

PTAC Meeting Minutes — October 7, 2026

Meeting details and attendance

Item	Detail
Date and time	Wednesday, October 7, 2026, 3:30 p.m.
Location	Bonelli 330 and Zoom (HyFlex)
Co-chairs	Ruth Rassool (part-time faculty rep: Curriculum, Ed Tech, Shared Governance Council, Academic Integrity); Lauren Rome (lead part-time academic senator; Academic Freedom Committee; Instructional Resource Committee)
Agenda support	Marilyn Jimenez

Attendees (16)

In person (Bonelli 330)	Zoom
Jennifer Brezina	Edel Alonso
Lisa Hooper	Kelly Bronco
Velia Jimenez	Loni Hands
Victoria Leonard	Alma Juarez
Ruth Rassool	Maral Markarian
Lauren Rome	Dan Portillo
David Vakil	Abigail Royster
	Jessica Schulman
	Carmen Viveros

Also present: Marilyn Jimenez, assistant (in person)

1. Welcome and opening business

Meeting time. The agenda listed both 3:00 and 3:30. Lauren's survey drew about 52 responses: 56% preferred 3:00 and 44% preferred 3:30. The council chose to try 3:30 to better accommodate part-time faculty arriving for evening classes. Members agreed to keep 3:30 for November.

Agenda and minutes. The process for approving agendas and minutes is still being worked out. Agendas and past minutes will be posted on the Academic Senate website and in the PTAC Canvas shell; Marilyn Jimenez is assisting with posting. Links and a QR code to the Canvas shell are at the bottom of the agenda.

Acknowledgments.

- Dr. Edel Alonso was thanked for her continued support of part-time faculty.
- Dr. David Vakil was thanked for resolving the adjunct office request for supplies and a paper cutter within half a day.

- A microscope stored in a second part-time faculty office (possibly since the Boykin retrofit) has been identified; Dr. Vargas is aware and it will be relocated.

2. Co-chair reports

Co-chairs reported on the committees where they represent part-time faculty, so PTAC can serve as a venue for reporting back to part-time constituents.

2a. Curriculum and CourseDog (update from Dr. Jennifer Brezina)

- CourseDog is live for curriculum. One program has been approved; courses will be approved at the next Curriculum meeting.
- The online catalog and public course and program outlines are targeted for launch around the end of October. Testing on October 7 went well.
- The eLumen site stays operational through the end of October, then a new CourseDog link for public CORs will be shared.
- Chris Boltz and Tricia George (Curriculum Chair) are selecting which fields appear in public-facing outlines; technical MIS fields such as CB codes will be omitted.
- CourseDog autosaves and has its own text editor. Formatting pasted from other documents (bullets, outline numbering) may not carry over.
- **SLO assessment:** The college will use SLO Cloud, developed in the Coast District. The database is being configured; SLO and student data will be loaded and linked to Canvas. A small pilot, possibly including English, may run in November or December. SLO Coordinator Mary Powell will email an update in the next week or two.
- A loop-closing form will be available within one to two weeks; coordinators are asked to focus on closing the loop this semester.
- Lisa Hooper recommended giving each new part-time hire the current course outline of record and making sure part-time faculty know how to access and print CORs from CourseDog.

2b. Shared governance (Lisa Hooper)

- New naming: shared governance **teams** and the **Shared Governance Council (SGC)**, replacing "project advancement teams."
- Teams: Planning and Institutional Effectiveness; Student Success and Inclusive Excellence (SSIE); Operations.
- Upcoming meetings: SSIE met October 6; Planning and Institutional Effectiveness meets October 13; Operations meets October 20; SGC meets October 26.
- Teams meet the first, second, and third Tuesdays, 3:00–5:00 p.m.; SGC meets the fourth Monday, with holiday adjustments. All meetings are open to anyone.
- Team roles and how general business is conducted are still being defined.
- Approved projects need follow-up to close the loop. Short-term parking was extended from 30 to 60 minutes.

- The SCV Book Festival, now institutionalized, ran a pared-down event, 9/12/2026, to test the shared governance model. Ruth and Book Festival Committee members will report back to shared governance on friction points and improvements.

2c. Academic Integrity (Ruth Rassool)

In-person attendees received the Academic Integrity Committee's faculty cheat sheet on AP 5521. Committee chair Shane Ramey was unable to attend.

Experiences shared. Velia Jimenez described collaboration among students in Health Science 101 and a Nutrition 150 research paper generated with ChatGPT that ran over 20 pages against a 4–5 page requirement. Members observed AI misuse across disciplines, including discussion board posts. The committee has noted students may be more likely to cheat in required courses outside their major.

Process under AP 5521, as discussed:

1. Make reasonable efforts to engage the student in meaningful dialogue about what occurred.
2. Inform the student of their due process rights under AP 5521. The policy sets no specific number of days for notification or response.
3. Apply the grade penalty. Some faculty give a zero pending a conversation; if the student does not respond, the zero stands.
4. If unresolved, report the incident to Student Conduct (John LeJay), with documentation of the evidence and of all attempts to communicate. A hunch alone is not sufficient.

Discussion points:

- Lisa Hooper suggested explaining due process in the syllabus, for example noting that a zero may come with a comment requesting a conversation, to reduce case-by-case workload.
- One member uses an iterative research project (topic, then sources, then paper) with a Turnitin threshold of 20%, which builds in early dialogue.
- A suggested syllabus academic integrity statement exists but is not mandatory; informing students of due process is required.
- **Background:** Revisions to AP 5521 and the student conduct policy began three to four years ago through the Academic Policy Review Committee. The goal was to give faculty, who assign grades, more autonomy over grade penalties. Leadership turnover meant training may not have preceded implementation.
- Michelle LaBrie, faculty co-chair of the Academic Review Committee, selects independent faculty for grade penalty panels and has found that evidence and documented communication are often weak. Members called for training with examples of evidence, such as Turnitin, comparison of work product, and Respondus.

- Concerns were raised about the time commitment for part-time faculty teaching at multiple campuses if a case goes to a panel, and about part-time faculty vulnerability to policy differences between institutions.
- The current policy is included in the part-time faculty orientation; members suggested highlighting it there.
- **Academic Review Committee recruitment:** The committee seeks roughly 30–40 faculty for a reservoir of panelists; the time commitment is modest. Volunteer counts by school will be on the Academic Senate agenda. Faculty across all modalities, including part-time faculty, are encouraged to volunteer.

2d. Academic Freedom (Lauren Rome)

- The committee meets twice a month, second and fourth Mondays, 3:00–4:30 p.m., alternating between Zoom and in person in Bonelli 246 ("the fishbowl").
- The committee reviewed its founding AP and BP, updated terminology, and revised operating procedures. Gary Collis, chair of the policy committee and an attorney, has joined.
- Gary Collis will repeat his Flex Week session on the legal history of academic freedom on Friday, October 16, in HyFlex format. About seven to nine faculty attended the first session.
- Ruth noted the session warned that faculty speech may increasingly be treated like that of other public employees, with past precedents potentially revisited.
- The committee issues formal and conditional reports and informal guidance, and has past reports that may answer faculty questions.

3. Part-time faculty evaluations

The new part-time evaluation instrument, already negotiated and in use this fall, raised questions about clarity, scoring, workload, and support. The topic came to PTAC from an English department meeting. The council will review the instrument at its next meeting.

Frequency (as clarified): new part-time faculty in their first semester; any time faculty teach in a new modality; every two years; every three years after 16 consecutive semesters.

Instrument concerns:

- The rating key shows 4–1 (EE, ME, DE, U) but not the "N" used on the form. "N" is intended to mean Not Observed but could be read as "No, not done." Members asked for a labeled Not Observed column.
- Kelly Bronco asked how Not Observed items are scored, for example whether they are excluded from the Part A average. Members hoped the score is a true average of observed items only.
- Some fields are vague, making scores hard to determine. Faculty should see the instrument before being evaluated.

- The dean's section must be completed, and a chair is expected to respond. It is unclear whether "chair" means department chair; there is no committee for part-time evaluations, and the form has no signature line for the department chair.
- Deans may have limited direct knowledge of part-time faculty, which may require additional dean–chair meetings.

Contract and practice issues:

- Faculty teaching more than 50% online must be evaluated in the online portion, so they may never receive feedback on in-person or lab instruction. Members favored a collaborative choice, as in past practice.
- Per the contract, the department chair decides who evaluates part-time faculty, which can include part-time faculty. Some members felt evaluators should be in Pool 1 and experienced at the college.
- Much of the contract language causing concern (hybrid evaluation, who may evaluate) is long-standing but not widely known; the form is what is new.
- A low score can result in moving to a lower pool; the threshold is in the contract. Faculty may request an additional evaluation, and a performance improvement plan is possible.
- Faculty who only teach winter or summer sessions, common in departments with a heavy Pool 1, may be evaluated in five-week courses, and chairs may need to request off-contract evaluations.
- First-time modality evaluations are required by contract but are not currently tracked.
- Questions about missed notification deadlines (within the first three weeks) were referred to the union.
- Members raised the Senate's advisory role on evaluation forms and equity between part-time and full-time instruments. Several felt the instrument should differ by discipline or modality, not employment status.

Workload and support:

- Kelly Bronco is the only full-time faculty member in a department of 17; 6 of her 16 part-time faculty are being evaluated this semester.
- Evaluation is significant work for full-time faculty, and departments assign it differently, including rotations.
- Ruth and Victoria Leonard emphasized mentorship before, during, and after evaluation. Part-timers often hear nothing after submitting dates and a syllabus. A third-party mentor could help faculty prepare and follow up.
- Rotating evaluators gives faculty a range of feedback.
- Miranda Zamudio's recorded training on the instrument is on the intranet; members suggested sharing it with part-time faculty, who have had no training.
- More than 30 new part-time faculty were hired this semester.

4. Communication with part-time faculty

Loni Hands, now tenure-track and formerly part-time faculty, suggested automatically adding part-time faculty to the PTAC Canvas shell and sending announcements through Canvas, since faculty juggling email from several colleges tend to notice Canvas messages. The co-chairs agreed the goal is a central information hub, accepting some overlap with the self-paced orientation and Academic Senate.

5. Campus culture and belonging

This continued discussion from the last meeting on how connected part-time faculty feel and what limits participation. The working framework has three pillars: information, communication, and celebration.

- Victoria Leonard and Lisa Hooper serve on a committee on campus culture and climate. Ruth proposed a space in the Canvas shell for faculty to share what helps them feel connected.
- A previous town hall in Bonelli 330, held around 5:00 p.m., was well attended.
- Victoria Leonard proposed a once-a-semester social immediately following a PTAC meeting, possibly with a light theme. Retirement planning was suggested as a topic many part-time faculty know little about.
- Alma Juarez recommended welcoming, fun activities rather than another meeting or lecture, with information shared informally.
- Kelly Bronco noted Jennifer Overdevest's well-received social and mentoring practice for part-time faculty in her department.
- Abigail Royster observed that belonging depends on professional opportunity as well as social connection. She urged departments to offer part-time faculty leadership roles, such as course coordination, and growth toward full-time positions. Members agreed, and Lisa Hooper planned to carry this point to the Academic Senate meeting on October 8.

6. Action items

- Add a review of the part-time evaluation instrument (strengths and suggested improvements) to the November PTAC agenda — co-chairs
- Share Miranda Zamudio's recorded evaluation training with part-time faculty via the PTAC Canvas shell — co-chairs
- Report back to shared governance on the SCV Book Festival's friction points — Ruth Rassool and Book Festival Committee
- Encourage part-time faculty to volunteer for the Academic Review Committee — co-chairs
- Promote Gary Collis's Academic Freedom Flex session on October 16 — Lauren Rome
- Explore auto-enrolling part-time faculty in the PTAC Canvas shell and adding a space for belonging feedback — co-chairs
- Consider a once-a-semester social following a PTAC meeting — co-chairs

Next meeting and adjournment

The next meeting is Wednesday, November 4, 2026, at 3:30 p.m., in Bonelli 330 and on Zoom. The co-chairs thanked attendees and adjourned the meeting.

Minutes prepared from the meeting recording transcript.