



Skyline College  
Governing Council

# Academic Senate Handbook

*Mission: To empower and transform a global community  
of learners.*

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## Welcome to the Skyline College Academic Senate

We wish to thank you for choosing to serve your college by your membership in the governing council. We hope this handbook will give you information to help make your journey a rewarding one.

### Section I. YOUR DUTIES AS AN ACADEMIC SENATE GOVERNING COUNCIL MEMBER

As Senate Governing Council member your duties include:

#### Being an Active and Participatory Member in the Shared Governance Process

- A. Faithfully represent your division or committee in Governing Council meetings.
- B. Communicate matters of faculty interest to members of your division or committee
- C. Solicit opinion, concern, and feedback from your constituents to bring to the Governing Council
- D. Attend all meetings, or arrange for adequate representation in your absence

#### Being Familiar with the Statutory Context in which the Senate Operates

- A. Protect and honor the governance responsibilities that include but are not limited to providing representation on all college and district committees related to Ed Code and Title 5 mandates (10 + 1):
  1. curriculum, including establishing prerequisites and placing courses within disciplines
  2. degree and certificate requirements and curriculum, including establishing pre-requisites and placing courses in disciplines
  3. grading policies
  4. educational program development
  5. standards or policies regarding students success
  6. district and college governance structures as related to faculty roles
  7. faculty roles and involvement in accreditation processing including self-study and annual reports
  8. policies for faculty professional development activities
  9. processes for program review
  10. process for institutional planning and budget development
  11. other academic and professional matters as are mutually agreed upon between the governing board and the academic senate
- B. Observe the letter and spirit of all applicable laws, especially the Open Meetings Acts (See Appendix A)
- C. Ensure the effective participation of faculty in the joint development of institutional policy, e.g., minimum qualifications and equivalencies, faculty hiring procedures, tenure review, faculty service areas, and faculty evaluation procedures.
- D. Adhere to the specific institutional responsibilities outlined in the Senate constitution and by-laws.

- E. Implement college and district governance policies, ensuring the effective participation of other governance groups and the primacy of faculty on academic and professional matters.

#### **Advocating for Faculty Interests**

- A. Become knowledgeable about the Skyline College Mission and Vision (See Appendix B)
- B. Serve as an official spokesperson and advocate for the faculty in academic and professional matters.

#### **Developing Senate Participation and Leadership**

- A. Participate in all regularly scheduled Senate meetings and special events.
- B. Encourage other faculty to participate in the events sponsored by the Senate.
- C. Provide leadership to Senate, College, and district-wide committees to ensure productive and efficient completion of tasks and regular reporting to the Senate as a whole.

#### **Fostering Communication**

- A. Engage in ongoing discussions with faculty on the issues of the day.
- B. Facilitate in developing and airing faculty views.
- C. Represent faculty in the local community and public school systems.
- D. Represent faculty in conversations with colleagues at our sister schools: Cañada and CSM
- E. Represent faculty at inter-segmental professional discussions.

#### **Furthering Efforts to Appoint and Retain Qualified Personnel**

- A. Participate in the search and selection of candidates to fill faculty positions.
- B. Participate in the search and selection of candidates to fill administrative and classified staff positions.
- C. Recruit faculty representatives to college and district-wide committees.
- D. Participate, as permitted by law, in the evaluation of staff, including administrators with whom you work.

#### **Adhering to Ethical Conduct and Supporting Academic Freedom**

- A. Be knowledgeable about and adhere to the Statement of Ethical Conduct as adopted by the Senate. (See Appendix C)
- B. Be knowledgeable about the Statement of Academic Freedom as adopted by the District Trustees. (See Appendix D)

## Section 2. ENSURING THE EFFECTIVENESS OF OUR LOCAL SENATE

### A. PLACEMENT IN THE COLLEGE'S GOVERNANCE STRUCTURE

The California Education Code and Title 5 clearly shape the position of the local senate within the college's governance structure. That delegation of authority places our District Academic Senate in a unique position: we have direct access to the board of trustees and can bring forward items to be placed on the board agenda without filtering by other administrators; your voice as faculty **must** be given primacy on the academic and professional matters called out in Education Code and Title 5 (See Part I, Section B. I. of this document).

Yet, even with the clear language in regards to the role of the senate in governance, members may discover instances outside of Academic Senate where academic and professional matters are agendaized for a meeting of a college council or similar all-campus governance group. If the academic and professional matters are agendaized for information/general discussion and comment, that in itself is not necessarily cause for concern or alarm. On the other hand, if those academic and professional matters are agendaized for some type of action or a recommendation to the board or your chancellor/superintendent or president, Academic Senate involvement is necessary.

Under these circumstances, Senate representatives are asked to dissuade any action from being taken without Academic Senate involvement, and representatives should use the opportunity to educate the committee as to the privilege and primacy of the academic senate on these matters. It can be helpful to distribute the portions of Title 5 §53200 and urge such parties to declare the matter at hand an academic and professional matter, indicating their acknowledgement of Academic Senate's purview over such matters.

A communication channel that permits timely and orderly exchange of information at every level of the governance structure is critical to your work as a senate officer. As the local Senate, our primary responsibility is first to deliberate on policy and procedural questions that affect academic and professional matters, enabling the Senate President to act as both the principal watchdog for the faculty and their chief spokesperson, once the senate has voiced its stance. At the same time, a senate president must avoid appearing to speak for the senate prematurely, for administrators may have a tendency to assume that if they have consulted with the senate president, they have consulted with the senate itself. Local senate presidents must be communicative, responsive, nimble, articulate, persuasive, diplomatic, and assertive.

### B. CONSTITUTIONS AND BYLAWS

The most recent revision of our local Senate Constitution and By-laws is available on the Senate Website: <http://www.skylinecollege.edu/academicsenate/constitution.php> and <http://www.skylinecollege.edu/academicsenate/bylaws.php> . The Constitution and Bylaws are reviewed regularly and revised as needed.

## Section 3. EFFECTIVE PARTICIPATORY GOVERNANCE

### A. Senate Meetings

#### I. Compliance with the Open Meeting Acts

The Open Meetings Act (Government Code §54950-54960.5), also called the Ralph M. Brown Act, as well as the Bagley-Keene Act (Government Code §11120 et seq.), cited as the Bagley-Keene Open Meeting Act governing “state bodies.” The latter law has been recently revised to accommodate exchanges of information through teleconferencing and Internet posting; it is worth reviewing as an indication of how technology-mediated meetings must conform to the spirit of the open meetings laws.

These two laws have direct bearing on how the state Board of Governors, and districts, advisory groups to elected officials (including the local senates), and subcommittees of those groups must conduct their business. You will want to familiarize yourself with these two acts, available on numerous Websites, including <http://www.leginfo.ca.gov> (click on “California Law”). You will want to review and determine how these sections will shape how you convene your senate, and how you monitor other meetings you attend. Of particular interest, then are these sections:

1. groups covered by these laws;
2. notice of meeting;
3. closed and open sessions;
4. actions requiring remedy;
5. options if these laws are being violated.

More information about open meetings appears on the Leadership page of the State Academic Senate Website.

#### 2. Conducting Senate Meetings

##### About Parliamentary Procedures

In their excellent reference work, *The Practical Guide to Parliamentary Procedure* (2nd Edition), Edward S. Strotherland and David W. Shepard point to four essential benefits offered by parliamentary procedure. They argue that parliamentary procedure is:

- a) an orderly way to conduct the affairs of an organization;
- b) a way to determine the will of the majority;
- c) a way to protect the minority;
- d) a way to protect the rights of an individual member.

Some groups, particularly smaller committees, avoid using parliamentary procedure because of their misperception that it will inhibit their business. Such is not the case; in fact, parliamentary procedure will help move business, particularly if the senate president or committee chair assists the group participants in remembering these simple guidelines:

**Listen Carefully:** The senate president or chair will clarify what ideas (motions) are “on the floor,” and declare what sorts of comments are germane to a particular motion.

**Ask Questions:** Participants at your senate meeting should be encouraged to seek clarification, and the president should make clear to those attending how to ask questions during discussion of business.

**Speak To The Point:** The senate president or chair will ensure that remarks apply to the specific motion on the floor or, if not, are ruled “out of order.”

### 3. Faculty Participation

#### a. Keeping the Faculty Informed

An informed faculty is more likely to become involved in the work of the Senate. The electronic convenience of email enhances face-to-face communication and can increase faculty participation within our community. Suggestions below encourage use of these electronic opportunities, often in tandem with more traditional means of communication such as division and shared governance meetings.

**Refer to our Local Website:** The Senate Website has appropriate links to other campus and state governance groups and is the most efficient mechanism to promote our work, publicize our meetings and accomplishments, and provide resources to our faculty.

**Use Campus Email:** Email is an effective tool for communicating issues and soliciting input on senate concerns. Work to ensure that all faculty—full and part-time—use our local and the state Academic Senate Website as a means for keeping informed about local and state issues. The objective is to make senate business and faculty involvement in campus and system-wide governance a very public and noticeable enterprise.

**Publicize Senate Meetings:** Inform faculty about upcoming senate meetings and events.

#### b. Soliciting Faculty Participation

Soliciting participation will be an easier task with an informed faculty that realizes the need for and value of participation. However, some recruiting efforts are still needed to get the desired level of broad-based participation. Leaders’ mettle is evidenced by their ability to include and accommodate those with alternative views and approaches, by their ability to showcase the talents of others, and by their ability to elicit constructive contributions from many.

Among the worthy colleagues you may wish to invite explicitly are the part-time faculty whose teaching experience, professional training, and sense of commitment to our students may be highlighted in the academic and professional work we all share. Below are some techniques recommended by other senate leaders for soliciting wider faculty participation. As you review each point, consider how you and your senate might apply these suggestions to address the needs of your full- and part-time colleagues across the campus.

#### c. Meet Personally With the Faculty

The personal touch is the most effective means of communicating, particularly when making a request. Some senate leaders set the goal of visiting several faculty members each week. Remember that people need to be asked to participate and acknowledged when they do serve!

#### Section 4. LOCAL RULES AND POLICIES BASED ON THE 10 + 1

1) Curriculum including establishing prerequisites and placing courses within disciplines. The Senate delegates responsibility for the oversight of curriculum approval including the establishing of prerequisite and course approval to the Curriculum Committee which a sub-committee of Senate. The Chairperson is a voting member of the Senate Governing Council, and a member of the District Curriculum Committee. The Curriculum Committee purpose and charge can be viewed at <http://www.skylinecollege.edu/curriculumcommittee/index.php> .

2) Degree and certificate requirements. Degree and certificate requirements are identified through the curriculum development process and documented on the Official Course Outline of Record.

3) Grading policies.

4) Educational program development.

5) Standards or policies regarding student preparation and success. Senate is actively involved in revising and developing standards regarding student success. Faculty sit on all institutional bodies which include the Educational Policy Committee and the Curriculum Committee.

6) District and college governance structures, as related to faculty roles. Senate is responsible for making all faculty appointments to district and college governance structures including College Council, Planning and Budget, District Shared Governance Committee, and District Budget Committee.

7) Faculty roles and involvement in accreditation processes, including self-study and annual reports. Faculty are actively involved with the accreditation process at Skyline College. The Academic Senate appoints the faculty co-chair to guide the self-study process. Senate participation is guided by the recommendations in the State Senate document entitled “Working with the 2002 Accreditation Standards: The Faculty’s Role,” Adopted Spring 2005. This document is available at:  
<http://www.academicssenate.cc.ca.us/Publications/Papers/AccreditationStandards2005.html>

8) Policies for faculty professional development activities. Faculty professional development funds are administered through the Professional Personnel Committee, which is a sub-committee of Senate. This committee oversees the application and

approval process for professional development funds, Trustees Fund for Program Improvement, and sabbatical funds. Information regarding these programs is available on the College's internal Website:

<http://www.skylinecollege.edu/academicsenate/professionalspersonnel.php>

9) Processes for program review. While the completion of program reviews remains the responsibility of individual faculty members, the process for program review is supported and revised by the Senate. Program review materials are available on the College's internal Website: <http://www.skylinecollege.edu/programreview/index.php>

Data for use in program review is available at:

<http://www.skylinecollege.edu/programreview/programdata.php>

10) Processes for institutional planning and budget development. The Senate President serves as co-chair of the College Planning and Budget Committee. This committee is responsible for reviewing institutional fiscal information, identifying and overseeing planning initiatives, and making recommendations to the College Council on fiscal issues including hiring, program development, and outreach.

+ 1) Other academic and professional matters as mutually agreed upon between the governing board and the academic senate.

## **Section 5. LOCAL SENATES IN RELATION TO STATE-LEVEL SENATE ACTIVITIES**

### **A. AREA DIVISIONS**

The state's community colleges are presently divided into four areas (A, B, C, D), 2 in the North and two in the South. This four-area grouping is the formal basis for local senate representation to the Executive Committee of the Academic Senate for California Community Colleges. Each area elects its Area Representative who serves for two years on the Executive Committee; all areas then elect two at-large representatives, as well as North (Areas A and B) and South Representatives (Area C and D). The Area Representatives are responsible for coordinating two area meetings each year. At these meetings, held each fall and spring prior to the upcoming plenary session, local senate delegates (often the senate president, president-elect, or past president) meet at a college in their area. They discuss matters of concern to their areas, review proposed resolutions to be voted on at session, and generate their own resolutions. The local senate delegate represents the positions and perspectives of their local senate at these meetings and gathers information to take back to the local senate for direction before Session. Area representatives are also available to consult with or visit local senates. Requests for such visits should be forwarded through the Academic Senate Office.

### **B. ROLE OF THE RELATIONS WITH LOCAL SENATE COMMITTEE**

The Relations with Local Senate Committee serves to augment the work of the Executive Committee in its efforts to provide an opportunity to share information on issues of concern at the local and state levels. While members of the Relations with Local Senates Committee should be conversant with pertinent statutes and strategies for effective academic senates, their work will be primarily as liaisons and conduits for information and requests for assistance. To contact your local senate committee representative, visit the Academic Senate Website or call the Academic Senate Office.

### **C. SENATE INSTITUTES**

The Academic Senate sponsors institutes to address faculty and local senate needs in a variety of areas. Most important to you personally is the summer Leadership Institute for local senate leaders (especially for new presidents) as well as the highly successful curriculum institutes that attract college curriculum chairs and many related staff people. Other institutes may focus on technology, the art of teaching, or occupational education.

### **D. SENATE PLENARY SESSIONS**

For many years, the plenary sessions have been held alternately in the North and South, on Thursday-Saturday in fall and spring. The general and breakout sessions permit local senates—their officers (who often also serve as their senate's official delegate), curriculum chairs, and other interested faculty—to be apprised about hot topics, to receive new training to bolster the effectiveness of their senate, to select representatives and officers, and to determine Senate positions and provide the Executive Committee its direction through the resolution and voting processes.

#### **I. Resolutions**

In short, that resolution process works thusly:

- a. Pre-session resolutions are developed by the Executive Committee (through its committees) and submitted for pre-session review at the Area meetings.
- b. At the area meetings, pre-session resolutions are discussed, and new resolutions are generated.
- c. The Resolutions Committee meets to review all pre-session resolutions and combine, re-word, append, or render moot these resolutions as necessary.
- d. Delegates and representatives of the local senates meeting during the session in topic breakouts and give thoughtful consideration to the need for new resolutions and/or amendments.
- e. After all session presentations are finished each day, members meet during the resolution breakouts to discuss the need for new resolutions and/or amendments. These resolution-writing sessions are organized by topic to facilitate discussion. Each resolution or amendment must be submitted to the Resolutions Chair before the posted deadlines each day. There are also Area meetings at the Session for discussing, writing, and amending resolutions.
- f. The Resolutions Committee meets again to review all resolutions and amendments and to combine, re-word, append, or render moot the resolutions as necessary.
- g. The resolutions are discussed and voted upon at the general sessions on the last day of the plenary session.

Resolutions passed by the body are promptly published, disseminated, and then acted upon by the Executive Committee. They are also posted on the Senate's Website.

## **2. Local Senate's Use of Academic Senate Resolutions**

Local senates can and do make substantial use of these statewide resolutions to guide their own practices, to provide direction and priorities, to provide justifications and support in their discussions within their own consultation procedures and to provide impetus to their own activities.

## **3. Disciplines List Special Procedure**

Every three years, in accordance with Title 5 Regulations, the Academic Senate reviews the Disciplines List (Minimum Qualifications for faculty teaching in each discipline). Revisions, additions or modifications are solicited prior to the fall plenary session held in the year preceding the triennial review. These modifications are widely disseminated to professional organizations as well as faculty and administrative groups; they are also subject to hearings held across the state, and are reviewed by the professional organizations for college administrators and bargaining agents. At the conclusion of the hearings, the body votes upon the proposed changes during its spring plenary session.

Because the Academic Senate for California Community Colleges must consult with the discipline faculty across the state, it is not possible to amend resolutions in support of proposed changes to the disciplines list. Those proposed changes must either be voted up or down as originally presented. Any proposed change on the consent calendar may be pulled and voted on separately.

## E. PARTICIPATION ON STATE-WIDE ACADEMIC SENATE COMMITTEES

The work of the Academic Senate is conducted primarily by its standing and ad hoc committees and by its task forces, often augmented by participants from other governance groups. Standing Committees (such as the Executive Committee, Legislative, and Standards and Practices) are identified in the Academic Senate Bylaws; their work is ongoing from year to year. Ad hoc committees, by contrast, are created in response to a particular issue or concern and, like task forces, generally have a sunset attached to their operation. Academic Senate committees are chaired by members of the Executive Committee, and their minutes regularly appear in the agendas of the Academic Senate Executive Committee; committee chairs can submit agenda items calling for action, or seeking advice and consent.

As it is with our own local academic senate, committee members and chairs representing the Academic Senate on statewide committees have a particular obligation to report regularly to the larger body. It is essential that all faculty members serving on committees—whether local or statewide—understand they represent the larger senate and its adopted positions and have essential reporting functions; they must defer from making policy decisions or committing California’s faculty without first consulting them through regular written reports to the Academic Senate.

## F. NOMINATIONS FOR STATEWIDE AWARDS AND SERVICE

### I. Academic Senate Awards

The Academic Senate presents three major awards each year. Local senates are responsible for nominating worthy individuals and for preparing much of the nomination materials. As senate president, you will need to be watchful for the announcements that open the nomination period, and you must adhere to the rigid and often compressed timelines for submission. These awards, however, honor the faculty and colleges of all nominees for these three awards:

**The Jonah Laroche Scholarship** The Jonah LaRoche Scholarship is awarded to three students annually for exceptional accomplishments; students must have a 3.0 GPA and be from a group historically underrepresented in higher education—ethnic minorities, women and persons with disabilities.

**The Exemplary Program Award** The Exemplary Program Award, established in 1991, recognizes outstanding community college programs. Each year the Executive Committee of the Academic Senate selects an annual theme in keeping with the award’s traditions. Up to two college programs receive \$4,000 cash prizes and a plaque, and up to four colleges receive an honorable mention and a plaque. The call for nominations goes out in October with an announcement letter, application, criteria and scoring rubric. This is a Board of Governors award, is sponsored by the Foundation for California Community Colleges, and awardees are recognized by the Board each January. The Program Director of each program is invited to attend the Board meeting to receive the award.

**The Hayward Award** The Hayward Award is conferred upon four faculty members annually who have been nominated by peers from their college. Named for former California Community College Chancellor Gerald C. Hayward, the award honors outstanding community college faculty who have a track record of excellence both in teaching and in professional activities and have demonstrated commitment to their students, profession, and college. Recipients of the Hayward Award receive a plaque and a \$1,250 cash award. A call for nominations goes out in November with an announcement letter, application, criteria and scoring rubric. This is a Board of Governors award, is sponsored by the Foundation for California Community Colleges, and recipients are recognized by the Board each March. The award winners are invited to attend a dinner with the Academic Senate President on Sunday night before the award ceremony and to attend the Board meeting to receive the award the next day.

**The Regina Stanback-Stroud Award** The Stanback-Stroud Diversity Award, named for former Senate President Regina Stanback-Stroud, honors faculty who have made special contributions addressing issues involving diversity. One person receives a cash award of \$5,000 and a plaque. A call for nominations goes out in December with an announcement letter, application, criteria, and scoring rubric. This is a Senate award, is sponsored by the Foundation for California Community Colleges for \$5,000, and is presented at the Spring Academic Senate Plenary Session each year. The award winner is invited to attend a dinner with the Senate President on Thursday night before the award ceremony and to receive the award the next day.

Occasionally you will also be asked to consider nominating our campus' exemplary programs or successful ventures in support of students. These nominations often carry prestige and recognition, and sometimes are given monetary reward; nominating your programs is a means by which to showcase them and to garner due recognition for hardworking faculty and staff. Often those programs so nominated become widely emulated by others. Thus, you and our senate have a solemn obligation to consider these requests and to respond to them honestly and fully when the nomination is warranted.

## **2. Service to the Board of Governors**

The Board of Governors includes two faculty members, each serving a two-year term. Local academic senates or individuals may nominate appropriate candidates for consideration. As the two terms are staggered, the Academic Senate seeks nominations each September. These nominations are first considered by the Standards and Practices Committee who forward the names of finalists to the Executive Committee; that committee then interviews the finalists and, according to statute, sends to the Governor three candidates from whom he or she shall select the new Board member. Because of the importance of these faculty positions, the Academic Senate is best served by faculty members who have considerable statewide experience and who have demonstrated a commitment to effective participatory governance.

## **G. CONSULTATION PROCESS**

The voice of the our local senate is expressed through the resolution process and gives direction to the Executive Committee of the Academic Senate for Community Colleges. In turn, the

collective will of the body and the voice of the California community college faculty regarding system-wide academic and professional matters is carried to the Board of Governors. To represent our voice, the following must occur:

1. Local senates must empower their voting delegates to represent their concerns and will.
2. Delegates must articulate that will or those concerns, using the resolution process at the plenary session to give direction to the Executive Committee.
3. The Executive Committee, through its delegates to the Consultation Council, must then carry those directives into the consultation process.

**Listen to Opinions:** The individual interests and skills of faculty members will be revealed in their comments, and these faculty members who speak out can be a valuable source of expertise for senate activities. Electronic bulletin boards, for example, can ensure that even the most disgruntled are afforded an opportunity to be heard and their views responded to by an even broader constituency.

**Make Committee Opportunities Known:** Publicize a general request for volunteers, and, at the same time, ask individuals to volunteer for specific senate-appointed committee assignments. A variety of involvement opportunities, some with short-term responsibilities, will allow faculty members to match their interests and time commitments with senate needs. Remember to invite volunteers and committee applicants from diverse disciplines and ethnicities to ensure broad representation and a plurality of views. Review the opportunities afforded to part-time faculty as well, including appointments on campus and district committees; part-time faculty across the state serve on staff development, part-time hiring, and curriculum committees.

**Attend Academic Senate Sessions and Leadership Training:** The annual fall and spring sessions, Area meetings, and the summer Leadership Institute of the Academic Senate are all excellent opportunities to get involved and involve others. Our campus' Staff Development funds are available for this purpose.

## Section 6. SKYLINE COLLEGE ACADEMIC SENATE ROLES AND RESPONSIBILITIES

### A. Senate Cabinet positions

#### 1. President (term: 2 years)

- a. Voting status: ex-officio, except in the case of a tie vote or to achieve quorum.
- b. Campus duties. The president:
  - i. shall preside at all meetings of the Senate and Governing Council.
  - ii. shall endeavor to promote the interests and purposes of the Senate.
  - iii. shall be familiar with the Constitution and By-Laws of the Senate.
  - iv. shall be an ex-officio member of all committees.
  - v. shall authorize all orders drawn upon the Treasury.
  - vi. shall call all meetings of the Senate and the Governing Council.
  - vii. shall suggest policies and plans for the standing and special committees, and be held responsible for the progress and work of the Senate.
  - viii. may require an audit of the Senate books at the close of each term of office.
  - ix. shall serve on the Academic Senate District Governing Council, District Strategic Planning Council, and on the District Participatory Governance Council.
- c. Between the president's election and taking office, the president-elect shall be a non-voting member of the Governing Council.
- d. The president is responsible for setting the agenda for each Senate meeting and making available via public posting three days prior to the meeting, per the Brown Act.
  - i. Standing Agenda items
    - a. Standing Committee reports
      - i. District reports
      - ii. Curriculum Committee
      - iii. Educational Policy Committee
      - iv. Professional Personnel Committee
      - v. Research Committee
    - b. Other reports
      - i. AFT
      - ii. Classified Council
      - iii. ASSC
      - iv. SEED
  - ii. Yearly agenda items
    - a. August
      - i. Opening day address
      - ii. First Senate meeting on Flex Day
    - b. September
      - i. Approval of Compendium of Committees
      - ii. Training of Senate and all committees

- c. October
      - i. Senate signs up faculty for November Senate Plenary
    - d. November
      - i. Approval of FTEF Allocation Committee Ranking
    - e. February
      - i. Senate signs up faculty for March Senate Plenary
    - f. April
      - i. Curriculum Chair signs up members for Curriculum Institute
      - ii. Soliciting for Meyer Award recipient
      - iii. Call for elections, balloting, and election of officers for Fall.
    - g. May
      - i. Selection of Meyer Award recipient
      - ii. Selection of Faculty Marshall for commencement
      - iii. Selection of Special Recognition awards recipients
      - iv. Presentation of elected officers
    - h. July
      - i. Prepare opening day letter per Office of the President
  - e. State duties
    - i. Attend state plenaries in Fall and Spring
    - ii. Attend Area B meetings in Fall and Spring
    - iii. Attend institutes as needed
- 2. Vice President (term: 1 year)
  - a. Voting status: Voting member.
  - b. Campus duties. The vice-president:
    - i. shall serve as assistant to the president in all duties and shall serve as president in the absence of the president.
    - ii. shall coordinate the appointment of members to the permanent committees.
    - iii. shall keep and distribute the agenda for all Governing Council and Senate meetings in accordance with State laws.
    - iv. shall attend District Senate and Skyline College Council meetings
    - v. Other responsibilities of the vice-president shall be mutually agreed upon with the president
  - c. State duties
    - i. Attend state plenaries in Fall and Spring
    - ii. Attend Area B meetings in Fall and Spring
    - iii. Attend institutes as needed
- 3. Secretary (term: 1 year)
  - a. Voting status: Voting member.
  - b. Campus duties. The secretary:
    - i. shall keep a record of the proceedings of each Senate and each Governing Council meeting.

- ii. shall maintain the files of the Senate, and shall be responsible for carrying on the correspondence pertaining to the affairs of the Senate as directed by the president.
      - iii. shall prepare and distribute minutes of all actions taken by the Governing Council in accordance with State laws.
    - c. State duties: Attend institutes as needed
- 4. Treasurer (term: 1 year)
  - a. Voting status: Voting member.
  - b. Campus duties. The treasurer:
    - i. shall receive all moneys belonging to the Senate.
    - ii. shall pay out the moneys of the Senate on orders signed by the president.
    - iii. shall keep an itemized list of receipts and expenditures and shall make a written report at the last regular meeting of the Senate in the Governing Council's current elected term.
    - iv. shall be responsible for preparing all documents required by the U.S. Bureau of Internal Revenue.
  - c. State duties: Attend institutes as needed
- 5. Past President (term: 1 year)
  - a. Voting status: voting member
  - b. Campus duties. The past-president:
    - i. shall serve as parliamentarian for the Governing Council and the Senate.
    - ii. shall be the final judge of parliamentary procedure at Senate and Governing Council meetings.
    - iii. shall serve as chair of the Nominating Committee.
  - c. In the absence of a past-president, the president shall appoint a member of the Senate to serve as parliamentarian who shall be a voting member of the Governing Council.
  - d. State duties: Attend institutes as needed
- 6. Officers and Standing Committees
  - a. Education Policy Committee
    - i. Charge
      - a. The EPC considers for recommendation all matters of educational policy including academic standards, probation, disqualification, re-admissions policies, grading procedures, matriculation, student behavior and student grievances.
      - b. The EPC considers for recommendation all matters of administrative policy concerning educational policy, including policies of the Instruction Office and the Office of Student Services.
    - ii. Chair's duties
      - a. Set agendas and conduct all meetings.
      - b. Arrange for the recording and posting of minutes.
      - c. Make reports to the Academic Senate.

- d. Act as representative as needed in any aspect of participatory governance.
  - iii. Chair's Governing Council voting status: Voting member.
- b. Professional Personnel Committee
  - i. Charge
    - a. promotes staff development and professional growth;
    - b. considers questions of professional ethics;
    - c. reviews and makes recommendations concerning Trustees' Grant Proposals and other faculty proposals as necessary;
    - d. makes recommendations concerning faculty awards;
    - e. reviews and recommends faculty development programs such as Flex Day activities
  - ii. Chair's duties
    - a. Set agendas and conduct all meetings.
    - b. Arrange for the recording and posting of minutes.
    - c. Make reports to the Academic Senate.
    - d. Act as representative as needed in any aspect of participatory governance.
  - iii. Chair's Governing Council voting status: Voting member.
- c. Curriculum Committee
  - i. Charge
    - a. The CC approves new and revised curriculum and academic policies to ensure compliance with Title 5 and the California Education Code prior to submission to the Board of Trustees for final approval.
    - b. CC provides guidance and oversight to ensure that all curriculum is sound, comprehensive and responsive to the evolving needs of our students as well as the academic, business, and local communities.
    - c. The Committee's responsibilities include:
      - i. Curriculum, including course and program approval
      - ii. Degree and certificate requirements
      - iii. Grading policies as they pertain to course outlines
      - iv. Educational programs
      - v. Program review
  - ii. Chair's duties
    - a. Set agendas and conduct all meetings.
    - b. Arrange for the recording and posting of minutes.
    - c. Make reports to the Academic Senate.
    - d. Attend Curriculum Institutes on a regular basis and stay abreast of changes at the state level.
    - e. Work with Office of Instruction to keep the Curriculum Handbook current.
    - f. Act as representative as needed in any aspect of participatory governance.
  - iii. Chair's Governing Council voting status: Voting member.

- d. Research Committee
    - i. Charge
      - a. aids faculty doing institutional research;
      - b. acts as a resource to the Senate in matters of institutional research;
      - c. performs institutional research under the direction of the Academic Senate Governing Council
      - d. liaises with the Institutional Review Board in matters of human subject research
    - ii. Chair's duties
      - a. Set agendas and conduct all meetings.
      - b. Liaises with and serves as member of IRB.
      - c. Arrange for the recording and posting of minutes.
      - d. Make reports to the Academic Senate.
      - e. Act as representative as needed in any aspect of participatory governance.
    - iii. Chair's Governing Council voting status: Voting member.
7. Representatives
- a. Division representatives
    - i. Governing council voting status: voting member
    - ii. Representative's duties:
      - a. Faithfully execute the representation of respective division according to Section I of this handbook.
      - b. In the event of inability to attend a meeting, secure an alternate to ensure adequate division representation.
  - b. AFT representative
    - i. Governing Council voting status: ex-officio
    - ii. Representative's duties: Update the Senate on the activities of the AFT. Advise in union matters as needed.
  - c. Classified representative
    - i. Governing council voting status: ex-officio
    - ii. Representative's duties:
      - a. Update the Senate on the activities of the Classified Council/Senate.
      - b. Act as a resource in matters of need to the Senate.
  - d. ASSC representative (up to two members)
    - i. Governing council voting status: ex-officio
    - ii. Representative's duties:
      - a. Update the Senate on the activities of the ASSC.
      - b. Act as a resource in matters of need to the Senate.
- B. Committee membership
1. District Academic Senate. Governing council delegates: President and Vice President. This committee meets once per month at the District office.
  2. District Shared Governance Council. Governing council delegate: President. This committee meets once per month at the District office.

3. District Strategic Planning Council. Governing council delegate: President. This committee meets once per month at the District Office.
  4. Institutional Planning Council. Governing council delegate: President. This committee meets once per month at Skyline College.
  5. College Governing Council. Governing council delegates: President and Vice President. This committee meets once per month at Skyline College.
  6. College Budget Committee. Governing council delegate and co-chair: President. This committee meets twice per month at Skyline College.
- C. Campus leadership responsibilities
1. Senate President
    - a. Meet regularly with College President
    - b. Meet regularly with College Vice President of Instruction
    - c. Co-chair, College Budget Committee. In close consultation with the Director of Business Services, prepare agendas and plans for each College Budget Committee meeting. The Senate President co-chair shall communicate key information to Senate via Senate meetings
    - d. New programs, certificates, and degree approval. Process:
      1. Recommending body contacts Senate for approval
      2. Senate president signs approval or requests information and processes towards approval
    - e. Faculty Equivalency Determination. Process:
      1. Dean of faculty member in question contacts Senate President for leadership on determining equivalency. Equivalency must be determined if a faculty member lacks the minimum qualifications to teach in a certain discipline.
      2. In consultation with the appropriate dean, Senate president convenes an equivalency committee consisting of one discipline faculty from each college and a dean from a college other than where the equivalency is requested.
      3. Committee is presented with necessary information to determine equivalency. Committee votes.
      4. Senate president approves or denies approval of committee's actions.
  2. Senate Governing Council
    - a. FTEF Allocation Committee process approval ([see appendix A](#))
      1. Faculty need is identified every September and RFPs are developed and forwarded by deans by October.
      2. FTEF Allocation Committee meets and makes determinations in October.
      3. FTEF AC forwards recommendations to Academic Senate.
      4. The Academic Senate will consult with ILT representatives, forward a recommendation to the VPI and VPSS and communicate recommendation to governance groups
    - b. Faculty Selection Committee approval
      1. Individual deans contact the Senate with Faculty Selection Committee membership recommendations

2. Senate approves or makes recommendations for a different membership
  3. Senate president communicates back to the dean the results of the vote,
- c. State Disciplines List input and participation.
1. Governing Council members ensure that the voice of their constituents regarding changes to the Title V-governed Disciplines
  2. List is represented via attendees at the ASCCC Spring State Plenary when the hearings occur.
  3. Senate president is responsible for forwarding concerns, support, or disapproval on behalf of the college faculty.
- d. District Policies approval
1. District Participatory Governance Council (formerly District Shared Governance Council) discusses revisions to district policies and sends them to local senates for approval.
  2. Local senate Governing Councilmembers read, discuss, and review and policies
  3. Governing Council approves or makes revisions.
- e. Campus policy approvals
1. Through the Participatory Governance process, campus policies are reviewed by all constituents for revision and approval.
  2. Any senate member can request a policy review or revision. Such reviews will be referred to College Governance Council, Institutional Planning Council, or other appropriate bodies.

**Congratulations on your choice to serve your college through the Academic Senate. Please share all concerns or inquiries with your Senate leadership, and get involved in the many avenues that Senate has to offer!**

# Appendices

## Appendix A: The Open Meetings Act (the Brown Act)

Actual text:

<http://www.oaklandcityattorney.org/PDFS/GovCodeBrownAct.pdf>

Overview:

<http://www.thefirstamendment.org/brownact.html>

Analysis and explicit definitions of procedure:

[http://www.caag.state.ca.us/publications/2003\\_Intro\\_BrownAct.pdf](http://www.caag.state.ca.us/publications/2003_Intro_BrownAct.pdf)

## Appendix B: Skyline College Mission and Vision

<http://www.skylinecollege.edu/future/aboutskyline/mission.html>

## Appendix C: Statement of Ethical Conduct as adopted by the Senate.

### Statement of Ethical Conduct

Adopted from American Association of University Professors, 2006

<http://www.aaup.org/AAUP/issued/ethics/>

1. Professors, guided by a deep conviction of the worth and dignity of the advancement of knowledge, recognize the special responsibilities placed upon them. Their primary responsibility to their subject is to seek and to state the truth as they see it. To this end professors devote their energies to developing and improving their scholarly competence. They accept the obligation to exercise critical self-discipline and judgment in using, extending, and transmitting knowledge. They practice intellectual honesty. Although professors may follow subsidiary interests, these interests must never seriously hamper or compromise their freedom of inquiry.
2. As teachers, professors encourage the free pursuit of learning in their students. They hold before them the best scholarly and ethical standards of their discipline. Professors demonstrate respect for students as individuals and adhere to their proper roles as intellectual guides and counselors. Professors make every reasonable effort to foster honest academic conduct and to ensure that their evaluations of students reflect each student's true merit. They respect the confidential nature of the relationship between professor and student. They avoid any exploitation, harassment, or discriminatory treatment of students. They acknowledge significant academic or scholarly assistance from them. They protect their academic freedom.
3. As colleagues, professors have obligations that derive from common membership in the community of scholars. Professors do not discriminate against or harass colleagues. They respect and defend the free inquiry of associates. In the exchange of criticism and ideas professors show due respect for the opinions of others. Professors acknowledge academic debt and strive to be objective in their professional judgment of colleagues. Professors accept their share of faculty responsibilities for the governance of their institution.
4. As members of an academic institution, professors seek above all to be effective teachers and scholars. Although professors observe the stated regulations of the institution, provided the regulations do not contravene academic freedom, they maintain their right to criticize and seek revision. Professors give due regard to their paramount responsibilities within their institution in determining the amount and character of work done outside it. When considering the interruption or termination of their service, professors recognize the effect of their decision upon the program of the institution and give due notice of their intentions.
5. As members of their community, professors have the rights and obligations of other citizens. Professors measure the urgency of these obligations in the light of their responsibilities to their subject, to their students, to their profession, and to their institution. When they speak or act as private persons, they avoid creating the impression of speaking or acting for their college or university. As citizens engaged in a profession that depends upon freedom for its health and integrity, professors have a particular obligation to promote conditions of free inquiry and to further public understanding of academic freedom.

## Appendix D: Statement of Academic Freedom

### Statement on Academic Freedom (Adopted by SMCCCD Trustees)

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.

Appendix E: Timeline for FTEF Allocation Process (Note: revisions taking place in Fall 2013 will be inserted upon final adoption)

Step	Dates	Activity	Notes
1	3 <sup>rd</sup> week of September	Faculty identify full-time faculty need and forward to divisions	Individuals, groups of faculty, administrators, ASSC, departments, programs, projects, or planning entities can forward requests.
2	Early October	Division Dean forwards division requests to FTEF Allocation Committee	Forwarding requests and priority should be developed in consultation with division faculty
	Mid-October	FTEF Allocation Committee Meeting – requestors make 3-minute presentations and answer committee questions.	
3	Mid- to Late November	FTEFAC will forward recommendations to Academic Senate	
	Late November to Early December	Senate will consult with ILT representatives, forward a recommendation to the VPI and VPSS and communicate recommendation to governance groups	
4	Early December	VPI and VPSS consider recommendations. VPI forwards recommendation to President.	
5	Mid December	President considers recommendations, identifies FTEF approved for hiring and communicates results to governing council.	

This handbook was modeled from the existing Senate handbook from Cañada College, Fall 2013. Adopted by Skyline College Academic Senate on August 30, 2013.