

2008 GCC Campus Climate Committee Recommendations Report *(plus initial response from the Administration)*

One facet of the GCC Climate Survey Committee mission was to submit recommendations to the president; these recommendations were the direct result of committee-member input generated by the survey instrument and supplemental information garnered from e-mail and/or direct communication with committee members. The recommendations have been divided into the primary areas of concern generated by responses to the survey instrument: communication, fairness, diversity, decision making/governance, leadership, and morale. Within each area, overlapping recommendations frequently occurred, however. For example, recommendations to increase communication were found in the subtopics of diversity, fairness, morale, and decision making/ governance, resulting in a greater number of recommendations regarding communication than recommendations in other areas.

The recommendations contained herein are being made in a general climate of uncertainty since the comments frequently questioned whether change was possible, given the current economic and budgetary crisis. In addition, economic concerns were often coupled with the fear that there could be retaliation if individuals were forthright in reporting problems occurring within their specific employee group or curricular area. Because GCC is a large, mature, basically well-functioning organization with a strong institutional memory, we (the 2008 Campus Climate Committee) believe that these concerns are valid and that they accurately reflect the time, energy, and commitment of employees who responded to the survey and the diligence with which the committee has worked in order to meet the tasks which were set before it.

Communication

As stated previously, recommendations involving communication were found within several different topic areas. While the greatest number of responses was directed toward the president and administrators in general, a wide variety of generic communication concerns was reported. The committee focused on making recommendations which utilize processes and tools currently in place in order to increase the number of reports, information flow, and sharing of findings within the GCC system. The recommendations are as follows:

Generic Recommendations

1. Before change can be implemented, how we communicate should be addressed—i.e., all employees should strive to communicate in a respectful, civil, transparent, open, and comprehensive manner, and we should also actively listen to the input from all constituency groups. In addition, anything which is not clearly understood by all should be resolved prior to implementation of system-wide changes.

[Open forums are held at GCC 4 or more times per year, the president has scheduled open office hours throughout the academic year, learning lunches are held throughout the academic year, and input from groups such as the President's Advisory Committee (PAC) and the President's Budget Advisory Committee (PBAC) provide opportunities for the President and other leaders to hear and talk about concerns or positive achievements.]

These are listening and learning opportunities for all present. Many sessions are taped for those unable to attend and feedback is always welcome. When decisions are finalized, input is considered.]

2. An internal campus-only website with easy access for all employees and constituency groups (e.g., through CRS) should be created and should contain minutes or reports from meetings of the President's Advisory Council, Executive Leadership Council, and constituency groups (e.g., MAT, Safety, PSA, Crafts/Maintenance, the Faculty Committee, Department Chair meetings, and College Advancement Services). Each report or set of meetings should include a list of attendees, information on topics which were addressed, and information regarding short-, mid-, and long-term progress on goals. The website should also include monthly reports from administrators (VPs, Deans) regarding progress made toward increasing GCC's mission and visibility.
[The request for attendance and minutes will be shared with the committees and they will be strongly encouraged to provide this information. Internal communication will be vastly improved once Sharepoint and eGCC are fully implemented. Sharepoint allows an authenticated login (user ID and password) into a website that "remembers" your preferences and roles at the College. Attendees, agendas, minutes, and more will be available here. However, having eGCC on ones desktop is all-but a perquisite for this ability. Concurrent with implementing the first phase of Sharepoint (aka Information Architecture) will be the final migration of staff to eGCC. Updates from administrators will be made available when applicable projects are underway or when practical to do so. There is not sufficient staff or time to write monthly reports.]
3. Change the nature of the existing Campus Climate Committee so that it becomes new, small, diverse, and has rotating membership. This reconfigured Campus Climate Committee would roam the campus for the purpose of holding informal chats with employees within all constituency groups and submit monthly climate status reports containing an update on progress made in meeting short-, mid-, and long-term goals. Members of the reconfigured Campus Climate Committee should not automatically be those who are current Climate Committee members.
[We can easily add this as an ongoing committee for faculty. We will complete the new committee request form for the ELT (Executive Leadership Team) to review. We are currently reviewing all faculty committees to be presented to this April. The new Campus Climate Committee would benefit by including some of the current Campus Climate Committee members as members of the new committee, for at least the next fiscal year.]
4. Place suggestion boxes around campus. These boxes would be locked and maintained by the reconfigured Campus Climate Committee (#3, above). *[We can easily add these around campus. We will look for optimal locations and discuss the number needed. Depending upon cost, we may wait until July 1 to order the boxes.]*
5. Communication (perhaps via the website mentioned in #2, above) should include information on the marketing of our college, programs, and innovative practices.
[The Marketing web page has existed for several years, and it includes examples of such activities. Here's the website: <http://www.gccaz.edu/cas/13148.htm>. Please review the

Marketing initiatives and always feel free to suggest additional initiatives. We can do what our local budget allows us to do. In addition, there are District Office initiatives that support all 10 colleges.]

6. Departments with similar work roles should hold co-departmental meetings in order to increase interdepartmental communication and coordination of tasks.
[This applies to departments college-wide. We need to work together to envision how the Interdepartmental meetings process would be structured.]
7. Supervisors and managers should be required to attend workshops addressing communication among and with diverse workplace communities and cultures.
[Rory Gilbert, the MCCCCD Manager of Diversity Initiatives is in the process of being scheduled to provide an intercultural training session at GCC. In addition, the MOSIAC series of workshops are currently being offered at GCC during the Spring of 2009. We will research the availability of additional intercultural communication trainers and other opportunities for these specialized workshops to be offered at GCC].
8. Convocations and Days of Learning should be used to increase communication and information-sharing regarding campus issues. Employees should be briefed on progress made regarding previously-targeted issues as well as new issues which need to be addressed in upcoming academic years. Please do not ask, at convocations, how we spent our summer vacations; this was not perceived favorably by the campus at large.
[As requested, asking about summer vacations will be discontinued. However, many employees have liked the familiarity it brings to the gathering and the fact that it has provided us with an opportunity to add upbeat, positive comments to a sometimes-heavy agenda. We will look for alternatives to add positive components to this academic year opening event].
9. While campus e-mail provides one way to increase communication within our large organization, it is recommended that campus e-mail *not* replace all other means of communication. In addition, it is recommended that all e-mail messages contain a signature line containing the sender's name, office phone number, and department.
[As addressed in item number 2 above, Internal communication will be vastly improved once Sharepoint and eGCC are fully implemented. The District is looking at going to a new e-mail server (Exchange), which would allow limiting access to the "everyone" e-mail addresses AND would eliminate duplicate notifications when on more than one list. By using Sharepoint as a portal, and by allowing clients to "opt in" to a conversation, communications can be pulled by the client when desired rather than forced onto the client via "everyone" e-mails.]

Recommendations Specifically Directed Toward the President

1. Management by walking around campus to increase visibility and to greet, interact with, and acknowledge individual members of the campus community should be established.

[In spite of a very compressed schedule, the President has made a deliberate effort to walk around the campus more this semester. In an effort to be more visible, the President has regular forums for campus interaction (e.g., the Brown Bag/Learning Luncheons, the Campus Conversations/forums, Office Hours) and has also encouraged individuals and departments to schedule an appointment with her or invite her to visit an area. She also invites you to join her at some of the many student programs that she attends in the evenings and on weekends.]

2. The President's newsletter should be updated monthly to demonstrate that regular communication is valued.
[In progress] [SEE #2 above].
3. The frequency of informal constituency chats should be increased and the schedule for such chats should be varied in order to facilitate attendance from those who are teaching or have other job commitments. Videotapes and written transcripts of the chats should be made available to those who were not able to attend the chats in person.
[Most constituency groups prefer chats directly with the President and their group membership. However, if they want their chats posted, they simply need to request that of the president or of the Director of Advancement.]
4. The President should make use of photographic opportunities in order to provide evidence of her attendance at college events. The photos, together with a monthly list of campus events, should be given either in the President's monthly newsletter (see B-2, above) and/or included in the internal campus-only website (see A-2, above).
[Such photos are currently captured and included in the Gaucho Gazette (<http://www.gc.maricopa.edu/gaucha>); Back issues can be accessed from same link.]
5. Over the course of the year, the President should "job share" a few hours per month. This "job sharing" could include (but not be limited to) assisting with or participating in registration, working in Employee Services, working out in the Fitness Center, sitting in on a Department Chair meeting or class, and helping with campus maintenance. Activities such as the foregoing increase the President's visibility on campus and also communicate a respect for all members of the campus community—both employees and students.
[When invited, the President will be happy to visit any department and/or play a role where it is practical to do so. Simply contact MIZ to arrange the visit.]

Fairness/Accountability

It is to be expected, within any large organization, that perceptions of fairness and accountability will differ among isolated individuals. At GCC, however, information received as a result of the climate survey, indicated that fairness and accountability were also perceived as problematic by certain ethnic and employee groups. It should be noted that the committee's recommendations in this area are generic, however, and intended to be applied across subgroups.

Recommendations

1. All campus employees, including administrators, should be held responsible for meeting their contractual obligations, with real consequences applied for nonperformance. If this

directive is applied from the top down, perceptions regarding nepotism, cronyism, and the “good old boy network” should be dispelled.

[All employees, including administrators, are held responsible for meeting contractual obligations, and this is reflected in their required annual evaluation and performance review processes.]

Nepotism, cronyism, and the “good old person network” are separate issues not necessarily related to “nonperformance”. These issues are handled through revised District policy language. The consequences are included in that language.

2. If the primary means of campus communication is via e-mail, then all employees should have equal access to computers. Further, opportunities to ensure fairness in disbursement of technology, furniture, office and work roles should also be sought out.
[The PIT in HT1 is open to employees who do not otherwise have access to computers. Computers are also available in the Student Union, and the Library for general use. Requests for technology and furniture are a well establish component of the annual budget request process. All requests are reviewed and recommended by applicable budget committees. Desktop computer upgrade requests can also be submitted though the GCC Help Desk. Individual department managers manage office assignments and work roles.]
3. If the highest-scoring job candidate interviewed for an open position is not selected, the rationale behind the choice of another candidate for the position should be communicated to the department and constituency group within which the position exists.
[The rationale for the selection of the finalist is always discussed with the Screening Committee Chair. Screening and interviewing processes are confidential and the rationale for these personnel decisions cannot be shared with the overall departments or constituency groups.]
4. Demographic information regarding GCC hiring practices should be displayed on the CRS website in order to demonstrate how GCC is performing, when compared with hiring practices on other campuses.
[MCCCD HR is only just beginning to share some of that information. Hopefully, it will be more readily available soon. IPEDS is also going through a “change” process that will alter how the College reports some demographic data. Regardless of the method of capture, some demographic data is “optional” for applicants and is definitely self-reported. Further updates will be provided once the College knows how to capture that data according to standards.]
5. Committee assignments should be equitable and comparable with regard to the number of responsibilities and the amount of time commitment. In addition, attendance and minutes should be compiled for each committee meeting and posted on an accessible website (see A-2 above). Committee assignments should also be rotated. .
[Academic Affairs administrators are currently reviewing all faculty committees to be presented to the Executive Leadership Team (ELT) in April. The review of committee assignments will include how often the committee meets. The request for attendance and

minutes will be shared with the committees and they will be strongly encouraged to provide this information.]

6. The RFP should be followed with regard to limits and tenure of Department Chairs. Assistant Department Chairs should be viewed as Department Chairs in training, not independent positions, and should also have limits applied to their tenure.
[This would require new RFP language: If this recommendation is acted on, the GCC College Plan would also need to include the length of service for a Department Chair.]

Per the RFP section D.1.1.

Department/Division Chairpersons shall be selected from the membership of the department/division, as prescribed by the college plan, which has been developed by college Residential Faculty and submitted to the College President for approval. The college plan should describe the duties and responsibilities of the chairperson inclusive of those duties outlined in section D.2.3.

The term Assistant Department Chair has been used as a “working title” at GCC for over 25 years. This working title refers mainly to evening supervisors who have a limited scope of responsibility. We also have Occupational Program Directors and a few Academic Program Directors who are sometimes referred to as Assistant Department Chairs.

7. Fear of reprisal when lodging complaints was more prevalent within the M&O, Crafts, and Safety subgroups. One suggestion from within these subgroups was to have an objective, qualified third party made aware of specific complaints; the role of this third party would be to monitor the activities of both parties involved in the complaints and to be available to serve as a mediator should charges of reprisal occur.
The College is pursuing with the legal and the District HR department the ability to provide first-level, informal complaint mediation. However, some complaints are of the nature requiring someone from outside the College to hear them. Retribution for complaints violates District policy and, in some cases, violates statute as well. The College cannot control what an individual fears but we can work on creating an environment that promotes civility.

Diversity Issues

In general, the perception is that there are adequate plans and strategies in place to implement ethnic and racial diversity within the campus community, but that these plans and strategies are not coupled with an ongoing action plan. Further, the perception is that the plans and strategies do not address all social and cultural groups within the GCC service area nor do they include an acknowledgment of diversity of thought and opinion.

Recommendations

1. Develop marketing strategies that emphasize underrepresented and social and culturally isolated communities with the GCC service area. Development of a marketing plan should

include input from GCC groups that interact with underrepresented populations. Agencies and organizations serving the disadvantaged should also be recognized and made a part of the network of contacts and partnerships within the GCC service area.

(The college marketing and recruitment plans already contain outreach efforts to underrepresented and socially and culturally isolated communities. However, further exploration into how best to reach this population will be conducted. Representatives from Multi-cultural Affairs, Enrollment Services, Advising, Recruiting and residential faculty representatives—are members of the Marketing Committee. This is a very vital group for exactly this type of input—Members of the committee who have not been attending lately will be encouraged to re-engage with the committee or recommend an alternate. The Marketing Committee will further explore what may need to be added to the marketing plan to reach this population.)

2. Make a commitment to set goals and timelines to diversify opportunities at all employee levels (such as in faculty hiring) which align with the accrediting association recommendation that the composition of the faculty body reflects the composition of the student population. Such a strategy should include assessing the adequacy of district recruitment notices and should also identify opportunities for diversifying candidate pools. *[The MCCCCD Diversity Advisory Committee has provided some leadership and strategic district goals. MCCCCD also offers training “Hiring the Best” in which strategic screening/hiring activities could be shared. We will look for a Diversity Expert for an upcoming Learning Day.]*

NOTE: HLC does not prescribe but suggests broad goals. Here is what the accrediting association (HLC) recommends as it relates to diversity:

Core Component - 1b *In its mission documents, the organization recognizes the diversity of its learners, other constituencies, and the greater society it serves.*

Examples of Evidence:

- In its mission documents, the organization addresses diversity within the community values and common purposes it considers fundamental to its mission.
- The mission documents present the organization’s function in a multicultural society.
- The mission documents affirm the organization’s commitment to honor the dignity and worth of individuals.
- The organization’s required codes of belief or expected behavior are congruent with its mission.
- The mission documents provide a basis for the organization’s basic strategies to address diversity.

Core Component - 3c *The organization creates effective learning environments.*

Examples of Evidence • Assessment results inform improvements in curriculum, pedagogy, instructional resources, and student services.

- The organization provides an environment that supports all learners and respects the diversity they bring.
- Advising systems focus on student learning, including the mastery of skills required for academic success.
- Student development programs support learning throughout the student’s experience regardless of the location of the student.
- The organization employs, when appropriate, new technologies that enhance effective learning environments for students.
- The organization’s systems of quality assurance include regular review of whether its educational strategies, activities, processes, and technologies enhance student learning.

Core Component - 5a *The organization learns from the constituencies it serves and analyzes its capacity to serve their needs and expectations.*

Examples of Evidence • The organization’s commitments are shaped by its mission and its capacity to support those commitments.

- The organization practices periodic environmental scanning to understand the changing needs of its constituencies and their communities.
- The organization demonstrates attention to the diversity of the constituencies it serves.
- The organization’s outreach programs respond to identified community needs.
- In responding to external constituencies, the organization is well-served by programs such as continuing education, outreach, customized training, and extension services.

3. Make a concerted effort to plan, develop, and implement processes which are necessary for attaining Hispanic-Serving Institution (HSI) classification in order to access grant

opportunities and to provide additional opportunities for educational success.

[This is already being done; a campus committee was formed last semester and we are collecting material to prepare for application when we achieve the 25% FTSE eligibility threshold. A report was recently given to the MCCCCD Governing Board regarding HSI.]

4. Develop and implement diversity and civil rights training for all supervisors, managers, and selection committee members. In addition, make a commitment to assure diversity and “balance” in all screening and selection committees.

[The administration will consult with District Human Resources Department regarding the request for this training. Screening committee membership will continue to be reviewed with a continuing goal of exceeding the District screening committee membership requirements.]

5. Initiate a comprehensive ethnic studies curriculum utilizing the current course bank in order to strengthen levels of understanding and to both enrich the lives and provide educational opportunities for all students and employees on the GCC campus.

[Academic Affairs will create a list of applicable courses currently offered by various instructional departments within GCC (which includes disciplines such as Psychology, Communication and Religious Studies). We will ask an interdisciplinary group of residential faculty members, who teach ethnic studies courses, to review our current course offerings, course offerings throughout the District and provide a recommendation.]

6. Increase and further develop the Developmental Studies curriculum and courses. Market the Developmental Studies program on an ongoing basis in order to assure that those within the GCC service area are aware that developmental studies opportunities and services exist on the GCC campus. *[GCC is participating in a District-wide initiative to enhance our developmental education efforts. More time and research of best practices is needed to determine best plan for GCC.]*

Decision Making / Governance

The survey responses suggest areas of concern regarding the effectiveness of shared governance, college committees, and coordination among departments. Recommendations in the area of decision making/governance overlapped with communication, fairness/accountability, and leadership.

Recommendations

1. Provide opportunities for open discussion prior to implementation of major system changes such as in SIS, Goal Quest, and the pay scale for 49% employees.

[Administrators are hired to administer and make final; however, when time permit, input is sought at the college level from employees or employee groups that are affected by major changes before the changes are implemented. In the cases of SIS, decisions were made at the District level and not the local administrative one. Decisions related to 49% are made both at the District and local levels. In the case of GoalQuest, administrators made a decision in the summer based on an extremely urgent situation, namely that our FTSE had

dropped 10% and a decision had to be made in the summer regarding recruitment and retention enhancement programs prior to the start of the fall semester.]

2. When a major system change is forthcoming, engage in extensive pre-planning which includes, but is not limited to, input from the individuals “in the trenches,” running a pilot study, and solving problems inherent in any new system before it is implemented campus-wide.

[This suggestion is excellent in theory but, in urgent and real situations, is often impractical; also, even when this pre-planning and training is done (as in the case of SIS implementation), it does not necessarily ensure success. As mentioned above, managers and administrators at our campus usually seek input and provide training in advance of “major system changes.” GCC will continue to seek as much local input as reasonably possible.]

3. Postpone hiring for the Vice President position is a demonstration that administration is willing to make sacrifices in times of economic crisis. *[See President’s February 2009 Newsletter. Greg Rogers has been assigned responsibilities as the Interim VP for Administrative Services and Planning in addition to his responsibilities as the VP for IT]*

4. Respect committee recommendations regarding hiring, technology, and support for academics. If committee recommendations are not followed, provide a clear, publicly available rationale for the alternative decision.

[Committees do not recommend hiring but rather recommends final candidates to the President. The President makes the final hiring decision. At Maricopa, the presidents are solely responsible for the hires made and, as such, are accountable to the Chancellor for their recommendations. The GCC President depends on the discipline expertise of the screening committee members. All hiring decisions made by the President are discussed with the Screening Committee Chair. Screening and interviewing processes are confidential and the rationale for these personnel decisions cannot be shared with the overall departments or constituency groups.

Technology and support for academics and all college-wide departments have been limited due to declining enrollment and the subsequent college budget reductions.]

5. Extend and reinforce opportunities for interdepartmental sharing of information and resources. *[We need to work together to envision how the Interdepartmental meetings and/or sharing of information process would be structured and work together to explore creative yet practical ways to share applicable resources.]*

Leadership

Concerns regarding leadership overlap with comments regarding communication, fairness, accountability, diversity issues, and decision making/governance. Recommendations made by and/or given to the Climate Committee focused primarily on the President’s leadership style.

Recommendations

1. Provide supervisors, managers, department chairs, and administrators with increased opportunities for ongoing training in management/supervisory skills, leadership, and effective communication.

[Such training opportunities are available and all are encouraged to enroll; Here's the link to MCCD training for supervisors or those who hope to become MCCCDD supervisors: <http://www.maricopa.edu/learn/>]

2. Conduct annual evaluations of supervisors, managers, department chairs, and administrators. Suggestions also included 360-degree supervisory evaluations and use of the new MAT evaluation forms.

[Per the policy manual:

15. EVALUATION

15.1. *Evaluations will be administered annually in a manner prescribed by the Vice Chancellor of Human Resources.*

15.2. *MAT employees are to be evaluated only by MAT personnel in higher grades or Executives. Any Faculty direction of MAT employees will be only in a coordinating role.*

15.3. *Annual evaluation will be one of the tools to assist in improving performance. Annual Evaluation will also be a factor when considering retention and/or dismissal, transfer, and reassignment.*

15.4. *Prior to filing the evaluation in the Office of the Vice Chancellor Human Resources, the employee will be allowed to review and discuss the evaluation with the appropriate supervisor and make any written comments or observations on the evaluation.*

15.5. *The employee must sign the evaluation. The employee signature does not represent concurrence, but does represent the fact that the evaluation has been reviewed with him/her.*

15.6. *A copy of the evaluation will be given to the employee within ten (10) working days after final approval by the College President/Vice Chancellor.*

15.7. *A copy of the evaluation will be placed in the employee's personnel file.*

The District Office has piloted a voluntary 360-degree supervisory evaluation process but it has not been adopted for District wide use.

3. Specific recommendations for the President appeared targeted toward dealing with rumors that she is actively soliciting employment opportunities elsewhere.

[This has been a rumor since the President's arrival. As is true for all employees, the president needs to manage his/her own career. Whether entertaining the pursuit of other career opportunities or not, it is his/her decision alone. The position of president is one of contract and, as long as she abides by the terms of her contract, she should be free to examine other opportunities. Further, in today's environment there are many instances where sitting presidents are nominated or solicited to apply for positions by third parties.]

- a. The President should attend governing board meetings, committee meetings, and

student and community events, and she should arrive on time and not leave early. *[There are many such activities that often overlap. However, in an effort to attend as many as possible, the President often splits her time between activities resulting in leaving one early and arriving at another late. Finally, the President has a number of occasions when she must choose which activity to attend when two or more activities are scheduled at the same time and it is not possible to split time between the events.]*

- b. The President should limit attendance at national conferences and devote time that would have been spent on conference attendance to GCC. *[Though time spent at national conferences is part of the Presidents' job description and is therefore expected by her supervisor, such attendance is limited. Time spent at national conferences is focused on the betterment of GCC and Maricopa.]*
- c. The President should make Arizona her permanent residence. *[This is personal, private business of the President and not related to Climate study.]*

Morale

The survey findings reflect that, as individuals, GCC employees are resilient and fairly positive. To paraphrase the survey report, individual morale and job satisfaction is higher than group/departmental morale, which is better than overall GCC morale. Recommendations to increase morale were viewed as both directly and indirectly linked to making positive changes in the other areas which were targeted. The recommendations also suggested that trust can be reestablished through open communication with faculty and staff by not only listening to but also hearing their concerns regarding hiring practices and increasing supervisory/managerial/administrative skills, and by promoting the possibility of change through respectful interactions among and between students and employees.

Adjuncts

For the first time, adjunct faculty were included in the climate survey. The survey which they completed was directed toward the adjunct-faculty work experience, thus making areas addressed in the adjunct survey different from areas addressed with residential faculty and other full-time members of the GCC campus community. Recommendations from adjunct faculty included the following:

1. Provide adjuncts with additional opportunities, within each department, for mentoring and information-sharing with other adjuncts and with residential faculty. *[This request will be shared with GCC Department Chairs. Academic Affairs will gather and share information about best practices at GCC and other community colleges, so departments college-wide can look for ways to improve on their current efforts.]*
2. Provide opportunities to reinforce the perception that adjunct faculty are a valued and integral part of the campus workforce.

[This concern will be shared with during an upcoming Department Chair meeting and responding to 1 above will go a long way in facilitating this request.]

3. Provide adjunct faculty with better access to computers and with better ways of storing class materials. .

[The PIT in HT1 is open to employees who do not otherwise have access to computers. There are also computers in the Student Union, and the Library for general use. As faculty office areas are renovated or constructed, adjunct work and storage-space has been part of the planning. GCC will continue to work toward identifying storage space in existing buildings.]

4. Provide adjuncts with appropriate areas in which they can prepare class materials and meet with students.

[As faculty office areas are renovated or constructed, adjunct work- and storage-space has been part of the planning and construction process. GCC will continue to work toward identifying office and storage space in existing buildings]

5. Seriously consider qualified adjunct faculty for full-time employment.

[Screening committees seriously consider all qualified applicants for all residential faculty positions. As a matter of fact, a large number of residential faculty positions are filled by qualified adjunct faculty from throughout the District.]