to CEC for bus passes.
- Reported that SAC AEC students were not being asked to pay for parking permits this fall, but starting in the spring they would be required to purchase them. Merari asked for direction on parking permits for SAC AEC part time faculty. She added that she told the teachers at SAC AEC to talk to their union about the parking permit. At other places, she was used to paying for parking and when she came to CEC, she found out the part-timers were not paying for parking permits at SAC AEC.
- Added that there would be two pronunciation classes at SAC AEC in the spring.
- Merari was going to start teaching a digital literacy class next week, and she had taken over Nicolas Doyle's class for the next 6 weeks since he had gotten a full-time job somewhere else.
- Noted that Lisa Wing and her class had been working on cultural awareness by discussing Dia De Los Muertos, and on Tuesday they created an altar. On Wednesday, they celebrated both days by writing things, putting things on the wall, and building an altar.
- Asked if the chairs could send an email to faculty since pre-registration forms have come out to remind them about using multiple measures and best ways of evaluating students in order to promote or retain them. A second question was about attendance after having observed some faculty who had received a negative attendance number, so they were still receiving students beyond their maximum capacity. Merari asked if a reminder could be sent out to the faculty to let them know how many weeks should faculty hold on to students who did not show up in order to drop them. This would prevent any override information. She also shared a situation in which a class she had taken over midway was missing 3 days of reported attendance hours and was advised not to worry about it. She asked what to do in such situations.

Jarek: Mentioned that the parking issue for part-time faculty was a CEFA issue and not an ESL issue.

Patty: Asked if ESL could pay for the part time parking permits.

Jarek: Replied since parking was a CEFA issue, ESL would not be involved at all.

10. Henry Kim (10 minutes):

ESL Curriculum

- Used the district Intranet homepage to show the ESL Program menu which included the ESL course syllabus templates. Henry used a sample syllabus to highlight the grading and attendance information which would be good to show students to help answer their questions. The attendance section helped explain the ESL Program course attendance policy.

ESL Lab/English Language Lab

- Noted that at a recent meeting with ELL faculty, Chris had asked if the ESL Lab were to have more space, what would be possible to add. So, ideas would be generated from the ELL faculty to provide them.

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ESL Textbooks

- Said that a meeting with the SAC Don Bookstore staff and Jennie Adams, who was over the bookstore, was held and one of the points discussed was about book consignments. It was decided not to do it as it was not safe and not district approved.
- Added that Nicole Gallegos had also met with Jennie Adams, and they agreed to offer more student services such as by having the CEC Bookstore be open to students the second week of a semester. A flyer listing the services was requested, so faculty and students would know about them.

11. Jose Lopez Mercedes (5 minutes):

Professional Development

- Reported that last week a PD survey had been sent out, and some items were addressed such as technology and PD targeted by departments. At the next meeting, the information and data would be shared. An email was also sent out to remind faculty of the Friday due date and to ask for their feedback.
- Announced there would be at least two workshops on health and wellness pending funding to offer them by a provider by the district so please join the workshops.
- Added a reminder to complete flex obligations by viewing the dashboard reports in Gateway to ensure flex hours had been credited and reflected in the transcript.
- Noted that planning was being planned for spring which would take place January 4 to January 6, 2023. A Professional Development Advisory Committee meeting had been scheduled for next week to go over the survey results to plan and build workshops for spring flex and beyond. Wednesday workshops would be online to include department meetings, a plenary speaker had been planned during Thursday from 9 to 11 in the morning by Diego Navarro, and on Friday would be on-campus activities to include workshops. Regarding the plenary speaker, the topic would be about inquiry into construct the skills of a culture of dignity from the equity perspective looking at students of color and creating conditions of belonging in psychological safety.

Distance Education

- Reported that another cohort would be started in the spring for the OTD certification through @ONE again. Jose said dates were being coordinated with them, and by next week faculty would be informed and receive an interest form for those interested in completing the OTD certification.

12. Yuri Betancourt (5 minutes):

Comprehensive Adult Student Assessment System (CASAS)

- Asked for questions regarding CASAS and EL Civics. She mentioned that the CASAS staff were referring students using a level C or D form to their instructors.
- Added that the CASAS staff were working on ensuring that students had pre- and post-test valid pairs of tests, and a do-not-test list for students who already had valid pairs of tests or gotten educational functioning level gains.

Merari: Asked what needed to be done with rubrics, and an Excel file of the students' EL Civics assessment results.

Yuri: Responded the rubrics went back to the students, and Merari could send the completed Excel file to CASAS. Yuri said she might ask for samples to keep for audits for different levels and COAAPs.

Sandi: Added that she had made a blank spreadsheet for faculty with 3 worksheets for each COAAP.

Jarek: Asked if there were challenges or staffing issues regarding online testing.

Yuri: Answered there was insufficient staffing, and it had been difficult to accommodate remoting testing requests. Her staff were doing at times both onsite and remote testing at the same time.

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Rupali: Mentioned that at a prior CASAS meeting they were told there were sample practice activities, so who would be the person to contact about those activities.

Yuri: Responded to ask Jarek and also the CASAS lessons were in the Public Directories, and she would assist Rupali to find them if needed.

13. Sandi Watts (5 minutes):

English Literacy and Civics Education (EL Civics)

- Mentioned she was doing her flex workshop for grading tomorrow from 11 AM to 12 PM. It had been a challenge to schedule it due to many faculty being available at many different times.
- Noted that spring COAAPs were moving forward. SAC received some kudos because she had asked for a COAAP change and tweaked it, and it was approved by Lori Howard.

Jarek: Clarified that Lori Howard, a CASAS consultant, was in charge of EL Civics for California so the recognition was important when Lori acknowledged Sandi's work at the state level. Lori wanted everyone to know the particular COAAP Sandi had worked on was okay to use now.

14. Tim Chavez (5 minutes): Absent

ESL Community Sites Coordinator

15. Patty Sanchez (5 minutes):

Workforce ESL updates

- Reported on the successful Job Fair which was held last week on Wednesday. It was a combined effort with Veronica Castaneda, Rondi Johnson, and Michelle Sandoval, and they had contacted employers to be at the fair. Students who came to the job fair were well-dressed, prepared with their resumes and to ready to be interviewed for jobs. Some of the employers who had come were from the hotel industry, retail, home care and the OC Register. The employers were impressed by the students who attended.
- Added she had created a student interest survey, and posted it in the toolkit to collect data from students to see if they would be interested in taking contextualized classes such as in auto technology, biotechnology, line cook training, and medical professions. Those classes followed the ESL 520, English for Work 2 COR which was part of a state-approved certificate. Jolanta and Patty had written some of the course curriculum for the contextualized course curriculum. Those classes would provide a new career pathway for ESL students and an opportunity to take other Career Education classes for additional certificates. Patty asked to share the student interest form with Intermediate Low and higher students for those specialized courses for their input.
- Updated everyone that next semester English for Work 1 and 2 would be offered. Rupali and Helen were doing a wonderful job teaching them. Patty was using English for Work 1 to teach Northgate employees, and the company would like classes next semester again.

16. Questions, Comments, Suggestions:

None

17. Adjournment:

Jarek: Asked for meeting adjournment at 4:30 PM.

Future meetings: January 12, 2023, February 2, 2023, March 2, 2023, April 13, 2023, May 4, 2023

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