



ACADEMIC SENATE
for CALIFORNIA COMMUNITY COLLEGES

Celebrating 50 years

Affirming our Voice: The Dilemma

Friday January 24th, 2020

Lunch Session

Scenario 1

As part-time faculty, how do you create private space for office hours to promote student success when there is limited space for all part-timers on campus?



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Scenario 2

Can instructional challenges faced by part-time faculty impede professional aspirations? And, if so, how can one stay professionally, emotionally and mentally resilient and optimistic?



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Scenario 3

Does your institution allow part-time faculty to hold certain positions of authority such as Coordinator (Assessment, Curriculum etc.), hiring committee chair, interim dean, etc.? Please share some solutions in addressing this issue.



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Scenario 4

Your department does not include PT faculty in their program review process or any other processes pertaining to said department. How could this matter be improved/resolved?



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Scenario 5

As a PT faculty, you were hired as an “emergency” hire and have been retained ever since, becoming a vital member of the faculty. Because of the nature of your hire (regardless of your qualifications and service to the institution), your FT colleagues do not value your service.

This negatively impacts collegiality and inhibits student success. How could we improve collegiality?



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Scenario 6

You and a FT faculty teach the same courses within a given semester. It turns out that not only are your retention and success rates significantly **higher** than theirs, the students have made it known that you are the preferred instructor. This results in the FT faculty doing everything they can to undermine you every chance they get. Can you offer some solutions?



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Scenario 7

As a Part-Time Faculty Member, you want to be involved on committees to gain experience to give you an advantage when a full-time position becomes available. However, your contract only allows for part-time stipends on two committees, and they are both currently full. There is a need for a part-timer to become a member of the Guided Pathways committee, but there is no funding available. Do you “work for free” on the committee to gain experience, or wait until there is a stipend so you can get paid for your work? Please share your perspectives.



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Scenario 8

Your college has stated that two of its core values are “*Excellence in Teaching and Learning*” and “*Workplace and Classroom Equity*,” yet you don’t feel like the college is financially supporting this value when it comes to opportunities for Part-Time Faculty to get paid for professional development and committee work. What can you do about this, if anything?



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Scenario 9

What are some things you can do as a Part-Time Faculty Member to support diverse groups of students on campus or in your classroom, especially when your department does not reflect the diversity you see on campus? How could the Academic Senate be a part of this work?



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Scenario 10

Please share your struggles, triumphs and solutions for “*Affirming your Voice*” on your campus.