

# CSM ACADEMIC SENATE MEETING MINUTES

March 14, 2017

2:30 – 4:30 PM

## MEMBERS PRESENT

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President	David Laderman
Vice President	Kathleen Sammut
Treasurer	Rosemary Nurre (absent)
Secretary (Interim)	Stephanie Roach
Academic Support & Learning Technology	Allie Fasth
Creative Arts/Social Science	Steven Lehigh
Creative Arts/Social Science	Margaret Kaluzny
Language Arts	Jon Kitamura
Language Arts	Mick Sherer
Library	Stephanie Roach
Math/Science	Ellen Young
Math/Science	Wendy Whyte
Business/Tech	Steve Gonzales
Business/Tech	Vincent Li
Kinesiology/Athletics/Dance	Mikel Schmidt
Student Services	Jacqueline Gamelin

## OTHERS ATTENDING

Ron Andrade, ASLT  
Tania Beliz, Math/Science  
James Carranza, Dean, Language Arts  
Mike Claire, President, CSM  
Teeka James, Language Arts

Anne Stafford, Language Arts  
Ray Kaupp, Director, Workforce Program  
Theresa Martin, Math/Science  
Stephen McReynolds, Associated Students  
Matt Montgomery, Library  
Teresa Morris, Library  
Kristi Ridgway, Language Arts  
Leigh Anne Shaw, District Academic Senate  
Jeremiah Sims, ASLT  
Jennifer Taylor-Mendoza, Dean, ASLT  
Annie Theodos, ASLT  
Michael Vargas, Counseling  
Jeremy Wallace, Language Arts  
Fi Tovo, ASLT  
Katie Bliss, ASLT  
Martin Bednarek, Counseling  
Diana Bennett, Digital Media  
Dan Kaplan, AFT

## **I. ORDER OF BUSINESS**

David Laderman called the meeting to order at 2:30 pm

### **1. Approval of the Agenda (March 14, 2017) and Draft Minutes (February 28, 2017)**

#### **Agenda**

The Library Advisory Committee (LAC) Chair position is vacant. There is a common misconception that the Chair of the LAC should be faculty from the Library. However, the committee is designed for faculty from other departments to communicate to the Library, and the Library representative on the committee serves as ears to hear faculty needs and concerns, that are then brought back to the Library. This detail about the LAC vacancy will be modified in future agenda and minutes.

Wendy Whyte moved to approve the agenda, Steve Gonzalez seconded her motion. All voted in favor, the agenda is approved.

#### **Minutes:**

Wendy Whyte moved to approve, Steve Gonzalez seconded her motion. All voted in favor, the minutes are approved. Stephanie Roach and Mikel Schmidt abstained.

### **2. Public Comment (2 minutes per)**

CSM Library is evaluating a film database for potential purchase, and has a free trial through April 15. To try it out yourself, access Kanopy from the Library website, where you can login with your Library card to watch films. Provide any feedback about Kanopy to Stephanie Roach at the Library.

A new learning community focused on the theme of information, misinformation, fake news, and knowledge, will be piloted next Fall. LCOMM members will explore this theme, share common readings and activities as part of LIBR 100 with Stephanie Roach,

ENGL 100 with Barbara Jones, and PHIL 100 with Dave Danielson. Please share with your colleagues and encourage students to take part.

## **II. INFORMATION ITEMS**

### **1. President's Report**

#### **a. IPC Update**

IPC is considering updating CSM's strategic goals to better align with the District's strategic goals. If changes are made, it will be important to retain the identity and priorities of CSM. Additionally, the educational master plan is in the process of being updated. Program review themes and trends will also be reviewed. Information on program review themes and trends will come back to Senate. Jennifer Hughes announced that on March 20-22, a team from a consulting agency hired by the State Chancellor's office will visit CSM. They are a civil rights compliance team. They are not federal representatives from ICE or any other federal agency. An email about the visit is forthcoming.

#### **b. DPGC Update**

DPGC met Monday, March 6, 2017. Board policies were discussed and will be brought to us for review, and to provide feedback/input.

#### **c. DAS Update**

Met Monday, March 13, 2017. Discussions topics will be brought to local senates as appropriate, and as details emerge. Topics include:

- At the Board of Trustees meeting, there was a discussion of Community, Continuing, and Corporate Education (CCCE). The need for improvement of collaboration and communication with faculty and other college partners is still needed. Discussion centered around a medical assisting program at CCCE which wasn't properly vetted, and thus included overlap between what is offered by the Canada campus for credit.
- Ways to support use of OER materials were discussed. The Chancellor expressed interest in offering stipends to faculty for using OER. However, stipends are not recommended for this purpose by ASCCC, so that likely won't move forward, and other options will be explored. Use of OER shouldn't be a compromise to quality of course materials. The need is to explore options and to investigate potential OER sources.
- Leigh Anne Shaw has sent out surveys about faculty evaluations and process. Please complete these if relevant to your work.

- Curricunet: Problems with collaboration on curricula across campuses are sometimes related to Curricunet user interface differences at each college. Improvements are forthcoming.
- Faculty Diversity Internship Program: A District team is working to launch this program. Revisions to the original proposal are forthcoming and are primarily focused around the intern, still finishing the graduate degree and thus not possessing min quals, not being listed as the instructor of record. In the new proposal, the faculty member mentor will be listed as the instructor of record. Visits to each campus are being planned to include updates and clarifications on the program. Each college will be asked to provide feedback for the team on the draft proposal.
- Finally, there is a need for more financial support for faculty members participating in the study abroad program. While the American Institute for Foreign Study (AIFS), the organization the District works with on study abroad, provides a small stipend to faculty members, it is not sufficient to cover expenses of faculty members. Many faculty members incur personal debt while participating, despite salary and stipend. Recommended solutions include matching of the AIFS stipend or identification of a professional development fund specific to support faculty teaching in our study abroad program.

d. ASCCC Spring Plenary: April 20-22, 2017, San Mateo

The statewide plenary will take place here in San Mateo in April. You are invited to attend this local event. Resolutions will be sent in advance for feedback on how we would like our representative, David Laderman, to vote.

**2. ASCSM Update**, Stephen McReynolds, President, ASCSM

The Student Activities Fee has been under discussion, and action is expected to increase the fee. Currently, the fee is collected during Fall and Spring semesters only. There is not an activity fee collected during summer session. ASCSM is seeking to increase the fee from eight to fifteen dollars per semester. It has not yet been approved. Students do have the option to opt out of paying the fee, but lose access to perks when they do. It is not known how many students elect to opt out. Most students pay the fee.

Discussion regarding student input on the faculty evaluation process has continued. Some students have expressed that they don't feel qualified (as educators are trained to be) to be useful as part of this process. ASCSM will recommend that students stay out of the faculty evaluation process, until after negotiations are completed. More updates on the topic are forthcoming.

**3. Standing Committee Reports**

a. Committee on Instruction, *Teresa Morris, Chair*

COI has been focused on the regular course review process, and review of proposals regarding transfer using the general education (GE) requirement pattern. There is a proposal to use CSU and UC patterns as possible GE requirements for local degrees. More updates on this will be coming, and feedback will be requested. It is unlikely there will be an immediate change, because time for adequate discussion is needed. The Curriculum Institute will be held this July in Riverside, CA, and there are spots open for up to 5 faculty members from CSM to attend. Interested faculty members are invited to contact Teresa Morris for more information. The institute really helps in understanding the creation of curricula across the state and the impact of legislation.

b. Library Advisory Committee, *Chair (Vacant)*

No update. The LAC needs a Chair – please consider serving the LAC in this role.

d. College Assessment Committee, *Madeleine Murphy, Chair*

No report. Future discussion item will feature an update from Madeleine Murphy with language about institutional SLOs, as well as the issue of data entry support on March 28. (It is likely that the guided pathways discussion will be postponed.)

e. Center for Academic Excellence Committee, *Theresa Martin, Chair*

The Center for Academic Excellence Committee (CAEC) will be canceling their March meeting. A summary statement is being prepared and will be shared with Academic Senate and the Institutional Planning Committee (IPC).

### III. DISCUSSION ITEMS

#### **Ground rules for the discussion:**

Senators, guest faculty, then other attendees will be given the floor in that order, in an effort to best manage time. Please be mindful of giving people a chance to speak, and be aware of time management. Three separate but related categories will be addressed. We may need to blend the discussion to a degree, where there is overlap between the topics. We will open the discussion with those who have concerns or are opposed to adjuncts who are also staff serving on Senate.

#### **A note on official job categories at CSM:**

Much of the discussion will focus on individuals who serve CSM in two roles, as both classified staff (full time), and adjunct faculty. Employees who are administrators, are not being discussed as potentially serving on Senate. It would not be appropriate for administrators to serve, and thus they are not eligible to serve on Academic Senate. Of note, classified staff and administrators have different job classifications according HR. Thus, classified staff are being discussed. This distinction is important because according to HR

there are three categories of employees at CSM: Administrative (managing or supervising); Classified staff; and Faculty. Job title is not relevant in determining which employees are part of a specific job category. For example, an employee who has the word “manager” in their job title does not automatically become associated with the administrative job category because of the word “manager.” An employee with the word “manager” in their title may be categorized as classified staff, and should be accorded the same rights, privileges, or limitations entailed by that job category. HR provided information to David Laderman with clarification regarding classified staff employees who are managers (have manager in their job title). A clear distinction is that these staff members do not supervise faculty.

A request was made to provide clarification to the group on the distinction between HR’s job categories and which job titles fall into which categories. A request was also made to share any relevant policies surrounding job titles and categories.

**a. Senate committee eligibility**

The discussion opened by emphasizing that the conversation is not intended as a personal affront or attack towards any one person, but rather as a conversation about existing bylaws of the Academic Senate. Past practice should also be considered as precedent setting, and potentially binding. Senate bylaws were shared with the Senate in advance via email. Because the bylaws clearly state in Article I, “administrators, classified staff, and students are not members of the Senate” it could be interpreted to exclude people who are administrators or classified staff from serving on Senate, even if they are also adjunct faculty. Based on observations of past practice, this interpretation seems valid on the one hand.

However, the language in the bylaws needs clarity, because on the other hand, the bylaws also clearly state in Article 1, “all full-time and part-time faculty in the College are members of the Senate with all rights and responsibilities thereunto.” Today’s conversation about changing the bylaws is needed in order to provide clarification regarding this issue, because as written the bylaws are open to interpretation regarding who is allowed to serve on Senate. By changing the language in the bylaws, future confusion can be avoided.

**Past Practice**

It is possible that past practice can help us to clarify the intent of the language currently in the bylaws. Several long serving members are able to provide anecdotal information regarding past practice regarding membership. No one is able to recall a specific time when an adjunct faculty member who was also classified staff served on Senate. However, no formal investigation of past practice has occurred to verify when and if there have been deviations from this. Both arguments about how to interpret the language in the bylaws are persuasive.

Others pointed out that with changes in priorities at the College and the addition of a new Division that includes adjunct faculty who also serve as classified staff members, there are now new needs, and our representation in Senate should accommodate the forward motion of the institution.

### **Conflict of Interest**

Conflict of interest is a concern with representation by classified staff serving in dual roles as adjunct faculty. Influence by or pressure from a Dean or other administrator seems possible because classified staff are not protected in the same way as faculty are. The conflicts of interest seem more likely to be problematic when surrounding classified staff members who are managers. Some faculty expressed concern that there would be a bias towards managers; or that classified managers could be biased in favor of administration.

However, as adjunct faculty, these employees in dual roles are still protected by AFT (as well as CSEA) should problems occur. Additionally, Robert's Rules of Order requires people with conflicts of interest to recuse themselves from votes. So there are procedures in place that might help handle this situation. It was pointed out that conflicts of interest can occur among voting faculty as well. It was also pointed out that there is potential for a conflict of interest for adjunct faculty who don't have the protections of tenure, and may be more influenced by pressure from a Dean or Director. Adjunct faculty serving in a single role as adjuncts, are not excluded from being eligible to serve on Academic Senate.

Additional concerns about conflicts of interest were expressed particularly about classes being taught that are related to the classified staff job being performed as part of the dual role. Conflicts might also arise if a Dean prevents the adjunct faculty member serving in a dual role as classified staff from attending senate meetings. For adjunct faculty, this is volunteer time, and wouldn't coincide with hours clocked for the classified staff position. In the past, some Dean's haven't allowed flexibility for service.

Several folks expressed the hope that we don't have an environment in which administrators are attempting to manipulate the way faculty members vote on issues at hand. However, this doesn't mean we should discount the possibility.

### **Selection for Service to Academic Senate**

The selection process for faculty serving on Academic Senate is important, particularly considering potential conflicts of interest. It is imperative that adjunct faculty be elected as Division representatives to Senate by faculty members only, and not by non-faculty members of the Division.

Additionally, when adjuncts serving in a dual role as a classified staff member are selected to serve on Senate, it should be during semesters when they are currently teaching. If there is a semester during which adjunct faculty who are classified staff members are not teaching, they should not be eligible to serve. We don't want to extend the benefits of a contract to a part-timer while they are not teaching.

### **Relationship of Faculty, Adjunct Faculty, and Classified Staff at CSM**

It is important the Senate reflect the voice of faculty members, and there is concern that the faculty-centered approach will be lost if adjunct faculty who also serve as classified staff are allowed to serve at Senate. The Academic Senate "is the voice of the faculty on matters related to curriculum and instruction" (see the AS website). The purpose and function is spelled out by the Senate mission, and represented in the ten plus one areas that are named as the domain of the Senate (see the AS website).

Employees who have served as both faculty and staff either at CSM or another institution shared their experiences, and made comments about where their priorities lay conveying that they could bring a great deal of fair insight and experience to the table, as faculty. One Senator expressed that despite the good intentions of this discussion to focus on clarifying the language in the bylaws, and not become personal, assumptions made about the ability of professionals serving in dual roles to be incapable of focusing on their role as faculty while participating at Senate, could be taken as an insult. Mike Claire expressed similar concerns about the detriments of operating in an environment of suspicion and distrust. His overall message encouraged trust, inclusion and collaboration.

One faculty member continued by describing her experience participating as faculty despite working as full-time classified staff at another institution, where she was able to contribute as part of faculty meetings successfully. Another Senator who is in dual roles, emphasized that her loyalty is first and foremost to our students. Another faculty member described his experience of being adjunct faculty who stepped into a role as classified staff, and served in a dual capacity. He expressed that because of the nature of his full time job as classified staff, he didn't feel he would have the additional time to serve as part of Senate or a Senate subcommittee. However, he also emphasized that clarity is needed in the bylaws.

Because it is our *adjunct faculty* who serve in dual roles as classified staff that are under discussion, the broader issue of disenfranchising adjuncts as a group must be considered. The idea of disenfranchising adjuncts by preventing them from joining faculty conversations at Senate is viewed by some as disturbing. Mike Claire echoed this, by expressing that hearing terms like disenfranchisement and other labeling based on staff status is a problem philosophically. He doesn't want that type of culture at this college. Ultimately, there will be people who will serve dual roles.



It was also acknowledged that full time classified staff at CSM have already made a full time commitment to our school and our student body. When they are hired as adjunct faculty, they bring commitment and expertise that will improve their teaching and motivate them to commit to serving. Often, other adjuncts who work at multiple institutions are less invested in our campus because they only teach one class here, and aren't as aware of CSM campus culture.

Some support was expressed for the idea that an individual's role as faculty should not be discounted – to move away from that is seen as problematic. It removes people who are invested in CSM from the process, and ultimately does disenfranchise people who are in a dual role. The purpose of this body is to represent faculty, support students & student success in academic programs. In the past we didn't have the same types of services and learning communities. Some folks expressed that richness is brought to the conversation when people with a dual role are added. A better approach would be to err on the side of inclusion. One adjunct faculty member emphasized the importance of being inclusive. Language is important, and adjunct faculty already face many challenges with respect to legitimacy and being able to engage in the college.

### **Serving Students in a Division including Adjunct Faculty in Dual Roles as Classified Staff**

When a division includes many adjunct faculty members who serve in a dual role as classified staff, it is important for that Division to have representation in Senate. The faculty who lead programs and learning communities in ASLT, for example, need a seat at the table in order to provide representation for the work faculty do on behalf of the students enrolled in those programs.

### **Qualifications of Adjunct Faculty serving in a Dual Role as Classified Staff**

Although it was pointed out that qualifications of adjunct faculty is a separate discussion topic, it became evident that there are concerns about the qualifications of adjunct faculty who serve in a dual role as classified staff, and questions were raised about whether the hiring process for adjunct faculty who are also classified staff is properly followed, and includes discipline experts.

Assurance that minimum qualifications, and the faculty screening and selection guidelines, and hiring process are followed was sought. Education about the proper guidelines to follow and processes to follow has already occurred. A couple of examples of the hiring process for an adjunct faculty member with a dual role as classified staff was shared in order to demonstrate that the required process is followed. Of note, in one of these examples, it was evident that the credentials for her staff position as coordinator for the Pacific Island community coincide with her

expertise and credentials as adjunct faculty. This demonstrates that it is difficult to separate the two for many who serve in dual roles.

Additionally, it was pointed out that movement goes both ways in hiring dual role adjunct faculty/classified staff members. There are examples of adjunct faculty members later being hired as classified staff.

**Other considerations**

The PD coordinator chimed in: “all hands on deck” - our campus runs on a skeleton crew, we need more help, and more people serving on campus committees. Approximately two thirds of the faculty members are adjuncts. Even when in dual roles we should accept their service on good faith. The more adjuncts who want to serve CSM, the better.

Student perspective: Our student representative has seen some of the ASLT faculty in action, and knows they are good at what they do. It seems weird to turn them away from serving and helping. It is important to remember that resistance to change can also be a problem—flexibility and adapting to new needs are very important.

Leigh Anne Shaw shared that Skyline has always had dual role adjunct faculty serve on senate committees.

Many people care about this issue, and have the best interests of the College in mind. As written, it is a gray area, in need of clear definitions. It isn't about specific individuals.

Ultimately, we have to decide how the bylaws should clarify who is eligible to serve.

ASLT is a new division and committee representation was an oversight. The division has been unrepresented until now. ASLT is unique in its service model and focus on learning communities coordinated by faculty members. Courses taught in the department include Library Studies (LIBR), Learning Center (LCTR), and Interdisciplinary Studies (IDST). We need to resolve this issue soon, to properly include the division, and move forward.

**b. Senate representation: faculty serving two divisions**

Some faculty members teach courses across more than one Division, thus splitting their teaching load—for example three units may be taught in ASLT while additional units are taught in another Division. For senate representation by these faculty, it needs to be clear which Division would be represented by faculty in this position, or if double representation would result.

A hypothetical example from the ASLT Division was provided: If the faculty coordinator for Umoja was asked to serve, they would do so with a focus on

representing ASLT on behalf of the faculty and work that is done there, rather than in the Language Arts (or other) Division that the faculty member is a part of.

In this way, the voices of our underrepresented students who are served through ASLT programs and courses would be heard, and represented by the faculty coordinators and adjunct faculty of that Division. We need to advocate for these students and programs, and make sure that there is a voice for them via these faculty members.

The counting of faculty members doesn't seem to be duplicated considering there is no requirement that faculty members be full time within a single division in order to be counted as part of that division. For example, adjunct faculty, who work part time, are counted as members of a Division when determining the number of Senators represented by a Division. In other words, there is no distinction for part time versus full time faculty when calculating representation at Senate. Thus, when a faculty member is splitting her time across two divisions, because they have credits in each, it is as though they are part time in each division. The issues faced by each Division will be different, and the lens used to represent one division over another would reflect those differences.

**c. Senate representation: Library**

In the current bylaws, the Library is called out as requiring independent representation on Senate. Originally, this may have been put in place due to organizational structure, where the Library was housed in the Office of the Vice President of Instruction (VPI) rather than as part of an academic division. This has been seen to be a benefit, because it afforded the Library some neutrality as an entity that is required to work closely with faculty from all Divisions. With the move to ASLT, we need to determine if there is a conflict with the language as written, or if the independent callout should be maintained.

The proposed language recommends two Division representatives for whatever Division the Library is a part of. However, because Divisions may not like to divide representation that way, it may be more appropriate to maintain the independent callout for the Library that keeps Library representation separate from the Divisions. A down side to that may be the loss of group identity for ASLT (or whatever division the Library were a part of) within the Senate. Additionally, there is a burden on the Library as a department, because there always must be a representative. It also could result in the division to which Library belongs, ending up with three senators (instead of two, like all other divisions). The concern here is disproportionate representation.

However, faculty members from the Library Studies department believe that having a callout requiring a Library representative is a good idea.

When considering the total faculty count for ASLT Division, thirteen are faculty from the Library.

Another suggestion was to move to two total representatives from every division, regardless of the size of the Division. There was some support expressed for this idea.

These discussions will be continued, as we are out of time today. David is planning for the next meeting to take a close look at various draft revisions to the bylaws, hopefully deciding on accurate language, then putting the revisions to a vote at the first April meeting.

Meeting adjourned at 4:37 pm.

Date and time of next meeting: Tuesday, March 28, 2016, 2:30-4:30 pm.

Minutes prepared by Stephanie Roach, with assistance from David Laderman

## Appendices: Attachments

Email from Jacqueline Gamelin featuring pertinent language  
INFORMATION RE BY-LAWS

From: Gamelin, Jacqueline

Mon 3/13/2017 3:57 PM

Dear Colleagues,

It's not that they "will not be discussed" but I am sending supplemental information for the agendized discussion items. Please read but remember not to discuss among ourselves prior to the meeting (Brown Act).

### I. SENATE MEMBERSHIP

#### a) **BY-LAWS OF ACADEMIC SENATE OF THE COLLEGE OF SAN MATEO (Revised May, 2016)** Article I Senate Membership and Dues

"Consistent with Title 5 of the California Administrative Code, Section 53200, and in accordance with Section 53202.d, all full-time and part-time faculty in the College are members of the Senate with all rights and responsibilities thereunto.

**Administrators, classified staff, and students are not members of the Senate....."**

#### b) **ACADEMIC SENATE BYLAWS ACADEMIC SENATE FOR CALIFORNIA COMMUNITY COLLEGES (Spring, 2015)**

##### Article I Definitions

"A. Faculty Member: Any employee of a community college district who is employed in **an academic position that is not designated as supervisory or management"**

#### c) **CALIFORNIA CODE OF REGULATIONS Title 5** Section 53200 Definitions

" (a) "Faculty" means those employees of a community college district who are employed **in positions that are not designated as supervisory or management....."**

### **CURRENT DIVISION REPRESENTATION IN QUESTION :**

#### **Governing Council**

**ASLT DIVISION REP**      Position: **YEAR ONE PROGRAM SERVICES COORDINATOR** (Allie Fasth)

#### **Committee on Instruction**

ASLT DIVISION REP      Position      LEARNING CENTER MANAGER      (Ronald Andrade)

ASLT DIVISION REP      Position      INSTRUCTIONAL AIDE II      (Tabitha Conaway)

*There is precedent at CSM for administrators or managers to teach a class while maintaining an administrative position (i.e. Mike Claire, CSM President (Bus 100), Al Acena Dean, Social Science Div (History), Alan Brown, V.P. Student Services (Political Science) and Laura Demsetz Dean, Creative Arts/Social Sciences, I believe, taught a class in ENGR.) There may have been others as well.*

*I have served a number of terms on Academic Senate and don't recall any of these individuals seeking to represent a division as a voting member of Governing Council or Committee on Instruction nor do I recall anyone whose primary position is classified serving as a division representative.*

## II REPRESENTATION (Academic Senate)

### Article II Membership and Quorum for Meetings

“Governing Council shall consist of Senate members, who may be either full or part-time faculty members, elected from instructional, library and Student Services faculty.

**Instructional divisions with 16 or more members shall elect and be represented by two Council members.**

**Instructional divisions with 15 or fewer members shall elect and be represented by one Council member.**

**Library faculty shall elect and be represented by one Council member.**

**Student Services faculty shall elect and be represented by two Council members.....”**

### Article VIII Committee Structure

“**Committee on Instruction** shall consist of representatives from the faculty and a committee chair.

**Each Instructional division, including counseling shall elect two representatives to the committee; library faculty shall elect one representative. ....”**

*Does the ASLT division have any members other than the Library faculty eligible to represent the division on A/S committees?*

## III LIBRARY

*Library faculty currently serving as representatives on AS are eligible to serve under the current By-Laws and the number of representatives is also in conformity with current By-Laws.*

Email from ASCCC President Julie Bruno regarding definitions from Title 5  
Senate discussion

From: Laderman, David

Mon 3/13/2017 6:08 PM

As a follow up to Jackie's email, I am forwarding to you a message from ASCCC President Julie Bruno, for your perusal and consideration, in preparation for our discussion. I will have hard copies for the meeting as well.

Let me draw your attention to the section she highlighted on page 2 of the attached section of Title V; and also to the section of her email below – highlighted by me.

I am also including a DRAFT of some potential new language for our bylaws. My intention here is to help ground the discussion, and to prepare us for a vote on new bylaw language that we will need to take soon.

Remember, of course: no reply all, no online discussion.

Thanks,

David

**From:** <Bruno>, Julie

**Date:** Wednesday, March 8, 2017 12:06 PM

**To:** David Laderman

**Subject:** Senate issues

Hi David,

There is a definition of faculty in Title 5 section 53200 that reads:

“Faculty” means those employees of a community college district who are employed in positions that are not designated as supervisory or management for the purposes of Article 5 (commencing with Section 3540) of Chapter 10.7 of Division 4 of Title 1 of the Government Code, and for which minimum qualifications for hire are specified by the Board of Governors.

As you can see, the definition would apply to any employee who is hired in a position where the minimum qualification are specified by the Board of Governors and is not designated as supervisory or management. Those qualifications specified by the Board of Governors are listed in the Minimum Qualifications Handbook found

here: <http://californiacommunitycolleges.cccco.edu/Portals/0/Reports/2016-Minimum-Qualifications-Report-ADA.pdf>. Any employee who is an instructor - part time or full time - falls into this definition regardless of what we might consider their "primary" assignment (such as classified) because they are employed as faculty with qualifications to teach in a discipline. Because of this nuance, it is left up to local academic senates to determine the status and eligibility of their part time faculty members.

Title 5 is permissive in the sense that if it doesn't say that you can't do something, it is left up to local determination. Nothing in Title 5 or Ed Code says how a senate should be constituted. If a local senate decides to give voting rights to the VPI, there is nothing at the state level to prevent the decision. Indeed, some local curriculum committees (subcommittees of the local academic senate) have their VPI as a voting member. This same principle goes for appointing faculty to college committees. It is a matter for the local senate to determine.

I hope that helps. Also, I'm attaching a document that contains the Title 5 sections regarding academic senates. I've highlighted a relevant section for you. I hope it helps.

Finally, I don't have anyone available to send to your March 14 meeting. All my local Executive Committee members are booked. Is there another date when we might attend?

Thanks,  
J.

Julie Bruno  
President, Academic Senate for California Community Colleges

Professor of Communication Studies, Sierra College

[jbruno@sierracollege.edu](mailto:jbruno@sierracollege.edu)



## Draft language proposal about changes to the bylaws

### Present

Library faculty shall elect and be represented by one ~~Council~~ Senate member. Student Services faculty shall elect and be represented by two ~~Council~~ **Senate** members.

### Draft (new text italicized)

Library faculty shall elect and be represented by one ~~Council~~ Senate member. *If Library faculty belong to an academic division, that division should elect one of its senators from Library faculty.* Student Services faculty shall elect and be represented by two ~~Council~~ **Senate** members.

### Present

Consistent with Title 5 of the California Administrative Code, Section 53200, and in accordance with Section 53202.d, all full-time and part-time faculty in the College are **fa c u l t y** members ~~of the Senate~~ with all rights and responsibilities thereunto. ~~The Academic Senate shall include the following faculty members: officers elected by the faculty; standing committee chairs elected or appointed by the faculty or academic senate; senators elected or appointed by the faculty of the academic divisions.~~ Administrators, classified staff, and students are not members of the Senate.

### Draft 1 (new text italicized)

Consistent with Title 5 of the California Administrative Code, Section 53200, and in accordance with Section 53202.d, all full-time and part-time faculty in the College are **fa c u l t y** members ~~of the Senate~~ with all rights and responsibilities thereunto. ~~The Academic Senate shall include the following faculty members: officers elected by the faculty; standing committee chairs elected or appointed by the faculty or academic senate; senators elected or appointed by the faculty of the academic divisions.~~ Administrators, classified staff, and students are not members of the ~~faculty Senate~~. *Administrators are not permitted to serve as senators. Adjunct faculty who are also classified staff are permitted to serve as senators, provided they are adjunct faculty at the time of service, and are elected by their academic division.*

### Draft 2 (new text italicized)

Consistent with Title 5 of the California Administrative Code, Section 53200, and in accordance with Section 53202.d, all full-time and part-time faculty in the College are **fa c u l t y** members ~~of the Senate~~ with all rights and responsibilities thereunto. ~~The Academic Senate shall include the following faculty members: officers elected by the faculty; standing committee chairs elected or appointed by the faculty or academic senate; senators elected or appointed by the faculty of the academic divisions.~~ Administrators, classified staff, and students are not members of the ~~faculty Senate~~, *and are not permitted to serve as senators, even if employed as adjunct faculty.*

Instruction Programs list (2016-17)

**COLLEGE OF SAN MATEO**

2016 – 2017 Instructional Programs

Sandra Stefani Comerford, Vice President of Instruction

Ada Delaplaine, Curriculum & Instructional Systems Specialist

Robin Lee, Executive Assistant

Alma Gomez, Instructional Support Assistant

Stephanie Martinez, Administrative Assistant

<b>ACADEMIC SUPPORT and LEARNING TECHNOLOGIES</b>  <b>Org. #4421</b>	<b>BUSINESS and TECHNOLOGY</b>  <b>Org. #4411</b>	<b>CREATIVE ARTS and SOCIAL SCIENCE</b>  <b>Org. #4418</b>
<p><b>10-411A</b> Ext. 6496 <b>Jennifer Taylor-Mendoza</b> (Annie Theodos)</p>	<p><b>19-113</b> Ext. 6228 <b>Kathleen Ross</b> (Irma Betancourt)</p>	<p><b>10-413</b> Ext. 6494 <b>Laura Demsetz</b> (Viji Raman)</p>
<p>Basic Skills Initiative Distance Education Equity Learning Center Learning Community Programs     &gt; Honors Project / IDST     &gt; Mana     &gt; Pathway to College     &gt; Project Change     &gt; Umoja     &gt; Writing in the End Zone Learning Support Centers Library Library Studies Middle College Professional Development     &gt; Center for Academic Excellence     &gt; New Faculty Institute Student Learning Outcomes The Village Year One</p>	<p>Accounting Administration of Justice Apprenticeship Building Inspection     Technology Business Business Microcomputer     Applications Computer &amp; Information     Science Cosmetology Drafting Technology Electronics Technology Fire Technology Management Real Estate</p>	<p>Addiction Studies Studies Anthropology Art Digital Media     &gt; Broadcasting &amp; Electronic Media     &gt; Graphic Design     &gt; Web Design/Multimedia Economics Education Ethnic Studies Geography Global Studies History Music Philosophy Political Science Psychology Social Science Sociology</p>

<b>KINESIOLOGY, ATHLETICS, and DANCE</b>  <b>Org. #4416</b>	<b>LANGUAGE ARTS</b>  <b>Org. #4413</b>	<b>MATHEMATICS and SCIENCE</b>  <b>Org. #4414</b>	<b>STUDENT SERVICES INSTRUCTION</b>  <b>Org. #4340</b>
<p align="center"> <b>5-343</b>  <b>Ext. 6461</b>  <b>Andreas Wolf</b>            (Brooke McKinney)         </p>	<p align="center"> <b>15-168</b>  <b>Ext. 6314</b>  <b>James Carranza</b>            (Valerie Young)         </p>	<p align="center"> <b>36-311</b>  <b>Ext. 6268</b>  <b>Charlene Frontiera</b>            (Gina Arrospide)         </p>	<p align="center"> <b>10-320</b>  <b>Ext. 6413</b>  <b>Krystal Romero</b>            (Helia Ying)         </p>
<p>           Athletics              &gt;Intercollegiate Sports (Varsity)              &gt;Theory (P.E.)            Dance            Kinesiology              &gt;Adapted P.E.              &gt;Aquatics              &gt;Fitness              &gt;Individual Sports              &gt;Kinesiology              &gt;Team Sports         </p>	<p>           Communication Studies            English &amp; Literature            English As A Second            Language            Film            Modern Languages              &gt;American Sign Language              &gt;Chinese              &gt;Spanish            Reading         </p>	<p>           Architecture            Astronomy            Biology            Chemistry            Dental Assisting            Engineering            Geology            Health Science            Mathematics            Nursing            Oceanography            Paleontology            Physical Science            Physics         </p>	<p>           Counseling and Career            and Life Planning            Developmental Skills            Learning Community            Programs              &gt; Puente             For all other Student            Services programs, refer            to the Student Services            organizational chart.         </p>

