

District Academic Senate Faculty Collegiality Statement

The SMCCCD District Academic Senate, a body that represents all faculty in the district in academic and professional matters regardless of discipline, hold the belief that all faculty are equal and deserving of professional respect, courtesy, and esteem. Every faculty member and faculty discipline play an important role in providing critical and necessary supports, learning, mentorship, and unique experiences that support our shared students and one another, regardless of where those interactions take place. Stratification of faculty based on perceived differences in discipline, primary responsibilities, or modes of student interaction is unacceptable, especially in a district and profession that works to promote equity.

Language has power. The disparagement of “non-instructional” faculty that took place last year is unacceptable and is contrary to the values that the District Academic Senate hold. Of particular note is that the statement questioned the inclusion of “non-instructional” faculty in leadership positions, which directly conflicts with the values and practices of District Academic Senate, where we affirm clearly that all faculty are welcome, capable, and valued in taking on positions of faculty leadership. The language that is codified in participatory governance, district, and contractual documents that separate "instructional" and "non-instructional" faculty is divisive and has contributed to the marginalization and denigration of "non-instructional" faculty.

This impact is also felt acutely among our BIPOC faculty, who are overwhelmingly represented among “non-instructional” faculty categories. The District Academic Senate recognizes the detrimental impact of this division as an equity issue – when our BIPOC faculty are marginalized, essential voices are silenced to the detriment of our students, our peers, and our institution.

Faculty work is not limited to teaching in classrooms but also includes the work of assistive technology specialists, counselors, distance education coordinators, early childhood education coordinators, instructional designers, learning disability specialists, librarians, nurses, personal counselors, and professional development faculty coordinators.

The Academic Senate for California Community Colleges and California Community Colleges Chancellor’s Office Minimum Qualifications for Faculty and Administrators in California Community College makes no distinction of faculty roles as "instructional" or "non-instructional", but declares:

“Faculty” or “faculty member” means those employees of a district who are employed in academic positions that are not designated as supervisory or management for the purposes of Article 5. (commencing with Section 3540) of Chapter 10.7 of Division 4 of Title 1 of the Government Code and for which minimum qualifications for service are specified in Section 53410-53414 or other provisions of this division. Faculty include, but

are not limited to, instructors, librarians, counselors, community college health service professionals, disabled student programs and services professionals, extended opportunity programs and services professionals, and individuals employed to perform a service that, before July 1, 1990, 722022 Minimum Qualifications for Faculty and Administrators in California Community Colleges required non-supervisory, non-management community college certification qualifications (p. 71).

The District Academic Senate is committing to the following actions:

1. Convene a joint DAS/AFT committee to explore the impact of removing "instructional" / "non-instructional" language from our SMCCCD vocabulary in alignment with the 2022 Minimum Qualifications for Faculty and Administrators in California Community College ([§ 53402. Definitions](#)), including from all participatory governance documents and other areas where it is currently codified, as it has served to be harmful to collegiality and collaboration among the faculty. Invest in formal leadership skills training to support any faculty who want to make governance and institutional change.

Resources

- [Minimum Qualifications for Faculty and Administrators in California Community Colleges, 17th ed.](#) (June 2022, CCCCCO)
- [September 12, 2022 District Academic Senate Meeting Minutes](#)
- [Role of Counseling Faculty](#) (ASCCC)
- [Standards of Practice for Library Faculty](#) (ASCCC)
- [Instructional Design Faculty Position Description](#) (SMCCCD)
- [DE Coordinator](#) (SMCCCD)