COLLEGE OF SAN MATEO
FACULTY HANDBOOK

2026-2027

COLLEGE OF SAN MATEO | 1700 WEST HILLSDALE BLVD. | SAN MATEO, CA 94402-3784
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TABLE OF CONTENTS

INSTITUTIONAL INFORMATION, POLICIES, AND STATEMENTS 1

VISION, MISSION, AND VALUES 1
ORGANIZATIONAL CHART 1
EDUCATION MASTER PLAN 1
INSTITUTIONAL STUDENT LEARNING OUTCOMES 2
POLICY ON PROFESSIONAL ETHICS 2
ADDRESSING DISRUPTIVE BEHAVIOR OF STUDENTS ON CAMPUS 3
DISRUPTIVE OR INAPPROPRIATE BEHAVIOR 3
RESPONDING TO TYPES OF DISRUPTIVE BEHAVIOR 4
COLLEGE POLICY VIOLATIONS AND ILLEGAL BEHAVIOR 4
NONDISCRIMINATION 4
SEXUAL HARASSMENT 5
DRUG-FREE WORKPLACE 6
TOBACCO AND SMOKE-FREE CAMPUS 6
COLLECTIVE BARGAINING AGREEMENTS 6
ACADEMIC SENATE 6
ACADEMIC CALENDAR 6
CHECKLIST FOR NEW FACULTY 6

COURSE PROCEDURES AND CLASSROOM MATTERS 8

COURSE OUTLINE 8
COURSE SYLLABUS 9
OFFICE HOURS | DOOR CARD 11
FIRST DAY OF CLASS: CLASS ROSTER 12
ADDING STUDENTS: WAITLISTS | AUTHORIZATION/ADD CODES 12
CENSUS AND DROPPING STUDENTS 12
POSITIVE ATTENDANCE 13
PREREQUISITES AND COREQUISITES 13
CLASS MEETINGS 14
GRADES 14
INCOMPLETE GRADES 14
REPORTS REQUIRED OF FACULTY 15
STATEMENT ON ACADEMIC FREEDOM 15
ABSENCES | SUBSTITUTES | CANCELING CLASS 16
FINAL EXAMINATIONS 16
IMPORTANT DEADLINES & REMINDERS FOR STUDENTS 16
ACADEMIC SUPPORT 17
ACADEMIC DISHONESTY 17
CONDUCT AND BEHAVIOR ISSUES 17
STUDENT ABSENCES 18
FIELD TRIPS 18
SPEAKERS AND CONSULTANTS 18
AUDIT POLICY 19

CURRICULUM AND COURSE MATERIALS 19

CURRICULUM SUBMISSIONS 20
ORDERING TEXTBOOKS AND COURSE MATERIALS 20
OER/ZTC RESOURCES 20
COPYRIGHTED MATERIALS 20
PRINTING FACULTY-PREPARED MATERIALS 20

INSTRUCTIONAL TECHNOLOGY AND DISTANCE EDUCATION 21

DISTANCE EDUCATION 21
CANVAS INFORMATION 21

EMPLOYMENT AND SERVICE INFORMATION 22

FACULTY SALARIES 22
VOLUNTARY TEACHER DEDUCTIONS 22
EMPLOYEE PERSONNEL RECORDS 22
AUTHORIZED CONTRACT WORK HOURS 22
LECTURE AND LABORATORY HOURS 23
OTHER HOURS 23
OFFICE HOURS 23
LIMITATIONS 23
NON-CONTRACT HOURS AND VOLUNTEER HOURS 24
CLASS CANCELLATION GUIDELINES 24
EVALUATIONS 24
REASSIGNED TIME 24
COMMITTEE PARTICIPATION POLICY 25
ASSESSMENT CYCLE | PROGRAM REVIEW 25

PROFESSIONAL DEVELOPMENT 26

FLEX DAYS 26
NEW FACULTY INSTITUTE (NFI) 26
DISTANCE EDUCATION TRAININGS 26
ONE-ON-ONE CONSULTATIONS 26
ADDITIONAL WORKSHOPS AND INSTITUTES 26
PROFESSIONAL DEVELOPMENT FUNDS (FOR CONFERENCE TRAVEL, SABBATICAL, ETC.) 27
PROFESSIONAL DEVELOPMENT-RELATED COMMITTEES 27
DISTRICT HUMAN RESOURCES TRAININGS AND SUPPORT 27

STUDENT RIGHTS AND RESPONSIBILITIES 27

STUDENT CONDUCT 27
STUDENT GRIEVANCES AND APPEALS 28
ACADEMIC DISHONESTY 28
CONFIDENTIALITY OF STUDENT RECORDS 28
STUDENT ENROLLMENT PROCESS 29

INSTRUCTIONAL SUPPORT SERVICES 29

LEARNING COMMUNITIES 29
LEARNING SUPPORT CENTERS AND LABS 30
ACADEMIC SUPPORT AND LEARNING TECHNOLOGIES CENTERS *30*
BUSINESS AND TECHNOLOGY LABS *30*
CREATIVE ARTS AND SOCIAL SCIENCE CENTERS *30*
LANGUAGE ARTS CENTERS *30*
MATH AND SCIENCE CENTERS AND LABS *31*
LIBRARY SERVICES 31
SERVICES FOR FACULTY *32*
COPYRIGHTED MATERIALS *33*
ONLINE TEACHING RESOURCES *33*
STUDENT SERVICES 33
WELCOME CENTER *33*
ASSESSMENTS *33*
ACADEMIC COUNSELING *33*
CAREER COUNSELING *34*
FINANCIAL AID *34*
PROMISE SCHOLARS PROGRAM *34*
BASIC NEEDS SUPPORT (SPARKPOINT) *34*
CALWORKS PROGRAM *34*
EOPS/CARE *35*
NEXTUP *35*
WELLNESS CENTER *36*
UNDOCUMENTED COMMUNITY CENTER *37*
CENTER FOR GLOBAL ENGAGEMENT *37*
STUDENT LIFE AND GOVERNMENT *38*

EMERGENCY PROCEDURES 38

APPENDIX A 38

CHART OF ACADEMIC TITLES 38

APPENDIX B 40

BY-LAWS OF ACADEMIC SENATE OF THE COLLEGE OF SAN MATEO 40
ARTICLE I: NAME & PURPOSE *40*
ARTICLE II: MEMBERSHIP & QUORUM FOR MEETINGS *41*
ARTICLE III: DUES *42*
ARTICLE IV: BUDGET FOR ADJUNCT PARTICIPATION, SENATE PROFESSIONAL DEVELOPMENT, & ASCCC DUES 42
ARTICLE V: ELECTIONS, TERMS OF SERVICE, & RELEASE TIME OF VOTING MEMBERS *43*
ARTICLE VI: ELECTIONS, TERMS OF SERVICE, RELEASE TIME & DUTIES OF SENATE OFFICERS *44*
ARTICLE VII: EXECUTIVE COMMITTEE ELECTIONS & VACANCIES *47*
ARTICLE VIII: MEETINGS & COMMUNICATION OUTSIDE OF MEETINGS *48*
ARTICLE IX: STATE RECOMMENDATIONS *50*
ARTICLE X: AMENDMENTS *50*
ARTICLE XI: COMMITTEES *50*
ARTICLE XII: REMOVAL OF AN OFFICER *54*

APPENDIX A: VOTING MEMBERS.....55

INSTITUTIONAL INFORMATION, POLICIES, AND STATEMENTS

The contents of this manual are intended to be used as a Faculty & Staff Handbook and describe policies, basic procedures, and general practices at College of San Mateo (CSM). It is understood that Federal, State, and local laws and Board policies govern and take precedence over any guidelines in this manual. The complete set of Board policies may be found on the San Mateo Community College District (SMCCD) website, and the current CSM Catalog is available online on the CSM website.

VISION, MISSION, AND VALUES

College of San Mateo has agreed upon the following:

Vision

To deliver a liberatory education that inspires individual achievement and generational impacts.

Mission

We are the community's college. College of San Mateo creates access and inclusion, fosters academic excellence, and ensures equitable outcomes so students can realize their full potential.

Values

CSM's Values are the core principles that shape our campus community and guide everything we do.

Accountability
Authentic Care
Celebration
Critical Reflection
Empowerment
Excellence
Growth
Inspiration & Innovation
Integrity
Solidarity

Visit this page to learn more: College Statements

ORGANIZATIONAL CHART

The College's Organizational Chart can be found on the CSM President's webpage.

EDUCATION MASTER PLAN

CSM Forward 2028, College of San Mateo's five-year Education Master Plan, details college priorities and outcomes, district and college goals, planning and strategy (to inform programming), resource allocation, facilities visioning, and long-range imagining. The plan is both a look backward at where we have been and a look forward to where we might want to go.

INSTITUTIONAL STUDENT LEARNING OUTCOMES

The Institutional Learning Outcomes (ILOs) describe the knowledge, skills, abilities and attitudes that students should develop through any sustained experience with the college – whether courses, degree or certificate programs, pre-transfer general education pattern, or academic and support services: (1) Independent Learning and Development; (2) Effective Communication; (3) Quantitative Reasoning; (4) Critical Thinking; (5) Social Awareness and Diversity; (6) Ethical Responsibility/Community Engagement; and (7) Information Literacy. Descriptions of each learning outcome can be found on the CSM Student Learning Outcomes webpage.

POLICY ON PROFESSIONAL ETHICS

All District employees shall adhere to the highest ethical standards in pursuing the College District's mission of providing quality educational programs and in managing resources efficiently and effectively. Ethical standards include but are not limited to commitment to the public good, accountability to the public, and commitment beyond the minimum requirements of the law. Each employee group has prepared a distinct Code of Professional Ethics for their respective constituencies, which, as a whole, comprise the Districtwide Policy on Ethical Behavior adopted by the Board.

No employee or consultant shall use or permit others to use public resources for personal use or any other purpose not authorized by law. "Incidental or minimal use," defined as use that will not result in additional cost to the District or interfere with the employee's job performance (i.e., occasional telephone call, private use of an envelope or paper, etc.), where lawful, is permitted.

1. The Board of Trustees, administration, faculty and classified staff shall act in the best interests of students, the community and the District's mission over other competing interests and shall foster a work/study environment that values respect, fairness, and integrity and is positive, encouraging, and success-oriented. The College District has adopted policies and practices that protect the rights of individuals (Rules and Regulations 2.12); that protect individuals from unlawful discrimination (2.20) and sexual harassment (2.25); that prohibit the Board and employees from making or participating in making a decision in which they have a financial interest (1.35 and 2.45); and that provide for the support and development of each District employee (2.11).

   The Board has also adopted policies ensuring public input into Board deliberations (1.45); adhering to the law and spirit of open meeting laws and regulations (1.40); exercising authority only as a Board (1.02); using appropriate channels of communication (1.35); and devoting adequate time to Board work and being informed about the District, educational issues and responsibilities of trusteeship (1.10).

   Violations of the Board's Policy on Professional Ethics will be addressed by the President of the Board, who will first discuss the violation with the Board member to reach a resolution. If resolution is not achieved, the Board President may appoint an ad hoc committee, consult with legal counsel and/or refer the matter to the District Attorney to examine the matter and recommend further courses of action to the Board. Sanctions will be determined by the Board and may include censure of the Board member who is in violation of the policy. If the President of the Board is perceived to have violated the code, the Vice President of the Board is authorized to pursue resolution.

2. The faculty of the SMCCCD has developed a Code of Professional Ethics which can be found on the District Academic Senate website.

3. The Classified Senate of the SMCCCD has developed a Code of Ethics which can be found at: Classified Employees Statement of Ethics.

ADDRESSING DISRUPTIVE BEHAVIOR OF STUDENTS ON CAMPUS

Disruptive and inappropriate behaviors are actions that interfere with the instructional, administrative or service functions of the college. Assessing disruptive behavior can be a highly subjective process. For example, some behavior patterns, such as students talking in class, can be experienced as disruptive in some situations and simply irritating and frustrating in others.

Each CSM faculty or staff member has their own level of tolerance and special strategies for handling potentially disruptive situations. It is important to remember that the occurrence of disruptive behavior is rare and should not be confused with a student's right to express differing opinions, a right that is fundamental to a free and open academic community.

It is good practice for you to clearly define behavioral expectations in the syllabus and discuss this with students during the first class meeting. It may also be helpful to attend one of the disruptive behavior workshops which are offered throughout the year.

Fortunately, disruptive situations are almost always resolved by your use of personal strategies and/or dialogue with the student. When the usual strategies you have employed have been ineffective and you have assessed the behavior as disruptive, the following guidelines may be helpful.

DISRUPTIVE OR INAPPROPRIATE BEHAVIOR

When the behavior of a student is identified as disruptive or inappropriate, you are expected to take all the following steps:

1. Inform the student that the behavior is disruptive, inappropriate, and unacceptable.
2. Attempt to elicit the cooperation of the student to resolve the situation.
3. Warn the student that if the behavior continues, a likely consequence is disciplinary action by the College.
4. Complete a Student Conduct Report.

If such dialogue with the student proves to be ineffective and you feel you have exhausted all the methods you normally employ to resolve such situations, College policy allows for the following response:

1. A faculty or staff member may remove a student who is in violation of the guidelines for student conduct for the duration of the class period or activity during which the violation took place and, if necessary, for the day following. If the student refuses to comply with your instructions to leave, call Public Safety, (650) 738-7000. If you choose to exercise this option, you must immediately report this action to your Division Dean and the Vice President of Student Services by filling out a Removal of Disruptive Student Form and completing a Student Conduct Report Form.

2. In all cases of disruptive behavior involving removal from class, you must provide written documentation of the behavior, the initial warning and any subsequent inappropriate or disruptive behavior. This documentation must be forwarded to your Division Dean and Disciplinary Officer/Office of the Vice President of Student Services.

Your Division Dean and/or the Vice President of Student Services will then work with you to determine the next steps in response to the situation.

It is important to note that a student cannot be prohibited from attending a class for more than two sessions without further formal College disciplinary action. In all cases involving potential College disciplinary action, students must be afforded procedural due process. The essential elements of due process are: notice, the opportunity to be heard, and the right to defend oneself in the context of a hearing.

RESPONDING TO TYPES OF DISRUPTIVE BEHAVIOR

CARES is a behavioral intervention team on campus that is available to assist faculty and staff with students exhibiting behaviors which are of concern. If a student's behavior indicates personal distress and/or there is a pattern of disruptive and/or disturbing behavior, then faculty, staff, and students are encouraged to file a CARES Report. The reported information will be forwarded to the CARES Team.

The CARES website provides information about the team, definitions of behaviors of concern, how to file a CARES report, and campus and community resources. Additionally, this Guidelines for Faculty and Staff for Helping Students in Need helps you become more aware of how to assist students who need help and support.

In case of emergency, please do not refer students to CARES. Contact Public Safety at (650) 738-7000 or dial 911.

COLLEGE POLICY VIOLATIONS AND ILLEGAL BEHAVIOR

For disruptive behavior which is in violation of the Student Conduct Code and also illegal, please call CSM Public Safety at (650) 738-7000 and/or dial 911 for an immediate response. Examples of these kinds of behaviors include: use of prohibited drugs or alcohol on College property, willful damage to College property, threats, assaults, theft and possession of fire arms.

Refer to the Addressing Disruptive Behavior of Students on Campus Guidelines for the complete policy.

NONDISCRIMINATION

The District is committed to equal opportunity in educational programs, employment, and all access to institutional programs and activities.

The District, and each person who represents the District, shall provide access to its services, classes, and programs without discrimination on the basis of the Federal and State protected classes including, but not limited to, race; color; national origin, ancestry or citizenship status; religion or creed; age; marital status; sex and gender (including sexual orientation and identity; gender identity and gender expression); physical or mental disability; genetic information; medical condition; political activities or affiliations; military or veteran status; status as a victim of domestic violence, assault or stalking; or because one is perceived to have one or more of the foregoing characteristics or associates with a person or group with one or more of these characteristics.

The District shall provide access to its services, classes and programs without regard to national origin, religion, age, gender, gender identity, gender expression, race or ethnicity, color, medical condition, genetic information, ancestry, sexual orientation, marital status, physical or mental disability, pregnancy or because he/she is perceived to have one or more of the foregoing characteristics, or based on association with a person or group with one or more of these actual or perceived characteristics.

The District shall provide equal employment opportunities to all applicants and employees regardless of national origin, religious creed, age, sex, gender, gender identity, gender expression, race, color, medical condition, genetic information, ancestry, sexual orientation, marital status, physical or mental disability, military and veteran status, or on any basis prohibited by law.

Refer to the District Board Policies and Procedures (Board Policy 2.19) for the complete policy.

SEXUAL HARASSMENT

It is the policy of the San Mateo County Community College District and the College of San Mateo to provide an educational and work environment free from unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct or communications constituting sexual harassment. The District promotes zero tolerance for behaviors which constitute sexual harassment in its educational and workplace environment for both employees and non-employees.

This policy defines sexual harassment and sets forth a procedure for the investigation and resolution of complaints of sexual harassment by or against any faculty member, staff member, Board member or student within the District. Sexual harassment violates State and Federal laws, as well as this policy, and will not be tolerated. It is also illegal to retaliate against any individual for filing a complaint of sexual harassment or for participating in a sexual harassment investigation. Retaliation constitutes a violation of this policy.

It is the responsibility of each District employee and student to maintain a level of conduct that is in compliance with District policy. Employees who violate this policy may be subject to disciplinary action up to and including termination. Students who violate this policy may be subject to disciplinary measures up to and including expulsion.

The District provides both informal and formal complaint resolution procedures; considers as serious matters all complaints of sexual harassment; is committed to full investigation and resolution; and takes steps to ensure that persons complaining of sexual harassment will not be subjected to retaliation or reprisals of any kind.

Students or staff seeking further information concerning this policy or claiming grievance because of alleged violations of this policy should contact the Director of Policy, Training, & Compliance, (650) 358-6808.

In addition to and concurrently with the filing of a written grievance, a student has the right to file a complaint or charges with other appropriate governmental agencies such as the Equal Employment Opportunity Commission, the Office for Civil Rights, the Department of Fair Employment and Housing, the Chancellor's Office of the California Community Colleges, or state or federal court.

To report incidents involving sexual misconduct allegations that are in violation of SMCCCD Discrimination and Harassment Policies, please fill out the Title IX: Sexual Harassment or Sexual Misconduct Report Form.

Refer to the District Board Policies and Procedures (Board Policy 2.25) for the complete policy.

DRUG-FREE WORKPLACE

It is the policy of the San Mateo County Community College District to maintain a drug-free workplace and educational environment for its employees and students in accordance with the requirements of the Federal Drug-Free Workplace Act of 1988 and Drug-Free Schools and Communities Act Amendments of 1989.

Refer to the District Board Policies and Procedures (Board Policy 2.26) for the complete policy.

TOBACCO AND SMOKE-FREE CAMPUS

It is the policy of San Mateo County Community College District to provide a safe and healthy learning and working environment for both students, employees, and visitors. In light of evidence that the use of tobacco and nicotine as well as exposure to secondhand smoke and aerosol (commonly referred to as "vapor") from electronic smoking devices pose significant health and environmental hazards, the District has established a smoke, vapor, and tobacco-free environment. Tobacco-free resources are available from Health Services located in Building 5.

Refer to the District Board Policies and Procedures (Board Policy 2.27) for the complete policy.

COLLECTIVE BARGAINING AGREEMENTS

The agreements with the District, by which your rights and duties are stipulated, can be accessed online on the SMCCD Human Resources webpage under Collective Bargaining and Labor Relations.

ACADEMIC SENATE

The Academic Senate is the voice of the faculty on academic and professional matters. They work collaboratively with college administration, staff, and students to promote academic excellence. Academic Senate policies, members, meetings, and resources can be found on the CSM Academic Senate webpage and in Appendix B.

ACADEMIC CALENDAR

The academic calendar can be found on the CSM Academic Calendar webpage.

CHECKLIST FOR NEW FACULTY

- ☐ **Department(s).** Know your points of contact: your primary resources are your Dean and Division Assistant (DA).

- ☐ **Badge Access Card and Keys.** Contact your DA to assist you in activating your access card and necessary keys. You should receive two physical keys – one key for your assigned office, and a "3K" key that opens most common doors like classrooms, breakrooms, and workrooms. In addition, your ID card acts as an electronic key for buildings and room that have electronic access.

☐ **Laptop.** Talk to your Dean/DA about placing an order for a laptop for you.

☐ **Parking Passes.** Parking passes are distributed by your DA.

☐ **Email.** Full-time faculty receive an email address after all hiring paperwork has been completed. Adjunct faculty must work with their DA to request an email address.

☐ **Mailbox and Phone.** Your DA will let you know where your mailbox is located. Office phone setup instructions are found on the ITS webpage.

☐ **Internet Access.** The District has free public WIFI (SMCCD Public) that you can use from any personal laptop or device, or "FacStaff" access, which requires your SSO (single sign-on) username/password.

☐ **SMCCD Portal** (https://smccd.edu/portal/). This is an invaluable resource. Some important tasks you can do through the portal include:
(1) Check your CSM email through the "O365 Email Login." You can access O365 tutorials online.
(2) Search for other employees in the "District Directory".
(3) Submit an IT request for printer/computer set-up through the "ITS Service Request Form."
(4) Find most District and CSM forms through the "Downloads" tab at the top of the page.

☐ **Syllabus.** At the beginning of the semester, please turn in a copy of your syllabus for each class to the DA. If you need more details about syllabus requirements, information can be found in the "Course Procedures" portion of this document, or you can reach out to your Dean or to another professor who has recently taught the same class.

☐ **Office Hours and Door Card.** Each week, faculty are required to hold 1 hour worth of office hours for every 3 units worth of courses taught. This office hour time should be held in a designated place that is advertised on your syllabus and door card. Your office is the default location, but it is acceptable to use locations like the various learning centers or other spaces on campus. For adjuncts, this time is paid out to you automatically each month. The faculty contract details how this amount is calculated.

Each semester, please create an electronic door card with your schedule for classes, office hours, and other times you are planning to be on campus. You should also print a copy of this schedule to post on your office door.

☐ **XEROX.** Your DA can let you know which machines you have access to. The District has been converting most copiers to use a print management program called PaperCut, and your pages will only print when you scan your ID on the physical device. To begin using PaperCut, you will need to add the PaperCut network printer to your district issued Apple or Windows device, and then register your SMCCCD access badge at any PaperCut equipped printer. For questions or assistance, please contact the ITS Helpcenter and a member of our team will reach out to assist you.

Should you need a larger copy job, please email your DA, who can provide you information on ordering. Please give at least 2 weeks lead time! Please keep in mind that CSM encourages faculty to "go green" by

posting appropriate handouts, instructional materials, and other information online.

☐ **AFT 193 Faculty Union Information**. Chapters are AFT 1493's college-level organizations led by Chapter Chairs at each college. If you have a problem, concern or question about contract issues, your union rights or any other work-related issue that you'd like to discuss with a union representative, please contact your campus Chapter Chair.

☐ **SMCCD Human Resources** (https://www.smccd.edu/humanresources/).

☐ **CAL-STRS (CA State Teacher's Retirement System) Information** (https://www.calstrs.com/).

COURSE PROCEDURES AND CLASSROOM MATTERS

COURSE OUTLINE

The Board of Trustees – on the recommendation of the Chancellor, President, and Vice President of Instruction and the advice of the Academic Senate's Curriculum Committee – approves all courses.

The Administration, through the Division Deans and the Office of the Vice President of Instruction, is responsible for the scheduling, staffing, and operation of all courses. The instructor is responsible for teaching, at a minimum, the material as specified in the course outline of record within the general outline of content and format approved

by the Board of Trustees. Subject to consideration of course prerequisites and approved course outlines, instructors remain free to select specific material as they deem appropriate. Responsibility for the academic integrity of each individual course must be assumed by the instructor teaching it. Freedom of inquiry and the right to express differing opinions are fundamental to the integrity and dignity of the academic community.

COURSE SYLLABUS

The CSM Instructional Design Team has developed a tool to help faculty in designing their syllabi. Please see the CSM Syllabus Hub for additional tips and resources.

All instructors should distribute their syllabi to students during the first day of class of the semester or summer session and submit copies of their syllabi to their Dean or Division Assistant by the end of the first week of the semester or summer session. The syllabi will be kept on file in the Division Office.

Each syllabus should include the following information:

1. Instructor's name

2. Instructor's contact information (CSM office location and office hours; CSM phone number; SMCCD e-mail address) [Information for setting up your office telephone can be found on the ITS webpage.]

3. Course name, number, catalog description, classroom location and modality (locate your official Course Outline of Record in CurricUNET)

4. Official course Student Learning Outcomes (SLOs) (as listed on the official Course Outline)

5. Required and Recommended Texts and how to access (ZTC, LTC, OER, Inclusive access, electronic material)

6. Course Requirements/Assignments and Detailed Grading Policy including specific information about how the final grade will be determined

7. Tentative Course Calendar, Assignments, Exam Dates, Other Due Dates

8. Information about how to fulfill to-be-arranged hours, if appropriate, and the campus location (e.g., specific learning support center or lab, building, and room number) where the TBA requirement is met. Request archived syllabi samples from your Division Assistant if you need assistance with TBA language.

9. Required Statements of Course and College Polices, including:
    - Attendance Policy
    - Academic Accommodation Policy
    - Title IX Statement
    - Educational Equity Statement (Educational Equity Syllabus Statement.pdf)

    There are many acceptable formats for these statements. Here are some examples:

Academic Accommodation Policy Statement: This course is designed to be welcoming to, accessible to, and usable by everyone, including students who are English-language learners, have a variety of learning styles, have disabilities, or are new to online learning. Be sure to let me know immediately if you encounter a required element or resource in the course that is not accessible to you. If you are a student with a verified disability, or think you may have a disability, please contact the Disability Resource Center (DRC). The Disability Resource Center provides academic adjustments and auxiliary aids to support students who have a verified disability. The DRC is located in Building 10, Room 120 and can be reached at (650) 574-6438 or csmdrc@smccd.edu. Please visit the Disability Resource Center website for contact and other information.

If you have already been approved for accommodations through the Disability Resource Center, please contact me so we can develop an implementation plan together.

Plagiarism/Cheating Policy Statement: Please include a statement about plagiarism on your syllabus. The College policy, including a link to the form to report plagiarism/cheating is located on the CSM Cheating and Plagiarism Guidelines webpage. The Plagiarism Policy statement for syllabi can be written as follows: "Dishonesty such as cheating, plagiarism, or knowingly furnishing false information to the College and its officials is prohibited and may lead to appropriate disciplinary action."

"Cheating" refers to any help on an assignment, quiz, or examination as follows: (1) a student must not receive from any other student or give to any other student (in person or through electronic devices) any information, answers, or help during an exam (in class or online); (2) a student must not use any sources for answers during an exam, and must not refer to any book, study guides, the Internet or notes while taking the exam (in class or online) unless specifically allowed by the instructor; (3) a student must not obtain exam questions illegally before an exam or tamper with an exam after it has been corrected. In case of cheating, a student may be given 0 on the assignment and administrative actions at college level may be applied.

For homework, class work and written assignments:

- Students are encouraged to work together. However, simply copying someone's assignment without actively participating in its production is not acceptable.
- Source citations will be required for any written projects, according to the specifications given with the assignment.

In testing situations:

- Students are expected to work independently unless specified otherwise.
- Calculators are permitted on tests or quizzes unless specified otherwise.
- Use of a cell phone is not permitted (in case of emergency, notify the instructor).
- Use of computers during paper-and-pencil tests in not permitted.

Electronics (Cell-phones/Computers/iPods/iPads and other like devices):

- Cell phones are to be turned off or set on silent during class
- Cell phones should be secured in student backpack/purse

- Ear buds and other listening devices are prohibited during class
- Electronic note taking and access to the courses e-book is permitted
- Engaging in non-class related internet activity during class is not allowed

Title IX: SMCCD is committed to maintaining a safe and caring college environment at Cañada College, College of San Mateo, and Skyline College and we do not tolerate sexual harassment or sexual misconduct, including (but not limited to) sexual assault, sexual coercion, dating violence, domestic violence, stalking, cyber-stalking, retaliation, isolation, and other forms of discrimination/hate crimes based on gender identity, sexual orientation and pregnancy. SMCCCD has established policies and procedures regarding Sexual Misconduct, Harassment, and Assault based on Title IX and SB 493. If you have experienced discrimination, sexual harassment, misconduct or violence, you can report an incident online. In the event of an emergency, please call 911.

Please be advised that under Senate Bill 493, all staff and faculty members (with exceptions for certain medical professionals in the Wellness Center, personal counselors, and the campus Ombuds) are considered mandatory reporters of incidents or concerns involving gender-based discrimination, harassment, and sexual misconduct. All reports must be routed to the CSM Title IX Office in a timely manner.

Equity: The faculty at College of San Mateo affirm that students are entitled to an equitable learning environment that celebrates their voice, fosters their agency, and develops their capacity for self-advocacy, and that is free of unfair practices. If you feel you are in an environment that is not conducive to your learning or you want to learn more about educational equity, please come talk to me. You may also contact CSM's Director of Equity (collegeofsanmateo.edu/equity) to explore your options.

10. A statement about available campus resources for students. This could include information about The Learning Center, learning support centers and labs, SparkPoint, EOPS, and/or any other service that you think are important for students.

11. Other than the above required information, you should include any subject, department, or course specific information that is relevant.

OFFICE HOURS | DOOR CARD

Faculty are to complete the online Faculty Door Card for each semester. Each faculty member will post an office door card showing scheduled lecture and laboratory hours, scheduled office hours, and reassigned hours, if any. Counselors are to include counseling hours and reassigned hours, if any. An instructor absent from their office for a major portion of a scheduled office or counseling hour will notify the Division Office of their whereabouts and time of return and will post this information on the office door.

Regular faculty on reduced load for any given semester will adjust the minimum required hours proportionally. Faculty with class assignments plus counseling assignments (or other non-teaching assignments, such as reassigned time) will adjust the minimum required hours proportionally.

FIRST DAY OF CLASS: CLASS ROSTER

You will not be sent any paper enrollment information for your courses. You must retrieve information for each class you teach on Faculty WebSMART. Login using your SSO username/password. Go to "Faculty Services" and then "Class List/Waitlist." Students who do not appear on your WebSMART Official Class Roster are not officially enrolled in your class and cannot remain in your class.

As faculty, it is your responsibility to take the following actions to make sure all students sitting in your classes are officially registered by the published deadline date:

- Print the official roll from WebSMART on the **first** day of your class. Since students can register for your class up to the day before the class begins, do not print your roll prior to the first day of class because it may not be accurate. The WebSMART roll lists students who are officially enrolled.
- If, on the first day of class, you provide a student with an authorization code to register for your class, then list his/her name on your roll sheet so you can monitor his/her official enrollment. Remind students who have received authorization codes that they must officially register before the published deadline date.
- For a semester-length course, a student must complete official registration by the published late registration deadline.
- For a course that is not a semester-length course, the student must register no later than the next class meeting.

ADDING STUDENTS: WAITLISTS | AUTHORIZATION/ADD CODES

When you print your WebSMART Official Class Roster, print the wait list that has been developed for your section. On the first day of class, if you determine that you can add students, first use the wait list to fill spaces. If a name appears on the wait list but the student is not present in class, then go to the next student on the wait list and so forth. When you have exhausted the wait list, then accept other students who are present in the classroom to add.

Go to "Faculty Services" and then "List Authorization Codes." This will be a list of random codes we call "add codes." You would give these to students on the Waitlist first, and then others, if you determine that you have the room capacity and teaching capacity to handle additional students. *NOTE* Students will start emailing and requesting add codes for full classes before the semester starts. Add codes only become available once the first day of instruction has begun for the semester. You should wait until the first day of class before you start distributing add codes and deciding how many students you can add.

If a student tells you they cannot register, or, if the student thinks they are registered but the name does not appear on the WebSMART Official Class Roster, they should immediately be referred to the Admissions and Records Office.

CENSUS AND DROPPING STUDENTS

You are required to take attendance early in the semester to be sure that the students on the roster match the students attending class. Each semester, a census will be due approximately 2 weeks from the start date, and you should submit a "census report" on WebSMART to verify the students who are in the class. You can view each

section's census due date, and enter the census information by going to "Faculty Services" then "Census/Enrollment Verification."

You should drop any students who have not attended live class or participated in online class. After the census date and up to the drop deadline (about the 14th week), you still have the ability to drop students who stop showing up or participating. Please use your best judgment as to if/when a student should be dropped.

The College receives a portion of its State funding based on active student enrollment. Therefore, the college must abide by Title 5, which requires faculty to "clear the rolls of inactive enrollment." Inactive enrollment in a course is defined as a student having been identified as a "no show," one who has officially withdrawn from the course or one who has been dropped from the course. As further noted in Title 5, "a student shall be dropped if no longer participating in the course, except if there are extenuating circumstances." No longer participating includes, but is not limited to, excessive unexcused absences. (Title 5, 58004, Application of Census Procedures).

POSITIVE ATTENDANCE

Like census reporting, reporting positive attendance is required by Title 5. Submission of positive attendance hours on-time is essential to capture FTES generated by students enrolled in these courses. If positive attendance hours are not submitted on time, the College may lose FTES funding. Enter Positive Attendance hours by going into WebSMART "Faculty Services" then "Enter Grades & Positive Attendance Hours."

PREREQUISITES AND COREQUISITES

If the course description (found on the official course outline, in the Catalog, or in WebSchedule) includes a prerequisite course or skill level, the prerequisite must be achieved and documented for the student to remain in the class. A corequisite course is one in which the student must maintain concurrent enrollment. Prerequisites and corequisites are mandatory. A faculty member cannot ignore or waive a prerequisite. Many course descriptions include a recommended preparation notation. This indicates that it is highly recommended that the student has a specific skill level or academic background to succeed in the class. Recommended notations are advisory only.

A student can challenge a prerequisite by going to the Prerequisites, Corequisites, and Recommended Preparation website for the prerequisite challenge petition. There are deadlines related to this petition that are viewable on the website. A student can challenge a prerequisite only on one or more of four grounds listed below:

- The student has the knowledge or ability to succeed in the course without completing the prerequisite.
- The prerequisite was established in violation of Title 5 regulations or the SMCCCD Prerequisite Policy.
- The prerequisite course has not been made reasonably available.
- The prerequisite is discriminatory or is being applied in a discriminatory manner.

To challenge a prerequisite, a student must file a Prerequisite Challenge Petition with required documentation in the Welcome Center, College Center, 10-340, at least 5 working days prior to the late registration deadline date published in the class schedule. If the course is a late-start class, the petition must be submitted at least 5 working days prior to the first day of the course. The Assessment Services sends the challenge packet to assigned faculty for review, receives the results from faculty, and communicates the challenge results to the student. There is a deadline of 5 working days to resolve the challenge.

CLASS MEETINGS

Instructors are expected to meet classes at the assigned time and place. Any change of time or place requires prior approval by the appropriate Division Dean. If an instructor is late to a class meeting, students are required to wait ten minutes before leaving the classroom. An instructor who knows they will be late should contact the Division Office as soon as possible.

Each class hour consists of 50 minutes of instruction time (e.g., 8:10 to 9:00 a.m. = 50 minutes or 1.0 instruction hour). For classes that meet for more than one hour but less than two hours, there is no break (e.g., 8:10 to 9:25 a.m. = 75 minutes or 1.5 instruction hours). For classes that meet for more than two hours, there is a ten-minute break for each full hour (e.g., 7:00 to 10:05 p.m. = 165 minutes, or 3.3 instruction hours, and 20 minutes' break time). Instructors must take breaks for classes of more than 2 hours and must not dismiss class early in place of taking breaks.

GRADES

Grading in a class is the sole responsibility and purview of the instructor, and should be based on the performance of the students related to the learning outcomes. Final grades are due in WebSMART about 2 weeks after final exams. The exact day and time grades are due will be announced at the beginning of the semester, and reminders will be sent near the end of the semester. Grades are due by 4 p.m. on that date. Please do not be late on grades, as you will have to submit a paper form for each student with a late grade.

You can begin entering grades at any time; you do not have to wait until after the class ends to start entering them; just don't "submit" until they're due. Enter grades by going to "Faculty Services" then "Enter Grades & Positive Attendance Hours." As stated in the academic employees' contract, it is each instructor's responsibility to submit timely and accurate reports of attendance, grades, and other matters as required.

INCOMPLETE GRADES

A professor should consider issuing an incomplete only if the student has successfully completed at least 80 percent of the course requirements and has only 1 or 2 outstanding assignments to complete and there are documentable extenuating circumstances that have come up (hospitalization, death in the family, work schedule change, or an unanticipated serious illness) that make it impossible for the student to complete the course within the 17-week semester (or 6- or 8-week summer session).

- It is solely up to the professor to determine whether they will award an incomplete. (A student may request an incomplete, but it is up to the professor to determine whether it is warranted or whether the professor wants to take on the added responsibility of monitoring the incomplete process.

- If the incomplete is determined to be appropriate, the professor and student must develop a contract describing how the incomplete will be resolved. The contract should be very specific and include student expectations and timelines. This contract is sent to the Admissions and Records Office, the professor maintains a copy, and the student receives a copy.

- The contract includes a default grade. If the incomplete is not completed, then the default grade becomes the final grade after one year. If a student will successfully complete the course with a grade of C or higher regardless of the extenuating circumstances, in most cases, the student should receive the grade

(A, B, or C) and the instructor should not issue an incomplete. Never issue an incomplete and list a default grade of A.

- A student may not enroll in the course while an incomplete is outstanding because the system sees the student as already enrolled in the course with an incomplete.

REPORTS REQUIRED OF FACULTY

1. Enrollment verification, final grades, and positive attendance reports are submitted online via WebSMART for faculty. To guarantee accuracy, faculty must keep meticulous positive attendance records for applicable classes. These reports are subject to audit, and faculty must have back-up documentation.

2. Enrollment verification report indicating withdrawals effective before last day to withdraw (75% of meetings for short courses, 13th or 14th week of term for semester-long classes).

3. Final grade for each student.

Instructions and dates pertinent to reports are issued by the Office of Admissions and Records each semester and are available online via WebSMART for faculty.

As stated in the academic employees' contract, it is each instructor's responsibility to submit timely and accurate reports of attendance, grades, and other matters as required.

STATEMENT ON ACADEMIC FREEDOM

The San Mateo County Community College District is dedicated to maintaining a climate of academic freedom encouraging the sharing and cultivation of a wide variety of viewpoints. Academic freedom expresses our belief in inquiry, informed debate and the search for truth; academic freedom is necessary in order to provide students with a variety of ideas, to encourage them to engage in critical thinking and to help them understand conflicting opinions.

Academic freedom encompasses the freedom to study, teach, and express ideas, including unpopular or controversial ones, without censorship or political restraint. Academic freedom, rather than being a license to do or say whatever one wishes, requires professional competence, open inquiry and rigorous attention to the pursuit of truth.

The District's faculty have the right to express their informed opinions which relate, directly or indirectly, to their professional activities, whether these opinions are expressed in the classroom, elsewhere on campus or at college-related functions. In a search for truth and in a context of reasoned academic debate, students also have the right to express their opinions and to question those presented by others.

Employment by the District does not in any way restrict or limit the First Amendment rights enjoyed by faculty as members of their communities. Faculty members are free to speak and write publicly on any issue, as long as they do not indicate they are speaking for the institution.

Protecting academic freedom is the responsibility of the college community. Therefore, in a climate of openness and mutual respect, free from distortion and doctrinal obligation, the District protects and encourages the exchange of ideas, including unpopular ones, which are presented in a spirit of free and open dialogue and constructive debate.

ABSENCES | SUBSTITUTES | CANCELING CLASS

There are a minimum number of lecture and lab hours that must be held for students to attend and receive credit for a course. You should find out this minimum if you need to take some personal or sick time, and you should know how to obtain a substitute from your Division. Contact your Dean for specific information about requesting and reporting absences and other procedural expectations. You will also need to fill out and submit an Absence Affidavit Form to the office when you return.

FINAL EXAMINATIONS

For each class whose course outline of record includes a lecture component, a final examination or activity must be held during the day and time listed in the Final Examination Schedule published in the Schedule of Classes. The day and time of the final exam/activity should be included in the class syllabus.

The final exam/activity is held in the room in which the class regularly meets. For classes that include both lecture and laboratory components, the final is scheduled according to the lecture time. Final exams/activities for evening and weekend classes take place during the week of final exams at the last class meeting. The exam period shown in the Schedule of Classes is part of the required contact hours for the course. Therefore, the final examination or activity should be designed to take the full exam period.

Exceptions must be approved in writing in advance by the Vice President of Instruction.

IMPORTANT DEADLINES & REMINDERS FOR STUDENTS

There are certain dates and reminders within a semester that are critical for students to follow. These include:

- When classes begin
- Students manage their own enrollment on WebSMART. Students should check the schedule summary to make sure enrollment is complete, pay fees on WebSMART, and keep personal information (address, phone, email) up-to-date on WebSMART.
- Students use WebSMART to select the PASS/NO PASS option.
- First two weeks of the semester is the late registration process. All semester-length courses need to be added within this period.
- Deadlines related to withdrawing from classes.
- Holidays and Flex Days
- With a counselor, students create a Student Educational Plan (SEP) that maps out, semester by semester, exactly what courses (and sequence of courses) are needed to meet the goal. Each semester the SEP should be reviewed with the counselor to make sure it remains accurate with a clear picture of what must be done.
- Students with official SEPs created with a counselor get the highest level of continuing student priority registration. This could mean getting the classes and times the student wants or not.
- Students should use support services that help them succeed.

You may consider including this information on your class syllabus and/or Canvas page or regularly announcing them.

ACADEMIC SUPPORT

Faculty can help students by clearly outlining in a class syllabus information that describes course goals, learning outcomes, evaluation processes, student expectations, a course calendar of activities, a study schedule, and the like. Encourage all students to meet with you during office hours at least once during the semester.

Refer students to counseling for information on how to construct their individual academic track at CSM or invite Student Services professionals to make presentations to your class. Presentations can be general in nature or can be tailored to your specific course. Some of the more general presentations include the following:

a. Using Student Support programs to improve your college success (counseling services, transfer services, career services, basic skills services, and more)
b. Planning for college – the comprehensive and student educational plan
c. Using study skills for college-level academics
d. Using time management for personal and academic success
e. Understanding the system – college planning
f. Understanding the system – university transfer process
g. Choosing a college major
h. Selecting courses to meet your educational goals

For classroom presentations, contact the Counseling Services staff.

ACADEMIC DISHONESTY

Although instructors may hope that students will act responsibly and ethically at all times, situations will arise in which it is clear, beyond a reasonable doubt, that a student cheated or plagiarized. The Academic Policy webpage provide guidelines for such situations by providing specific definitions of cheating and plagiarizing, and addressing the related instructor responsibilities, student responsibilities and sanctions.

To report cheating or plagiarism, please complete a Student Conduct Report Form.

CONDUCT AND BEHAVIOR ISSUES

If a student's behavior indicates personal distress and/or there is a pattern of disruptive and/or disturbing behavior, then faculty, staff, and students are encouraged to file a CARES Report. The reported information will be forwarded to the CARES Team. If the behavior seems more conduct-related, and not personal distress, please submit a Student Conduct Report.

The CARES website provides information about the CSM behavioral intervention team, definitions of behaviors of concern, how to file a CARES report, and campus and community resources. Additionally, this Guidelines for Faculty and Staff for Helping Students in Need helps you become more aware of how to assist students who need help and support.

STUDENT ABSENCES

Attendance regulations are set forth in the College Catalog. Please refer to the College Catalog under "Academic Standards Policy." However, the Academic Senate has been made aware of situations in which certain students are disadvantaged due to occasional schedule conflicts which necessitate missing one class in order to meet scheduled requirements for another class. Such instances usually occur in cases involving class field trips and occasional post-conference athletic competition. Both of these constitute scheduled curricular requirements which are not optional for the student. In such cases, the student may be placed in academic jeopardy. This is especially true in cases of a missed examination or in courses in which attendance is taken into account in determining the student's final grade.

It is the request of the Academic Senate that faculty members take these factors into account in assigning grades. It is the feeling of the Senate that the following guideline should be utilized: A student's grade should not be negatively affected when the student's absence is due to a documented course-related scheduled and required activity.

FIELD TRIPS

Authorization forms and accompanying student rosters must be approved and signed by your Division Dean and the respective Vice President two weeks before a trip is taken. Field Trip Forms can be downloaded from the District Downloads website: Field Trips. Approval of the off-campus activity involves decisions on the part of the Division Dean and the respective Vice President regarding the appropriateness of the activity, the legal implications, and budgetary or financial restrictions.

SPEAKERS AND CONSULTANTS

There may be occasions when persons from the community or persons from other agencies or institutions are desired as speakers or consultants and are invited to the campus to share their knowledge and experience with students and/or faculty in order to enhance the instructional program and to provide for the in-service training of faculty. If an honorarium is required for such an occasion, the following procedures must be adhered to for payment approval:

A. Requests for resource persons to the instructional program and for consultants to the faculty shall be submitted to the Vice President of Instruction by the Division Dean and will include the following:

    1. Name of instructor making the request, the class, and the session and date for which the request is made;
    2. The anticipated educational benefits to be derived from this resource person;
    3. The name of the resource person and a statement concerning the area of expertise; and
    4. A completed Independent Contractor* Agreement form, an I-9 form, a W-9 form, and supporting documents. (For directions and to download the forms, go to the District Portal page and type "IC Process" in the downloads search, or click on Purchasing/General Services under downloads, then click on "Independent Contracts," "IC Forms.")

B. Requests must be submitted at least 8 weeks in advance of the suggested date of the presentation because all agreements for independent contractors are made on the part of the San Mateo County Community College District and must be submitted for the Chancellor's or designee's approval prior to date of service.

C. The Vice President of Instruction notifies the Division Dean regarding disposition of the request; the Division Dean, in turn, notifies the instructor.

D. If the request is approved, the Division Dean will initiate the form, IC Payment Authorization form (also found on the website indicated above in A), and submit it to the Vice President of Instruction for approval.

E. Payments will be made to the independent contractor by the District Accounts Payable Department upon receipt of the IC Payment Authorization form, appropriately signed by the college administrator and the originator of the agreement.

F. Effective immediately, the District will no longer contract with (or pay) a district employee as an Independent Contractor (ICA or SSA) regardless of the type of services performed.

AUDIT POLICY

The Colleges of the District allow auditing of courses with the exception of courses in programs that require special preparation and/or program admissions on a limited basis. A student may audit a course only under the following circumstances:

1. The student must have previously enrolled for credit for the maximum number of times allowed for the particular course.
2. The instructor of record for the course must approve the enrollment as an auditor.
3. The student must be in good academic standing.
4. If the course is a variable unit class, the student must enroll for the maximum number of units available.
5. The student must enroll as an auditor immediately following the published late registration period and pay the auditing fee.

A student may enroll as an auditor the week after the late registration period is concluded because those students taking the course for credit have first priority for all classroom space. Enrollment as an auditor is a manual process, and the student should obtain a Permit to Enroll as an Auditor form from the Office of Admissions and Records. No student auditing a course shall be permitted to change their enrollment to receive credit for the course. An auditing fee as established by California Education Code is payable at the time of enrollment as an auditor, with the exception of students enrolled in ten (10) or more semester units.

Visit the Audit Policy website for more information and to obtain an Audit Course Request form.

CURRICULUM AND COURSE MATERIALS

CURRICULUM SUBMISSIONS

Creating and modifying courses and programs are faculty purview. CurricUNET is the software program faculty use to submit new or revised courses and programs. The Curriculum Committee reviews all submissions and advises the Vice President of Instruction and makes recommendations to the Board of Trustees concerning curriculum and instructional matters. Training for CurricUNET (under "Tips for using CurricUNET"), submission instructions, and deadlines can be found on the Curriculum Committee website.

ORDERING TEXTBOOKS AND COURSE MATERIALS

Prior to the start date of student registration for an upcoming semester, you will receive an email from the CSM Instruction Office to complete an online Textbook and Course Materials Request Form, as well as indicate which materials are Open Education Resources (OER) and Zero Textbook Cost (ZTC). Even if you do not require materials for your course, the online form must be completed and submitted by the posted deadline.

To improve student access to supplementary material or materials with limited availability, the Library maintains the College Reserves Collection. College Reserves help students by enabling instructors to place copies of textbooks, past exams, quizzes, solution manuals, article reprints, etc., in a restricted access collection held behind the circulation desk. Classroom instructors set borrowing limits for these materials for 2hr, 3hr, 1-day, 3-day, or 7-day reserves.

The Library encourages faculty to request copies of course textbooks from publishers for the Library's College Reserves Collection. To learn more about placing materials on reserve, please contact the Loan Desk at (650) 574-6548 or visit the Library Course Reserves webpage. After submission of the online form, bring your item(s) and your confirmation to the Circulation/College Reserves Desk near the entrance of the Library.

If you need a desk or review copy, you can contact the Bookstore Manager (csmbookorders@smccd.edu) to provide you with contact information and instructions needed to request a copy from the publisher directly. Unfortunately, the bookstore is unable to order desk copies.

OER/ZTC RESOURCES

For explanations, definitions, and guidance on OER/ZTC Resources, please reference CSM Library's Getting Started with OER and ZTC resource page.

COPYRIGHTED MATERIALS

For guidelines on Copyright, Fair Use, Open Access, Open Educational Resources, Public Domain, and Library-licensed material, see CSM Library's Copyright Guide.

PRINTING FACULTY-PREPARED MATERIALS

If required material needs to be printed for a class, the Bookstore can have it printed and offer for resale to students. Faculty interested in having material printed through the Bookstore must submit the material and printing instructions using the online Course Reader Printing Instructions form at least 6 weeks prior to the beginning of the term. Items that include copyrighted material in need of copyright permission must be submitted at least 10 weeks prior to beginning of the term. Instructors submitting material should be aware of copyright restrictions and that they assume liability for any copyright infringements (see CSM Library's Copyright Guide).

When possible, please submit material in digital format. PDF is preferred. Quantities are printed for 1 term at a time. If any material has been revised or changed, the old material is disposed of, and the cost of that material is added to the price of the new material. The need for desk copies must be indicated at the time of order. The maximum number of desk copies allowed is 1 per reader. If additional copies are required, they must be purchased.

INSTRUCTIONAL TECHNOLOGY AND DISTANCE EDUCATION

DISTANCE EDUCATION

The Academic Support and Learning Technologies (ASLT) Dean, Instructional Technologists, Instructional Designers, and Distance Education Coordinator provide support for faculty, students, and staff. The Instructional Technologists, Instructional Designers, and Distance Education Coordinator support faculty in creating student-centered online courses that align to the CVC-OEI rubric adopted for SMCCCD by providing technical and pedagogical assistance. In addition, the team provides general information about courses to prospective and existing students and faculty, including all delivery modalities. The modality options for your course are dependent on the DE Supplement approval by the Curriculum Committee, and its scheduling is under your Dean's purview.

The different types of course modalities include:

- ***Face-to-face*** classes meet in-person, and have supplementary content placed online for students to use outside of the classroom.
- ***Hybrid classes*** have some face-to-face meetings, but have a significant amount of class work and student contact happening online in a structured format.
- ***Online classes*** take place 100 percent online with all projects, instruction, assessment and communication taking place in an online environment.

Information about distance education courses, programs, and resources (including the Distance Education Handbook for faculty) can be found on the CSM Distance Education Advisory Committee (DEAC) website or SMCCD Faculty Gateway. To request support for Distance Education, Instructional Design, and Instructional Technology, please contact the team using CSM Distance Education Support Request form. Register for Faculty DE training opportunities on the DE Faculty Training webpage.

CANVAS INFORMATION

Canvas is a learning management system which brings together most of your class activities and makes them accessible through your web browser; it is cloud-based and password-protected. Canvas aligns the three district colleges with the California Virtual Campus - Online Education Initiative (CVC-OEI) of California Community Colleges that strives to provide California community college students with a uniform online learning platform. Canvas provides an integrated suite of tools that easily connects instructors and students through: (a) developing and creating course content; (b) sharing course syllabus and resources; (c) grading assignments and monitoring grades; and (d) engaging with the instructor and fellow students through Canvas messaging, announcements, and discussions.

For more information about Canvas resources or to request Canvas support, please visit the CSM Canvas website. You can also feel free to contact the CSM Instructional Technologists Marisol Quevedo (quevedom@smccd.edu) or Erica Reynolds (reynoldse@smccd.edu) to set-up a Canvas appointment or for additional Canvas support.

EMPLOYMENT AND SERVICE INFORMATION

All instructors, counselors, librarians, and other non-management academic personnel shall abide by the duties and responsibilities as listed in the appropriate appendix of the academic employees' contract. Any service and/or participation on the part of hourly instructors beyond the first four duties specified in the academic employees' contract will be strictly voluntary and shall be done at no cost or obligation on the part of the District, unless special arrangements have been made.

FACULTY SALARIES

Full-time instructors are paid on a 10-month schedule beginning in August and ending in May. Adjunct instructors are paid each month based on the number of hours their classes meet that month. Disposition of paychecks is coordinated through the College Payroll Office (College Center, Room 447). Direct deposit of paychecks is available for all faculty, and faculty are encouraged to use this option. Contact the District Payroll Office at (650) 358-6747 for more information.

VOLUNTARY TEACHER DEDUCTIONS

Various insurance plans and other services are available through the District. Detailed information on these plans can be obtained from the District Office of Human Resources.

EMPLOYEE PERSONNEL RECORDS

Full-time employee personnel records are maintained at both the campus and at the District Office of Human Resources and are available for inspection by the employee involved in accordance with Section 2.12, "Employee Rights and Protection, Domestic Partner Rights and Whistleblower Protection" of the Board-approved Board Policies and Procedures. The official Personnel Records for all full-time employees are those maintained at the District Office of Human Resources. Files for part-time faculty are maintained only in Division Offices. To inspect personnel records, an employee may set up an appointment with their supervisor/dean or the Chief Human Resources Officer or designee.

AUTHORIZED CONTRACT WORK HOURS

Faculty, like all employees, must be authorized to be on campus, and/or to conduct online activities for CSM. Faculty also must offer contracted services without bias to all students enrolled in their classes, unless Administration authorizes an exception for the student/students (e.g., accommodations). Exceptions must have authorization in writing from an appropriate Administrator and/or already be in the faculty member's regular, temporary, or hourly contract.

Without documented and mutually agreed authorization, faculty must –

- take all college-recognized holidays;
- not use campus/online facilities/apps/access for personal use – note that volunteering time for unpaid lectures, labs, tutoring, among other activities using CSM/District facilities, equipment, apps & other materials, can be considered personal use, as well as a contract violation;
- allow 11 hours between one work day and the next [Regular (F/T)];
- not work an excess of 175 days for the regular academic year [Regular (F/T)];
- for Hourly (P/T, Adjunct) Faculty - not work teaching hours other than those listed in the hourly contract and office hours in excess of those allowed by the Collective Bargaining Agreement (CBA);
- offer all students the same opportunities to learn and earn a passing or higher grade in their courses, unless Administration authorizes and specifies exceptional treatment of a student – this includes regularly scheduling tutoring appointments for one or a few specific students without notifying & offering the same service to other students.

No faculty member should fear reprisal for not volunteering to work unpaid/under paid hours-off-contract demanded, or even suggested by, Administrative supervisors, other faculty, other employees, students and/or student groups, among others. Reprisals include deliberate reductions in offers for future employment, promotions, pay, and references and recommendations, dealing with disruptive students, obtaining course materials, notification of training/professional development opportunities, and/or receiving fair evaluations, interfering with interactions with fellow faculty and staff, among other harmful acts.

You should report requests and/or demands to work hours-off-contract without compensation and/or appropriate Administration authorization to AFT 1493 workplace issues for investigation and any appropriate action. If necessary, the AFT can provide third-party mediation with the entity making the demand or open a grievance.

LECTURE AND LABORATORY HOURS

Entail directly teaching enrolled students in specific classes, at an assigned location, online meeting, or for asynchronous courses as arranged online.

OTHER HOURS

Professional Development, Special, Flex, for example, are described in the AFT Collective Bargaining Agreement. Regular faculty must participate in FLEX days, whereas FLEX is optional for Part-Timers. See CBA Art. 7.11 for the description of this obligation.

OFFICE HOURS

These are regularly scheduled times for consultation with individual or groups of students outside of lecture or laboratory class times. These hours must be listed in the course syllabus – as times you will be available in an assigned office on campus, or by alternative contact [Canvas chat, email/Canvas Conversations, Zoom, or other forms of online interactive contact].

LIMITATIONS

Regular faculty work 175 days per academic year [Fall and Spring semesters], including FLEX, staff development, and final exam days (CBA Art.7.1 - 7.2 & 7.10). “The minimum elapsed time between the ending time of any regular workday assignment and the beginning of the following day’s regular workday assignment will be eleven (11) hours, except by mutual agreement between the employee and the District.” (CBA Art 7.9)

Part Time (Hourly) teach only during the days and times designated in the hourly contract and the office hours as calculated according to the CBA. Hourly faculty must also submit official class records to Administration. Hourly faculty are not authorized to meet with students as a class at any other times, including before the contract begins and after the contract ends.

NON-CONTRACT HOURS AND VOLUNTEER HOURS

Any hours worked without compensation and in addition to hours specified by your contract. Note that inviting students in the entire class the opportunity to meet with you during a specific time that falls outside of scheduled class or lab is still considered teaching and holding a lecture or laboratory, and are not office hours. You must obtain (written) authorization from Administration to hold additional lectures or laboratories.

An insurance liability conflict - the instructor could be held at fault: neither the instructor nor the students are covered for accidents, injuries, property damage, etc., unless the professor is authorized to be on campus for the activity.

Professional bias: students unable to attend the extra class can legitimately claim instructor bias that resulted in an unfair disadvantage that impacted their course grade as noted in the National Education Association's 2020 Code of Ethics.

Volunteer Hours are never included a faculty member's evaluation. However, such additional activities are included as additional information. Faculty should obtain references directly from the coordinators of the volunteer activities.

CLASS CANCELLATION GUIDELINES

SMCCCD Board Policy 6.04 directly informs the class cancellation process, and the updated guidelines can be found on the CSM Office of the Vice President of Instruction website.

EVALUATIONS

The Board of Trustees, faculty, and administration share a responsibility for the process of evaluating the work performance of all faculty and for awarding tenure. The evaluation process (1) upholds the principles of inclusivity, equal access, and opportunity, promotes diversity, and is fair and unbiased; (2) is an affirmative means for evaluating the work performance of all faculty and for renewal of employment and awarding of tenure; and (3) fosters open communication among participants in order to assure fairness and opportunity for success.

Refer to the AFT Evaluation Procedures & Forms webpage for the complete outline of the process and CSM's Evaluation Guidance Committee's Canvas page (login required) to find your faculty representatives.

REASSIGNED TIME

In the event that educational program requirements within the San Mateo County Community College District make it necessary to make changes in the assignments of academic employees, a member of the unit may be assigned to perform a specified service in an area other than the area of their principal current assignment if the employee meets minimum qualifications as determined by the Board of Governors, State of California, in the discipline to which they are assigned.

The California Education Code limits part-time faculty to a maximum of 67% of a full-time load. An exception is any assignments "ancillary" to regular faculty work. (Ed. Code 87482.5.c.1). An ancillary assignment can be defined by the collective bargaining agreement (CBA), and some are described in the Education Code. At SMCCCD, the general rule/practice is, given our current terms of the CBA, that if an assignment is loaded for fulltime faculty and counts towards their required 30 FLCs, then it shall be counted towards the 67% load maximum for part-time faculty.

COMMITTEE PARTICIPATION POLICY

Faculty participation on committees is one of the professional responsibilities that is delineated for all full-time faculty. While every Division may have a different way of assigning faculty to the various committees on campus, committee assignments and participation have the expectations that:

1. Participant faculty are able to attend at least 75% of the committee meetings every semester in whichever modality the committee meets. Committees that are under Brown Act have specific rules that they must adhere to regarding modality and attendance of voting members. For committees that meet once/month, this means missing no more than 1 meeting during the semester. For committees that meet twice/month, this means missing no more than 2 meetings during the semester. For committees that meet less than once/month, attendance at all committee meetings is expected.

2. If a faculty member is not able to attend at least 75% of a committee meeting in a given semester, they should alert their Dean and fellow faculty to request an alternate for the semester or replacement for the remainder of the term of service.

3. In the case of extenuating circumstances, committee chairs will work with both the faculty and the Division Dean on how best to accommodate.

Responsibilities of the Committee Chairs: (1) Committee Chairs are responsible for verifying faculty participants with division deans and as delineated in the by-laws of each committee and (2) at the end of each semester, Committee Chairs will reach out to any faculty who have attended less than 75% of the committee meetings in a given semester and their respective deans to request additional information and a potential alternate or replacement faculty member.

For an overview of each CSM committee and an outline of the Committee Reporting Structure, please visit the CSM Institutional Committees webpage.

ASSESSMENT CYCLE | PROGRAM REVIEW

College of San Mateo is committed to the mission of teaching and learning. The Assessment cycle is a process that requires self-examination and reflection, leading to productive, interdisciplinary dialogue; curricular improvement; and systematic and continual efforts to improve student learning. Assessment activities at all levels form part of the College's commitment to creating a community of practice, and inform planning, revising, and budgeting for curriculum and services.

All constituencies directly responsible for student learning – classroom faculty, learning and student support services – must regularly reflect on the effectiveness of their courses, services and/or programs by assessing

student learning, using all appropriate data; by identifying and addressing areas of potential improvement; by participating in interdisciplinary assessment activities supporting institutional outcomes; and by documenting their activities in Program Review.

The development, assessment, and analysis of Student Learning Outcomes (SLOs) for Learning Support Services and Student Support Services are under the jurisdiction of the faculty, staff, and administrators of each service area. For more information on student learning outcomes and assessment, please visit the SLO website.

PROFESSIONAL DEVELOPMENT

Faculty at CSM are provided with a wide range of opportunities to enhance their skills and knowledge on behalf of student success and professional growth.

FLEX DAYS

Flex Days bring faculty, staff, and administrators together for focused professional development activities. Sessions can address all-campus/all-district issues as well as more specific training. See the Flex Day website for upcoming schedules, instructions for submitting a workshop or speaker proposal, archives of past workshops, and frequently asked questions (including faculty flex obligations).

NEW FACULTY INSTITUTE (NFI)

The Institute is a year-long community of teaching and learning, dedicated to orienting participants in CSM values, familiarizing them with its students, programs, and resources, and providing a foundation in principles that promote student success and equity. For more information, contact Susan Khan, Professional Development Faculty Coordinator.

DISTANCE EDUCATION TRAININGS

The Distance Education team at CSM and SMCCCD have developed trainings designed to support both first-time and more experienced online instructors. Some are required and some are optional. See the Distance Education website for resources, training schedule, Canvas support, and more.

ONE-ON-ONE CONSULTATIONS

For support with Canvas and other District-supported educational technology, contact our Instructional Technologists: Erica Reynolds or Marisol Quevedo. For support with general course design and pedagogy (regardless of modality) make an appointment with an Instructional Designer: Julieth Diaz Benitez (for faculty in Business/Technology, Kinesiology/Athletics/Dance, Language Arts, and Counseling) or Jennifer Howze-Owens (for faculty in Academic Support & Learning Technologies, Creative Arts/Social Science, Math/Science, or Counseling).

ADDITIONAL WORKSHOPS AND INSTITUTES

New professional development opportunities are being created at CSM all the time—from self-paced microcourses, to summer and semester-long institutes, to ongoing communities of practice. See the Professional Development page for the latest information, or contact Susan Khan, Professional Development Faculty Coordinator.

PROFESSIONAL DEVELOPMENT FUNDS (FOR CONFERENCE TRAVEL, SABBATICAL, ETC.)

The SMCCC District, per Article 13 of the AFT Faculty Contract, sets aside a fund equal to 1% of expenditures for regular faculty salaries to provide faculty professional development opportunities, including long-term, short-term, and extended leave opportunities (sabbatical). See the Faculty Professional Development Committee website for more information about application procedures and deadlines.

PROFESSIONAL DEVELOPMENT-RELATED COMMITTEES

There are multiple committees that oversee different aspects of faculty professional development:

- All-Campus Professional Development Committee (Flex Day planning and centralized communications about professional development on campus)
- The Faculty Professional Development Committee (distribution of contract funds for conference travel, sabbatical, etc.)
- Distance Education Advisory Committee (online teaching and educational technology)

DISTRICT HUMAN RESOURCES TRAININGS AND SUPPORT

The Human Resources department at the San Mateo County Community College District also provides professional development support, in the form of

- Orientations for new employees
- The Benefits of Diversity and Understanding Unconscious Bias (2-hour training required of all staff who wish to participate in a hiring or screening committee)
- Professional Development Academy (a set of free workshops on topics relevant to all employees, in topic areas such as office technology, leadership skills, and safety training).

See the SMCCCD Human Resources Training/Professional Development Page for more information.

STUDENT RIGHTS AND RESPONSIBILITIES

STUDENT CONDUCT

Students enrolled in the Colleges of the District are expected to conduct themselves as responsible citizens and in a manner compatible with the District and College function as an educational institution.

Students are also subject to civil authority and to the specific regulations established by each College in the District. Violators shall be subject to disciplinary action, including possible cancellation of registration, and may be denied future admission to the Colleges of the San Mateo County Community College District.

A list of actions which are prohibited and may lead to appropriate disciplinary action is contained in the College Catalog, which is available for review in College offices and in the catalog student conduct section. For further

information concerning any aspect of student conduct, students can refer to the CSM College Policies website or contact the Office of the Vice President of Student Services.

If you wish to report a student conduct issue, please complete a Student Conduct Report.

STUDENT GRIEVANCES AND APPEALS

Students are encouraged to pursue their academic studies and become involved in other college-sponsored activities that promote their intellectual growth and personal development. The College is committed to the concept that, in the pursuit of these ends, students should be free of unfair and improper actions on the part of any member of the academic community. If, at any time, a student feels that they have been subject to unjust actions or denied their rights, redress can be sought through the filing of a grievance, or an appeal of the decision/action taken in response to a grievance, within the framework of the following policy and procedure:

- Informal Resolution: Initial College Review
- Section A: Non-Academic Grievances (excluding grade grievances)
- Section B: Process for Academic and Grade Grievances
- Section C: Parking Citation Appeals
- Grievance/Complaint Forms

ACADEMIC DISHONESTY

Although instructors may hope that students will act responsibly and ethically at all times, situations will arise in which it is clear, beyond a reasonable doubt, that a student cheated or plagiarized. The Academic Policy webpage provides guidelines for such situations by providing specific definitions of cheating and plagiarizing, and addressing the related instructor responsibilities, student responsibilities, and sanctions.

To report cheating or plagiarism, please complete a Student Conduct Report Form.

CONFIDENTIALITY OF STUDENT RECORDS

Try to:

- Keep only those student records that are necessary for the fulfillment of your teaching or advising responsibilities.
- Write letters of recommendation as requested by the student; however, if the student requests you discuss identifiable information that you obtain from a student's educational record (grades, GPA, etc.) be sure to obtain a written and signed release form from the student.

DO NOT:

- Display student scores or grades publicly; if scores are displayed, use a code known only to you and each student. Class Rosters and many other documents have personal identifiable information; i.e. names, social security numbers, G numbers, etc.
- Leave graded papers or tests unattended on a desk in plain view in a public area; do not allow students to sort through graded papers in order to retrieve their own work.
- Send notification of grades via e-mail or post card.
- Give grades over the phone unless you can verify through a series of questions that you are actually talking to the student.

- Place transcripts or degree audits or class rosters distributed for purposes of advisement in plain view in open mail boxes located in public places.
- Provide anyone with student schedules or assist anyone other than college employees in finding a student on campus.
- Release directory on a student without checking to see whether the information has been flagged for non-release. Please review the complete CSM Privacy Rights of Students policy.

STUDENT ENROLLMENT PROCESS

Each new student who intends to complete a certificate, associate degree, or intends to transfer to a university, must complete the matriculation process in order to register for classes. Outlined below are the steps students are required to complete:

1. Complete a College of San Mateo Application
2. Complete Orientation and Assessment (some students will be assessed by completing questions in their application)
3. Meet with a counselor to develop a Student Educational Plan (SEP)
4. Register for classes

Students whose educational goal is to take courses for personal enrichment only or to upgrade job skills are not required to comply with the matriculation requirements. However, if they would like to meet with a counselor, they may do so, but must complete orientation.

Students are also highly encouraged to continue to participate in follow up activities to support their ongoing educational planning which include: additional academic counseling, career counseling, personal development and academic support workshops, applying for student support programs, and utilizing all available college resources. Please visit the CSM Welcome Center for more information.

INSTRUCTIONAL SUPPORT SERVICES

LEARNING COMMUNITIES

Learning Communities are cohort-based programs that link instructors across disciplines and connect people who share common academic goals and attitudes. CSM's learning communities offer an innovative and exciting approach to learning designed for student success. While each program is unique, common features include:

- Two or more classes working together with common themes, content, and materials.
- A group of students and faculty working collaboratively in a friendly, supportive atmosphere.
- An exploration of the connections between disciplines.
- Specialized counseling and transfer support, free tutoring, mentoring, and academic support.
- Enrichment activities like university field trips, cultural events, and guest speakers.
- Community involvement and internships.

CSM offers Cultural Communities (MANA, Puente Project, Katipunan, and Umoja), Interest Communities (Honors Project, IX in Action, Brothers Empowering Brothers, Writing in the End Zone and Math in the End Zone), and Transitional Communities (Project Change). For more information, please visit the Learning Communities website.

LEARNING SUPPORT CENTERS AND LABS

ACADEMIC SUPPORT AND LEARNING TECHNOLOGIES CENTERS

The CSM **Learning Center (LC)** offers academic peer tutoring, supplemental instruction, student success workshops and access to computers with course software in Digital Media, CIS, Accounting, and Assistive Technology. In addition to electronic resources, the LC has a textbook reserve program, plus provides a quiet space for individual and group study. (College Center, Room 220; 650-574-6570)

BUSINESS AND TECHNOLOGY LABS

The **Business Computer Lab** provides both classrooms for the Microcomputer Applications classes and for open lab sessions for Business, Business Computer, and Accounting students to use in improving their computer skills in a variety of applications (e.g., MS Word, Excel, PowerPoint, Access, etc.). During open lab hours this resource is available to any student registered at CSM. (South Hall [Building 14], rooms 101, 103, and 105; 650-574-6489)
The **CIS Computer Lab** is used for both instruction and open lab sessions. As a support resource, it offers CIS students an opportunity to meet with faculty one on one or to receive assistance from instructional aides or student assistants. The software taught in the CIS courses is available at this location to support the students working on problems/projects or working to improve their skills. When classes are not being held in this lab, it is open to all students registered at CSM. (Emerging Technologies [Building 19], room 124; 650-574-6327)

CREATIVE ARTS AND SOCIAL SCIENCE CENTERS

The **Digital Media Lab** is available during open lab hours for any student registered at CSM. Priority is given to Digital Media (DGME) and Electronic Music students. Instructional aides provide assistance to students in the lab. The software used in DGME and Electronic Music courses is available at this location to support the students working on problems or working to improve their skills. (College Center, Room 161; Digital Media Lab website)

LANGUAGE ARTS CENTERS

The **Communication Studies Center** offers one-on-one, individualized attention for students enrolled in Communication Studies courses. Students receive assistance in topic selection and development, outlining, delivery, and critiquing of presentations. Video-recording and playback of speeches are available for students requesting instructor feedback. Communication books, videos, and computers are available as resources. (Learning Center, College Center, room 220; 650-574-6257; Communication Studies Center website)

The **ESL Center** offers individualized instruction for students enrolled in ESL courses who are interested in improving their writing, listening and speaking, and reading skills. Individual and small-group instruction address students' specific needs, while a variety of electronic and print materials provide opportunities for language practice. The ESL Center also offers grammar and editing workshops, peer tutoring, and a general study space for ESL students. (North Hall [Building 18], room 101; 650-574-6437; csmeslcenter@smccd.edu; ESL Center website)

The **Writing Center** offers students one-on-one appointments with faculty for help with their reading and writing assignments for students enrolled in English/Literature courses and other courses at CSM; help with their writing assignments for other CSM classes; individualized instruction in grammar, sentence development, and

proofreading; and reading, writing, information literacy, and desktop management workshops. (North Hall [Building 18], room 104; 650-574-6436; csmtwc@smccd.edu; Writing Center website)

MATH AND SCIENCE CENTERS AND LABS

The **Anatomy and Physiology Lab** is designed to provide additional support for students enrolled in Anatomy and/or Physiology. The focus is to allow students access to lab resources such as models, outside of regularly scheduled labs. (Science Building [Building 36], room 217; 650-574-6170)

The **Integrated Science Center (ISC)** provides a study support environment with the opportunity to consult with STEM faculty, receive tutoring from peer tutors, work with other students in study groups, or work individually in an academically stimulating environment.

The ISC also serves as the College MESA (Math Engineering Science Achievement) center. The CSM MESA program supports educationally and economically disadvantaged students to successfully transfer to four-year universities in pursuit of STEM-based (Science, Technology, Engineering and Math) degrees.

The ISC is available for meetings of student organizations. For more information, please visit the Integrated Science Center website. (Science Building [Building 36], Room 110; 650-574-6688)

The **Math Resource Center (MRC)** provides in-person and in Zoom assistance to students enrolled in any CSM Math class. The MRC is staffed by student peer tutors, an instructional aide, and some Mathematics faculty who use the MRC for their office time. For the convenience of our students, the MRC room on campus (18-202) has books, calculators, and computers loaded with the identical software used in some math classes. For more information, please visit the Math Resource Center website where there are links for handouts and resources for our students, as well as other helpful links. (North Hall [Building 18], Room 202; 650-574-6540)

The **Nursing Skills Lab** provides instructional space for all of the nursing lab courses. Open skills labs are offered during designated hours each week. Information can be obtained from the Nursing Department at 650-574-6218. (Health and Wellness Building [Building 5], rooms 360 and 380; 650-574-6213)

LIBRARY SERVICES

Visit CSM Library in-person or online: CSM Library is open both in-person and online six days a week to support faculty and students. You are welcome to stop by **Building 9** during our open hours to meet our librarians or receive more information on any of our services, collections, or MakerSpace. You can find our phone numbers and emails on our Contact page.

CSM Faculty Librarians collaborate with faculty to support curriculum and student success. Librarians are available to present Information Literacy instruction sessions as well as workshops specifically tailored to course objectives, research, and projects. Instruction sessions occur in the Library classroom, which is equipped with computer workstations and a projection unit. Sessions can also can be taught synchronously on Zoom. Contact the library for other arrangements, if needed.

Librarians welcome opportunities to collaborate with faculty in academic areas, workforce development, and basic skills programs that foster development of core information research competencies. Librarians can create online library research guides expressly for classes or programs. Examples can be found at CSM Library Research Guides.

To inquire about scheduling an instruction session or requesting the development of a research guide, visit the Options for Instruction page available on CSM Library's Instruction webpage.

The Library also solicits faculty input in reviewing collections within their educational areas and making recommendations for additional resources (see below).

SERVICES FOR FACULTY

- ***Course Reserves:*** To improve student access to supplementary material or materials with limited availability, the Library maintains the Course Reserves collection. Course Reserves help students by enabling instructors to place copies of textbooks, DVDs, manuals, etc., in a restricted access collection held behind the Circulation Desk. Classroom instructors set borrowing limits for these materials with specific checkout criteria.

  The Library encourages faculty to request copies of course textbooks from publishers for the Library's Course Reserves. To learn more about placing materials on reserve, please contact the Circulation Desk at (650) 574-6548. The Course Reserves Request form is also available online.

- ***OER/ZTC Resources:*** The CSM Library maintains informational guides related to Open Educational Resources (OER) and Zero Textbook Cost (ZTC) for faculty. To learn more about OER resources, or to learn about how to use Library-licensed material in your courses, visit the Library's Online Teaching Resources page.

- ***Recommending Items for Purchase:*** The Library welcomes faculty suggestions for new books and other materials that can benefit their department and our collection. Please contact the Director of Learning Commons or use the Library's Suggest a Purchase form.

- ***Requests for Electronic Resources:*** The Library can acquire e-books, streaming films, and other digital resources subject to availability and funding. Watch for specific requests to faculty via email, or use the Library's Suggest a Purchase form.

- ***Makerspace*:** The Library's Makerspace is available for class use and provides a number of resources that faculty and students may find beneficial. These include 3D printers, laser cutters, and sewing and wood-working tools. If you're interested in your class making use of this space, please fill out a request on the CSM Library Makerspace page. You can also view the Makerspace Tool Catalog here.

- ***Interlibrary Loan (ILL):*** The Library can also borrow materials from public and academic libraries. Interlibrary Loan can be used to request books, articles, and resources from other libraries. Please visit the Request Items page for additional information or call the Library Reference Desk at (650) 574-6232 for assistance.
- ***The New York Times, Wall Street Journal, Economist, and Chronicle of Higher Education:*** All CSM faculty, staff, and students can sign up for free subscriptions to the above through our News Sources page.

COPYRIGHTED MATERIALS

For guidelines on Copyright, Fair Use, Open Access, Open Educational Resources (OER), Public Domain, and Library-licensed material, see CSM Library's Copyright Research Guide.

ONLINE TEACHING RESOURCES

For guidelines on Copyright and Fair Use for online instruction, including Open Educational Resources, streaming video, Zoom, and Distance Education resources, see CSM Library's guide to Online Teaching Resources for Faculty.

STUDENT SERVICES

CSM student support services and special programs offers a variety of programs and services, both in-person and online to meet the needs of students. A complete list of Student Services can be found on the CSM Support Services & Special Programs website.

WELCOME CENTER

The Welcome Center is the place for new, continuing and returning students to get assistance with navigating the college. We serve new students through the matriculation process (orientation, assessment, counseling, registration) as well as continuing and returning students who are looking for more information on how to access services needed to be successful in college. For more information visit the Welcome Center website.

ASSESSMENTS

CSM Assessment Services conducts the college assessment program which includes English, Reading, ESL, and Mathematics assessment components. These assessments are intended to measure skills which research has shown to be closely related to academic success. These multiple measurements represent student strengths and capabilities. Students are advised to discuss course placement results with a counselor so that they can assist with the development of a student educational plan (SEP). For specific assessment details and student rights with placement, please refer to the Welcome Center's Assessment website.

ACADEMIC COUNSELING

Counseling Services are designed to (1) assist students to make decisions about educational and career goals; (2) provide academic planning to complete certificate, associate degree, and/or university transfer programs; (3) help students evaluate academic readiness and plan coursework to build skills; (4) assist students to use campus services and resources; and (5) acquaint students with skills, strategies, and techniques to enhance academic success. For more details on specific services or to make a counseling appointment, please visit the Counseling Services website.

Transfer Services assists students in planning for transfer to a four-year college or university. Information and workshops are offered on choosing a college, application fees, ADT (Associate Degree Transfer) requirements, completing online university transfer application forms which include assisting with application essays for UC and Private Universities, CSU Supplemental Applications as well as university application updates throughout the year. CSM has special transfer admission agreements that can guarantee transfer admission in a specific major with a number of four-year institutions. For further information, visit the Transfer Services website.

CAREER COUNSELING

Career Services assists students in developing career awareness, exploring related internship and employment options, and outlining career pathways. Services provided include (1) one-on-one career counseling; (2) classes on educational and career decision-making; (3) access to career assessments to identify personal traits, interests, values, and strengths that can influence choice of major and career; (4) career resources such as major, career, and internship fairs on campus; (5) research detailing labor market trends and the employment landscape; (6) workshops on various career-related topics. Career Services staff are available to come into classrooms to present modules on choosing a major, exploring career pathways, searching for employment and internships, writing resumes and cover letters, and interviewing. For more details on specific services or to make a counseling appointment, please visit the Career Services website.

FINANCIAL AID

The Financial Aid program provides assistance and advice to students who would be unable to attend CSM without such help. Grants, loans, and part-time employment are available to meet the difference between what the student and their family would reasonably be expected to provide and the expected cost of attending CSM. Additional information may be obtained on the Financial Aid website, or by visiting the Financial Aid Office in Building 10, Room 360.

SCHOLARSHIPS

Through the San Mateo County Community Colleges Foundation and by the immense generosity of our donors, many thousands of dollars in scholarships are awarded each year to assist hundreds of students who are beginning or continuing their education at CSM or who are transferring from CSM to four-year colleges and universities. Visit the Scholarship website or their location inside the Financial Aid Office (Building 10, Room 360) for more information.

PROMISE SCHOLARS PROGRAM

Students have the opportunity to apply for consideration to be accepted to the Promise Scholars Program. The program is geared towards first-time, full-time, California residents, looking to attain their associates degree or certificate at College of San Mateo. The Promise Scholars Program supports students' completion of an Associate Degree or Certificate. For more information, visit the Promise Scholars Program website or their location in Building 10, Room 370.

BASIC NEEDS SUPPORT (SPARKPOINT)

SparkPoint offers a range of no-cost services available to all currently enrolled CSM students, including food pantry access, food insecurity support (free meals, CalFresh (SNAP) application assistance, and referrals to community food resources), hygiene items, emergency basic needs support, public benefits support and financial coaching sessions to learn more about budgeting, credit, debt, and finding creative ways to personalize a budget. Visit the SparkPoint website or their location in Building 17, Room 154 for more information.

CALWORKS PROGRAM

CalWORKs (California Work Opportunity and Responsibility to Kids) assists students receiving cash-aid (Temporary Aid to Needy Families [TANF]) through CalWORKs County programs with a variety of coordinated support services.

These services include academic and personal counseling, work-study, priority registration, assistance applying for financial aid and scholarships, parenting workshops, job and life skills training, and computer access. The CSM CalWORKs program also assists the Human Services Agency with providing CalWORKs students with textbooks, supplies, childcare cost assistance, and transportation assistance, as they pursue education/training to increase employment opportunities that lead to self-sufficiency. For more information or to make a referral, visit the CalWORKS website or their location in Building 10, Room 112A.

EOPS/CARE

Extended Opportunity Programs and Services (EOPS) is a comprehensive support program that aims to provide eligible students with support "over, above, and in addition to" those provided to the general college population. Eligible students receive individualized counseling, priority registration, tutoring, study skills workshops, transfer services, assistance with textbook and transportation costs, assistance with the financial aid/scholarship process, and access to the EOPS computer lab. Students must meet financial, educational, and unit requirements to qualify.

Cooperative Agencies Resources for Education (CARE) provides services to EOPS students who are single parents receiving cash-aid for their children. In addition to EOPS services, CARE students receive meal cards, childcare assistance, and parenting workshops.

NEXTUP

NextUp provides robust support services to students under the age of 26 who have been identified as current or previous foster care recipients whose dependency was established or continued by the court on or after their 13th birthday. NextUp students receive individualized counseling, priority registration, tutoring, study skills workshops, transfer services, assistance with textbook and transportation costs, assistance with the financial aid/scholarship process, meal assistance, specialized workshops, educational grants and much more.

For more information on these programs or to make a referral, visit the EOPS/CARE, NextUp website or their location in Building 10, Room 110.

CHILD DEVELOPMENT CENTER

The Mary Meta Lazarus Child Development Center at College of San Mateo provides a high-quality early care and education program for children 2½ to 5 years old in a warm, responsive, safe environment. The Child Development Center fosters children's competence in all aspects of their development. The Center offers state-funded child care to eligible student-parents, and college staff and faculty may also enroll and pay a full tuition fee as space is available.

The Center is open Monday through Thursday from 8:00 am to 4:30 pm, and Fridays from 8:00 am to 12:30 pm. During the fall and spring semesters, the Center operates on the College calendar and serves children on the days classes are in session. The Center is also open for a 6-week summer session. Breakfast, lunch, and an afternoon snack are provided. Meals meet the nutritional guidelines of the USDA and the California Department of Education Child Nutrition Services. For additional information, contact the Child Development Center at (650) 574-6279 or visit the Child Development Center website.

DISABILITY RESOURCE CENTER (DRC)

The Disability Resource Center provides academic adjustments and support services for students who have a verified disability to ensure equal access to an education. The DRC serves all disabilities including (but not limited to) deaf/hard of hearing, blind/low vision, physical, autism spectrum disorder, acquired brain injury, attention deficit hyperactivity disorder, learning differences, and mental health. Also provided are accommodations for temporary disabilities such as a broken leg or arm, a pregnancy-related disability condition/childbirth or recuperation from surgery. The DRC provides academic accommodations such as note taking, test proctoring, textbooks in alternate formats (Braille, e-text, audio, or large print), reader/scribe for tests, interpreting services, and assistive technology services based on individual need.

Students who may benefit from disability-related academic support services are encouraged to use our online application forms. Once received, we will contact you to schedule an intake appointment with one of our DRC Counselors. Please contact us at csmdrc@smccd.edu or (650) 574-6438 for any questions or assistance. For more information, visit the Disability Resource Center website and DRC Resources page.

VETERANS SERVICES

The Veterans Resource & Opportunity Center (VROC) assists the military-connected community, including: veterans, reservists, active-duty members, spouses, and dependents by providing services and information for VA education benefits, on-campus and community resources, scholarships, transfer college information, wellness programming and resources, community-building events, and more. For additional information, please visit the Veterans Services website or their location in Building 16, Room 150.

CARES TEAM (CSM ASSESSMENT, RESPONSE AND EVALUATION OF STUDENTS)

The CARES Team is a behavioral intervention team on campus that is available to assist faculty and staff with students exhibiting behaviors which are of concern. If a student's behavior indicates personal distress and/or there is a pattern of disruptive and/or disturbing behavior, then faculty, staff, and students are encouraged to complete a CARES referral form. The reported information will be forwarded to the CARES Team.

The CARES website provides information about the Team, definitions of behaviors of concern, how to file a CARES report, and campus and community resources.

In case of emergency, please do not refer students to CARES. Contact Public Safety at (650) 738-7000 or dial 911.

WELLNESS CENTER

The Wellness Center, located in Building 5, room 302, provides free mental health services and medical assistance to students through licensed personal counselors, interns, the college physician, and licensed nurse practitioners. The Wellness Center is open Monday through Friday during the fall and spring semesters. Summer hours vary.

Students seeking free **personal counseling services** can be referred to the Wellness Center to make an appointment with a Personal Counselor. Services include: (1) individual and group personal counseling for students, (2) assistance with on-campus and off-campus referrals, (3) consulting services and training for faculty and staff regarding students of concern, (4) in-classroom presentations, (5) clinical supervision and training for intern counselors who provide personal counseling services for students, (6) Mental Health Peer Educator Programming for students, faculty, and staff and an Active Minds Club for students, (7) outreach activities, and (8) assistance in on campus urgent mental health situations. For further information, visit the Personal Counseling Website.

The Wellness Center provides health services through free telemedicine/zoom appointments and in-person student medical appointments. Health services are provided by licensed healthcare professionals and include first aid, confidential medical consultations, treatment for a variety of illnesses and injuries, tuberculosis screenings, health clearance services for Dental Assisting and Nursing students to meet program health requirements, over-the-counter and prescription medications (including birth control), free family planning services for eligible students through the Family PACT program, women's health services, STI testing and treatment, laboratory testing, immunizations, physical examinations, sports physicals for student athletes, pap smears, referrals, and assistance connecting students with resources to support their health and well-being.

The Wellness Center also offers health education through classroom presentations and wellness workshops led by healthcare professionals. In addition, the Wellness Center hosts an annual Fall Health Fair in late October featuring more than 40 exhibitors who provide health and wellness resources, information, and services to support student well-being.

A Wellness Vending Machine is available for students in Building 5 on the 3rd floor, adjacent to the Wellness Center waiting room. The vending machine provides 35 free and discounted wellness products.
All health and safety emergencies should be reported immediately to 911, followed by notification to Campus Public Safety at (650) 574-7000. Students should be referred to Wellness Center Health Services when immediate emergency medical attention is not required.

Limited campus insurance coverage is available for student injuries that occur on campus and during college-sponsored trips.

For more information about Wellness Center services or to schedule an appointment, visit the Wellness Center website, email csmwellness@smccd.edu, call (650) 574-6396, or visit the Wellness Center during regular hours of operation.

UNDOCUMENTED COMMUNITY CENTER

The Undocumented Community Center (UCC) is a dedicated, safe haven space designed to holistically support & nurture the academic, social, emotional, and financial well-being of our undocumented community by providing counseling services, workshops, and connections to on & off-campus resources.

At the UCC, we aim to address systemic barriers that the undocumented community face through advocacy, programming and direct services within our college, district & beyond. For more information, please visit the Undocumented Community Center website or their location in Building 18, Room 110.

CENTER FOR GLOBAL ENGAGEMENT

The Center for Global Engagement (CGE) serves our campus through a variety of global initiatives for students, faculty, and staff. As the campus hub for global initiatives and activities on campus, the center supports international students, study abroad and global internships. For more information, please visit the Center for Global Engagement (CGE) website or their location in Building 10, Room 380.

STUDENT LIFE AND GOVERNMENT

An important aspect of college life is student participation in out-of-class activities such as Associated Students (Student Senate) and other student government committees and related functions. The Associated Students serve as the official representatives of the students in shared governance matters. In addition, the College has a broad selection of clubs and organizations in which students can participate. A list of these, along with the faculty advisors associated with them, may be obtained on the Student Life website. Any faculty member interested in serving as an advisor to a student group can also contact the Center for Student Life for additional information.

EMERGENCY PROCEDURES

In case of an emergency such as fire, catastrophic accidents, etc., the individual instructor or staff member must make on-the-spot judgments and is authorized to call the police, fire department, or ambulance using 911 from a campus telephone or their own mobile phone. Further information about responding to various types of emergencies can be found on the District Department of Public Safety website.

In such matters as thefts, vandalism, student behavior problems, accidents, etc., faculty and staff members should report these incidents to the Public Safety Office, (650) 738-7000. In matters of student behavioral issues, faculty should report these to their Division Dean and the Vice President, Student Services, (650) 574-6118.

AlertMe enables District Public Safety to send emergency information by text messages to cell phones on a free subscription basis. As a currently enrolled student or an employee, you are automatically subscribed for your campus notifications.

APPENDIX A

CHART OF ACADEMIC TITLES

REGULAR FACULTY

Grade Step	1 B.A.	2 M.A.	3 M.A. w/45units	4 M.A. w/60units	5 PhD/EdD/JD
1					
2					
3	ASSISTANT PROFESSOR				
4					
5					
6					
7	ASSOCIATE PROFESSOR				
8					
9					
10					
11					
12					
13					
14					

15		
16		
17		
18	PROFESSOR	
19		
20		
21		
22		
23		

ADJUNCT FACULTY

Grade Step	1 LECTURE	2 LABORATORY	3 SPECIAL
1			
2	INSTRUCTOR		
3			
4			
5			
6			
7	ASSISTANT PROFESSOR		
8			
9			
10			

References: Education Code Sections 87400 et seq., 87419.1, 87600 et seq., 87482.8 Title 5, Section 51025

(Revised 11/10)

A. Academic titles shall be assigned to teaching faculty members in a manner that reflects their education and years with the college as indicated in the Chart of Academic Titles.
B. Although assignment of academic titles is similar to placement on the salary schedule and incorporates the same degree equivalencies, salary shall not be determined by academic title.
C. Advancement in academic title is a faculty matter entirely, shall involve only the faculty, and shall be automatic.
D. There shall be no limit on the number of faculty members who hold any given title.
E. Faculty who are hired from other institutions shall receive titles based on the same criteria as applied to other College of San Mateo faculty.

APPENDIX B

BY-LAWS OF ACADEMIC SENATE OF THE COLLEGE OF SAN MATEO

Revised 2024

ARTICLE I: NAME & PURPOSE

NAME

The name of this body shall be the Academic Senate of College of San Mateo, hereinafter referred to as the Senate or the Academic Senate.

PURPOSE

The Academic Senate has been established in accordance with Education Code Section 70902(b)(7), which call on the Board of Governors to enact regulations to ensure the right of faculty, as well as staff and students, to participate effectively in district and college governance. It further ensures the right of Academic Senates to assume the primary responsibility for "making recommendations in the areas of curriculum and academic standards."

The Senate shall make recommendations regarding academic and professional matters to Cabinet, District Academic Senate, the College and District administration, the Board of Trustees, and to other appropriate individuals and bodies. The Board of Trustees shall ensure the right of the Senate to assume primary responsibility with respect to academic and professional matters, including exercise of the authority to appoint faculty to committees or groups dealing with academic and professional matters as specified in Title 5, Section 53203(f), and to participate in all other aspects of shared governance. The Senate shall inform the District Academic Senate of current issues and hold meetings for discussion and shall uphold all designated responsibilities pertaining to Senate rules and regulations as determined by State laws.

Academic and professional matters, as summarized from Title 5, Section 53200, include the following policy development matters:

1. Curriculum, including establishing prerequisites.
2. Degree and certificate requirements.
3. Grading policies.
4. Educational program development.
5. Standards or policies regarding student preparation and success.
6. College governance structures, as related to faculty roles.
7. Faculty roles and involvements in accreditation processes.
8. Policies for faculty professional development activities.

9. Processes for program review.
10. Processes for instructional planning and budget development.
11. Other academic and professional matters as mutually agreed upon.

The Senate has the primary responsibility for making recommendations in academic and professional matters, while Government Code Section 3540 (et seq. Rodda Act) establishes the right of exclusive bargaining agents to negotiate hours, wages, and working conditions. Title 5, Section 53204 states, "Nothing in this subchapter shall be construed to impinge upon the dues process rights of faculty, nor to detract from any negotiated agreements between collective bargaining representatives and district governing boards. It is the intent of the Board of Governors to respect agreements between academic senates and collective bargaining representatives as to how they will consult, collaborate, share or delegate among themselves the responsibilities that are or may be delegated to academic senates pursuant to these regulations." The Senate recognizes the interests of both groups on issues with both academic and working conditions implications.

Article I Reviewed Fall 2023.

ARTICLE II: MEMBERSHIP & QUORUM FOR MEETINGS

SENATE MEMBERSHIP

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 faculty members with all rights and responsibilities thereunto. The Academic Senate shall include the following faculty members:

- Senate officers elected by the faculty;
- Standing committee chairs elected or appointed by the faculty committee members or the Academic Senate;
- Senators elected or appointed by the academic divisions to the Senate

Administrators, classified staff, and students are not members of the faculty. Any employee who supervises faculty is not permitted to serve as a senator. Classified staff who are also adjunct faculty are permitted to serve as a senator, provided they are adjunct faculty for the division at the time of service.

All divisions, with the exception of Enrollment Services and Special Programs, shall be represented by two senators. Of the senators representing the Academic Support and Learning Technologies division, at least one shall be library faculty. Faculty members belonging to more than one division may be elected to serve on senate committees by either division, but may not represent two divisions on the same committee, and must be active in the division for which they are elected. Faculty within Enrollment Services and Special Programs, faculty who directly report to a Vice President, and any other faculty outside of the ASLT, Business/Technology, Counseling, Creative Arts and Social Sciences, Kinesiology/Athletics/Dance, Language Arts, and Math/Science divisions will be collectively represented by one senator. This group shall be referred to as "otherwise unrepresented faculty".

One representative to the Senate may be chosen by the Student Senate to represent students, according to the Student Senate's own criteria for selection. This member shall not be considered a member of the faculty, as defined in Article I, but shall have an advisory vote on Senate. It is the responsibility of the Senate to assure that

students, staff, and administrators participate effectively in the development of recommendations on matters that affect them, as specified in Title 5, Section 51023.7 and Section 52023.5.

Please see Appendix A for voting membership.

QUORUM

Senate meetings shall require a quorum of the membership to vote on action items. A quorum for a meeting of the Senate and all Senate committees shall consist of 50% plus 1 of the committee's voting faculty members.

Article II Reviewed Fall 2023

ARTICLE III: DUES

Consistent with Title 5, Section 13532, the Senate may call upon its faculty members for payment of professional dues; however, professional dues are not to be expended on items for which taxpayers' dollars cannot be spent; dues may be used to support approved Senate projects and functions.

Article III Reviewed Fall 2023

ARTICLE IV: BUDGET FOR ADJUNCT PARTICIPATION, SENATE PROFESSIONAL DEVELOPMENT, & ASCCC DUES

At the beginning of each academic year, the President and Treasurer of Senate will consult with the College President to set three budgets for Academic Senate:

- Adjunct Participation Budget
- Academic Senate Professional Development Budget
- Academic Senate for California Community Colleges (ASCCC) Dues

After establishing the budgets, the Treasurer of Senate will provide regular updates throughout the year on the use of the budgets.

ADJUNCT PARTICIPATION BUDGET

In Fall 2018, Academic Senate voted to earmark part of its budget for compensating adjunct faculty who serve on the Academic Senate and its sub-committees. This includes service on the following committees:

- Academic Senate
- Curriculum Committee
- Committee on Teaching and Learning (CTL)
- Distance Education Advisory Committee (DEAC)

Adjuncts serving on the above committees are paid hourly at the special rate for time spent at scheduled meetings. Additionally, due to the workload, adjunct faculty serving on the Curriculum Committee are paid for an additional two hours per month for meeting preparation (e.g. reviewing course outlines, GE requirements, etc.). At this time, adjuncts can only be compensated from this fund for the above committees. Adjunct faculty cannot be

paid from this fund for other institutional/district committees or for additional work on committees beyond the hours specified above (i.e. task forces, work groups, special projects) without Executive Committee approval.

The Adjunct Participation Budget will be reviewed regularly, or at least at the beginning of each semester, and funding for adjunct participation on Senate committees may be paused at any time if there is not sufficient funding available.

ACADEMIC SENATE PROFESSIONAL DEVELOPMENT BUDGET

The Academic Senate Professional Development Budget is used to fund Senate participation at ASCCC events throughout the year, including:

- Fall & Spring Plenary
- ASCCC Leadership Institute
- ASCCC Curriculum Institute
- Other ASCCC Events

Senate Officers and Standing Committee Chairs are able to use funds from the Professional Development Budget for official ASCCC events without Senate approval, and all other members of Academic Senate are eligible to use the Academic Senate Professional Development Budget with a majority vote approval in Senate. Liaison positions, or other ASCCC appointments, in which a stipend is already paid are not to receive additional funds if duties fall within the job description of their liaison position.

ACADEMIC SENATE DUES

The Office of the President has agreed to pay Academic Senate's annual dues to the Academic Senate for California Community College (ASCCC) every year.

Article IV Reviewed Spring 2024

ARTICLE V: ELECTIONS, TERMS OF SERVICE, & RELEASE TIME OF VOTING MEMBERS

SENATORS

Divisions have the freedom to elect senators by a majority vote of faculty members within that division or appoint senators directly to Senate by general consensus without an election.
If an election is held within the division, results must be made available for the review of all faculty in the division.

Appointments should be made in a transparent manner with all faculty members in the division able to serve if interested. Ideally, decisions to appoint faculty will be made during a division meeting towards the end of spring semester or beginning of fall semester.

If any faculty member in a division feels that elections or appointments are made in a non-transparent manner. They may request Senate to organize an election that will be administered to all faculty within the requesting division for one academic year. Senate will then advise the dean on procedures for future elections/appointments.

In the case of "otherwise unrepresented faculty" (see Article II), the appointment or election shall not occur strictly within the Enrollment Services and Special Programs division, and an honest effort must be made to contact all "otherwise unrepresented faculty" when a senator position is available to inform them of the opportunity to serve.

Senators shall serve a two-year term beginning in the Fall semester of the academic year in which they are elected or appointed by their division. Divisions will make an effort to stagger terms for their two division representatives so that one new Senator is elected or appointed every academic year.

SUB-COMMITTEE MEMBERS & CHAIRS

Sub-Committee Members and Chairs will be elected and serve terms of service according to their individual by-laws outlined in Article XI.

In agreement with the Office of Instruction and President of the College, Sub-committee Chairs will receive the following release time:

- Curriculum Chair: 0.6 FTE

Article V Reviewed Spring 2024

ARTICLE VI: ELECTIONS, TERMS OF SERVICE, RELEASE TIME & DUTIES OF SENATE OFFICERS

The officers of the Senate shall be the following:

- President
- Vice President
- Secretary
- Treasurer

The Immediate Past President of Senate will not be considered an officer but will act as a mentor to the incoming President, attending meetings as necessary to support the transition of new leadership.

Officers shall be elected by secret ballot from within and by the faculty at large. The election must be completed at least four weeks before the end of the semester. The term of the office shall be two years beginning on the last day of the semester in which officers are elected.

In agreement with the Office of Instruction and President of the College, officers of the Senate will receive the following release time:

- President: 1.0 FTE
- Vice President: 0.4 FTE
- Secretary: 0.2 FTE
- Treasurer: 0.2 FTE

The President shall:

- Uphold faculty purview over the 10+1 as detailed in Title V §53200 (c)
- Attend the ASCCC Leadership Institute and Curriculum Institute as needed in preparation for the responsibilities of Senate leadership
- Call and preside at all meetings of the Senate and the Executive Committee
- Prepare agendas for meetings of the Senate with the support of the Executive Committee
- Serve on the Program Review Committee
- Become familiar with and enforce the Brown Act, By-laws of the Senate and parliamentary procedures as set forth in Robert's Rules of Order, Revised
- Co-chair/attend all regular and special meetings of college/district shared governance councils and committees, including (but not limited to):
    - Institutional Planning Committee (tri-chair, voting)
    - District Academic Senate (voting)
    - District Participatory Governance Council (voting)
    - Accreditation Oversight Committee
    - Equal Employment Opportunity Advisory Committee
- Attend one-on-one meetings with key administrators at least monthly, including (but not limited to):
    - College President
    - Vice President of Instruction
    - Vice President of Student Services
- Be an ex-officio faculty member of all institutional and district committees as needed
- Assist in planning (as needed) and participate in campus events, including (but not limited to):
    - Commencement
    - New Faculty Institute
    - Faculty Service Awards Ceremony
    - Transfer Tribute Ceremony
    - College-wide Town Halls
    - Flex Day
    - Tenured Faculty Celebration
- In coordination with the Treasurer, establish annual budgets with the Office of the President at the beginning of each academic year
- Suggest policies and plans for faculty and special committees
- Act as the default Senate delegate to the Academic Senate for California Community Colleges (ASCCC), or appoint a designee to be approved by the Senate
- Establish and maintain relationships with the Presidents of the Academic Senates of the other colleges in the San Mateo County Community College District and with the collective bargaining agent
- Send weekly communication and updates to the faculty at large and additional urgent communications as needed
- Maintain the Senate website, including membership list, records of meeting agendas/minutes, By-Laws, etc.
- Observe the annual resource request prioritization process and advise the President on final faculty prioritizations as needed
- Organize faculty equivalency committees for College of San Mateo faculty equivalency requests
- Be involved in accreditation as it relates to faculty roles

- Mentor incoming President as Immediate Past President upon completion of term as President

The Vice President shall:

- Serve as a member of the Executive Committee
- Chair the Program Review Committee
- Serve as assistant to the President in all duties of the President
- Serve as President in the absence of the President
- Attend all regular and special meetings of the District Academic Senate as a voting member
- Attend all regular and special meetings of the college shared governance council in the absence of the President
- Publish at the beginning of the academic year a roster of all committees herein specified, including Senate, indicating divisions represented and expiration of terms
- Serve as a liaison to Classified Senate
- Have full oversight of Program Review, including the form, process, faculty outreach, program review feedback processes; and coordination with the SLO coordinator, student services, VPI, VPSS, marketing, PRIE

The Secretary shall:

- Serve as a member of the Executive Committee
- Keep a record of the proceedings of each Senate meeting and report on the actions of the Executive Committee during Senate as needed
- Maintain the files of the Senate
- Be responsible for carrying on the correspondence pertaining to the affairs of the Senate as directed by the President
- Prepare for distribution minutes of all actions taken by Senate

The Treasurer shall:

- Serve as a member of the Executive Committee
- In coordination with the Senate President, establish annual budgets with the Office of the President at the beginning of each academic year
- Receive all monies belonging to the Senate
- Sign orders and pay out the monies of the Senate
- Keep an itemized list of receipts and expenditures
- Arrange for an audit of the books as needed
- Make a written report at the last regular meeting of the Senate in the academic year that includes an update on the state of the accounts and scholarship fund
- Be responsible for soliciting faculty donations to the scholarship fund annually
- Serve as a liaison to the scholarship committee
- Participate in the scholarship ceremony if requested
- Be responsible for preparing all documents required by the U.S. Internal Revenue Service
- Serve on college finance committees as needed or appoint a designee to be approved by Senate

Term limits for each position are as follows:

- President – 2 terms
- Vice-President – 2 terms
- Treasurer – 4 terms
- Secretary – 4 terms

In the event that no one runs for Treasurer or Secretary after these positions reach their term limit, they are able to run for one additional term.

Article VI Reviewed Spring 2024

ARTICLE VII: EXECUTIVE COMMITTEE ELECTIONS & VACANCIES

The Nominating Committee shall consist of the Immediate Past President of Senate and another current member of Senate to be approved by majority vote. Vacancies on the Nominating Committee may be filled by a majority vote. The report of the Nominating Committee shall be submitted to the Senate at a regular meeting of the Senate. This meeting shall be held at least two weeks prior to the spring election. Additional nominations may be made from the floor. The President shall be responsible for giving notice of the election to faculty members within ten instructional days of the meeting.

Elections shall be held by secret ballot. If paper ballots are used, these ballots will be returned to and tabulated by a three-person ad hoc Tellers Committee appointed by the President, subject to the approval of Senate. Interested faculty are invited to witness the counting of the ballots. The ballots will be available for inspection for two weeks following the election. If electronic ballots are used, the three-person ad hoc Tellers Committee will review and tabulate election results from an election report furnished by SMCCD District Information Technology Services. This report will be available for inspection for two weeks following the election.

VACANCIES IN THE EXECUTIVE COMMITTEE

For vacancies of under 1 year:

If a vacancy in the Executive Committee occurs (and in the case of the President role, if the Vice President is unable to take on the role of the President), then the vacant role will be filled with an interim member. The Executive Committee will put out a call with at least one week's notice to the faculty at large for any interested faculty members to fill the vacancy. The Academic Senate will then meet to select the interim Executive Committee member to fill the vacancy until such time as the Executive Committee member returns to their position or normal elections are held. Past Executive Committee members are eligible to fill interim roles even if they have reached the stated term limits of their position.

For vacancies of over 1 year:

If a vacancy in the Executive Committee occurs (and in the case of the President role, if the Vice President is unable to take on the role of the President), then a special election of the faculty body will be held to fill the vacancy for the remainder of the term of service.

Article VII Reviewed Spring 2024

ARTICLE VIII: MEETINGS & COMMUNICATION OUTSIDE OF MEETINGS

Regular meetings of the Senate shall be held at least once a month during the academic year at the College of San Mateo. All meetings of the Senate shall be open meetings conducted according to the Brown Act, California Government Code, § 54950-54963 and *Robert's Rules of Order Newly Revised In Brief, 3rd Edition, 2020*.

Faculty members and members of the public may attend any meeting of the Senate. However, only Senate members may vote on motions or action items. Individual votes or abstentions on any motion or action item will be recorded for the meeting minutes by the Secretary [§ 54953(c)]. Meeting minutes shall be included on a future Senate agenda for approval as soon as possible. Approved minutes will be posted to the Senate website before the next regular meeting of Senate.

A quorum of voting members must be present to conduct substantive business during any meeting of Senate. A Senate member must attend meetings in-person, unless experiencing emergency circumstances or having a just cause that justifies that member to attend remotely. Such remote participation must be done using both video and audio, and the member's remote location does not have to posted or otherwise revealed to the public [CA AB 2449].

All Senate meetings must provide an opportunity for faculty members and members of the public to directly address items within the purview of the Senate, subject to reasonable time limits and restrictions [Brown Act. § 54954.3(a)]. The Senate is not required to allow comment on non-agenda items at a special meeting. Written comments submitted by faculty members or members of the public may be read during meetings, although such is not required by the Brown Act. Faculty members and members of the public have the right to request recording or broadcasting a meeting, unless such would disrupt the proceedings [§ 54953.5(a) and § 54953.6].

The Senate may hold Executive ("closed") sessions during a meeting to consider matters requiring privacy, and the business discussed will be appropriately described on the meeting agenda [§§ 54956.8, 54956.9, 54957, 54957.6, 54956.75 and Section 54954.5. Description of closed session items].

ADA Compliance: "If requested, the agenda shall be made available in appropriate alternative formats to persons with a disability, as required by Section 202 of the Americans with Disabilities Act of 1990 (42 U.S.C. Sec. 12132) and the federal rules and regulations adopted in implementation thereof. The agenda shall include information regarding how, to whom and when a request for disability-related modification or accommodation, including auxiliary aids or services, may be made by a person with a disability who requires a modification or accommodation in order to participate in the public meeting. "[Brown Act. Section 54954.2 Posting of agenda; Actions not on agenda].

REGULAR MEETINGS

The agenda for each regular Senate meeting, including the time, date, and place of the meeting, shall be posted on the Senate's website and sent to all faculty members at least 72 hours in advance of any regular meeting.

The agenda for a regular meeting must contain a brief general description of each item of business to be transacted or discussed at the meeting [§ 54954.2(a)]. The description should describe the "essential nature" of the matter, but need not exceed 20 words. [*San Diegans for Open Government v. City of Oceanside*, 4 Cal. App. 5th 637 (2016)] Each description must list if the item may be acted on or if it is for information only.

The President must place an item on the agenda of the Senate meeting: (a) at the request of any Senate member, or (b) on receipt of a signed, written request to the President by at least ten faculty members.

During regular meetings, the Senate may not take action on any matter that is not on the agenda, unless that matter is declared to be an emergency matter by a two-thirds vote of the Senate members present or by unanimous vote if less than two-thirds are present [§ 54954.2(a)(3) and § 54954.2(b)(2)].

When a regular or special meeting is adjourned to a later meeting time, a notice must be posted where the meeting occurred within 24 hours after the meeting is adjourned [§ 54955]. If the adjourned meeting is scheduled for five or more days afterwards, a new Agenda must be posted 72 hours in advance of that adjourned meeting. [Brown Act. § 54954.2(b)(3)]

SPECIAL MEETINGS

Special meetings of the Senate may be called: (a) by the Senate President, (b) on petition of a majority of the Senate, (c) on petition of fifty members of the faculty. Only the business for which the special meeting is called shall be transacted at that meeting.

The Notice and Agenda for a special meeting will be posted and distributed in the same manner as a regular meeting, but at least 24 hours prior to the meeting [Brown Act. § 54956(a)].

When a regular or special meeting is adjourned to a later meeting time, a notice must be posted where the meeting occurred within 24 hours after the meeting is adjourned [§ 54955]. If the adjourned meeting is scheduled for five or more days afterwards, a new Agenda must be posted 72 hours in advance of that adjourned meeting. [Brown Act. § 54954.2(b)(3)]

COMMUNICATION OUTSIDE OF MEETINGS

Senate members may contact each other and non-members regarding Senate business except when such contact results in a "serial meeting" [§ 54952.2(c)(1) and § 54952.2(b)(1)]. Senate members may separately communicate to the public or faculty members to provide or gather information concerning Senate business. However, when a majority of the Senate members discuss Senate business through individual or small group conversations - by any method, from face-to-face to email, chat, or social media interactions - that constitutes a Senate meeting prohibited by the Brown Act. Furthermore, a Senate member may not directly respond to another Senate member's online post or shared information about Senate business. Therefore, Senate members should avoid responding to each other's social media posts containing any comments or information on Senate business (including replying with emoticons and "likes/dislikes").

ARTICLE IX: STATE RECOMMENDATIONS

The Senate is authorized to make recommendations on behalf of the faculty subject to the following provisions:

- The Senate may, in its own initiative, refer to the faculty any matter affecting the welfare of the college community.
- The Senate may, in its own initiative, forward recommendations regarding academic and professional matters to the Administration or the Board of Trustees.
- Within three weeks of minutes of a Senate meeting being approved, if fifty faculty members, in a petition delivered to the Senate President, object to a resolution passed by Senate during said meeting, that resolution shall be submitted to a referendum by secret ballot or to formal consideration by the faculty members.
- For matters on which the Board of Trustees or Administration intend to act when the college is not in regular session, the Senate may hold a special meeting and make recommendations to the Board of Trustees or Administration. The President of the Senate shall inform the faculty members of all such recommendations within 48 hours. Within three weeks of those recommendations, if the President of the Senate receives a petition signed by fifty faculty members objecting to any of those recommendations, the Senate shall submit the disputed recommendation(s) to the faculty members for ratification.
- Nothing herein shall prohibit the President of the Senate from addressing the Board of Trustees as a faculty member on any matter within the faculty's purview, provided the Senate President does not represent their opinion as that of the Senate without prior authorization of the Senate.
- Outside of the regular school calendar, the President of the Senate may act on behalf of the Senate, provided the President follows established Senate policies and regularly reports to the Executive Committee.

Article IX Reviewed Spring 2024

ARTICLE X: AMENDMENTS

Amendments to the By-laws may be made by a simple majority vote of Senate members present.

Article X Reviewed Spring 2024

ARTICLE XI: COMMITTEES

CAMPUS/DISTRICT COMMITTEES

A campus/district committee is defined as any committee outside of the Academic Senate and its subcommittees. The Senate shall appoint the faculty members to any committee requiring Senate membership or representation as granted in Title 5 Section 53203(f): "The appointment of faculty members to serve on college or district committees, task forces, or other groups dealing with academic and professional matters, shall be made, after consultation with the chief executive officer or his or her designee, by the Academic Senate."

ACADEMIC SENATE WORK GROUPS & SUBCOMMITTEES

Subcommittees (also called standing committees) and work groups may be created at the discretion of the Senate.

Subcommittees must be formed with a majority vote of Senate. Subcommittees are permanent, standing committees and must create by-laws for committee operations that exist within the By-Laws of Senate.

The Senate and its subcommittees may form work groups by a majority vote of its members. Work groups are short-term committees created to complete a specific task and will dissolve upon completion. The composition of a work group must be smaller than a quorum of the committees' members but may include members from outside Senate, including members of administration/management, classified professionals, and/or students. A work group faculty chair must be identified who is a member of the Senate or Senate subcommittee. The work group faculty chair will report to Senate no less than once per semester on the progress of the work group.

SENATE SUBCOMMITTEE BY-LAWS
Committees shall operate, consistent with established procedures, within the strictures indicated below:

THE EXECUTIVE COMMITTEE
The Executive Committee shall act as a steering organization of the Senate.

Duties and Responsibilities:

- Establish the agenda for Senate meetings
- Distribute participation in institutional committees/taskforces/workgroups as needed
- Oversee progress on annual Academic Senate goals
- Act as the authorized representative of the Academic Senate during summer session and/or winter break.
- Advise and propose actions to the President of the Senate in the absence of specific instructions from the Senate

Committee Structure:
The Executive Committee shall consist of the officers of the Senate: President, Vice President, Secretary, and Treasurer. The Executive Committee shall consult the Immediate Past President as needed.

Meetings:
The Executive Committee shall meet in the week prior to a Senate meeting or as needed throughout the year.

CURRICULUM COMMITTEE
Curriculum Committee shall report and recommend to Senate and advise the Vice President, Instruction, concerning curriculum, instructional courses and programs, and instructional procedures, including program review. Curriculum Committee provides for two student representatives with voting privileges. In addition, the Curriculum Committee may establish committees as needed on other instructional matters, as it deems necessary. All responsibilities of the Curriculum Committee shall be carried out in accordance with applicable State laws.

Duties and Responsibilities:

- Carry on a regular review of the college curriculum.
- Inform faculty of and oversees adherence to curricular aspects of the Education Code.
- Consider for recommendation proposals for new courses and programs.
- Consider for recommendation all deletions, classifications, and changes in courses and programs.

Committee Structure:
Curriculum Committee 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; if library faculty belong to an academic division, that division should elect one of its committee members from library faculty. In addition, a faculty Instructional Designer will be an at-large voting member. The committee elects a chair from among its current or recent members. The chair will serve a 2-year term and will report monthly to Academic Senate.

COMMITTEE ON TEACHING AND LEARNING (CTL)
The Committee on Teaching and Learning (CTL) oversees, coordinates, and reports on activities that promote continuous improvement in teaching and learning. The CTL supports the Academic Senate's goals and the college's institutional priorities by promoting practices for assessing student learning and success.

Duties and Responsibilities:

- Create new working groups, as needed, to accomplish its goals
- Assist with institutional reporting and review concerning CSM's assessment program, particularly the
- assessment of student-learning outcomes (SLOs), service-area outcomes (SAOs), program learning
- outcomes (PLOs), and institutional learning outcomes (ILOs)
- Review and approve applications for faculty inquiry projects as part of CSM's assessment program
- Collaborate with other professional development committees on campus to create professional development opportunities around assessment, equity, instructional technology, and other areas of teaching and learning
- Liaise with departments, divisions, the Academic Senate, and institutional committees over assessment, teaching, and learning activities
- Advise Academic Senate and Vice President of Instruction on academic and professional matters, especially as they relate to assessment, teaching and learning

Committee Structure:
The Committee on Teaching and Learning shall consist of representatives from the faculty, administration, classified senate, and students. Each instructional division, including counseling, shall elect two representatives to the committee. The CTL will also include the Dean of Academic Support and Learning Technologies (ASLT), the Research Inquiry and Institutional Effectiveness Manager, a classified senate representative, two students, and the faculty coordinators for professional development, assessment, equity/BSI, and distance education as committee members. The committee will be co-chaired by the Student Learning Outcomes Assessment Coordinator (SLOAC) and another faculty member elected annually from membership. One of the co-chairs will serve as a standing, voting member of Academic Senate and report updates regularly.

Meetings:
The CTL meets monthly.

DISTANCE EDUCATION ADVISORY COMMITTEE (DEAC)

The CSM Distance Education Committee ensures excellence in teaching and learning through distance education. It facilitates the development of distance learning instruction in response to student and community needs, as well as to developments in educational technology. The committee is committed to supporting faculty and students with appropriate pedagogical and technical training.

Duties and Responsibilities:

- Help shape a college vision of distance education
- Recommend policies for quality and academic rigor of all distance education classes
- Help guide student accessibility and promote distance education courses as a viable option for pursuing educational goals
- Develop procedures, in consultation with the Vice President of Instruction, reflective of the specifications of Title V, the ACCJC, and the Department of Education guidelines for educational technology and online instruction
- Make recommendations to provide centralized online access to all student support services and resources – library, counseling, financial aid
- Make recommendations to provide online support for students, such as creating an online readiness course for students struggling to use educational technology

Committee Structure:
The committee is co-chaired by the Faculty Distance Ed Coordinator and Instructional Technologist. Faculty representatives, elected by division, serve a two-year term. Includes non-voting members of the administration, the director of the Disability Resource Center, a representative from Information Technology Services, and voting members of the faculty coordinator for professional development and a student representative. Committee meets monthly.

Meetings
Meets the first Wednesday of each month during the fall and spring semesters.

PROGRAM REVIEW COMMITTEE
The Program Review Committee shall oversee the Program Review process and facilitate the Program Improvement & Viability (PIV) process outlined in the Curriculum Handbook, which is maintained by the Curriculum Committee.

Duties and Responsibilities:

- Maintain the Program Review form(s)
- Facilitate workshops to educate faculty on the Program Review process
- Facilitate the reading of Program Reviews across campus/district committees and disseminate feedback to programs
- Facilitate the PIV process outlined in the Curriculum Handbook

Committee Structure:
The Program Review Committee shall be chaired by the Vice President of Senate. Other members include the President and Curriculum Chair. Additional members may be added as needed to complete the work of the committee (e.g. if Program Review form(s) require substantive changes).

When the Program Review Committee receives recommendations for programs to undergo PIV, the committee shall form a work group to complete the process for each program. All work groups of the PIV Committee shall include the members of the Program Review Committee and no less than two additional at-large faculty members. Efforts will be made for the composition of the work group to include a broad range of faculty expertise and experience and include at least one Career and Technical Education (CTE) faculty member.

Meetings:
The Program Review Committee shall meet no less than once per semester

FACULTY EVALUATION GUIDANCE COMMITTEE (FEGC)
Academic Senate shall appoint one faculty member to co-chair the Faculty Evaluation Guidance Committee (FEGC). The other co-chairs will include the Vice President of Instruction (VPI) and one faculty member appointed by the collective bargaining agent (AFT). The primary focus and purview of the committee shall be supporting college faculty on any issues relating to faculty evaluations (tenured, tenure track and adjunct) in accordance with the AFT Contract. All responsibilities of the FEGC shall be carried out in accordance with applicable state laws.

Duties and Responsibilities:
- Oversee and facilitate the evaluation process for faculty
- Provide orientations at the start of each semester to review the faculty evaluation procedures
- Respond to faculty questions regarding the evaluation process in accordance with the AFT Contract
- Support faculty when evaluation issues arise in accordance with the AFT Contract

Committee Structure:
The Faculty Evaluation Guidance Committee consists of one faculty member appointed by Academic Senate, one faculty member appointed by the collective bargaining agent (AFT) and the Vice President of Instruction. Appointments to FEGC will occur every two years although faculty should seriously consider remaining on the committee for a longer period due to the steep learning curve. Interested faculty should submit a statement of interest to the Senate in the spring semester one year in advance of the actual appointment. This will allow the new representative to 'shadow' the current Academic Senate co-chair. The statement of interest should include a brief bio and why the faculty member is interested in the position. All Senate Reps will receive a copy of the statement. The Executive Committee of the Senate will meet confidentially to review the statements and make the final recommendation for appointment. If any Senate Reps would like to comment on any of the applicants, they should forward their confidential comments to the Senate President.

Due to the confidentiality of many evaluation issues, the chair will report to the Academic Senate on a request-only basis.

Article XI Reviewed Spring 2024

ARTICLE XII: REMOVAL OF AN OFFICER

A vote to recall any officer of the Senate may be initiated by a petition signed by fifty members of the faculty and presented during a regular or special meeting of Senate.

The recall vote will take place by secret ballot of the faculty members within three weeks. A two-thirds vote of the valid ballots cast will be required to recall any officer of the Senate. Replacement for a recalled officer of the Senate will be made according to Article VII, unless more than three vacancies are created, in which case a special election will be initiated within three weeks.

Article XII Reviewed Spring 2024

All Bylaws Articles will be reviewed by the Academic Senate Executive Committee once every five (5) years.

APPENDIX A: VOTING MEMBERS

Division representatives, 2 representatives from the following divisions:

- ASLT
- Business
- Counseling
- Creative Arts and Social Sciences
- Kinesiology, Athletics, and Dance
- Language Arts
- Math and Science

1 Faculty representative from "otherwise unrepresented faculty" (Enrollment Services and Support Programs, direct reports to a Vice President, etc.)

Committee Chairs from the following committees (any committee with a co-chair model needs to designate 1 of the co-chairs as a voting member):

- Curriculum Committee
- Committee on Teaching and Learning
- Distance Education

Advisory Voting Members:

- Student Representative from ASCSM

Appendix A Reviewed Spring 2024