



## **Skyline College Academic Senate Statement of Support of "Non-instructional" Faculty**

This letter is written by active faculty members of the Skyline College Academic Senate who serve students on behalf of the San Mateo County Community College District (SMCCCD). Skyline College Faculty hold bachelors, masters, doctoral degrees, and/or professional certifications or equivalencies in our discipline.

Skyline College Academic Senate asks that the San Mateo County Community College District Academic Senate:

- Craft and endorse a statement of support that recognizes all Skyline faculty as professional equals, capable and qualified to lead a unified District Academic Senate, and
- Advocate for terminating/ceasing the use of the harmful and demeaning practice of designating faculty educators as "instructional" or "non-instructional" in alignment with the 2022 Minimum Qualifications for Faculty and Administrators in California Community College ([§ 53402. Definitions](#)).
- Recommend and negotiate that this divisive and hierarchical language be amended and removed from other areas where it is currently codified including but not limited to hiring/job descriptions and the faculty contract language.

This letter is in response to a statement that was made at the [September 12, 2022](#) SMCCCD District Academic Senate meeting questioning the professional ability of "non-instructional" faculty to serve in senate leadership positions on behalf of all faculty. This statement specifically questioned and raised doubt about the ability of counseling and librarian faculty members to serve as district academic senate presidents. To disparage "non-instructional" faculty qualifications, expertise, and contributions is insulting and demeaning, but not unprecedented. Several of us have experienced marginalization of our roles as professional faculty within SMCCCD, and to have it so blatantly expressed is both egregious and disappointing. The work of "non-instructional faculty", including but not limited to counseling, distance education, instructional design, library, and Middle College faculty roles, is integral to the fulfillment of the college and district mission and Institutional Student Learning Outcomes ([ISLOs](#)), and ultimately the academic success of all students.

Counselors, instructional designers, distance education coordinators, librarians, and Middle College instructors play distinct and integral roles at Skyline College and within the district. Notably, these roles often include both instruction and student support service activities and responsibilities. Because of these dual roles, "non-instructional" faculty have an understanding of classroom instructor concerns and share in the experiences and concerns of all our faculty colleagues. "Non-instructional" faculty are experienced in discipline-specific and instructional pedagogies; furthermore, they are professionally trained and experienced to recognize the challenges students face in pursuing and achieving their educational goals, to identify potential solutions for those difficulties, and to support students as they stride toward success. These responsibilities



occur in counseling sessions, course design consultations, reference consultations, information literacy instructional sessions, and classroom instructional sessions. The Academic Senate for California Community Colleges and California Community Colleges Chancellor's Office recognizes the following distinct faculty roles within the [faculty discipline list](#) (2022 Minimum Qualifications for Faculty and Administrators in California Community College), which specifically includes faculty in the disciplines of counselor, library science, and instructional design, all of which require at minimum a Master's degree or equivalent. Of note, the 2022 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).

As such, we recognize the designation and use of the faculty role descriptions of "instructional" or "non-instructional" as a local construct that is harmful and serves to fabricate a division and hierarchy among faculty members based on unfounded definitions and perceptions. This division and hierarchy is codified in faculty job descriptions, workload points pilot, and the faculty contract language.

In community,  
Skyline College Academic Senate

#### 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)
- [Middle College Faculty](#) (SMCCCD)