

# Welcome to the Academic Senate



## ORIENTATION TO THE SENATE

# ACADEMIC SENATE

## 2022/23 Goals

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- ❑ Department Chair Training Program
- ❑ Senate/COCFA Joint Task Force on Faculty Evaluations
- ❑ Tenure Committee Training Program
- ❑ Provide and Procure Support for Single Member and Small Academic Departments.
- ❑ Support the Program Viability Process
- ❑ Work with Administration to Streamline Policy and Procedure Process
- ❑ DEIA Implementation
- ❑ Emphasize need for growing awareness of Climate Change and Water Shortage policy matters and practices
- ❑ Work with the Office of Instruction to ensure support for all academic programs.



# ACADEMIC SENATE

## 2022/23 Goals

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- ❑ Academic Integrity
- ❑ Elect a Communications Officer
- ❑ Work with Student Services, IEQ2 to develop more Faculty Mentors
- ❑ Re-establish the Academic Senate Newsletter
- ❑ And about 50 other things, not to mention those matters that come up daily related to local and statewide issues and mandates.



# 22-23 New Categorical Funds

Categorical	22-23 Funding
Basic Needs	\$450,565
College Promise	\$1,686,644
Dreamer Resource Liaison	\$135,866
Emergency Financial Assistance Grants	\$1,650,006
Instructional Block Grant & Scheduled Maintenance	\$12,280,391
Mental Health	\$392,361
Student Housing & Food (Basic Needs)	\$313,156
Student Retention & Outreach	\$2,329,341
Veteran Resource Center	\$125,451
<b>TOTAL</b>	<b>\$19,363,781</b>



# COVID-19 Recovery Block Grant

## □ 22-23 Estimated Funding: \$9 Million

### □ Guidelines:

- ✓ Support access to basic needs and mental health services for students impacted by COVID-19.
- ✓ Reengagement strategies for students who received an incomplete or failing grade in the spring 2022 due to COVID-19.
- ✓ Engagement strategies with high schools and local communities to restore broader access.
- ✓ Grants to faculty for development of online, accelerated learning modules to allow students who received an incomplete or failing grade in the spring 2022 term due to COVID-19 to make progress toward their degrees instead of retaking courses in the fall 2022 term.
- ✓ Professional development opportunities for faculty and student services professionals to continue educational instruction due to COVID-19, including supporting students impacted by learning loss and preparing and supporting faculty to develop online instructional capabilities in response to COVID-19.
- ✓ Investments in information technology infrastructure, facilitating students' access to technology to be able to access online coursework, and technology, software, or other electronic instruments and materials for faculty to support courses that are difficult to teach online.
- ✓ Cleaning supplies and personal protective equipment.
- ✓ Discharge unpaid fees due or owed by a student to a community college in the district.



# Legal Authority

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- California Education Code
- California Title 5 Regulations



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# Title 5

- California Code of Regulations
- Derived by the Board of Governors from the California Education Code
- Division 6 – applies to California Community Colleges
- Regulation with the force of law



# What is AB 1725, and why is it important?

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- In 1986, the Commission for the Review of the Master Plan for Higher Education issued a report focusing exclusively on the community colleges. This document, *The Challenge of Change: A Reassessment of the California Community College*, led the way for the great reform legislation, AB 1725. Passed by the legislature in 1988, AB 1725 gave many new responsibilities to both local senates and the Academic Senate for California Community Colleges, among them being:
  - Creating the focus for CCCs on transferring students to universities
  - Shifting the power of governance from the legislature to local boards
  - Involving faculty directly in matters of hiring and participatory governance, and creating areas of responsibilities known as the 10+1
  - Instilling the 75:25 ratio of full-time to part-time instructors, creating a calculation known as the Faculty Obligation Number, or FON
  - Creation of funding models (which have undergone much revision since inception)
  - The legislation resulted in the July 1990 adoption of Title 5 Regulations, “Strengthening Local Senates.” In 1992, the Academic Senate and the trustee’s organization the Community College League of California (CCLC), issued a Memorandum of Understanding that offers a joint interpretation of the Title 5 regulations.
  - AB 1725 is therefore the root of the way the academic senate operates today.





# What is the Role of the Academic Senate?

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“The governing board of each community college district **shall...** Establish procedures that are consistent with minimum standards established by the board of governors to **ensure faculty, staff, and students** the opportunity to express their opinions at the campus level, to ensure that these opinions are given every reasonable consideration, to **ensure the right to participate effectively** in district and college governance, and to ensure the **right of academic senates** to assume primary responsibility for making recommendations in the areas of **curriculum and academic standards.**”



§ 70902 (b) (7) California Ed Code

# What is the Role of the Academic Senate?

“Academic senate,” “faculty council,” and “faculty senate” means an organization formed in accordance with the provision of this Subchapter whose **primary function**, as the **representative of the faculty**, is to make **recommendations** to the **administration** of a college and to the **governing board** of a district with respect to **academic & professional matters.**”

§ 53200(b) Title 5



# “Academic & Professional Matters”

“Academic professional matters” means the following policy development and implementation matters:”

§ 53200(C) Title 5

1. Curriculum & prerequisites\*
2. Degree & certificate requirements\*
3. Grading policies\*
4. Educational program development



# “Academic & Professional Matters”

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5. Standards & policies regarding student preparation & success\*
6. College governance structures as related to faculty roles
7. Faculty roles and involvement in accreditation, including self-study and annual reports
8. Policies for faculty development activities\*
9. Processes for program review\*
10. Processes for planning & budget

*Plus 1:*

Other academic & professional matters as mutually agreed upon



# COC Board Policy 7215

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## Academic Senate Participation in Collegial Consultation

[https://www.canyons.edu/\\_resources/documents/administration/board/bp-ap/7000humanresources/BP7215.pdf](https://www.canyons.edu/_resources/documents/administration/board/bp-ap/7000humanresources/BP7215.pdf)



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# What powers?

“The governing board...shall adopt policies for appropriate delegation of authority and responsibility to its college and/or district academic senate....”

§ 53203(a) Title 5

- ❑ Adopting the policies and procedures in (a) **shall consult collegially** with representatives of the academic senate. § 53203(b) Title 5
- ❑ “...the academic senate shall retain the **right to meet** with or to appear before the governing board with respect to **views, recommendations, or proposals** of the senate.” § 53203(c) Title 5
- ❑ An academic senate may assume such responsibilities and perform such functions **as may be delegated to it by the governing board** of the district...  
§ 53203(e) Title 5



# What's “Consult Collegially?”

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“**Consult collegially**” means that the district governing board shall develop policies on academic and professional matters through either or both of the following methods, according to its own discretion:

(1) **relying primarily** upon the advice and judgment of the academic senate; or

(2) agreeing that the district governing board, or such representatives as it may designate, and the representatives of the academic senate shall have the obligation to reach **mutual agreement** by written resolution, regulation, or policy of the governing board effectuating such recommendations.

- § 53200(d) Title 5



# Collegial Consultation - Defined

## Section 53200(d)(1)

When **rely primarily**:

- The recommendations of the senate will normally be accepted...
  - Only in **exceptional circumstances and for compelling reasons** will the recommendations not be accepted.
  - If a recommendation is not accepted, the governing board, or its designee, upon request of the academic senate, shall promptly **communicate its reasons in writing** to the academic senate.





# Local Senate Constitution & Bylaws

- ▣ Provides our own, local operating philosophy, mission and principles, including our operating processes.



# **Duties and Role of Senators**

## Section J - Duties of Senators

### 1. School/Division Senators

**a. Attendance** – Senators representing Schools/Divisions shall attend and actively participate in all regular and special meetings of the Academic Senate. It is the Senator's responsibility to develop a work schedule around the Senate's regularly scheduled meeting time. Regular attendance is expected.

**i. Absence** – School/Division Senators shall make any and all effort to secure an alternate representative from their respective School/Division in advance of any anticipated absence from a scheduled meeting of the Academic Senate.

**ii. Anticipated Long Term Absence**- School/Division Senators shall make any effort to find an alternative to serve in their absence.

**b. Appointments** - All School/Division Senators shall be eligible for and should anticipate appointment to at least one Academic Senate standing committee or ad hoc committee per academic year.

**c. Liaison Duties** - Senators serving as School/Division representatives shall be the liaison between their representational areas and the Academic Senate. Senators shall explain Academic Senate agenda material to their constituents and present to the Senate concerns from their affected areas.

## 2. At-Large Senators

**a. Attendance** - Senators serving as At-Large shall attend and actively participate in all regular and special meetings of the Academic Senate. It is the Senator's responsibility to develop a work schedule around the

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Senate's regularly scheduled meeting time. Regular attendance is expected.

**b. Appointments** - At-Large Senators shall be eligible for and should anticipate being appointed to represent any School/Division lacking a dedicated Senator on the Academic Senate.

**i. Absence** – At-Large Senators shall make any and all effort to secure an alternate representative from the Electorate in advance of any anticipated absence from a scheduled meeting of the Academic Senate.

**ii. Anticipated Long Term Absence-** At-Large Senators shall make any effort to find an alternative to serve in their absence.

**c. Liaison Duties** - Senators serving At-Large shall be the liaison between the full Electorate and the Academic Senate. Senators shall be prepared to explain Academic Senate agenda material to their constituents and present to the Senate concerns from any affected campus area.

### **3. Adjunct Senators**

**a. Attendance** - Adjunct Faculty Senators shall attend and actively participate in all regular and special meetings of the Academic Senate. It is the Senator's responsibility to develop a work schedule around the Senate's regularly scheduled meeting time. Regular attendance is expected.

**i. Absence** – Adjunct Faculty Senators shall make any and all effort to secure an alternate representative from the Adjunct Electorate in advance of any anticipated absence from a scheduled meeting of the Academic Senate. In order for any alternate to serve in place of the absent Senator, the alternate must meet all the requirements to serve as that of the permanent Adjunct Senator.

**ii. Anticipated Long Term Absence**- Adjunct Senators shall make any effort to find an alternative to serve in their absence.

**b. Liaison Duties** – Adjunct Faculty Senators shall be the liaison between the full adjunct faculty Electorate and the Academic Senate.

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Senators shall be prepared to explain Academic Senate agenda material to their constituents and present to the Senate concerns from any affected campus area. Adjunct Senators should use all reasonable means to communicate and liaise with the entire adjunct faculty Electorate.