

# **Department Charter**

## **Communication and World Languages**

### **October 3, 2025**

#### **Department/Division Philosophy and Mission**

As members of the Communication and World Languages Department, we are committed to preparing students to be global citizens, critical thinkers and effective communicators in English and other world languages to meet the educational, training, and cultural needs of the communities we serve. As colleagues, we seek to maintain a positive working environment of mutual respect and support for one another in furtherance of our shared responsibility to make our department successful.

#### **Objectives:**

- To help students acquire an understanding of humanity, society and human expression;
- To teach language and communication skills that will enhance relational, academic and career success;
- To instill an appreciation for global and cultural awareness;
- To provide opportunities for students to study and experience world languages;
- To encourage students to value their own identity and the identity of others to create a more inclusive community;
- To empower students and faculty to develop more meaningful and effective voices by creating and delivering messages that are appropriate for various situations and audiences;
- To facilitate a dialogue between the campus and the local community by creating opportunities for faculty and students to serve the community;
- To foster and support students through our Forensics Team, Communication Club, Los Quetzales (Spanish Club), and Japanese Culture Club.
- To promote the Academic certificates in Language Studies and Communication Competence as well as the Global Scholars Distinction.

## **1. Guidelines for Approving and Amending the Charter (RFA 6.4)**

### **1.1 Voting Members:**

All Residential Faculty members within the department are considered voting members. The department Chair votes as a regular, voting member of the faculty. Adjunct Faculty within the department are to be provided with all proposed amendments and given adequate time to read and provide comments on approval or non-approval of the amendment. Adjunct Faculty comments will be collected in a shared document and given to voting members for consideration at least two days prior to the vote being held.

### **1.2 Proposing and Voting on Amendments: Approval**

Any faculty member may propose an amendment to the charter at any time during the months of accountability. A written motion must be submitted to members of the faculty, describing the nature of the amendment and documenting its need. Faculty members will be given sufficient time to read and consider the proposed amendment prior to it being discussed in a department meeting. The motion will be discussed in a department meeting, and if at least 2/3 of the attending (in-person or virtual) eligible voting members vote for the amendment, it will be enacted effective immediately, subject to the approval of the College Faculty Senate for compliance with the Faculty Agreement and College Plan. At the request of any voting member, the vote will be held by secret ballot, ensuring anonymity.

A proposed amendment that does not obtain the 2/3 vote will be sent to the Charter Committee for review and written recommendation that will be given to the Chair for dissemination to all department Residential and Adjunct Faculty prior to the department meeting where the vote will be held. The Charter Committee's recommendation will be reviewed by the voting members at the next earliest department meeting for a re-vote. If at least 2/3 of the eligible attending voting members vote for the amendment, it will be enacted, subject to the approval of the College Faculty Senate for compliance with the Faculty Agreement and College Plan. If the proposed amendment does not obtain approval the second time, it will not be enacted.

Voting members who are unable to vote in person due to travel, sickness, or other leave, will have the opportunity to vote in absentia.

### **1.3 Updating Charter to Assure Compliance:**

Every third year from the year of approval, the Chair will appoint an ad hoc committee to review the charter in its entirety in relation to the Faculty Agreement and the College Plan as a means of comprehensive review to supplement the ongoing amendment process. The Chair may revise a specific section of the document to comply with District and College policies at any time. Such a revision will be treated as an amendment. It must be reviewed and approved by  $\frac{2}{3}$  of the department's voting members.

Department Charters will be reviewed each spring semester, with revisions approved no later than October 15th in order to be provided to the Faculty Senate for public posting and inclusion in an Appendix of the College Plan. Revisions will include updates based on Faculty Agreement and College Plan changes, although a Chair may revise a specific

section of the document to comply with District and College policies at any time. If any section of a Charter is in conflict with the Faculty Agreement and/or College Plan, the Faculty Agreement and College Plan shall take precedence.

The department will offer an open comment period of no less than two weeks for all Residential and Adjunct faculty who teach within a department to suggest Charter revisions and no less than one week to provide feedback on suggested revisions. The Chair may designate one or more Residential faculty to manage the revision process. Following the open comment period, the Chair or Designee will moderate a conversation with all voting members, followed by a vote on the revisions with  $\frac{2}{3}$  majority required for approval. Voting members include Residential Faculty members holding 50% or more of their core load within the department. The Chair votes as a regular voting member of the department. At the request of any voting member, the vote will be held by secret ballot, ensuring anonymity. Voting members who are unable to attend in person due to travel, sickness, or other leave will have the opportunity to vote.

#### **1.4 Charter Committee:**

If an amendment is referred to the ad hoc Charter committee, the Chair will appoint the committee members. The advocate of the amendment may not serve on the committee. The committee will review the amendment for its alignment with the department mission and needs, with the Faculty Agreement, and with the College Plan.

The committee will provide an electronic report to the Chair, who will forward the report to all Department Residential and Adjunct faculty with sufficient time to allow for their review and approval. The report will include:

- (1) A copy of the original proposal;
- (2) Written comments about the possible ramifications of the proposal; and
- (3) A recommendation on the acceptance or rejection of the amendment to the faculty specifying the rationale for the recommendation.

The Chair will conduct a discussion of the recommendation and call for a vote at the next earliest department meeting or at a special meeting if necessary.

#### **1.5 College Plan/Charters In Conflict:**

In any event in which this Charter is in conflict with the Faculty Agreement and/or College Plan, the Faculty Agreement and College Plan shall take precedence. Charters must include anything that the College Plan delegates to the Charters.

The following provisions must be in the College Plan, or the College Plan will include a statement delegating this authority to the Department/Division Charter:

1. selection process for other faculty supervisors (Article 7.3); and
2. the methodology of evaluation for other faculty supervisors (Article 7.8).

Within twelve (12) months of the beginning of a new term of Faculty Chair, the Department/Division Charter must be reviewed and approved by the Department/Division Residential Faculty. All updated Department/Division Charters will be reviewed by the Faculty Senate to ensure alignment with policy.

## **2. Chair Duties** *(RFA 7.2.4, 7.3, 7.4.4)*

The Chair shall follow the duties and obligations of a Chair as outlined in the Faculty Agreement, College Plan, and the department Charter. The Chair has the primary responsibility for operating the department in an efficient, professional manner. This includes day-to-day operations and policy implementation. Consultation with the Dean and/or VPAA is highly encouraged as appropriate to support the needs of the department.

The Communication and World Languages Department recognizes that Department and College level issues, initiatives, and challenges are dynamic and that the needs of each Department Chair are individually-based and subject to change. Accordingly, the GCC Communication and World Language Department will allow each Chair to determine which, if any, delegable duties they choose to delegate and may change such duties as needed [while following the process as outlined in Section 3].

## **3. Process of Identifying and Delegating Department Leadership Roles** *(RFA 7.2.4)*

Every academic year the Chair will solicit feedback from faculty regarding their interest in assuming departmental roles as designated from the above duties and assignments. The Chair may then assign department roles and distribute tasks in consultation with individual faculty members in accordance with the mission and priorities of the College, individual faculty members' expertise and the goals of the department.

Each academic year, the Chair may delegate responsibilities and leadership roles in a manner consistent with the Faculty Agreement and the College Plan. The Chair assigns workload, including, but not limited to, the assignment of teaching responsibilities, supervisory duties, and summer supervision. The Chair distributes responsibilities in consultation with individual Residential and Adjunct Faculty members each semester in accordance with the mission and priorities of the College, the goals of the Department, and the Department's supervisory budget. Department roles may be reassigned by the department chair every academic year or as necessary to support the department's needs. Individuals serving in a compensated role will be offered feedback.

The Chair will decide dispensation of supervisory compensation in conversation with faculty receiving supervisory pay after the annual supervisory budget is received and College decisions have been finalized.

The RFA Supervisory Duties will be shared by the Faculty Chair and other Supervisory Roles as indicated below. The COM/WL Department has the following supervisory roles:

Assistant Chairs for Communication, World Languages, American Sign Language.

Coordinators for Academic Certificates in Language Studies and Communication Competence in the Workplace.

Course Coordinators for high enrollment basic courses (For example: COM 100, 110, 225).

It is important to note that the items below vary significantly in required time-on-task, and the number of items assigned to the other supervisory roles does not reflect their overall workload or the complexity of their responsibilities. (This section used to be a table, but was put in this format this year)

1. Plan, manage, and oversee the Department budget [Chair]
2. Facilitate Department meetings [Chair]
3. Represent the Department on College leadership councils [Chair]
4. Ensure all other Department supervisory duties are performed [Chair]
5. Review and provide final approval for the selection and evaluation of Adjunct Faculty in accordance with current Human Resources procedures [Chair, Assistant Chair]
6. Review and provide Department-level approval for reports (e.g., annual reports, staffing requests, program reviews, assessment reports) [Chair, DAC]
7. Determine Department class schedules, subject to final approval by the Vice President of Academic Affairs (VPAA) or designee [Chair, Assistant Chairs]
8. Identify, select, and evaluate supervisory and non-supervisory roles in accordance with the College Plan [Chair]
9. Communicate and ensure adherence to College and District objectives, policies, and procedures for Department Faculty and Staff [Chair]
10. Address, manage, and work to resolve conflicts [Chair, Assistant Chairs]
11. Manage and resolve formally registered student concerns [Chair]
12. Manage program-specific budgets [Chair]
13. Plan, manage, and oversee the Department class schedule [Chair, Assistant Chairs]
14. Recruit, review, and recommend Adjunct Faculty for approval in accordance with Human Resources procedures [Chair, Assistant Chairs]
15. Supervise and support all Faculty [Chair, All Assistant Chairs]
16. The Department Chair will serve as the Chair of a Residential Faculty position search committee [Chair]
17. Evaluate Probationary Faculty in accordance with the Residential Faculty Agreement [Chair, Assistant Chairs]
18. Evaluate Adjunct Faculty, OYO, and OSO faculty [Chair, Assistant Chairs]

19. Supervise, support, and evaluate Staff and temporary employees, according to the Staff Policy Manual [Chair]
20. Perform supervisory duties, including evening and summer supervision [Chair or Assistant Chair]
21. Oversee the Forensics program and evaluate staff [Chair]
22. If the Department Chair is not available during a night or weekend, then a notice will go out regarding who to contact.

#### Department/Division Faculty Supervisor Evaluation

- Each Faculty Chair shall be evaluated annually by the appropriate Vice President or designee, Residential Faculty members, Adjunct Faculty members, and staff in the Department/Division in a manner prescribed by the College Plan. The evaluation shall include a review of the current year as well as plans for the following year. The College Plan must describe the evaluation process, including timelines, frequency, and methodology.
- Other faculty members performing compensated supervisory duties within the Department/Division will be evaluated as prescribed by the College Plan. The College Plan must describe the timelines and frequency of evaluations of other faculty supervisors. The College Plan may describe the methodology of evaluation for other faculty supervisors or delegate that authority to the Department/Division Charters.

The Chair may reassign duties each year or revoke delegated duties after a review. The Chair must provide written notice of the rationale for revocation to the faculty in the leadership role at least two weeks prior to the duties being revoked.

#### **4. Course Assignments (RFA 5.5)**

Course assignments are made by the Chair consistent with the mission, priorities, and instructional needs of the department and the College in a manner that is efficient and fair. The Chair, in consultation with each individual faculty member, determines the course load distribution for each faculty member consistent with faculty teaching loads, expertise, and/or seniority based on current need.

The Chair will strive to schedule no more than 50% of the teaching load for any faculty member in an online/Live Online modality unless institutional, departmental, or faculty member circumstances warrant otherwise.

Fall and Spring courses will be assigned based on seniority, (the number of years a faculty member has been serving the Department in a full-time capacity), with Residential Faculty receiving their schedules first, followed by One-Semester-Only (OSO), One-Year-Only (OYO) and Adjunct Faculty. Adjunct Faculty classes are also assigned by seniority, which is based on the number of years a faculty member has been serving the Department in a part-time capacity. Adjunct Faculty will be assigned classes in an equitable manner, with faculty each assigned one class in an interactive process until all classes are assigned.

Adjunct Faculty who do not submit their schedule requests by the deadline will be placed at the bottom of the seniority list for that semester.

During the academic year, Residential Faculty may replace Adjunct Faculty on courses if their courses do not fill in order to meet their scheduled load. The department commits to honoring Adjunct Faculty schedules and limiting last-minute changes to the greatest degree possible.

When possible, faculty teaching consecutive classes will be assigned the same classroom, with room assignments based on seniority. If the same classroom is not available, every attempt will be made to have faculty assigned to nearby rooms when teaching consecutively.

In the Summer, Residential Faculty class assignments will occur in the same manner as Adjunct Faculty assignments, with faculty each assigned one class until all desired classes are assigned. Following Residential summer assignments, classes will be assigned to Adjunct Faculty in the standard manner.

Course overloads will be determined after Residential Faculty members' base load has been met. OSO/OYO and adjunct faculty courses and load will be considered after Residential Faculty load is determined.

- When making course assignments, consideration will be given to the following:
  - Department need
  - Educational experience (Degree, certificate, credential, classes taken)
  - Teaching Experience (years taught teaching that specific course)
  - Instructor Interest
  - Seniority
  - Professional growth in area
  - Work experience
  - Other preparation (mentored by experienced instructor)

#### Teaching and Nonteaching Assignments for Faculty During the Academic Year

- Classes will be assigned using the process outlined in the Department/Division Charter. If the Department/Division Charter contains no provision, then authority rests with the Faculty Supervisor responsible for assigning classes, subject to approval of the College President.

## **5. Book Selection (*RFA 3.1*)**

Residential faculty have the autonomy to select their own course materials as do Adjunct faculty when they are the sole instructor for a course. As noted above, the Course Lead (CL) selects the textbook after consultation with the residential and Adjunct faculty teaching the course. The selected text will be used by Adjunct faculty. Residential faculty are encouraged to use the selected text, but have the option of choosing an alternate text.

The department believes in supporting students' educational experience with supplementary materials and/or textbooks. Materials are selected for use in instruction on the basis of quality and cost effectiveness. Additional criteria (document currently in development) are agreed to by faculty Course Leads (CLs) who meet during the Fall semester to organize the selection of course textbooks for review when needed.

In the early Spring, after consultation with faculty who teach the respective courses, CLs choose appropriate texts. Copies of all course materials that cannot be made available in Canvas or through an online resource will be placed on Reserve in the GCC library.

The Department is committed to providing students with Open Educational Resources (OER) whenever possible. When OER is not available or suitable, low-cost options are encouraged. The Department recognizes that low- or no-cost options may not be available for all courses.

The Department commits to being as consistent as possible when providing materials to students in courses with multiple sections. This ensures a similar student learning experience and limits disruption to students when instructor changes occur.

## **6. Process for Shared Academic Freedom Decision-Making *Required (RFA 6.3)***

The Residential Faculty Agreement, the College Plan, and this Charter all support academic freedom for all faculty members in all of its forms: freedom of instruction, freedom of research and publication, freedom of intramural speech, and freedom of extramural speech.

RFA 3.1: "All Faculty are entitled to instructional freedom in discussing their subject with students, and they should exercise their best effort to ensure topics are relevant to their subject. Residential Faculty, in consultation with OYO, OSO, and Adjunct Faculty, will determine curriculum and relevant subject matter for courses, recommend the appropriate pedagogy, textbooks, and other materials relevant to teaching their subject. All Faculty shall maintain the right and responsibility to determine grades and other evaluations of student performance. In a multisection course taught by several faculty members, responsibility is often shared among the instructors for identifying common course elements. Such elements may include (but are not limited to) textbooks, syllabus statements, assessments, and LMS modules. When properly applied, this shared academic freedom supersedes the academic freedom rights of individual faculty members. Such decisions should be made following a meaningful and inclusive process that invites involvement from all interested faculty members (full-time and adjunct) teaching the course at the time the decision is made. Decisions regarding common instructional elements should be reevaluated regularly by appropriate faculty.

Outside of class, when Full-Time and Adjunct Faculty express themselves as citizens or as public employees, they shall be free from institutional censorship or discipline. When acting

as citizens, Full-Time and Adjunct Faculty will exercise their best efforts to indicate that they are not speaking for the institution and to conduct themselves as scholars and representatives of higher education. When acting as public employees, Full-Time and Adjunct Faculty will be allowed to speak freely on all matters of institutional governance, as is necessary to support a robust system of shared governance. All Faculty are entitled to freedom in research and in the publication of the results consistent with the provisions of Article 4 Intellectual Property Rights.”

## **7. Adjunct Rights and Support (*RFA 6.4*)**

The Department is committed to adhering to the Adjunct Faculty rights outlined in the Faculty Agreement. The Department recognizes that Adjunct Faculty are an integral part of the Department whose voice is important in the consideration of Department goals, textbook selection, and course scheduling for those courses that Adjunct Faculty teach. The Department is committed to providing tools and resources to support Adjunct Faculty retention and success in the classroom.

- 7.1.1. New Adjunct Faculty will receive orientation sessions to acclimate them to the COM/WL department and Center for Teaching, Learning and Excellent (CTLE). When an Adjunct Faculty leaves the department, an opportunity for an exit review conversation will be offered.
- 7.1.2. The department will maintain course materials (such as a Canvas sandbox, sample assignments, syllabi, etc.), which will be provided to adjunct faculty at the start of each semester.
- 7.1.3. Textbooks are recommended by the department for each course. Adjunct faculty may request an alternate textbook within the book selection time period.
- 7.1.4. Adjunct faculty have the opportunity to be paired with a residential faculty mentor or course lead within the discipline who will be available to exchange ideas and advise them throughout the semester. Adjunct faculty are free to request assistance they think will benefit their teaching efforts. For example, an adjunct may request to shadow another instructor who teaches a course the adjunct is interested in teaching in the future.
- 7.1.5. When the Department Chair, or representative of the department, meets with an adjunct faculty member (especially if there is a student complaint) the adjunct will have access to a veteran adjunct or full time faculty to accompany them during visit.
- 7.1.6. The department holds regular department meetings, and adjunct faculty will be notified of the meetings and are encouraged to participate.

7.1.7. The department will maintain communication with adjunct faculty members about department business.

7.1.8. The department will participate in appreciation events and/or professional growth opportunities for Adjunct Faculty.

7.1.9. The department schedulers will make reasonable attempts to provide sufficient time to prepare for their future classes.

7.1.10. Department will annually revisit the needs of adjunct faculty and support provided by the department.

## **7.2 Adjunct Support: (RFA 6.4)**

The department is committed to adhering to the Adjunct Faculty rights outlined in the Faculty Agreement. The department recognizes that Adjunct Faculty are an integral part of the department whose input is important in the determination of department goals, textbook selection, and course scheduling for those courses that Adjunct Faculty teach. The department is committed to providing tools and resources to support Adjunct Faculty retention and success in the classroom.

7.1.11. Teaching assignments will be made with consideration of seniority (of Adjunct Faculty Members) based on years of experience teaching in communication and world languages, teaching at GCC, experience teaching the specific course, performance/student evaluations, interests, and continuing education. Based on the realities of fluid enrollment/course schedule, assignment of courses can be made without meeting all prior criteria to fit the needs of the department. In these rare cases, the department will provide support to the Adjunct Faculty.

7.1.12. Appointment and reappointment of Adjunct Faculty will take into consideration adjunct compliance with department policies such as, but not limited to: required assessments, 45-day roster, syllabi submissions, and student engagement.

7.1.13. Adjunct Faculty should demonstrate commitment to the profession by participating in professional development/continuing education. While MCCC requires Adjunct Faculty to complete EDU250 within 18 months of service data; however, we encourage those who are new to teaching to complete within the first semester.

7.1.14. For reappointment opportunities, Adjunct Faculty members will be evaluated by a member of College Faculty leadership (as defined in the Faculty Agreement Article 7) one time each semester for the first three semesters. Thereafter, Adjunct Faculty members will be evaluated once a year or any time they teach a new class. Evaluations will be conducted using the faculty evaluation form adopted by GCC for that purpose. Evaluations will also include a review of the Adjunct Faculty member's course evaluations as completed by enrolled students. Within 14 days, the evaluator

and the Adjunct Faculty member will meet to reflect on the evaluation. Results of the evaluation shall be provided in writing to the Adjunct Faculty member. Reappointment opportunities are contingent upon improvement based on evaluation feedback.

Fluctuations in enrollment can create unanticipated staffing needs. In as much as possible, the Chair will notify Adjunct Faculty of reappointment or non-reappointment, with as much advance notice as possible, so that Adjunct Faculty are able to anticipate how many sections of a given course will need to be staffed. It is understood by all Department faculty that enrollment and College budgetary needs may impact the timeliness of reappointment notification.

## **8. Expectations of Department Faculty and Staff (*RFA 6.4*)**

Department faculty are expected to meet their professional and institutional commitments at the College and within the Department. Faculty should familiarize themselves with the Faculty Agreement, the College Plan, and the Department Charter to ensure compliance with all policies and procedures. Faculty should be active participants as committee members, student advocates, or in whatever other capacity they can render the best service in the affairs of the Department, the College, and the District. Faculty are also expected to support the educational mission of the college by engaging in the student learning assessment process for the purpose of continuous improvement. Adjunct faculty's primary responsibility is providing instruction, and as such, they are not required to serve the College in the same capacity as Residential Faculty.

### **8.1 Teaching Expectations**

Faculty will adhere to best practices in teaching and learning. Evaluations of Residential and Adjunct teaching will formally occur as described in the Faculty Agreement. During these processes, faculty are expected to demonstrate how they have met or exceeded the Department's Teaching Expectations. Faculty needing support with the Teaching Expectations are encouraged to connect with fellow department members, the Center for Teaching, Learning and Engagement or similar resources.

Given the Department's commitment to instructional excellence, we will abide by the Residential Faculty Agreement regarding Student Evaluations of Teaching (SET) for Faculty who are engaged in Faculty Agreement-related evaluation processes (IDP, FEP, Adjunct Evaluation). Faculty may choose to have as many courses evaluated as they wish, and this process will be facilitated by the department.

### **8.2 Communication Expectations**

The department commits to regular communication with all faculty and staff, both in written form and through formal and informal meetings. Faculty and Staff are expected to participate in Residential or Adjunct meetings as appropriate, or if attendance is not possible, to review the minutes or the meeting recording, if available. Faculty and Staff are expected to regularly

review and respond as needed to all Department, College and District communication sent to their Maricopa email address. Faculty and Staff are expected to complete in a timely manner all required MCCCDC trainings and acknowledgements.

### **8.3 Professional Development**

All Faculty and Staff are encouraged to make use of the professional development opportunities available to them. These opportunities include, but are not limited to, events sponsored by the Center for Teaching, Learning and Engagement (CTLE), the Maricopa Center for Learning and Innovation (MCLI), the Employee Learn Center (ELC) and professional organizations. Faculty and Staff are encouraged to take advantage of the professional growth funds provided by MCCCDC to support their development.

### **8.4 Assessment of Student Learning**

Faculty are expected to support the educational mission of the College by engaging in the student learning assessment process for the purpose of continuous improvement. Guided by the Department Assessment Coordinator (DAC), all faculty are expected to participate in assessment activities. These activities include, but are not limited to, data collection for course assessment and implementation of identified interventions to improve student outcomes. Residential Faculty and Adjunct Faculty who are sole instructors for their course will be expected to serve as Course Leads. For courses with multiple faculty, one faculty member will serve as the Course Lead. Course Leads are responsible for developing and/or selecting assessment in collaboration with course faculty, including dual enrollment faculty, submitting course assessment reports and guiding faculty through identified interventions prior to reassessment.

## **9. Department Committees**

When necessary the department will use ad-hoc committees to perform relatively short-term tasks. Committees normally should be in existence for no more than one year. These committees may consist of Residential Faculty, Adjunct Faculty and Staff members, depending on the purposes of the committee.

The Department will determine what roles, beyond those listed as delegable in Section 3, are necessary for the successful functioning of the Department. These roles include, but are not limited to, service related to Strategic Planning, Instructional Council/Articulation Task Force, Residential and Adjunct Hiring, and Adjunct Faculty Mentoring. Residential Faculty will be expected to volunteer for these roles in a manner that promotes equitable service among all department members, with members who have not previously or recently served being willing to volunteer for roles as needed. Conditions that prevent a faculty member from volunteering should be discussed with the Chair.

## **10. Department/Division Meeting Schedule (RFA 6.4)**

The Chair will schedule Department meetings to include Residential Faculty, Adjunct Faculty, and staff, at various times during the year, depending on the volume of business to be conducted, but at minimum at least two times a semester. The schedule for regular meetings will be announced at the beginning of each fall and spring semester. The Chair shall prepare and distribute a tentative agenda prior to the meeting with sufficient time for Department Residential and Adjunct Faculty and staff members to request that items be included on the meeting agenda.

The department will host an Adjunct faculty meeting during Accountability week each semester. Adjunct faculty are strongly encouraged to attend, and if unable to attend, are expected to review the minutes and /or watch the meeting recording, if available.