



**Academic Senate Part-Time Faculty Committee**  
**Monday, August 24, 2015**  
**11:00am – 12:20pm in Room 54-500**

**AGENDA**

- I. Welcome & Introductions – David Milroy
- II. Roll of the Committee – David Milroy
- III. ASCCC's "Part-Time Faculty: A Principled Perspective" – David Milroy  
PDF Link: [http://www.asccc.org/sites/default/files/publications/Part-Time\\_0.pdf](http://www.asccc.org/sites/default/files/publications/Part-Time_0.pdf)
- IV. Joint Resolution to Compensate Part-Time Faculty for Shared Governance Activities – David Milroy (Attachment A)
- V. Proposal for Equity Hour Program – David Milroy (Attachment B)
- VI. Other

**The next PTFC meeting will be held on Monday, September 28 from 11:00am to 12:20pm in Room 54-500.**

Joint Resolution of the Grossmont and Cuyamaca Academic Senates to Compensate  
Part-Time Faculty for Shared Governance Activities

**Whereas** Section 11.4 of the CBA states “Part-time faculty who are approved either by a college administrator or academic senate president to perform shared governance committee service shall be compensated for such service at a rate equal to step one (1) of the Non-Classroom Activities Performed by Part-Time Staff salary schedule. Faculty must present documentation of the committee assignment. Hours must be recorded on an hourly timesheet and submitted through the appropriate dean’s office in accordance with the district monthly payroll timeline” and,

**Whereas** Part-Time Faculty are currently involved in numerous aspects of shared governance, and,

**Whereas** Part-Time Faculty have all the same credentials as their full-time counterparts, and make up 70% of the faculty and teach approximately 50% of the classes, and

**Whereas**, the college needs the work of these individuals in order to function successfully and do the important work of shared governance,

**Therefore, be it resolved** that the Grossmont and Cuyamaca Colleges Academic Senates hereby declare all part-timers who are officers or senators on the academic senate or on a committee or subcommittee thereof or on a committee where members are appointed by the senate shall be compensated in accordance with the provisions of section 11.4 of the CBA effective with the start of the Fall Semester 2015, and

**Therefore, be it further resolved** that the academic senate generate and provide guidelines and procedures for Part-Time Faculty on how to receive compensation under this provision, and

**Therefore, be it further resolved** that the Senates identify and distribute information about this program to all part-timers who are impacted by it.

# The Student Equity Hour Program

· *A CCCCD Student Success Initiative* ·

## Overview

This two-year pilot program aims to improve course completion and student outcomes by expanding opportunities for students to connect with faculty outside of class. The program has four key components: training for faculty in identifying and reaching out to at-risk students; providing extra time for faculty to work outside of class with students who need extra help and support; facilitating dialog and cooperation between instructors to identify and expand best practices in supporting at-risk students; and assessing the program's effectiveness as well as opportunities for improvement.

## Eligibility

In its first phase, the Student Equity Hour (SEH) Program will be open only to part-time faculty, who are currently least accessible to students outside of class. All part-time faculty with instructional load of at least .2 (one lecture class or more) are eligible to participate. The SEH Program will begin in spring 2016 and run through spring 2018, at which time it may be renewed depending on assessment of its success and available funds. During the two-year pilot, faculty will remain eligible so long as their load remains above .2 and so long as they are not disqualified (see "disqualification" below). Eligible faculty may join the program at the start of any semester during which the program is active.

## Requirements

Faculty who elect to participate in the SEH Program must register during the semester prior to joining the program and must attend a minimum of two introductory training meetings (offered several times on each CCCCD campus during the last month of each semester). During each semester of participation in the program, faculty will also be required to join an on-line faculty discussion group and to keep a weekly log of outreach efforts and work with students outside of class. Faculty will be expected to spend a minimum of one hour each week performing activities connected to the SEH Program. These may include expanded office hours for face-to-face meetings with at-risk students and/or time spent communicating with students electronically. At the end of every semester, for the duration of the program, participating faculty will write and submit a self-evaluation and provide data for assessment. Finally, all faculty will be required to attend at least one training workshop every semester for duration of the program. Workshops will be offered throughout each semester on a variety of topics.

## **Compensation**

Faculty will be compensated for 20 hours (1 hour per week working outside of class with at-risk students for 17 weeks each semester plus 3 hours of training/faculty-faculty collaboration) at the rate of \$50 per hour (or \$1000 for each semester during which a faculty member participates in the Program). Faculty will also be compensated (an additional \$200) for attending the two 2-hour initial training meetings (provided that faculty attend both meetings). No compensation will be paid to faculty who only attend one introductory meeting but then do not continue in the program.

## **Disqualification**

Faculty who fail to keep and submit at the end of each semester a weekly log that demonstrates at least 20 hours spent participating in the SEH Program will be disqualified from continuing in the Program during future semesters. Faculty who fail to attend the minimum required training workshops will be disqualified from continuing.

## **Outcomes and Assessment**

The goal of the SEH Program is to raise “success indicators” (such as course completion, ESL and basic-skills completion, degrees, certificates and transfer) for all students, and particularly for disadvantaged populations including / as well as foster youth, veterans, and low-income students. Since this is a district-wide program with the potential to positively impact students broadly, we will compare success indicators for all the populations outlined in Title V regulations with the expectation that outcomes should improve across the board. Trainings may be modified as data is assessed during the two-year pilot program. At the end of the two years, the program will be reviewed and may be extended, modified or may sunset, as will be determined in collective bargaining, in consultation with the Academic Senates, and considering all relevant regulations related to equity funding.