

Well Each of these scenarios is an example of a real false dichotomy adjunct faculty may face or exhibit. In the blank numbers below, type your response to this scenario. How would you bring yourself back to “reality” when confronted with these thoughts and feelings?

Don't worry - everyone is anonymous!

## Scenario 1

As a part-time faculty member, I need to attend all department meetings and professional development otherwise I won't get classes.

1. I don't get paid for that committee work. That feels lousy
2. I actually want to attend the department meetings! I want to know what is going on. If I don't place myself at the table, no one else will necessarily do so! I attend many professional development workshops because I want to LEARN and continue to improve. *Sometimes* the chair will “ask” for participation that borders on “free labor” :(
3. I also have a full time job but make sure that I reply to the department chair about department meetings I can/cannot attend. I let ask them if they could keep me updated with the outcomes and offer if there is anything I can do before or after the meeting. I make sure I read the agenda and the notes from the meeting
4. I get paid for professional development and enjoy the opportunities at two of the schools I teach at. One school does not pay for the professional development but I attend to be a better teacher. I need to attend department meetings to see what the focus is at my schools.
5. Prioritize which ones are the most important.
6. Be mindful of who is attending each meeting and make sure that you attend at least some of them that include your department chair and your dean.
7. Meetings are always scheduled for specific days of the week, and I always have classes during those days/times. I try not to worry about it because I literally can't be in two places at the same time.
8. Tried it for years, it did not help me get a job
9. Most Adjunct do not attend department meetings
10. They did ask me to do 'showcase' with out pay, felt like had to since I was applying for full time
11. Petition the union for compensation in the contract
12. I just go as often as I can and enjoy being part of the department. I also write emails when I cannot attend so that the department knows I am engaged. And I get involved with other professional opportunities as well and send emails that let them know what I am engaged in doing.

13. Yes, I do not get paid. However I am always expected to be involved attend committees, and show face
14. Some of my colleges offer pay for attending dept. meetings and other colleges I work at do not. It makes me question if my chances are higher for attending the non-paid dept meetings for being selected for a FT position.
15. I do not attend all department meetings. I attend maybe one.
16. Connecting with members that attend to discuss and give input after the fact. Also, meeting with the chair to try to find times that are alternates or possibility of call in/ Zoom attendance
17. I attend them to give a face to a name...To be involved with the changes that are happening with the campus. I feel like if I show my face, they'll make a mental note that I'm actively involved.
18. I attend because I want to be informed.
19. I attend if I have time available, but otherwise, I'll request a recording of the Dept. meetings to review.
20. I started signing up for paid committees on campus, which allows me to stay involved but be compensated
21. I attend many committee meetings without pay, and have been asked to join more committees. I feel I have to in order to stay relevant and keep chances high of full time hire in the future. I only attend department meetings when able because of all the committee meetings.
22. I have other jobs to supplement my income and need to balance all of my responsibilities.
23. I have been trying to get facetime and keep my name out there for the department head, but I don't feel the need to go to every meeting. I have been trying o be active n some committees
24. I haven't found that it was required to attend meetings. But to maintain a face to face involvement, I regularly check in with my department "chair" and other Part Time faculty. I wish I had time to read all the minutes from meetings, but having a full time "day job" makes this hard.
25. I attend when I can to know what is going on even though I don't get paid for the time or required. Zoom meeting is much easier to attend.
26. I attend when I can, have even joined the Academic Senate and been put on a committee. I want to learn more about how the college works - although I don't feel like I can speak.
27. I actually attend committees and councils to keep up on what's going on.
28. I serve on several committees as a PT faculty. For some we have very minimal compensation. I can claim professional development pay, but I always work more hours than I'm eligible for compensation. We've had to fight to get PT faculty allowed on committees, and lots of FT is still negative toward PT service.

29. Over the years I've tried to participate as much as possible without concern for pay as I most often had full time job. Now, as Zoom has become so accepted, it makes it much more feasible to participate

30. I can't always attend all the meetings or be active because I'm in my full-time job
31. I don't feel this way as far as classes, but I wonder if it will improve my chances in getting hired full time.
32. I hope that departments continue to record their meetings or offer to have their meetings on zoom even after the epidemic safe at home requirements and when we begin to attend campus.
- 33.
34. I work on 4 campuses, so I am either in the car or in the classroom when these meetings happen and they are LONG
35. Sometimes part time faculty are not invited to department meetings.
36. We are not required to attend meetings so most, if not all, pt faculty rarely attend meetings. I don't know what to make of it - not paid because not welcome, not wanted? Don't know what to think of it. I attend almost all meetings for now 13 years.
- 37.
38. I join a few of the meetings when I can make time. Get paid in one campus and not in another. And in the third one, they do not invite part-time faculty to meetings at all.
39. I join the meetings because I learn about meetings/ conferences like these. My department is sadly about to get shifted around, but I feel that they try to include me.
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44. I am not sure what you mean by 'ground myself'
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## Scenario 2

I've applied for several full-time, tenure track positions at my home campus but have never been hired. In most cases, I never get an interview. There's something wrong with me as an applicant.

71. Yes, I feel that I am not as "fun" and "smart" as other applicants
72. A full time position came up at one of the schools where I teach and the past dean recommended me for the job. However, I was asked to be on the hiring committee instead of being offered the job.
73. I don't even get a "Thanks but no thanks" acknowledgement email when the position was filled. Why bother even applying when they already have someone in mind for the position?
74. I am older and over weight. Also, they already 'have' me so they have no motivation to hire me. Also, they know about every little flaw,. They do not know that than outside applicant may have cancelled class a number of times or what ever
75. There is nothing wrong with you or me as an applicant!!! There is clearly bias against the part timer. :( Also, ageism!
76. There are no foreseeable full-time positions opening up for at least another 6-7 years, so I have not had this scenario happen yet, but it scares me that if I don't work hard enough to stand out, I will be beat out by another competitor. I also feel like I am constantly having to make sure that I am not doing too much outside of my contract hours, because I don't want to be "used" like i have in previous jobs.
77. I'm in a large department that has limited openings, even with retirements of FT faculty.
78. I was full-time faculty for many years in another state. I have gotten 2 interviews for full-time faculty positions (English) since moving to CA, but younger applicants outside of the adjunct pool get hired. I just don't see them hiring me, even though I will always ls get an interview due to my experience. I feel like they know I live nearby and will always take classes, so why hire me full-time?
79. We actually haven't hired any full time positions despite 4 retirements and 1 resignation since I was hired 5 years ago. BUT, I am concerned about coveted assignments for adjuncts going to newer hires. I feel like I am being overlooked

because THEY are comfortable with where I am. If I speak up, I have literally been told I am being a problem child.

80. I don't do well during the interviews.
81. Yes, I feel as if they have a specific candidate in mind, and in order to make their applicant pool more competitive, I'm encouraged to apply - even though the committee is aware that I will not be the selected candidate - I've been told this directly by my Dean at one college.
82. I was new when a position opened up (and one has not happened since). The department head noted that academic service could help my application.
83. I agree #81
84. It's a numbers game, and it really isn't personal. I am not the only person who is struggling with this problem--**it's a systemic issue, not a personal one.**
85. I was invited to apply for a full-time job at my campus, and feel that I would have had an okay shot, but I had another job at the time and did not have capacity to apply.
86. Luckily for me, I am at the later end of my career, so I take it less personally than I would if I were younger. I also feel my department does need to diversify and I don't represent what they most need, and I respect that. I do bring a lot of experience and wish that I could become an associate professor, but I understand how hard it is to get that spot.
87. Ditto #86. BTW, aren't we already associate professors?
88. There are no foreseeable full-time positions in my area.
89. HR is screening applications without faculty input, so if you don't exceed the recommendations, you won't get through the process. They say one thing, but they want something else! Maybe I should just give up and go back to working a standard accounting job. Why beat myself up for a system that doesn't want me?
90. I feel like there will never be a FT position available for me to apply for!
91. Do I know the process? Am I missing a step?
92. Adjunct faculty outnumber full-time positions. The system is impacted.
93. I never let it get on my head. I am seeing a lot of things going around. So, it's not only me. I can change a few things but not a whole of me.
94. It feels like being kicked in the teeth
95. I was told that the course assigned to me was closed due to low enrollment...but the semester hadn't started yet, and I remember pre-pandemic times the enrollment period would extend into the first week of semester....I felt side-swiped. Out of the other 3 other similar course offerings, I designed the course with a "zero cost textbook", so I was surprised that my course was closed, and that the zero-cost textbook option was taken away for students.

96. Applied once, did not get hired. Have not applied ever since because I believe I won't get hired.
97. I applied for a position, made second-level, wasn't selected. Applied later when another position opened in the same department and college...never advanced or heard any feedback. Informally I was told I "submitted the same documents" and wasn't even advanced because of that...which was very confusing, as I definitely did not submit the same materials. It would be nice if PT were given some kind of respect when applying for positions in-house.
98. I once applied for a position that I was certain I was going to receive. Then just before I went to interview, they cancelled the position. The department never said a word to me about why, but it definitely felt personal. This was back in Tennessee a few years ago. I took a break from teaching for a while because it hurt my feelings so deeply. I just wanted to teach. I am one of those professors that receives letters from students about how much they love the class, but they didn't care at the institution. Where I teach now, I feel more respected. I have trust issues though. I don't give all of myself to the faculty the way I used to.
99. Full time position aren't plentiful. The college depends on adjuncts.
- 100.

102. I feel like it's just never going to happen...way too many applicants and so few positions.
103. I feel like I need to teach more different classes to be competitive as a full-time candidate but teaching new classes takes so much more time and it's not very cost-effective in terms of pay.
104. Or you do interview and don't get the position, and when you ask how you can improve you're told they can't tell you anything. How am I supposed to know how to get better if I don't know where or what I did wrong in the interview?
105. Exactly, it is a big black box., and all kept secret
- 106.
107. There need to be more full time positions offered.
- 108.
109. We were supposed to hire two full time faculty counselor positions , however there was a hiring freeze. Recently they decided to hire but only hired instructional faculty.
110. Serving on a hiring committee helped me tick the boxes to get past the application to the first interview. I went to three interviews, and couldn't get to a second interview.
111. Ok, just tell us the bias. We keep guessing. Seems to be ageism
112. Seems to be adjunct 'taint'
113. I dress as well as possible, no casual. Black pants, nice blouse
114. Doesn't help
115. Full time wear bike shorts and t shirts
116. Particularly the men, full time dress very casual
117. I don't care about honor or respect. I care about paying my bills
118. I care about a secure retirement
- 119.
120. I was told my department can't post a position until ALL of the classes are full so it will take at least a few more years before that happens and that was before COVID crash
121. I don't know what else to do to make myself more competitive. I attended so many trainings and just wanted to become a better instructor even if i don't get a full-time position
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123. I think some colleges are a lot better for adjuncts than others. The past several hires in our school have been from adjuncts within the school. We have paid committees that adjuncts can serve on. I feel valued at my school.
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## Scenario 3

I care deeply about my students, to the point where I'm being emotionally burnt out. If I don't don't check my emails constantly, or work on the weekends to catch up, I'm failing them.

139. I check emails all the time to avoid complaints to the Dean.
140. The same ^
141. I check emails first thing in the morning until going to bed. Feel obligated to answer to my students especially in this pandemic situation to connect with students
142. I care deeply about my students. I am not emotionally burnt out, but I am otherwise burnt out. I keep in mind BALANCE. My students know that I will respond to emails within 24 hours Mon-Fri and only possibly over the weekend. No administrator gives me grief for these boundaries. They are common boundaries that most faculty put in place. Oh, yes, because I have a "mosaic of employment" I often have to work weekends. A different pressure: keeping the student in this online environment engaged so we can stop the "bleed" in enrollment. Lots more "hand holding" of students.
143. Boundaries are important. You can't serve students if you are burned out. Set-up requirements for responding in the syllabus so that you can honor yourself and your family.
144. I set boundaries with all my students and make myself available multiple hours throughout the week and make it clear that weekends/holidays are off-limits. I will on occasion, break this rule when big assignments are due, but my students know and respect my boundaries.
145. I have a challenge with boundaries - I check my emails on my phone when laying in bed before going to sleep. I need to set better boundaries with myself and not feeling pressured by my Dean to be available 100% of the time.
146. I am constantly checking emails and trying to stay engaged, while constantly feeling guilty I am not doing enough or interacting enough on discussion boards, etc. I only recently started forcing myself to not check emails at least one day a week.
147. I have in my syllabus about our communication for the class. However, sometimes, students want an answer that day and may not receive it. Then they email the dean and say that their emails have not been answered. And sometimes students will state that they emailed several times and there is 1 email from them

148. I've started trying to let myself have one day off in the weekends. But I do like to reply to students within 24 hours whenever possible. The fact that they know I care and they so helps me not feel burned out.
149. I also hate to check emails, because of anxiety that some student will make a bizarre accusation. I do set boundaries, and do not check at night
150. I had felt that during Fall 2020. Even after being present for extra hours (although mentioning the hours in syllabus) as per need, I got few disheartening comments who never either asked or responded back even after an offer for help. I am trying to set a good boundary this semester. I need to care for myself. I almost broke down at one point. I don't want to go over that again.
151. I feel bad when I don't get back to students quickly, but I do give myself grace and remind my students and myself that I need to step away from the computer sometimes so that I can be effective for them and for my family.
152. I try to put myself on a schedule and maintain strong boundaries. I can't be effective if I can't turn off and take a mental break.
153. I make sure that I have build a relationship with my students in the beginning of the semester so they know I care and may not get back to them immediately. Also, I have given them a Google number for me just in case it is an emergency so that they can text or call me if absolutely needed
154. Perversely, I found that giving my students a number to text and alternative ways to contact me has drastically lowered my email workload. It seems like it would be a lot more work, but it actually has helped my students feel more confident in their ability to get in touch with me, and they respect that I am not always available.
155. 100% agree with 155. I do give out my number for text messages and I've NEVER had a student, in 6 years, abuse it. It has prevented any complaints about being able to get a hold of me. Also, has reduced my email load a lot.
156. I do not check my emails constantly. I check M-F. But not on weekends. Last fall burnt me out. I cannot do that again.
157. I tend to take Sundays off, but I do some work all of the other days, but I do keep clear times for myself with my family.
- 158.
159. As a librarian I am lucky in this respect. The classes I teach are few and it's not that hard to keep up with the students... Sorry to hear about all of you out there struggling
160. I want to address what you said about the inequity in the system... we are striving for equity for our students. Yet we are buried under inequity for ourselves. I want to serve my students to the best of my ability and take care of their emotional needs and make sure they are healthy and meet them where they

need to be met. In the meantime, we are working in a system that anyone looking in at would say, “You have got to be kidding!” Oh and if we don’t want to do it - they’ll hire someone else. (#163--yes, I highlighted your point. I have to inform my peers that this is the trend, and not that I am not employable. But, secretly, I am fuming that part-time faculty are sinking into the whirlpool of the “gig economy” faster than Lyft/Uber)

161. I don’t feel burned out by being available to students. I like that part of my job. When I do have many classes, I get burned out by the amount of grading I have to do (English).
162. I offer a morning and an evening Zoom office hour to accommodate working students, but I don’t feel burnt out in this aspect, but in the job search. I wish they’d attend more often.
163. I’ve refused new courses when the expectation is that I will have to create the online course as I’m teaching it in the same semester. It’s not fair to my students or me.
164. Right, I am teaching a course with 1 week notice of a different text book. So I can not use the lectures I recorded last semester.
165. They tell us we can use other people’s you tubes, but then the Dean tells us we have to make our own lectures so that students feel like they are getting their money’s worth. Then, about half the students don’t watch the recorded mini lecture
- 166.
167. You have to treat the deadlines the same way they do. Your students may love the class, but they aren’t checking the Canvas 24/7. Do the same
168. I have once pushed back in response to a student who was VERY late with an assignment and wanted me to respond immediately. Since I pushed back and asked for grace and patience, I have felt like I found my voice and can assert my boundaries. I have a family and other responsibilities. I cannot be a good instructor if I don’t nurture myself.
169. I check emails all the time, including weekends, and grade essays all the time.
- 170.

172. Ok, I am tired of hearing about this self car calm my heart BS. I need to pay the bills. I did not create this situation, I am trying to survive.
- 173.
174. I have started to enforce my "pre-COVID" rules in my course. I can't coordinate 10 other student's "special circumstance schedules" anymore. I have due dates. Period.
- 175.
176. It's so hard now! At one college I feel fine if I take a day or two to get back to an email. At another college I feel I'm judged very harshly for taking more than a few hours to respond. It is so stressful!
- 177.
178. If you communicate to your students it's not life or death, it's a class / we also have other things going on in our lives, maybe they will also chill out with emails... students are very anxious these days
179. I tell my students 24 hour response time for M-Th, 48 hours F-Su. I don't feel pressured to be working all the time, since I'm not getting paid for that. I also had another non-teaching job until recently, have kids, etc.
180. I think part timers should be able to use their own textbook choices
181. Right, but we can't change the book 4 days before the semester starts. I got this semesters assignment 1 week before it started
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184. The full time department members have a responsibility to us, regardless of the laws and history and stuff. They have a choice when they are hiring. If we are good enough to teach part time, why aren't we good enough to teach full time?
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## Scenario 4

I need to teach at least five classes to pay my bills. This semester, I've been offered seven classes total. If I don't take those two courses, the campus will think I'm not interested and won't offer me more classes in the future.

209. I worry more about banking extra money for semesters when enrollment drops. Typically the spring semester sees a drop in enrollment, so I bank extra courses when I can. We live in a feast or famine environment.
210. I never turn down something offered because I am worried that moves me to the bottom of the list - and if I was offered a course above the other favored friends of the administrators, I definitely feel pressured to take the offerings even if I am feeling overloaded. Although, I have had to turn things down because it would put me over 67% in one school/district.
211. Sometimes it is if you are offered 2 classes and can only teach one or you are offered a class that you are qualified to teach but have never taught and have 4 weeks to prep and get it together by the time the semester begins
212. Where I work, an adjunct cannot teach more than 3 courses, so I am happy that my husband makes enough because I cannot survive on what I am making right now. I am terrified about not getting offered any courses after the impact that COVID-19 has left, because we have been told the next 2 years are going to be financially rough...
213. Take the 7! **Some will be cancelled anyway... :(** (yes, this was my experience!!!)
214. I take as many classes as I can...but usually one class is cancelled. But I do cut my class load at 6.
215. I have to take all of the 7 classes. I want to make sure that I am seen as valuable and a team player. I feel like this is the only way to ensure that I can get a full time tenured position.
216. I have never turned down any classes that offered to me, I go wherever students are.
217. I barely get classes because of the budget and I'm so low on the seniority list. What sucks is the folks who are much higher are terrible teachers (as said by my current and previous chairs) and they can't offer me anything because of where I am. I was told they know when they assign a course to me, they don't have to worry about enrollment but their hands are tied.
218. This is a scenario I just dealt with this SP21 and I decided to only take on what I could manage mentally with the constant changes and demands by

COVID and the Chancellor's office because I was experiencing burn out at such a high level I started seeing it affect my relationship with my students.

219.

220. I say yes because a class might drop. I try not to take it personally.

221. I haven't been able to get more than one class. Enrollment is down. I've applied to every college in the area and have been offered nothing.

222.

223. I wish this was a problem. I am hired at 4 campuses but rarely am able to take all the classes offered because they all seem to be on the same days T/TH and I need commuting time between campuses. Additionally, I am only offered 2 classes (MAX) per campus if i'm lucky...usually one....also, the 8 week courses and night classes can be problematic. I get the classes the F/T don't want.....

224.

225. I also notice that my campuses keep filling the adjunct pool and giving classes to new hires...what about me? I've been there 4 years and now I get reduced class offers

226. I made preference at the 2-class level and was JUST about to make preference at the 3 class level and they stopped offering me 3 classes a term and hired 3 new adjuncts. I felt so used and like they specifically didn't want an adjunct in the department at the higher preference. This was pre-covid.

227. What about ... when you take a class and then it is cancelled one week before class starts because of low - enrollment - with no compensation.

228. Yes, or cancelled two weeks AFTER you started class with no compensation!

229. Right, I had to take a class at another school in the district when mine was cancelled. The other class was a nightmare with a very messed of instructor of record teaching a 4 section class. Massive amount of grading work

I was working 2 other non college jobs (2 college jobs) the non college jobs ended due to covid

230. When I first started adjunct teaching, I had this terrible dilemma where I couldn't agree to teach if I didn't have childcare, but I couldn't afford childcare if I didn't have a job already.

231. I don't know what you mean by ground myself

232. There is no personal time. There is only paying bills

233. Had to buy a new vehicle to work the multiple jobs

234. I got offered a full-time teaching load for Fall 2021, and I accepted, but I'm nervous about K-5 being virtual... if so, it's going to be rough. How are parents supposed to manage with their own kids doing distance ed??

235. I have now developed a blanket not letting these things hit me. I just let it be and these days it's working fine. I don't want to worry about the future, at least now. :)



236. Just listening to this brought me to tears...I finally feel like you've been listening to my internal pressure! I've found my tribe. I'm not alone. **This really touches me. Thanks for sharing. I also feel alone sometimes. Thank you #239 for reassurances and reminders that we are highly skilled, highly trained, and this treatment isn't a reflection to my contribution I bring to the college.**
237. **#238 I appreciate your statement because I feel very supported today, and didn't realize until this session that I have been feeling very dehumanized. I have more education, training and experience in my field than the last full-time hire in my department and her status as a member of a formerly unprotected class, while so important in rebalancing past injustices, put her ahead of me for hiring. I feel like maybe it's time to start highlighting my own membership in a formerly unprotected class, even though I don't feel connected to that disadvantage.**
238. I have to pay for my health insurance, and I'd really like to live on my own someday (not at my childhood home) and I'd like a family of my own...I can't afford that with only 3 or 5 classes. I take all I am offered and sacrifice sleep and a social life in order to save (or just meet my current cost needs). It's rough.

- 240.
241. I don't worry about this so much, only because I have made it clear how much I care. I do see it is my responsibility to keep them knowing via phone calls, emails and other ways that I do expect classes in the fall.
242. I can't be a good instructor with that many classes. Although the paycheck is very important, I literally will make myself sick if I take those extra classes. <-also very difficult to be an engaged instructor when you're so overwhelmed
- 243.
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245. Or, how about those "combined" classes where you're expected to teach two different curriculums but get paid for one course?
246. I've been asked to take a class new to me with less than 4 days before the first class
- 247.
248. I used to take all classes offered before I had my daughter and younger. My husband makes more than I do so i am not as stressed anymore.
249. One district that i work at is based on seniority. I have been an adjunct for 18 years. I feel confident that iu can get the classes that I need.
250. I was working a classified part-time position which was that stable income, they asked if I would teach but would not let me do both. I love teaching so I picked it but it was hard to give up the steady paycheck.
- 251.
252. Having pre-recorded lectures in online teaching has really helped save me time (since I teach the same class over and over again)
253. I have been doing pre recorded lectures, then they change the book. I am trying to use open stax, but the open stax for biology are really lame. So just more time required
254. I like the recorded lectures too but rarely get offered the same class 2x! So much work to constantly develop new classes. <- That is insane!! Our hourly wage is not worth it at that point!! Yep, agree <- There are colleges that treat adjuncts better <-yes... I already work with 5 different!
255. Exactly! It is too time consuming.
256. I am sick of 'keep the faith' keep trying, and tell me to have hope. It is not about that, it is about full time taking advantage of us
257. We elected a part time as union president/ boy o boy, was he made full time in a skinny minute
258. I sat at the table for years, it did not help me. I get thrown the bones, got plenty of subbing for full time when we were face to face, but not the full time position
259. Has there been any research done about the full time positions filled - were they previously adjunct professors?
260. No, we don't get parity pay, no the Calstrs system punishes part time at several colleges.
261. Bullshit- no one 'got me'
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