



San Diego Community College District

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Resolution 2025.4.22 – Part-time faculty participation in shared governance is essential for the success of Miramar students and maintaining the college’s culture of inclusivity. Presented to the Academic Senate of Miramar College: Authored by Kristen Everhart Academic Senate Adjunct Representative and Co-Chair of Adjunct Success, Retention, & Equity Committee (ASRE). Endorsed by Adjunct Success, Retention, & Equity Committee

Whereas, [ASCCC \(2024\)](#) published a review *Part-time faculty: Equity, rights, and roles in governance* finding that California’s community colleges continue to fall short of the recommended 75/25 full-time to part-time faculty ratio, placing an undue burden of service and leadership on a small number of full-time faculty, leading to burnout and limiting their ability to implement meaningful institutional change;

Whereas, achieving our common interest and responsibility to provide educational opportunities of the highest quality to our students requires a collective effort of all part-time and full-time faculty members in order to communicate effectively with each other, share institutional responsibilities, and demonstrate a culture of mutual respect (CoFO Faculty Equity Statement as cited in [ASCCC, 2024](#));

Whereas, [ASCCC \(2024\)](#) lays out how part-time faculty are crucial to the success of our students for many reasons, including expanding capacity and programs across the colleges, and they are vital to the work of colleges and the academic senate’s purview under California Code of Regulations Title 5 §53200 as it relates to academic and professional matters;

Whereas, [ASCCC \(2024\)](#) found that adjuncts are uncertain about how to engage in shared governance—41.72% are unsure whether designated seats exist, 60% do not know if seats are available, and 80.45% are unsure if there are restrictions on their service—local senates need to engage in intentional outreach, visibility, and open invitations;

Whereas, [ASCCC \(2024\)](#) says local academic senates can play a central role in creating spaces where part-time faculty are welcomed, supported, and empowered to contribute meaningfully to institutional decision-making, aiding in fostering a sense of belonging and validation for part-time faculty through inclusive governance structures, which are crucial for student success.

Therefore, be it resolved, that the Academic Senate of Miramar College recommends, that all college governance committees add a designated seat for a part-time faculty person as a clear invitation and demonstration of a culture of inclusivity;

Resolved, that the Academic Senate recommends that the Administration and SDCCD leadership collaborate to explore sustainable funding strategies, outreach, and professional development to educate and increase engagement opportunities for part-time faculty in the important work of shared governance. Based on how these efforts are funded at other California Community Colleges, the Academic Senate suggests the following ways in support of these efforts:

1. Utilize reallocation time for part-time faculty that aren’t at .67
2. Offer a stipend to supplement any service hours that fall below the non-classroom rate from exhaustion of the AFT established allocation for shared governance
3. Assign ESU of ISU’s (Instructor Service Units) for service positions



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Reference

Academic Senate for California Community Colleges (ASCCC, 2024). *Part-time faculty: Equity, rights, and roles in governance*. https://www.asccc.org/papers/part-time_faculty-equity_rights_roles_in_governance