

COLLEGE OF SAN MATEO

FACULTY HANDBOOK

2023-2024



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COLLEGE OF SAN MATEO MISSION AND VALUES

College of San Mateo is committed to addressing the broad educational needs of the local and world community. We foster success and ensure equitable opportunities for all our students, while celebrating the diversity of our campus.

EQUITY

As a Hispanic Serving Institution, we are committed to creating a socially just campus climate wherein everybody is welcome and celebrated, and wherein everybody is an integral part of the campus. We believe that all students are entitled to a safe learning environment that celebrates their intersectional identities, fosters their agency, and develops their capacity for self-advocacy.

ACADEMICS

CSM takes great pride in its commitment to academic excellence. Our goal is to facilitate engaged, informed leadership and successful, satisfying careers for our students. We see our campus as a vibrant hub of intellectual rigor and relevance. As such, we embrace mindful learning, information literacy, and independent thinking to ensure a dynamic, innovative workforce and transfer population.

COMMUNITY

Consistent with our commitment to equity, CSM strives for a vibrant, inclusive and safe college community. In support of this, we must recruit and retain a diverse faculty and staff and foster professional development informed by critical pedagogy and aligned with our college mission. Together, we aim to create an environment that fosters collegiality and empowers our students to reach their full potential inside and outside the classroom.

GOVERNANCE

Because the college's success is intricately linked to the collective wisdom and values of its students, faculty, staff, and administrators, we strive for an inclusive, collaborative, and transparent decision-making process and governance. To this end, we strive to ensure that communication is multidirectional and incorporates feedback from the entire campus community.



COLLEGE OF SAN MATEO COMMITMENT TO EQUITY

As part of the San Mateo County Community District, College of San Mateo is committed to achieving educational equity for all students. As outlined in the District's Strategic Plan, "success, equity, and social justice for our students are longstanding goals." The District's ["Students First" Strategic Plan](#) is focused on "Student Success, Equity and Social Justice." We provide students with a rich and dynamic learning experience that embraces differences - emphasizing collaboration and engaging students in and out of the classroom, encouraging them to realize their goals, and to become global citizens and socially responsible leaders.

PART I • ADMINISTRATIVE ORGANIZATION AND ROLE OF THE FACULTY

SAN MATEO COUNTY COMMUNITY COLLEGE DISTRICT

LEGAL BASIS

The California State Education Code provides the legal basis for the Board of Governors of the California Community Colleges, the statewide agency which governs community colleges, and for the local District and its Board of Trustees.

THE CALIFORNIA COMMUNITY COLLEGES

Policies determined by the Board of Governors of the California Community Colleges are carried out by the Office of the State Chancellor. The Office of the Chancellor is located at 1102 Q Street, Sacramento, California 95811.

SAN MATEO COUNTY COMMUNITY COLLEGE DISTRICT: BOARD OF TRUSTEES

The Board of Trustees of the San Mateo County Community College District governs the local District under authority delegated by the State, as specifically authorized in the Education Code. The authority, organization, and duties of the Board of Trustees are detailed in Chapter 1 of Board Policies and Procedures.

Regular meetings or study sessions of the Board are scheduled for the second and fourth Wednesday of each month at 6:00 p.m. in the District Board Room, 3401 CSM Drive, San Mateo, California. The Board reserves time at each regular meeting for the hearing of students, faculty, staff, or interested citizens regarding items which are not on the meeting agenda ("Statements from the Public on Non-Agenda Items"). To be included on the agenda, formal presentations by organizations or individuals must be approved one week in advance by the District Chancellor. Minutes of Board meetings are public records, open to inspection by any citizen by prior arrangement with the Secretary to the Board of Trustees.

DISTRICT OFFICES AND SERVICES

The Board of Trustees delegates the detailed conduct of District affairs to the District Chancellor. The role and function of District and college administrations are described in Chapter 2 of [Board Policies and Procedures](#).

COLLEGE OF SAN MATEO ADMINISTRATIVE ORGANIZATION

The President of College of San Mateo is charged by the Board of Trustees with the administration of the college and has the final decision-making responsibility and authority at the college level. The President serves as chief executive officer of the college and assists the Chancellor in providing educational leadership for the District, its colleges, and the community. For more information on the Executive Leadership Team, visit the [Office of the President](#) website.

INTEGRATED INSTITUTIONAL PLANNING AND COMMITTEES

College of San Mateo has an integrated institutional planning process that is data driven and evidence based and that includes specific, measurable, realistic, and time-bound objectives. At the core of CSM's integrated planning are four key documents: the Mission Statement, the Institutional Priorities, the *Educational Master Plan*, and the Program Review instrument. To view these documents, visit the [PRIE](#) website.

To see CSM's comprehensive integrated institutional planning document, go to the [Institutional Planning Documents](#) on the PRIE website.

INSTITUTIONAL PLANNING COMMITTEE (IPC)

The mission of the Institutional Planning Committee is to ensure the implementation and ongoing assessment of the institutional planning process.

The Institutional Planning Committee accomplishes its mission by:

- Developing institutional priorities based on the SMCCCD *Strategic Plan* and the CSM *Educational Master Plan*.
- Ensuring that budget allocations are based on institutional planning priorities and are relevant to the current fiscal environment.
- Establishing measurable indicators for institutional priorities based on recommendations from the Office of Planning, Research, and Institutional Effectiveness (PRIE), establishing targets for those indicators, and monitoring progress in meeting those targets.
- Ensuring that participatory governance is properly followed across all participatory governance committees.
- Ensuring the integration of the planning process, including, but not limited to a coordinated, institutional approach in addressing college priorities and the interrelationship among institutional plans.
- Establishing regular communication with the campus community regarding the institutional planning process.
- Assessing on an annual basis the effectiveness of the Institutional Planning Committee and the institutional planning process.

For more information visit the [Institutional Planning Committee website](#).

EDUCATIONAL EQUITY COMMITTEE (EEC)

The purpose of the Educational Equity Committee (EEC) is to promote the principles and best practices of equity in all activities and programs of the College. The EEC is an advisory body to appropriate college bodies, administrative staff, and leadership regarding student equity issues and efforts. It is a joint committee of administration, faculty, and student representatives.

Valuing equity means that we work to counter the insidious effects of structural inequities rooted in various socially constructed categories of difference, including but not limited to race, ethnicity, gender identity, sexual orientation, nationality, immigration status, income, property, and social capital.

The EEC strives to foster a welcoming, supportive and inclusive learning and working environment, for all students, faculty, staff, and community members through the identification, development and implementation of equitable policies, practices and programs throughout the College. In carrying out our work together, we value self-reflection, honesty, transparency, mutual accountability, and mutual respect.

For more information visit the [Educational Equity Committee website](#).

FINANCE COMMITTEE

The purpose of the Finance Committee is to ensure that the College maintains fiscal stability and that financial resources are allocated in accordance with the College's Mission, Vision, Strategic Priorities, Educational Master Plan goals, Program Review, and other plans.

The Finance Committee recognizes its stewardship role with respect to financial resources and is committed to maintaining the fiscal health of the College.

Also, the Finance Committee is committed to fiscal transparency; the committee is responsible for providing accurate, timely and accessible financial information to College stakeholders.

The functions of the Finance Committee include:

- Developing long-term and short-term financial plans that are aligned with the College's strategic priorities, educational master plan goals, program review and other plans.

- Monitoring the overall fiscal condition of the College on a periodic basis and recommending corrective actions if necessary.
- Ensuring that long-term and short-term financial plans are integrated with college planning processes.
- Establishing regular communications with College stakeholders regarding College financial matters.
- Assessing the effectiveness of the Finance Committee on an annual basis and implementing recommended changes to committee processes and procedures.

For more information visit the [Finance Committee](#) website.

TECHNOLOGY ADVISORY COMMITTEE (TAC)

The mission of the Technology Advisory Committee is to ensure that the college provides and maintains adequate technological resources for all employees to perform their responsibilities, while supporting student learning in accordance with the College's Strategic Plan, Strategic Priorities, and annual College Goals.

The goals of the Technology Advisory Committee are to:

- Develop both short-term and long-term technology plans, and ensure these plans are integrated into institutional planning at all levels, aligning with the long-term goals of the college and the district.
- Develop an annual assessment of the College's future technological needs in light of advances in technological capabilities as well as technological needs created by new pedagogical approaches.
- Propose sufficient technological standards and make recommendations to the College's Institutional Planning Committee with respect to the College's technological needs.
- Participate in the creation of policies concerning appropriate use of technological resources at both the college and district level.
- Work with the Finance Committee to create and to finance a Total Cost of Ownership model, which includes identifying funding sources for the replacement of outdated technology.
- Work with the Distance Education Committee to ensure that adequate technological resources exist to support the College's distance education and other technology-mediated efforts.
- Make recommendations in consultation with representatives from our ITS, Human Resources, and Professional Development departments for technological training for all of our college employees.

For more information visit the [Technology Advisory Committee](#) website.

ADDITIONAL COLLEGE OF SAN MATEO COMMITTEES

College committees function to maintain the overall operations of the College. Visit the [Institutional Committees](#) website to see a complete list of College of San Mateo committees.

ACADEMIC GRIEVANCE COMMITTEE

Purpose

Reviews and acts on academic-related grievances and makes recommendations to the Vice President of Instruction.

Membership

Guided by CSM policy, academic-related issues requiring extensive discussion are reviewed by a committee comprised of representatives from faculty, administration, and students. Meets as needed.

ACADEMIC STANDARDS COMMITTEE

Purpose

Guided by CSM policy, the Dean of Enrollment Services handles routine matters related to Academic Standards. For issues requiring extensive review, an ad hoc committee of instructional and student services faculty, staff, and administrators is convened.

Membership

Representation from instructional and student services faculty, staff, and administrators.

ACCESSIBILITY/AMERICANS WITH DISABILITIES ACT COMMITTEE**Purpose**

Advises the Vice President of Administrative Services on matters concerning campus accessibility for students and others with disabilities. Meets as needed to discuss and resolve accessibility issues that arise and ensure compliance with federal and State regulations.

Membership

Representation from faculty, students, administration, and classified staff. Faculty are appointed by the President in consultation with the Academic Senate. Meets as needed.

ACCREDITATION OVERSIGHT COMMITTEE**Purpose**

Ensures CSM meets its accreditation standards. The college is in a process of continuous improvement utilizing strategic planning to promote student success.

The Accreditation Oversight Committee is responsible for the following:

- Informs, engages, and involves the college community in continuous improvement efforts contextualized within the education master plan to address accreditation standards.
- Communicates accreditation standards and processes to the campus community ensuring campus-wide participation.
- Assures district and college strategic planning alignment.
- Monitors and reports on institutional progress in meeting institutional priorities (aligned with district goals).
- Oversees compliance in meeting accreditation recommendations.
- Reports to the Institutional Planning Council (IPC) on accreditation process and makes recommendations for process improvements.

Membership

Representation from faculty, students, administration, and classified staff. CSM's Accreditation Liaison Officer serves as the chair. Meets as needed.

CLASSIFIED STAFF EVENTS PLANNING COMMITTEE**Purpose**

Serves in an advisory capacity to the President on issues related to classified staff. Is responsible for planning and coordinating campus social events and other group events such as the annual classified retreat.

Membership

President and members of the Classified Staff meet as members' schedules permit.

COLLEGE AUXILIARY SERVICES ADVISORY COMMITTEE**Purpose**

Provides feedback and makes recommendations to improve customer service at the campus Bookstore, the campus food service operations (Pacific Dining and Paws for Coffee), and the San Mateo Athletic Club (SMAC). Also monitors and makes recommendations regarding on-campus vending machines (Canteen and Pepsi). Works with the District Auxiliary Services Advisory Committee (DASAC) and the Vice Chancellor of Auxiliary Services and Enterprise Operations to continually evaluate, promote, and ensure the best customer experience possible.

Membership

Representatives are selected annually from classified staff, faculty, students, and administration; the Owner of Pacific Dining and the Bookstore Manager complete the membership. Meets at least once per semester and further meetings as needed.

DISCIPLINARY HEARING COMMITTEE

Purpose

Hears student discipline cases that are remanded to a hearing by the Vice President of Student Services. Makes recommendations to the Vice President regarding disciplinary action to be taken. (Adheres to Student Conduct procedures, 7.69.1).

Membership

Representation is drawn from the faculty, administration, and students. Meetings are scheduled on an as-needed basis.

INSTRUCTIONAL ADMINISTRATORS' COUNCIL

Purpose

Reviews, recommends, and coordinates instructional matters for the college.

Membership

Vice President of Instruction (Chair); Instructional Deans; Student Services Deans. Meets twice a month.

INTERNATIONAL EDUCATION COMMITTEE (IEC)

Purpose

Serves as an advisory body for the development and implementation of the International Education Program at CSM and coordinates college efforts with the District's International Education initiative for increasing the enrollment of international students at the three colleges.

Membership

International Student Program Manager (chair), representatives from faculty, administration, staff, and students. Meets monthly.

LEARNING SUPPORT CENTERS COORDINATION COMMITTEE (LSC³)

Purpose

Promotes student scholarship and achievement by providing comprehensive academic support across the disciplines, provides equity through equal access and support services for all students, and informs the CSM community of the various services available.

Membership

LSC³ consists of the lead faculty or support staff representative of each campus learning support center. The committee is co-chaired by a faculty representative and the Manager of the CSM Learning Center. Every two years, the committee elects a faculty chair from among its current or recent members. LSC³ meets monthly during the academic year.

MANAGEMENT COUNCIL

Purpose

Management Council serves as the official voice of the administration regarding participatory governance matters.

Management Council meetings provide the venue to communicate and announce newsworthy information; present and discuss national, statewide and local matters or issues impacting community colleges and CSM; provide relevant professional development relating to regulatory, compliance, and legislative requirements; and sometimes make decisions on a number of items including Accreditation, student enrollment, equity, budget, and strategies related to global CSM issues.

Membership

President; Vice Presidents; Deans; Directors, Managers. Meets monthly during the Fall and Spring semesters, and as needed during the summer.

PRESIDENT’S CABINET

Purpose

The President’s Cabinet is responsible for the strategic planning and direction of the campus in all matters related to academics, student services, business, facilities, technology, and personnel policy. The members advise the college President and prepare recommendations as necessary to ensure compliance and that the college meets its fiduciary responsibilities.

Membership

President, Vice President of Administrative Services, Vice President of Instruction, Vice President of Student Services, Executive Director of Strategic Initiatives and Economic Development, Dean of Planning, Research, Innovation, and Effectiveness, Director of Community Relations and Marketing, Director of Equity. Meetings are held every Wednesday.

PROFESSIONAL DEVELOPMENT COMMITTEE FOR FACULTY (ARTICLE 13 – AFT CONTRACT)

Purpose

The San Mateo County Community College District provides a fund, based on an agreement outlined in the AFT Contract, which supports faculty professional development opportunities. The committee reviews both short-term and long-term professional development proposals submitted by eligible faculty and makes recommendations to the President on proposal disposition.

Membership

Three AFT-appointed faculty members, one Academic Senate-appointed representative, and two administrators. The chairperson will be a faculty member chosen by the committee. Membership is reviewed annually. Meets on an as-needed basis.

SAFETY COMMITTEE

Purpose

To help ensure the safety of the college’s students, faculty, staff, administrators, and visitors and to develop plans for major disasters and emergencies.

Membership

Vice President of Administrative Services (chair), representatives from classified staff, faculty, students, and administration. Meets monthly.

STUDENT SERVICES COUNCIL

Purpose

Discusses matters related to student services across programs and services; advises the Vice President of Student Services.

Membership

Vice President of Student Services (chair); classified staff; faculty; administrators from all areas within student services; a representative from the Associated Students. Meets once a month.

SUSTAINABILITY AS SOCIAL JUSTICE GROUP

Statement

CSM will be a model for sustainability, inspiring and empowering our community to implement sustainable economic and environmental practices and promote social equity in all aspects of the college’s mission and operations.

Membership

A faculty or staff member organizes the Sustainability as Social Justice Group. The meetings are held monthly during the academic year, and meetings are open to anyone in the campus community. Representatives from faculty, administration, classified staff and students.

COLLEGE OF SAN MATEO ACADEMIC SENATE

The Academic Senate has been established in accordance with Education Code Section 70902(b)(7), which calls 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 primary responsibility for “making recommendations in the areas of curriculum and academic standards.”

The Academic Senate shall make recommendations regarding academic and professional matters to the District Academic Senate, the College and District administration, the Board of Trustees, and to other appropriate individuals and bodies.

Academic and professional matters as defined in 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 involvement 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 Academic Senate will consult collegially with the Board of Trustees and college/district administration when adopting policies and procedures, and according to Board Policy 2.05 (BP2510), the Board of Trustees "will rely primarily on faculty expertise on academic and professional matters as listed above."

For more information, visit the [Academic Senate](#) website.

ACADEMIC SENATE

Purpose

Serves as the policy-making body of the faculty.

Membership

Consists of the Academic Senate Executive Committee, elected by the at-large faculty, and representatives elected from each division for a term of two years. Committee meets twice per month.

Meetings

Meets the second and fourth Tuesday of each month during the fall and spring semesters.

CURRICULUM COMMITTEE (CC)

Purpose

Advises the Vice President of Instruction and makes recommendations to the Board of Trustees concerning curriculum and instructional procedures, long-range educational priorities, and curriculum planning. The committee reviews and approves proposals to add and remove courses and programs after consideration of the effect on the overall college curriculum and follows the Program Improvement and Viability (PIV) process to review programs considered at risk.

Membership

Faculty representatives, elected by division, serve a two-year term. Includes representatives of the administration as non-voting members. Committee meets twice per month.

Meetings

Meets the second and fourth Thursday of each month during the fall and spring semesters.

COMMITTEE ON TEACHING AND LEARNING**Purpose**

Oversees, coordinates, and reports on activities that promote continuous improvement in teaching and learning. Supports the Academic Senate's goals and the college's institutional priorities by collaborating on professional development activities and promoting practices for assessing student learning and success.

Membership

Faculty representatives, elected by division, serve a two-year term. Includes members of the administration, classified staff, and the faculty coordinators for professional development, assessment, equity/BSI, and distance education. Committee meets monthly.

Meetings

Meets the third Monday of each month during the fall and spring semesters.

DISTANCE EDUCATION ADVISORY COMMITTEE (DEAC)

Advises and makes recommendations on policy and plans for the academic use of instructional technologies to the Academic Senate, the Vice President of Instruction, and the Dean of Academic Support and Learning Technologies. Facilitates the development of distance learning instruction in response to student and community needs, and the latest developments and standards in educational technology. The committee is committed to supporting faculty and students in obtaining training in the use of appropriate technology for teaching and learning, both in the classroom and online. Evaluates current and emerging resources and educational technology used to instruct, support, and educate CSM Distance Education and on-campus students to determine what changes or improvements need to be made to meet the needs of our faculty and students, and makes recommendations based on these evaluations.

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.

FACULTY EVALUATION GUIDANCE COMMITTEE (FEGC) CO-CHAIR

The Faculty Evaluation Guidance Committee Co-chair shall report and recommend to Senate, AFT and the Vice President, Instruction (VPI). 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

1. Oversee and facilitate the evaluation process for faculty.
2. Provide review of faculty evaluation procedures to all faculty at the start of each semester.
3. Respond to faculty questions regarding the evaluation process in accordance with the AFT Contract.
4. Support faculty when evaluation issues arise in accordance with the AFT Contract.

Committee Structure

The Faculty Evaluation Guidance Committee Co-chair shall consist of one representative from faculty, one from AFT and the VPI. The faculty member serving as FEGC shall co-chair the committee. 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 person for one year. 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.

PART II • RESOURCES AND SERVICES

INSTRUCTIONAL SERVICES

CANVAS

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:

- Developing and creating course content
- Sharing course syllabus and resources
- Grading assignments and monitoring grades
- Engaging with the instructor and fellow students through Canvas messaging, announcements, and discussions

Canvas can be used to support the facilitation of instruction from face-to-face to fully online courses. Faculty can choose from the variety of tools and features available through Canvas to meet the diverse needs of the students, make the course accessible, and achieve learning objectives of the course.

For more information about Canvas resources, please visit the [Canvas](#) website.

CENTER FOR ACADEMIC EXCELLENCE

The Center for Academic Excellence (CAE) is an Academic Senate professional development initiative that strives to enhance pedagogy and student support through innovation and collaboration to increase student success, both inside and outside the classroom. CAE professional development activities, workshops, and forums are open to all CSM faculty, staff, and administrators. More information can be found at the [Center for Academic Excellence](#) website.

In addition, the CAE is used for Academic Senate, committee, and department meetings.

Flex credit will be given for presenters and attendees following established guidelines. The 2023-2024 Flex Obligation Form can be found on the [District Academic Senate](#) website.

DISTANCE EDUCATION

CSM's 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, we provide general information about distance education courses to prospective and existing students. 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. To request support for Distance Education, Instructional Design, and Instructional Technology, please contact the team using [CSM Distance Education Support Request](#) form.

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.

We offer Cultural Communities (MANA, Puente Project, Katipunan, and Umoja), Interest Communities (Honors Project, IX in Action, Brothers Empowering Brothers, and Writing 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)** is host to a variety of services and resources to assist students in acquiring the skills and knowledge to achieve academic success. The 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 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. (South Hall [Building 14], room 103; 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 multilingual students 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 multilingual 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 any CSM English Composition class; help with their writing assignments for other CSM classes; and

individualized instruction in grammar, sentence development, and proofreading. (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. The Lab consists of two spaces: one large room with 6 tables seating a total of about 30 students, anatomy and physiology textbooks, computers for student use, anatomy models, microscopes, and a faculty desk; and an adjoining cadaver room with two cadavers for anatomy and physiology students to study. The Anatomy and Physiology Lab website has information about the mission of the center, hours of operation, and class resources. (Science Building [Building 36], room 217; 650-574-6252)

The **Integrated Science Center (ISC)** provides a study support environment to help CSM students succeed in their science courses. The ISC is staffed by experienced faculty from different science departments. The ISC offers a friendly, comfortable atmosphere, accessible to and popular with students. It provides students the opportunity to consult with faculty, receive tutoring from peer tutors, work with other students in study groups, or work individually in an academically stimulating environment. The ISC is open Monday - Friday during daytime hours, and an effort is made to be open 8:00 a.m. to 5:00 p.m. Monday-Thursday and provide evening hours on some days. The ISC resources are targeted to students enrolled in any science course at CSM. This includes Astronomy, Biology, Chemistry, Engineering, Geology, Health Science, Nursing, Oceanography, Paleontology, and Physics.

Since Fall 2017, the ISC 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. MESA provides an extensive combination of STEM activities and academic support in a friendly and comfortable space, where students gather to study and engage with others to form an encouraging and supportive STEM community.

The ISC is also 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. The MRC is generally open 5 days a week during regular semesters and 4 days a week during the summer semester; the hours of service are posted at the start of each semester. 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. Hours are posted in and outside of the lab. The lab houses 8 patient suites, including 2 designated simulation suites. Students have the opportunity to practice skills, demonstrate competencies, complete simulation scenarios, view media, study, and complete a variety of other assignments. 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)

COLLEGE OF SAN MATEO LEARNING SUPPORT CENTERS AND LABS

| CENTER | LOCATION |
|------------------------------|---|
| Anatomy and Physiology Lab | Science Building (36), Room 217 |
| Business Computer Lab | South Hall (14), Rooms 101 and 105 |
| CIS Computer Lab | South Hall (14), Room 103 |
| Communication Studies Center | College Center (10), Learning Center, Room 220 |
| CSM Learning Center | College Center (10), Room 220 |
| Digital Media Computer Lab | College Center (10), Room 161 |
| Integrated Science Center | Science Building (36), Room 110 |
| Math Resource Center | North Hall (18), Room 202 |
| Nursing Skills Lab | Health and Wellness Building (5), Rooms 360 and 380 |
| ESL Center | North Hall (18), Room 101 |
| Writing Center | North Hall (18), Room 104 |

For more information please visit the [Learning Support Centers & Labs](#) website.

LIBRARY SERVICES

LIBRARY HOURS FOR THE 2023-2024 ACADEMIC YEAR

Spring and Fall Semesters:

| | |
|--|-------------------------|
| Monday through Thursday | 8:00 a.m. to 7:00 p.m. |
| Friday | 8:00 a.m. to 3:00 p.m. |
| Saturday | 10:00 a.m. to 2:00 p.m. |
| Closed on Sundays, holidays, and declared class recesses | |

Summer Session:

| | |
|------------------|------------------------|
| First six weeks: | 8:00 a.m. to 6:00 p.m. |
| Last two weeks: | 1:00 p.m. to 6:00 p.m. |

The Library is open while classes are in session. To reach a Classified Staff member in the Library during declared recesses, please call (650) 574-6106 or email us at csmcirc@smccd.edu.

COMMUNICATION AND SOCIAL MEDIA

Library Website: collegeofsanmateo.edu/library/

Phone: (650) 574-6100

Fax: (650) 574-6497

Library email: csmlibrary@smccd.edu

Send text to Library: (650) 276-0632

Online Chat Widget: [Chat](#) is available during open hours.

Social Media:

[Facebook](#)

[Flickr](#)

[Instagram](#)

[Twitter](#)

[You Tube](#)

COLLEGE LIBRARY (BUILDING 9-UPPER LEVEL)

The CSM Library, an organizational unit under the division of Academic Support and Learning Technologies, provides human, material, and technological resources to support the Mission and Strategic Goals of College of San Mateo. The Library collections include a well-balanced selection of print, electronic, and microform resources that have been specifically selected to support the academic, workforce development, and basic skills curriculum of the college and to encourage the development of life skills that foster success beyond the academy.

When classes are in session, faculty librarians are available to provide research assistance in person, by phone, email, chat, and text during the Library's open hours.

CSM Library's OneSearch catalog represents nearly 73,000 items in the CSM Library's print collection and provides direct access to millions of full-text resources from our electronic collections for CSM students, faculty, and staff. The Library's electronic collection includes ebooks, academic journal articles, newspapers and magazines, streaming films, high-quality art images, and more. All of the Library's electronic resources are available to students 24 hours a day online. CSM students and faculty can access the Library's online collections using their OneLogin credentials.

Special holdings within the CSM Library's print collection include popular fiction, graphic novel, Makerspace, and CSM faculty- and staff-authored collections. The Library also has academic-level books in Spanish for several disciplines and a variety of resources to support ESL students. Additionally, laptops, tools, and other technology and equipment are available for loan. To checkout the Library's print books, technology, or other physical resources users need to present their campus ID card.

CSM Library is a partner of the Peninsula Library System, and a PLS delivery system enables faculty and students to request items located in other PLS libraries be sent to the CSM Library for pickup and vice versa. Items outside of

the SMCCD and PLS collections can also be requested through the Library's [Interlibrary Loan service](#). Please visit our [Interlibrary Loan](#) page or call the Library Reference Desk at (650) 574-6232 for more information.

There are two book drops available for dropping off materials when the Library is closed. The first is located near the accessibility ramp in front of the Library while the second is drive up accessible and located at the roundabout next to the flagpoles by Building 5.

The Library is fully Wi-Fi enabled and provides students with access to over 50 open access computers including both PCs (Windows) and Apple (Mac) work stations. In addition to providing open access to the Internet, the Library's computers are loaded with Microsoft Office software and Adobe Creative Cloud including Dreamweaver, Photoshop, Illustrator, InDesign, and Acrobat Professional. A full list of available programs can be found at the [Library's Technology page](#). Assistive technology is available on all computer workstations. Students can print in black and white or color from library workstations or from their own personal laptops or mobile devices using the campus printing system. Alternatively, students may make digital scans of books, or other printed material and save to a USB personal storage device or email. The Library also has a Makerspace, tool and equipment lending library, and 3D printing and laser cutter services.

COLLABORATION AND SUPPORT FOR CLASSROOM INSTRUCTORS

CSM librarians are members of the faculty and are always interested in working with classroom faculty to support curriculum and student success. Librarians are available to present Information Literacy instruction sessions or research workshops specifically tailored to support a course's overall objective or a particular research or class project. Instruction sessions generally take place in the Library classroom, which is equipped with computer workstations and a projection unit but also can be taught synchronously on Zoom.

Librarians welcome opportunities to collaborate with faculty in academic, workforce development, and basic skills programs to design learning activities that foster development of core information research competencies.

Librarians can create online library research guides (LibGuides) expressly for classes or programs. Examples of librarian created research guides can be found at the [CSM Library's LibGuides](#).

To inquire about scheduling an instruction session or requesting the development of a research guide, use the [scheduling request forms](#) available on the Faculty Services page on the Library website. Special arrangements can be made to schedule instruction for evening classes, Saturday, and online classes.

Librarians can collaborate with other faculty to create assignments that will help students produce better papers and projects. The Library also solicits faculty input in reviewing Library collections in their teaching areas and making recommendations for additional resources (see below).

PRIVILEGES AND SERVICES FOR FACULTY

- **Borrowing Privileges:** The Library extends a special loan privilege to classroom faculty. Faculty members may borrow most books in the CSM circulating collection for an extended loan period of up to one semester. Extended loan requests must be made in person. Faculty must have a G# to borrow all Library materials.
- **College Reserves:** 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. The [Reserves Request form](#) is available online. 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.

- **Requests for Electronic Resources:** The Library is sometimes able to acquire electronic copies of non-textbook resources to support courses, including course-required ebooks and streaming films. The Library sends out requests to faculty via email for electronic resources twice a year (November for Spring; April for Summer/Fall), and availability of course materials depends on the Library's e-content providers.

- **Inter-Library Loan (ILL):** The Library can also borrow materials from public and academic libraries in the PLS system and outside of the PLS consortia. [Inter-Library Loan forms](#) can be used to request books, articles, or other resources from other libraries. Please visit the Library's InterLibrary Loan page for additional information or call the Library Reference Desk at (650) 574-6232 for assistance.
- **Recommending Items for Purchase:** The Library welcomes faculty input and suggestions for additions to collections to support the current curriculum. The Library does not purchase materials to support post-graduate level academic research but can aid researchers in borrowing material through ILL. Please contact the Director of Learning Commons or use the [online purchase suggestion form](#) on the Library's Faculty Services webpage.
- **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 under Faculty Services.

LIBRARY AND INFORMATION COMPETENCY

As of Fall 2010, Information Competency is a graduation requirement for all CSM students. Information about courses, tutorials, and information competency is available on the Library website. The Library offers a LIBR 100 course (1-semester unit), instruction sessions, and online tutorials that promote student success through information competency.

Courses from any division that meet the criteria developed by the Curriculum Committee can satisfy the college's information competency graduation requirement. Courses that satisfy the requirement are listed on the [Information Competency website](#). Faculty that are interested in modifying an existing course or creating a new course that can satisfy the requirement should contact their division's representative on the Curriculum Committee.

LIBRARY COLLECTIONS

- **Reference Collection:** Dictionaries, encyclopedias, and other reference sources are available for use in the library and online.
- **Circulating Collection:** Approximately 64,000 items are available for checkout.
- **Tool Lending Library:** This collection features approximately 60 tool types ranging from hardware and electronics to arts and crafts. Items are available for checkout to students, staff, and faculty of CSM. For more information see the [Tool Lending Library guide](#).
- **Online Resources:** The Library provides students with free access to over 100 subscription-based online databases of articles, ebooks, audio books, art images, and streaming films and video that are usually only available for a fee on the Internet. Open access academic databases are also available. Resources focus on all disciplines and professional programs taught at CSM. Resources can be accessed in the Library, anywhere on campus, and from remote locations.
- **Magazine, Journal, and Newspaper Collections:** The Library currently receives a selection of about 115 magazines, journals, and newspapers in print and electronic formats. Current print issues are on display in the Library. Back issues can be checked out. Online access to many magazine, journal, and news sources is available via our databases. Popular magazines are also available electronically. Additionally, individual full access accounts are available for the New York Times online, Wall Street Journal online, and The Chronicle of Higher Education. A full list of the CSM Library's electronic resources can be found at the [A-Z Databases page](#).
- **U.S. Government Documents:** The College of San Mateo Library is a partial Federal Government Depository. Most information can be accessed online from the [Government Resources guide](#).
- **CSM Archives and CSM Historical Photographs Collection (PhLiP):** CSM Library maintains the College's historical archives which includes yearbooks, class schedules, catalogs, past issues of the San Matean and more. Access to the archives is available by appointment and more information is available at the [Archives page](#). Historical photographs of College of San Mateo and the San Mateo County Community College District from 1923 to the present are [available online](#).

LIBRARY SERVICES AND EQUIPMENT:

- Reference services (in-person, online, phone) including student and faculty support for research, evaluation, citations, and more
- Information Literacy instruction/support across disciplines
- College Reserves services
- Loan/Circulation Desk services
- Inter-Library Loan services
- Distance Education support
- Individual, small group, and lounge seating options conducive to a quiet study environment
- Computer workstations with Internet access, Microsoft Office, and Adobe Creative Cloud
- Printers (black & white and color)
- Wi-Fi network for laptop computers and mobile devices
- Wi-Fi printing
- Laptop computers for CSM students to checkout
- KIC scanner and book scanner (including scan to email or USB)
- Microforms Reader/Printer
- Adaptive equipment and software to support students with visual or auditory challenges
- 3D Printers, laser cutters and a tool lending library for DIY (Do it Yourself) projects
- CCTV (desktop video magnifier)
- TV/VCR. Computers support playing of DVDs

LIBRARY PROGRAMS

The Library produces workshops and public programs to engage and support the entire college community. Library workshops and programs include opportunities to learn about library resources and various aspects of information literacy, hands-on Makerspaces activities, art exhibits, author lectures, and other cultural events. The Library welcomes opportunities to collaborate with faculty, staff, and student groups in the development and production of workshops and programming. If you are interested in collaborating with the Library to produce a program or event, please contact the library at (650) 574-6232 or by [email](#).

COPYRIGHTED MATERIALS

For guidelines on Copyright, Fair Use, Open Access, Open Educational Resources, Public Domain, and more, see CSM Library's [Copyright 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 [Online Teaching Resources for Faculty](#).

STUDENT LEARNING OUTCOMES (SLOS)

WHAT IS STUDENT OUTCOMES ASSESSMENT AND WHY DO IT?

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 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](#).

OTHER SUPPORT SERVICES

BOOKSTORE (2ND FLOOR OF COLLEGE CENTER, BUILDING 10)

PRIMARY BOOKSTORE CONTACT INFORMATION:

Phone: (650) 574-6367; Fax: (650) 574-6410; [Website](#)

CSM BOOKSTORE is open Monday through Thursday from 8:00 a.m. to 5:00 p.m.

NOTE: During summer sessions, CSM Bookstore is closed on Fridays. The refund policy is available online.

BOOKSTORE MANAGER:

[Laura Brugioni](#)

650-574-6277

PLACING TEXTBOOK ORDERS

We strongly encourage you to **email your textbook orders** to the bookstore at brugionil@smccd.edu. Please include course information, author, title, edition, ISBN, and the publisher of the book when placing orders. You may also request a PDF to fill out, paper form, or access to an electronic submission tool available on the bookstore website. You can contact the bookstore manager if you have any questions, or need any help.

INCLUSIVE ACCESS

Inclusive Access “IA” is a new model to deliver required digital materials such as homework managers. Students get access at a significant discount without the need to purchase expensive book packages bundled with access codes. We have called the delivery model Inclusive Access because all students receive access to their required materials on the first day of class and are by default, included. The fee for IA is charged to students’ accounts, can be paid using financial aid, and can even be included on a tuition payment plan. For more information, please contact the bookstore manager.

BOOK BUYBACK PROGRAM

The Bookstore will buy books back from students at a maximum of 50% of the original purchase price during final exams every term if and only if the Bookstore has received an order by the due date from an instructor for that specific book for use in the following semester and the Bookstore is not overstocked. Access code and/or software requirements may prohibit the Bookstore from buying books. If there have been no orders placed for a specific book, the book will either be refused or bought back by a used book company which may or may not buy a book depending on national demand. It is, therefore, very important for faculty members to submit book orders by the due date.

DESK COPIES

If you need a desk or review copy, the bookstore is happy 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.

COURSE MATERIALS AND SUPPLIES

You may request that the bookstore carry specific items for your courses by contacting Laura Brugioni at (650) 574-6367 or brugionil@smccd.edu. Please notify us as early as possible, and include as many details as you possibly can with your request. Examples of specific details may include brand, color, size, item or catalog # etc.

“LOAN 2 OWN” COMPUTER PURCHASE PROGRAM

The San Mateo County Community College District Board of Trustees approved this program as one means of encouraging faculty and staff to increase their understanding of how computers can enhance the educational environment of the district. If approved for the program, you may purchase a computer, laptop or tablet with an

interest free loan. Payments are deducted from your regular monthly paycheck over the course of 2 years. For more information, please contact the bookstore manager.

BUSINESS CARDS

A standard College of San Mateo business card is available to those who need them (generally program coordinators, division deans, administrators, and others who frequently represent the college in the community or in off-campus settings). If a faculty member needs business cards, he or she should submit a request to the Division Dean.

CAMPUS COPY & POST (1ST FLOOR OF COLLEGE CENTER, BUILDING 10) – CLOSED

All jobs are being sent to Skyline Graphic Arts Production located at Skyline College.

CONTACT INFORMATION:

Skyline Graphic Arts Production

Phone: 650-738-4133

Email: skygap@smccd.edu

SERVICES:

- Copying and Producing: We can assist you with copying and producing anything from a single-sided, black-and-white page to colorful custom-bound booklets and full color posters.
- Laminating, binding, cutting, and trimming almost any printed material.
- UPS Shipping and USPS postage stamps for sale.
- Name Badge Engraving: Blue badges with white lettering or white badges with blue lettering are currently available in stock. Other colors are available by special order. The fasteners are pin-on or magnetic.
- Custom College, District, or personal business cards, letterhead and envelopes.
- Livescan Fingerprinting Services. Please schedule an appointment at <https://smccdbookstores.as.me/livescan>

COMMUNITY RELATIONS AND MARKETING DEPARTMENT

[Website](#) | (650) 574-6231 | [Email](#)

College of San Mateo's Community Relations & Marketing (CR&M) department is part of the Office of the President and oversees strategic communication efforts. This includes marketing, promotion, and community/public relations. The department is dedicated to effectively communicating the accomplishments of the College and its faculty, staff, and students. The department assists in driving the enrollment of the college and in helping students access resources that ensure their success, as well as developing promotional materials for staff, faculty, and student groups.

CR&M oversees the [college website](#), internal and external communications, and marketing, among many other projects. The department staff collaborates with college departments to plan, develop, and execute campus events, develop marketing strategies, and produce web and print publications.

For additional information and self-service tools, visit the [CR&M website](#). For any other questions or requests, please contact the Director of Community Relations & Marketing at (650) 574-6538 or the Communications Manager at (650) 574-6107.

Any contact with the media on behalf of the college should be requested and/or directed to the Director of Community Relations & Marketing.

COPIER/DUPPLICATOR MACHINES

High speed copier/duplicator machines are located in various buildings throughout the campus. They are placed there for the convenience of the faculty needing fast, high-quality copies of tests, handouts, etc. related to their

responsibilities at CSM. User codes are required for the operation of these copiers and are available from Division Deans.

Faculty and staff are encouraged to use these machines to reduce the time it takes to produce instructional materials for the classroom. The copiers have the capability to copy, collate, and staple in one operation, thus reducing the cost to the lowest possible rate. CSM Campus Copy & Post may be used for unusually large quantities or materials which require special paper or inks. **College of San Mateo encourages faculty to “go green” by posting appropriate handouts, instructional materials, and other information online.**

COPYRIGHTED MATERIALS

Duplication of copyrighted materials is not authorized by College of San Mateo. See Library Services for more information.

FOOD SERVICES

CSM Food Service locations include The Terrace Grill, Paws For Coffee, The Market, and Le Bulldog. Please see the [food service website](#) for current hours and menu offerings.

Event catering services are available daily. Contact Jon McMahon at (650) 574-6582 or jon@pacificdining.com.

Vending machines are available in a variety of locations on campus.

MAIL SERVICE

Mail service is provided for authorized college business. Outgoing mail requiring postage is routed to the central mail room in Building 34, where it will be stamped and dispatched. CSM's address is 1700 West Hillsdale Boulevard, San Mateo, CA 94402-3757. Please contact Terence O'Neill (oneillt@smccd.edu) if specific mail services are needed.

MEDIA SERVICES

For reserving media equipment within the District ITS Help Center, call 650-358-6717 or complete an IT Services Request Form by going to the [District Portal Page](#).

SUPPLIES

Paper, pens, pencils, stationery, envelopes, file folders, and other supplies necessary for instructors to complete their teaching and committee responsibilities are distributed through the Division Offices. Students supply their own materials, including their own examination booklets (blue books). For details, see the Division Assistant.

VOICEMAIL SERVICE

MITEL NUPOINT

Full time faculty and staff members are assigned to use the Mitel NuPoint voicemail system. If your dean or manager has requested a voicemail box for you, you will have received an email similar to the following once voicemail has been set up:

Hello <name>, your new number is 650-<provided by ITS>.

Your extension number is <provided by ITS>.

Temporary passcode is <provided by ITS>.

Please read instructions below before attempting to set up your voicemail box.

- *Please record a greeting so callers know that it's truly your voicemail box they've reached.*
- *There are important notes and user options toward the bottom of this thread after instruction steps.*

The step-by-step instructions below will work both on and off-campus.

1. Dial 650-378-7411.
2. When VM answers and you hear the VM (voicemail) greeting, dial your 4 digit extension number.
3. When you start to hear the greeting, interrupt the message by selecting *
4. You will be prompted to enter the temporary passcode provided to you by ITS. VM will alert you that the passcode is expiring prompting you to enter a new passcode. Please remember this new passcode for future VM access.
5. VM will guide you through the rest of the set up with step-by-step instructions. After setting the new passcode, you will be asked to record your name, and record a greeting.

After first time setup you only need do steps 1-3 followed by the passcode you created during first time setup.

Important Notes:

- If you do not set your passcode anyone who knows the default passcode will be able to access your voicemail.
- It is highly recommended that you please record your name and personalized message. If you do not record a greeting... it will default to a generic system greeting "please leave your name and message, please start your message now (beep)". It will not be personalized and probably confuse most callers trying to leave you a message.
- Please only record/update your main greeting and do not record/enable an EXTENDED ABSENCE GREETING.
- The prompts you'll hear during set up are slow. This allows people who are unfamiliar with the system time to think about their response. Please be patient, setting up a new greeting only takes a minute or two

To access "User Options" dial into your voicemail box and select 8 to change "User Options".

Within "User Options" dial:

4 – Change your greeting

6 – Change your name

7 – Change your passcode

If you need further assistance with the District voicemail system, contact the Help Center at (650) 574-6543 or complete an IT Services Request Form by going to the [ITS website](#).

Office phones are available for District business and are not to be used by students. The majority of faculty can call area codes 650, 415, 408, and 925. Make sure to dial a "9 1+Area Code + number" if calling an outside line.

Hallway courtesy phones are available for District business. Courtesy phones can be used in an emergency by calling Campus Public Safety at extension 7000 (650-738-7000) or 911. Courtesy phones may also be used to contact faculty and staff at Skyline, College of San Mateo, or Cañada College.

There are no payphones on campus.

STUDENT SERVICES

ASSESSMENT SERVICES

CSM Assessment Services provides college course placements using high school coursework in English and Mathematics. We utilize multiple measurements including guided self-placement to assess student strengths and capabilities. Students are advised to discuss course placement results with a counselor for accurate placement. For more information, please visit the [Welcome Center](#) in College Center, Building 10, Room 340, or call (650) 574-6175.

Student Rights with Placement

Assembly Bill (AB) 705

Assembly Bill (AB) 705 is a bill signed by the Governor that requires California Community Colleges to maximize the probability that students will enter and complete transfer-level coursework in math and English within a one-year timeframe. AB 705 gives students the right to access and enroll into the first transfer-level or first transfer-level with co-requisite support courses in math and English. Non-native speakers of English that might place into English as a Second Language coursework have the opportunity to use multiple measures for placement.

Automated Placement at College of San Mateo

College of San Mateo uses the following measures collected through CCCApply to provide a preliminary math and English course recommendation:

- High school grade point average (GPA)
- High school coursework
- High school grades
- Intended program of study

More Information on AB 705

Please visit this website for more information about AB 705: [California Community Colleges: Assessment and Placement](#)

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, contact CalWORKs staff in College Center, Building 10, Room 112A, or call (650) 574-6155.

CARES (CSM ASSESSMENT, RESPONSE AND EVALUATION OF STUDENTS)

CARES is a behavioral intervention team (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. To request an ambulance or report a fire or crimes in progress, dial 9-911 from any campus phone.

CENTER FOR GLOBAL ENGAGEMENT

The [Center for Global Engagement \(CGE\)](#) at College of San Mateo (CSM) 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.

The Center for Global Engagement hosts campus-wide events that highlight and celebrate our cultural diversity, such as World Village (a global showcase of culture featuring faculty lectures and student panels, performances and art, food, and hands-on cultural activities), World Chat (a four-week program each semester that offers introductory language instruction by native speakers), World Gala (an annual celebration of music, dance, photography and food from around the world), as well as the International Education Week celebration. Additionally, the CGE and members of the International Education Committee collaborate to provide faculty

support and professional development opportunities on topics such as Online Teaching Resources, Cultural Competency, and Campus Globalization Strategies. SMCCCD Study Abroad and Global Internships for CSM students are also housed in the CGE. For information on teaching or studying abroad, visit the [Study Abroad](#) website.

The International Education Program, located in the CGE, supports our international student population, offering admissions, orientation, social and academic advising, as well as clubs and programming for International students from over 50 countries. The International Education Program also hosts the International Student Ambassador program, which provides peer support to our student population, organizes events and activities in the center, and provides information and tours for international visitors.

The Center for Global Engagement is located in Bldg. 10-393 with a meditation room, student lounge, meeting room, and main lobby that are open to all members of the CSM community. If you need assistance or have ideas to share, please contact us at (650) 574-6525. The center encourages a multicultural community that reflects and affirms global diversity and a rich cultural exchange where all of us learn from each other's experiences and perspectives.

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. Their social, emotional, physical, intellectual, and creative capacities are nurtured by a dedicated staff of early childhood professionals who have a commitment to developmentally appropriate practice. Rich, engaging learning experiences are offered in the areas of literacy, math, science, art, and music. The Child Development Center's outdoor environment is filled with a variety of opportunities for learning through gross motor play, gardening, and sand and water play.

The staff believes family members are the most significant people in children's lives, and they strive to respect and support the diverse values of the families enrolled for the benefit of each child.

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.

COUNSELING SERVICES

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.

Career Services' mission is to assist 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.

University Transfer Counseling services are provided by all counselors and are designed to assist students to research colleges and universities, majors, academic requirements, college costs, and other issues related to transfer.

Personal Counseling Services, offered through the Wellness Center, are designed to assist students to resolve personal and/or educational issues that may interfere with the ability to succeed and to achieve educational goals.

FREQUENTLY ASKED COUNSELING AND COUNSELING-RELATED QUESTIONS ADDRESSING THE FOLLOWING:

- Enrollment Management: Classroom Enrollment, Wait Lists, Census, Positive Attendance, Incompletes, Grades, and additional areas
- Prerequisite Information
- CSM Assessment Services
- Student Success and Student Services Programs
- Behavioral Problems or Disruptive Students
- WebSMART

ENROLLMENT MANAGEMENT: A FACULTY RESPONSIBILITY

1. Why do I have a student who does not appear on my official WebSMART class roster?

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 make sure all students sitting in your classes are officially registered by the published deadline date. To assist you with this responsibility, take the following actions:

- 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.

2. A student says there is a problem with WebSMART or registration. Are there registration blocks for some situations? How can I help?

If a student tells you he/she cannot register, there is a problem. Or, if the student thinks he/she is registered but the name does not appear on the WebSMART Official Class Roster, there is a problem. Any of the following situations may be the cause:

- The student is on academic dismissal and not approved to enroll in your class. The student needs to go to Counseling Services and follow the reinstatement process in order to be allowed to register for classes.
- The student does not meet the prerequisites for the class and is not eligible to take the course (District and Title 5 regulations). Refer the student to the [Prerequisites, Corequisites, and Recommended Preparation web page](#).
- The student has already attempted the course the maximum number of times and is not eligible to enroll in the course again (District and Title 5 regulations).
- The student has an incomplete in the course from a previous semester and cannot register for the course while the previous attempt is recorded as an incomplete (District and Title 5 regulations).
- The student has reached the unit enrollment block and needs approval from a counselor to enroll in units over the maximum (fall/spring limit is 19 units, summer limit is 11 units).

- The student has not attended for more than 1 year and is unable to register without updating the admission application.

The student should immediately be referred to the Admissions and Records Office. Do not allow any student to remain in your class if the official enrollment has not been processed. NO EXCEPTIONS.

3. How does the wait list process work at College of San Mateo?

For most class sections, if the section is full, the student is offered the chance to be placed on the section's wait list. The wait list works in this way. If a registered student drops the course and a space becomes available, the first person on the wait list is notified of an opening by email (the student's MY.SMCCD email). The student has 24 hours to register for the section. If the student does not respond in the time frame, his/her name is dropped from the wait list and the next student on the list receives the email notification and registration opportunity.

4. What should I do with the wait list on the first day of classes?

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.

5. When is it appropriate to issue a student an incomplete grade? What professor and student obligations are part of awarding an incomplete as an end-of-semester evaluation?

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 he/she 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. The student must meet with the professor who issued the incomplete to resolve the incomplete.

6. Why is it essential to submit census information on time?

The college receives a portion of its State funding based on active student enrollment. Therefore, the college must abide by the California Code of Regulations, 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)

7. Why is it essential to complete positive attendance reporting on time?

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.

8. Why is it essential that final grades be submitted by the deadline date?

Grades that are submitted late negatively affect students and college processes. Late grades delay the transfer process and may 1) cause a student to become ineligible for transfer because of incomplete transcripts, 2) delay student registration (students are not eligible to register if a required class has not been completed), and 3) affect academic standing since students on probationary status cannot register for future classes while all course evaluations are not in. Late grades affect student cumulative grade point averages, course completion rates, and the graduation evaluation process and can make students ineligible for re-enrollment, transfer, scholarship eligibility, graduation, and more. **Failure to submit all college records by published deadlines is not acceptable.**

PREREQUISITE INFORMATION

9. What are prerequisites, corequisites, and recommended preparation notations that appear in the Catalog and the Schedule of Classes?

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 have a specific skill level or academic background to succeed in the class. Recommended notations are advisory only.

10. Why do courses have prerequisites? Who determines whether a course has a prerequisite requirement?

A number of college courses require completion of prerequisite courses or require documentation of a specific skill level to ensure that all students have a common academic background to support the level of instruction and student success. District and Title 5 regulations require that, if a course has a prerequisite, it must be consistently enforced. As a result, if a student has not completed the prerequisite (course or skill level), he/she may not enroll or remain enrolled in the course for which the prerequisite is required. The Curriculum Committee, an Academic Senate committee, approves course prerequisites as part of the curriculum review and approval process.

11. How do I know whether the course I am teaching has a prerequisite?

The official course outline and the current Catalog indicate enrollment limitations for courses. You will find information about prerequisites, corequisites, and recommended notations for courses in these documents.

12. How does computerized prerequisite checking function in the San Mateo County Community College District?

Go to the [Prerequisites](#) website for complete information about prerequisites, computerized prerequisite checking, and a list of courses with computerized prerequisite checking in place. At this site, you can find forms that students use to apply for prerequisite equivalencies.

13. How can I find out whether the class I am teaching uses computerized prerequisite checking?

Ask your Division Dean.

14. What if, as the instructor of a course with a prerequisite, I want to waive the prerequisite for a student?

Individual instructors cannot override or waive prerequisites. A course prerequisite is approved by the Curriculum Committee and must be consistently enforced in all sections of the course. A student who does not meet the required prerequisite is not eligible to take the course or remain enrolled in the course.

15. Does CSM accept high school coursework as completion of a prerequisite?

Yes. With AB 705, students are placed in transfer-level Math and English based on high school GPA, grades, and completed coursework. Placement in some higher-level math courses requires specific AP scores to meet the prerequisite.

16. What if a student completed the prerequisite course at a college other than CSM, Skyline, or Cañada?

The student must go to the [Prerequisites, Corequisites, and Recommended Preparation](#) website (or call 650-574-6187). This site provides comprehensive information about prerequisites, corequisites, and recommended preparation. The site explains how students who have completed coursework outside of SMCCCD can have their coursework reviewed for the purpose of meeting CSM course prerequisites. It also includes the Prerequisite Equivalency Form, the Prerequisite Challenge Petition, and other related forms.

17. What if the request for prerequisite equivalency is denied?

If the request for prerequisite equivalency is denied and the course is determined not to be equivalent to the CSM prerequisite course, the student is notified by email. The student can investigate the prerequisite challenge process. See question 19 for information about the challenge process.

18. What if the student says he/she has the knowledge or ability to succeed in the course based on work experience or other life experience?

Advise the student to challenge the prerequisite. See question 19 for more information.

19. When and how can a student challenge a prerequisite?

The student must go 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.

ASSESSMENT SERVICES

20. What are the procedures regarding Assessment?

Assessment is required for:

- All matriculating students who intend to complete a vocational certificate, and/or associate degree, and/or university transfer, or
- Any student who intends to enroll in an English, ESL, or Mathematics course, or
- Any student who intends to enroll in a class that has an English or Mathematics prerequisite.

The Assessment Services, College Center, 10-340, administers computerized placement test for ESL and utilizes high school transcript information to place students in the transfer level English and mathematics courses.

21. How do students select English, Reading, ESL, and Mathematics courses?

Assessment results provide students with a course placement in English, ESL, and Mathematics. Students are encouraged to discuss their assessments and subsequent course placement with a counselor.

HELPING STUDENTS SUCCEED/STUDENT SERVICES SUPPORT

22. I want to provide my students with information about how to survive and thrive in my class. Can Student Services help me?

Yes! Many students are unaware of how to be successful in college.

First, professors 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.

Secondly, 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, but don't hesitate to contact the Dean of Counseling, Advising, and Matriculation to discuss any special student support you want or need in your classroom.

- 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 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 Dean of Counseling, Advising, and Matriculation.

23. How can I find out how the course I teach fits into students' educational goals? Is the course applicable to the associate degree general education? Associate degree majors? University transfer general education? University transfer majors?

It is very important for your students to understand how the course helps them achieve educational goals. We strongly recommend you include in your course syllabus exactly how the course is applied to the following educational goals:

- Does the course apply to associate degree general education requirements? If so, in what area?
- Does the course apply to associate degree major requirements? If so, what majors?
- Does the course apply to California State University General Education Certification for transfer students? If so, in what area?
- Does the course apply to Intersegmental General Education Transfer Curriculum Certification (IGETC) for transfer students? If so, in what area?
- Is this course typically used in a transfer major? If so, what major and what universities?

This information is easy to acquire. Simply contact the Dean of Counseling, Advising, and Matriculation. Also, faculty can request that CSM pursue articulation agreements with universities. Do you have a course that you think should apply to transfer but it currently doesn't? Do you have a course that you think should apply to associate degree general education or majors? Connect with Krystal Duncan, Dean of Counseling, Advising, and Matriculation at (650) 574-6440 for information and advice.

24. What information do students need to be reminded of regularly?

Regularly announce important information or include it in your course syllabus.

- FIRST TWO WEEKS OF SCHOOL IS THE LATE REGISTRATION PROCESS. All semester-length courses need to be added within this period.
- 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.

- STUDENTS SHOULD KNOW THE LAST DAY TO WITHDRAW FROM CLASSES.
- ALL STUDENTS WITH EDUCATIONAL GOALS SHOULD MEET WITH A COUNSELOR at least once in the semester to evaluate progress.
- 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 EDUCATIONAL PLANS 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.

25. Why is completing an associate degree or certificate important? How can I convince my students that they should pursue completion of a certificate or associate degree now?

Many students are not aware of educational goals available at CSM and, as a result, do not think about completing a certificate and/or associate degree. There are lots of reasons that students should consider completing a certificate or associate degree at CSM. Consider discussing these reasons with your class(es).

- Students can get multiple certificates and associate degrees at CSM. Courses required for a certificate are listed in the Catalog and include courses that are related to the certificate career area. Completing a certificate is like completing the major requirements for an associate degree.

An associate degree has 2 main components:

- 1) general education and basic competencies, and
- 2) major requirements.

Courses used to meet general education and basic competency requirements can be used for multiple degrees. A student needs to complete only the courses that are required for the different degree majors.

- An associate degree requires a minimum of 60 units of degree-applicable coursework. Although 60 units may sound like a lot to students, if they think about it in terms of 3-unit classes, 60 units is about 20 classes.
- Students can use one course to meet requirements for multiple certificates and associate degree majors. If one course is found in several degrees, then the student can use the same course for several degree majors. This allows a student to earn more than one degree or certificate to enhance employment opportunities.
- University transfer students should leave CSM with an associate degree. CSM offers a number of associate degree majors that contain the same coursework that is required to transfer, so a student can meet transfer requirements and concurrently meet requirements for an associate degree.
- Sometimes life does not give a student a *second* opportunity at education. It is important for students to make the best use of time at CSM. Students should complete a certificate and/or degree now so that they can enjoy more career options and opportunities in the future.

26. How do counseling services work at College of San Mateo?

Counseling is an essential service for students who intend to complete a certificate, associate degree, or transfer to a university. All students who identify an interest in achieving a certificate, associate degree, and/or transfer should use Counseling Services to confirm a major area of study, an educational goal, and to develop a comprehensive student educational plan (SEP). The SEP maps out, semester by semester, courses required to meet the identified educational goal. The SEP is a resource for students to use as they select courses for enrollment. The SEP is available to students in DegreeWorks through their WebSMART account.

Prior to being eligible for a one-on-one counseling appointment, students must first complete a Welcome Orientation in person or online. In the Welcome Orientation, students receive foundation information about District and College policies and procedures, math and English assessment, registration, WebSMART, educational goal options, support services, College resources, and special programs. This foundational

information prepares students to work with a counselor and engage in their own educational and career planning.

In addition to one-on-one counseling appointments, counseling faculty teach a number courses as listed under COUNSELING in the College Catalog. Examples of workshop topics include, but are not limited to:

- choosing a college major
- utilizing Degree Works and Assist.org for educational planning
- communicating effectively with professors and counselors
- using support services to facilitate academic success
- preparing to transfer to a UC or CSU
- preparing to transfer to an independent or out-of-state college or university
- writing a personal statement for UC or independent college application
- completing a university application

In short, counseling faculty and staff help students to:

- Clarify educational and career goals
- Plan coursework to complete vocational certificates, associate degrees, and university transfer
- Develop student educational plans (SEP)
- Understand educational options and related decision-making
- Understand how academic and college readiness contribute to student success
- Understand the challenges related to time management and academic skill development
- Connect with support programs and services to support student success
- Interpret assessment results
- Understand college policies and procedures
- Focus on personal and educational growth and development

27. What support services and programs do my students need to use?

- **Counseling Services** offers essential service for all students who plan to complete a vocational certificate, associate degree, or university transfer program. (College Center, 10-340)
- **Transfer Services** provides students with support and resources as they research and determine university transfer plans. For students who have identified a college major, Career Services helps students look at what their education can yield in the world of work. (College Center, 10-340)
- **Career Services** helps undecided students research and determine college majors, educational goals, and career interests and goals. For students who have identified a college major, Career Services helps students look at what their education can yield in the world of work. (College Center, 10-340)
- **Financial Aid Services** provides students with information about how to fund a college education. (College Center, 10-360)
- **Health Services** provides students with a broad range of free medical and dental services and health education opportunities. (Building 1, room 145)
- **Veterans' Services** assists veterans to apply for VA benefits and services. (Veterans Resource & Opportunity Center – VROC, Central Hall [Building 16], room 150)
- **Undocumented Community Center** provides multicultural programming and support to ethnically underrepresented students, undocumented students, LGBTQ students, ESL students, and foster youth. Counselors are bicultural and bilingual. (College Center, 10-180)
- **Extended Opportunity Program and Services (EOPS)** provides a broad range of services and support to students who qualify for this program. (College Center, 10-110)
- **Disability Resource Center (DRC)** provides a wide range of academic support and services for students who have a verified disability. (College Center, 10-120)
- **OnTRAC Scholars Program** helps students who are working to get back into good academic standing from probation or dismissal status, as well as any student struggling academically (College Center, 10-340)

28. I have a student who is having problems in my class. What can I do, and where can I go for help?

First, speak to the student before or after class or schedule a student appointment during your office hours. Remember, there are many students who are unaware of study skills, behaviors, and habits that are essential for college success. You can also refer the student to the [OnTRAC Scholars Program](#).

Secondly, use the CARES reporting tool on the [CARES](#) website. This quick and easy-to-use system allows you to send an email to a team of professionals to assist you with concerns about your student.

- Do you think that the student may have a learning disability that is affecting class performance? Contact the DRC (Disability Resource Center) Office and discuss the situation. DRC works with both faculty and students to review learning issues.
- Contact the Counseling Department. Consider how Instruction and Student Services can work together with the student to improve personal and academic performance.

29. What are other important resources that students should know about?

The Counseling Division offers a number of courses to help students learn what they need to know to be successful at College of San Mateo. Some of these courses are semester-length courses, but many are short courses offered throughout the semester. Consider talking to your classes about these course offerings and suggest students take advantage of these important and empowering learning opportunities. All of these COUN or CRER courses are university transferable.

CLASSROOM BEHAVIOR PROBLEMS AND DEALING WITH DISRUPTIVE STUDENTS

30. I have a student or a group of students that are disruptive and interfere with the teaching and learning in my class. Can you help me?

Yes. Act immediately when you first encounter an individual or individuals whose behavior is not compatible with your classroom ambience or behavior that is disruptive (mild to aggressive) in or around your class. Ideally, speak with the student(s) directly and clarify your expectations in relationship to classroom behavior. For more detail about what is considered disruptive behavior and for college procedures, look in the Catalog under Student Rights and Responsibilities, Student Conduct, Disciplinary Actions, and Student Grievances and Appeals.

Personal Counseling and Wellness Service is a resource for you. The college psychologist can either work with you to assist with the situation and/or work directly with the student(s). If these efforts do not improve the situation, official disciplinary action may be pursued.

WebSMART GLOSSARY

You are sent no paper enrollment information but must retrieve information for each class you teach on Faculty WebSMART.

- Log into your OneLogin using your username and password.
- Click the square that says WebSMART.
- Find the tab that says Faculty.
- Find Faculty WebSMART FAQs to assist you as needed. Follow the steps on this page to identify the semester and the course.
- Find Class List/Wait List/Attendance. Print this list to verify students registered in your class and waitlisted in your class. This form may also be used to record attendance throughout the term.
- Find List Authorization Codes.
 1. Print this list on the first day of your class.
 2. If you want to add students to your class, a student will need an authorization code to use with the section CRN (course reference number) to register for the class officially.
 3. See Enrollment Management (pages 31 to 33) for more information.
- Find Detailed Class List.
- Find Census/Enrollment Verification.

1. Drop students who have not attended your class before the census deadline.
 2. See the Enrollment Management FAQs for more information about census reporting (page 31).
 3. View this screen prior to the first day of class.
 4. Every faculty member is responsible for submitting census reports by the course census deadline.
 5. There is a census deadline date for semester length courses.
 6. For census deadlines for courses that are not semester length, contact your Division Office.
 7. Census reporting must be done by the deadline date. Census reporting results in state funding.
- Find Final Grades and Positive Attendance.
 1. Report final grades by the deadline.
 2. Report positive attendance by the deadline.

CRISIS INTERVENTION ASSISTANCE (SEE APPENDIX L).

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.

College of San Mateo 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](#).

Learning Disability Assessment is an opportunity for students who have a history of learning difficulties, but do not have prior documentation, the possibility of completing diagnostic testing to determine eligibility for support services. Students who complete this evaluation process will learn about individual strengths, weaknesses, and strategies to utilize strengths while supporting weaknesses. Support services may include study and test-taking strategies.

Assistive Technology Services offers specialized instruction to enhance and support learning based on individual need. One-on-one instruction for DRC students in addition to LSKL courses utilizing a variety of text-to-speech, speech-to-text, and note taking software and/or hardware is available. Textbooks in alternate format are available for those who qualify for these services.

Counseling services include educational planning, class selection, disability management, transfer, and accommodation needs. Our counselor teaches a one-unit Counseling 111 - College Planning class.

Adaptive Physical Education Wellness program is designed for anyone who may have a disabling or limiting condition. We tailor our classes to help you achieve your fitness goals in a safe and successful environment. The objective of the program is to provide classes that increase cardiovascular fitness, muscular strength, improve overall flexibility, and provide a great place for socialization. Our ultimate goal is to improve the quality of your life through appropriate physical activity. Located in Building 5, Room 170, please contact [Paul Sacomano](#) at (650) 378-7219 for more information.

EOPS/CARE & NEXTUP

[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. For more information or to make a referral, contact EOPS staff in College Center, Building 10, Room 110, or call (650) 574-6154.

[NextUp](#) provides services to EOPS 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. In addition to EOPS services, NextUp students receive meal assistance, specialized workshops, educational grants and much more. For more information or to make a referral, contact EOPS staff in College Center, Building 10, Room 110, or call (650) 574-6154.

FACULTY REFERRAL AND COUNSELING INTERVENTION

The classroom instructor is often the first to become aware of a student in need. The Welcome Center provides information to students, faculty and staff about on-campus resources that support students' needs. The Welcome Center website also has a link to faculty resources to assist faculty in reengaging with their students or process for filing a CARES report for students they are concerned about. Please contact the Welcome Center by phone or visit the [Welcome Center](#) website to learn about the resources that Counseling Services has to support instructional faculty.

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 his/her family would reasonably be expected to provide and the expected cost of attending CSM. Additional information may be obtained at the [Financial Aid Office](#), College Center, room 360, or by calling (650) 574-6146.

HEALTH SERVICES CENTER (PART OF THE CSM WELLNESS CENTER)

The Health Services Center is located in Building 5, Room 302, (650) 574-6396, csmwellness@smccd.edu, and is open Mondays through Fridays for both free telemedicine/zoom and in-person student appointments during the fall and spring semesters. Summer hours may vary.

Free health services include: confidential medical advice from a licensed healthcare provider, treatment of a variety of illnesses and injuries, tuberculosis screenings, over the counter and prescription medications, including birth control, STD testing and treatment, lab work, vaccines, physicals, pap smears, referrals, and more.

There are 2 annual health fairs during the fall and spring semesters held in Building 10 that include 40+ exhibitors with free health/wellness resources, free food, and giveaways.

To schedule a free health appointment with the College Physician or Nurse Practitioner or a classroom presentation, email csmwellness@smccd.edu, call (650) 574-6396, or stop by in person during our hours of operation in Building 5, Room 302.

Accidents on campus should be reported to the Health Services Center by emailing csmwellness@smccd.edu, calling 650-574-6396, or by stopping by Building 5, Room 302. Limited campus insurance coverage is offered for student injuries on campus and for college-sponsored trips.

UNDOCUMENTED COMMUNITY CENTER

The Undocumented Community Center is open to serve all students. The program's emphasis is the recruitment and retention of students who are improving language skills, undocumented students, ethnically

underrepresented students, LGBTQ+ students and former foster youth. Academic, career, transfer, and personal counseling are offered by bicultural and/or bilingual counselors in a supportive and culturally enriching environment. Please visit the [website](#) for more information about their current services.

PERSONAL COUNSELING & WELLNESS SERVICES

Students seeking free personal counseling services can be referred to the Personal Counseling & Wellness Services Department. They may also be referred to the [CARES](#) team for support. Personal Counseling & Wellness Services offers: 1) personal counseling services (both individual and group counseling) for students, 2) assistance with on-campus and off-campus referrals, 3) consulting for faculty and staff, 4) in-service trainings, 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 crisis situations. For further information, contact The Wellness Center, located in the Health and Wellness Building, Building 5, Room 302, or call ext. 6396, or email csmwellness@smccd.edu.

SCHOLARSHIPS

The [Scholarship Office](#) is located in the College Center, the Financial Aid Office (room 360), (650) 574-6146. 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.

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 Math/English/ESL 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.

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 in the Center for Student Life and Leadership Development, located in Building 17, room 112, or by calling (650) 574-6141. Any faculty member interested in serving as an advisor to a student group can also contact the Center for Student Life for additional information.

TRANSFER SERVICES

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 on-line 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](#).

VETERANS SERVICES

The Veterans Resource Opportunity Center (VROC) assists veterans, reservists, active-duty members and dependents by providing services and information for VA benefits, on-campus resources, scholarships, transfer college information, and more. The VROC is located in Central Hall, Building 16, Room 150. For more information, please contact Luis Padilla, VROC Program Services Coordinator: (650) 574-6625; padillal@smccd.edu, or visit the [Veterans Services 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](#).

PART III • ACADEMIC PERSONNEL

DUTIES AND RESPONSIBILITIES OF FACULTY

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 SCHEDULES

Faculty are to complete the online Faculty Door Card for each semester by using the District portal page. 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 his/her office for a major portion of a scheduled office or counseling hour will notify the Division Office of his/her 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.

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*. 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

*Committees that are under Brown Act have specific rules that they must adhere to regarding modality and attendance of voting members

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
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

ACADEMIC INTEGRITY OF COURSES

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. (See Appendix O.) Physical disruption of the classroom is antithetical to academic freedom and dignity. Should such physical disruption occur, it is the obligation of the instructor to report it to the administration as soon as it is feasible.

In sum, institutional academic integrity is dependent on individual professional integrity. Any compromise leads to a decline in the academic standard to which CSM has long been committed.

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 he/she will be late should contact the Division Office as soon as possible.

Each class hour consists of 50 minutes' 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.**

Contact your Division Dean for specific information about reporting absences and other procedural expectations.

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.

SUBSTITUTE INSTRUCTORS

The responsibility of securing adequate substitutes is a joint responsibility of the Division Dean and the Office of the Vice President of Instruction. Substitutes must meet minimum qualifications. **Arrangements for substitutes may be made only by the Division Dean or the Vice President of Instruction.**

A. Sources of Substitutes

1. Part-time day or evening faculty who are available

- 2. Full-time faculty
- 3. Retired faculty members

- B. Faculty will either substitute at a time other than a regularly scheduled office hour or scheduled reassigned time or provide additional office hours to compensate for those missed due to the substitution.
- C. Faculty members should notify the Division Dean as soon as possible so that necessary arrangements for a substitute can be made by the Division Dean. This includes absence from one or more classes as well as absence for a full day. If not present in class, the assigned instructor is presumed to be either absent or on leave. Absences not reported to Division Offices can lead to disciplinary actions.

The Division Office must record an absence and charge it to one of the types of absence or leave listed in the academic employees' contract.

SYLLABUS

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:

- Instructor's name
- Instructor's contact information (Contact your Division Dean to get an office, phone number, and District e-mail account.)
 - 1. CSM office location and office hours
 - 2. CSM phone number
 - 3. SMCCD e-mail address
- Course description (See the official Course Outline on file in the Division Office.)
- Official course Student Learning Outcomes (SLOs) (as listed on the official course outline in CurricUNET)
- Assignments
- Grading policy including specific information about how the final grade will be determined
- Required textbooks
- 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

Examples:

In TBA hours, students complete exercises in groups or individually that reinforce the lecture content of the current week. These exercises may involve problem solving, mini-labs, and short answer questions. Students are required to complete 16 hours by arrangement in the supervised environment of the Integrated Science center (36-110). TBA assignments prepare students for completing their homework assignments and for taking exams.

-or-

This English class has a TBA [To Be Arranged Hours] requirement. All students are required to complete 16 hours by arrangement in 18-102 or 18-104 under the supervision of a qualified instructor. These TBA hours are instructional activities designed to help improve students' reading and writing skills. Students log in and out on the attendance system to log their TBA hours. Instructor-directed activities will include orientations, one-on-one conferences with English instructors, tutorials on specific writing and critical thinking skills, and group workshops.

- Language concerning accommodations for students with disabilities

Examples:

If you have a documented disability and need accommodations for this class, please see me as soon as possible or contact the Disability Resource Center for assistance. The Disability Resource Center is located in College Center, Room 10-120; 650-574-6438.

-or-

Students requiring accommodations for a verified disability that may affect learning performance are requested to schedule an appointment during the first week of the semester with a staff member at the Disability Resource Center so that appropriate arrangements can be made. The Disability Resource Center is located in College Center, Room 10-120; 650-574-6438.

SYLLABUS STATEMENT ON 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, visit www.collegeofsanmateo.edu/equity.

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 his or her 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 to obtain an Audit Course Request form.

INSTRUCTIONAL AIDES

Instructional aides are used for a wide range of services. Assignments range from semi-clerical duties to special, license-required instructional positions. All work is supervised by an academic person. The exact assignment of responsibilities of instructional aides will vary with the field of instruction but, within the duties specified in the generic job description, will be determined by the academic personnel to whom the instructional aide is assigned. The duties of instructional aides shall not include the assignment of grades to students.

RESOURCE PERSONS FOR INSTRUCTIONAL PROGRAM AND CONSULTANTS TO FACULTY

There are many 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. It is often necessary to provide an honorarium to compensate for their loss of time and/or travel expenses.

I. RESOURCE PERSONS FOR THE INSTRUCTIONAL PROGRAM

Compensation for guest lecturers, performers, facilitators/moderators, panelists, or discussion leaders shall be as established by the Board of Trustees.

II. CONSULTANTS TO FACULTY

The President may approve payment of an honorarium which is based on professional reputation, anticipated contribution, travel requirements, and expenses involved in such attendance on campus.

III. PROCEDURE

- 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 2 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. Payments to anyone on the District payroll who performs additional services of any type for any part of the District must be processed through the District payroll system.

* Independent Contractor: an individual, not otherwise employed by the District, retained on a contractual basis for an agreed upon fee, stipend, or honorarium for providing services as consultant, lecturer, presenter, discussion leader, program facilitator, official, or advisor.

FIELD TRIPS AND TEMPORARY OFF-CAMPUS ACTIVITIES

Authorization forms must be approved and signed by your Division Dean and the Vice President two weeks before a trip is taken. Field Trip Forms can be downloaded from the District SharePoint Public 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. Please visit the [Board Policies and Procedures 6.45 Field Trips and Excursions](#) link on the District's website.

PROFESSIONAL DEVELOPMENT

The collective bargaining agreement between the District and AFT 1493 (the faculty union) provides faculty the opportunity to take short- and long-term leaves from their regular duties to pursue professional growth. The program is described in detail in [Article 13](#) of the faculty contract.

Eligibility

All faculty for short-term projects; tenured faculty and Contract III and IV faculty for long-term projects. For applications visit the [Professional Development](#) website.

Activities

Short Term: Participation in workshops, colloquia, seminars, or training sessions lasting up to three weeks. Provides funding for workshop/seminar registration fees, classroom substitutes, and limited travel costs.

Long Term: Provides semester-long reassigned time at full pay, including benefits, to pursue retraining, advanced study, and research in one's field.

Extended Long Term (sabbatical): Full release from regular academic duties for a semester, or academic year, to pursue projects, retraining, advanced study and research. Participants receive full pay and benefits for semester-long sabbaticals and 80% compensation and full benefits for a year-long extended leave.

CONFERENCES AND TRAVEL

Allowances for conference attendance are an important component of a healthy instructional environment. The college recognizes that attendance at meetings, conferences, and conventions makes a significant contribution to professional renewal. It exposes faculty, staff, and administration to scholarly research and discussion in a specific discipline, to new classroom strategies, to current research in community college education, and to stimulating interaction with other educators.

Travel requests must be approved by the respective Vice President and, in the case of out-of-state travel, by the President and Chancellor as well.

Please visit the District's policy on [Domestic Conference and Travel Expenses](#). This administrative procedure document is an integral part of the District's Board Policy 8.55 and is subject to change at the discretion of the District.

PART IV • FACULTY BUSINESS MATTERS

FACULTY SALARIES

Full-time instructors are paid on a 10-month schedule beginning in August and ending in May.

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. Checks may be mailed or held on campus for pickup at a variety of offices. Most checks for faculty will be picked up by the Division Assistant and will be available in the Division Office. For information on this process, call (650) 574-6216.

Deductions will be made from gross salary for federal and state withholding tax, Medicare, pension plan, social security if you are a member of the California Public Employees' Retirement System (CalPERS), and union dues. In addition, upon authorization by the faculty member, deductions will be made for any or all of the following purposes:

1. Insurance plans,
2. Dues for membership in professional organizations,
3. Tax-sheltered annuities, and
4. Credit Unions.

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.

At least two major files are maintained for each academic employee, and the information contained therein (with the exception of confidential and pre-employment information) may be reviewed in the appropriate personnel office at any time an employee is not required to be in class, hold office consultation, or otherwise provide service to the District.

To inspect personnel records, an employee may set up an appointment with their supervisor/dean or the Chief Human Resources Officer or designee.

If desired, arrangements may be made to have the review of materials conducted under the supervision of an administrator of the employee's choice; the files, however, may not leave the personnel office. An employee may also designate a representative to accompany him/her when making the inspection.

The following list and chart indicates the major personnel files, their contents, and the office where records are maintained for full-time faculty. Files for part-time faculty are maintained only in Division Offices.

EMPLOYEE PERSONNEL RECORDS

| CONTENTS | DISTRICT HUMAN RESOURCES | COLLEGE BUSINESS SERVICES |
|---|-----------------------------|------------------------------|
| I. Salary Data 1. Initial Placement 2. Annual Statement 3. Reductions for Leave Without Pay 4. Voluntary Deductions | X X X X | |
| II. Employment Information 1. Applications 2. Leaves 3. Personal Data 4. Seniority Number and Date 5. Documents of Employment | X X X X X | X X X |
| III. Sick Leave Accounting Records | X | |
| IV. Board Action 1. Appointment 2. Change in Status | X X | X X |
| V. Miscellaneous 1. Loyalty Oath 2. Freedom from Tuberculosis Information 3. Fringe Benefit Insurance Information 4. Retirement Information 5. Fingerprint Information 6. Dependent Adult Abuse Form | X X X X X X | |
| VI. Performance Evaluations** | X | |

** Duplicate and/or additional information may also be available in the Division Office.

ADMINISTRATIVE POLICIES AND PROCEDURES

ACADEMIC EMPLOYEE REASSIGNMENT CRITERIA

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 his/her principal current assignment if the employee meets minimum qualifications as determined by the Board of Governors, State of California, in the discipline to which he/she is assigned.

CLASS CANCELLATION GUIDELINES

SMCCCD Board Policy 6.04 directly informs the class cancellation process and the guidelines can be found [here](#).

ACADEMIC EMPLOYEE PERSONNEL INFORMATION

Below is a listing of subject matter pertaining to academic personnel that can be found in either Chapter 2 or 3 of [Board Policies and Procedures](#) or in the academic employees' contract.

| Policies and Procedures | Faculty Contract | Subject |
|-------------------------|------------------|--|
| 2.05 | Art. 8 | Academic Senate |
| | | Pay and Allowances |
| 3.05 | | Designation of Faculty |
| 3.50 | | Suspension and Dismissal |
| 2.13 | Art. 9 | Dissemination of Employee Information |
| | | Health and Welfare Benefits |
| 2.12 | | Employee Rights and Protection, Domestic Partner Rights and Whistleblower Protection |
| 2.15 | | Collective Bargaining |
| 3.15 | | Employment Requirements |
| 3.20 | Art. 15 | Performance Evaluation Procedures |
| | Art. 10 | Retirement |
| | Art. 7 | Hours of Employment |
| | Art. 6 | Workload |
| | Art. 11 | Leaves of Absence |
| 2.14 | | Outside Employment |
| 3.30 | | Pay Period for Faculty |
| 3.35 | | Payroll Deductions |
| 3.90 | | Post-Retirement Contract |
| 2.60 | | Resignations |
| 3.80 | Art. 18 | Summer Session Employment |

PART V • STUDENT CLASS RECORD INFORMATION

STUDENT CLASS RECORD

A listing of subject matter pertaining to student class records can be found in the CSM Catalog.

Subject

Absence (Extended)
Academic Renewal Policy
Academic Standards Policy
Attendance Regulations
Course Repetition
Dismissal
Withdrawal Procedures from Classes

Visit the [Academic Policies](#) section of the CSM Catalog for more information.

For Grades, Grade Point Average and Grading Symbols, visit the [Grades and Scholarship](#) section of the CSM Catalog.

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.
4. Submission of a copy of the class syllabus to the appropriate Division Office at the beginning of the semester and a copy of the grade sheet for each class and positive attendance reports for each class using this attendance method to the Division Office at the end of each term.

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.

IMPORTANT 2023-2024 DATES FOR FACULTY

Fall 2023

| | |
|------------|-------------------------------|
| Flex Days | August 14, 15, and October 11 |
| Census Due | September 5 |
| Grades Due | January 3, 2024 |

Spring 2024

| | |
|------------|------------------------------|
| Flex Days | January 11, 12, and April 18 |
| Census Due | February 5 |
| Grades Due | June 3 |

Summer 2024

| | |
|------------|----------|
| Grades Due | August 7 |
|------------|----------|

PART VI • PARKING REGULATIONS AND EMERGENCY PROCEDURES

PARKING REGULATIONS

INSTRUCTIONS TO FACULTY AND STAFF

Any staff parking permit is valid in any staff parking lot on a space available basis. Staff parking permits are also valid at all 3 colleges in the District in any student-designated parking lot. Permits must be displayed on the inside of the rearview mirror with the permit number visible.

Staff members may have only **one** vehicle parked in the staff-assigned lot at a time.

Violation of parking regulations may result in a citation or possible revocation of parking privileges.

Parking is allowed only in spaces specifically marked for parking. Parking off the roadway and in non-paved areas is prohibited. The campus is open from 6:00 a.m. to 10:00 p.m. daily. No overnight parking is allowed.

Visitor permits are not needed on campus. Visitors can park in any of our student parking lots. Please caution any visitors that inquire to not park in staff lots.

The campus Public Safety Office solicits your suggestions in matters covering parking, traffic control, or security. If you have any questions, please contact the Public Safety Office, (650) 738-7000.

After business hours, in cases of actual emergency, dial 911 from a campus telephone or 911 from a public telephone. Campus Public Safety may be contacted by calling (650) 738-7000. An officer will return your call.

Note: During construction, regulations relating to specific parking lots may change. Always adhere to posted regulations.

USE OF VEHICLES ON CAMPUS

DRIVING ON THE INTERIOR OF CAMPUS

An increased number of vehicles on the interior of the college campuses has created an increased risk to pedestrians and has damaged walkways and turf areas. Campus Administration and District Administration have met to discuss ways to control this problem and have developed the following guidelines. Because there are many campus organizations responsible for both off-campus and on-campus drivers, each group will be addressed separately following the general guidelines.

GENERAL GUIDELINES

- The interior of the campus is defined as the area bordered and enclosed by bollards, gates, chained-off areas, and any area that is not a roadway, excluding parking lots, loading docks, and loading dock access roads.
- The interior of the campus will be closed to ALL unauthorized vehicles 24 hours per day, 7 days a week. Facilities vehicles and carts are permitted on the interior of the campus for day-to-day operations. Public Safety vehicles are permitted on the interior of the campus for emergency response only. Supervisors will be responsible for enforcing driving regulations.
- Speed limit for vehicles and carts may not exceed 5 mph.
- Private and vendor vehicles are restricted at all times. Vehicles requiring access to the interior quads must obtain authorization from Campus Public Safety and obtain escorts.
- Student groups conducting events in the campus interior must first obtain approval from the Campus Administration.
- All private and vendor vehicles requiring access must be escorted by either Public Safety or an individual or group designated by Campus Public Safety if driving on the interior of the campus.
- Disciplinary action may be imposed on anyone violating Public Safety and College regulations.

- Private and vendor vehicles may be subject to California Vehicle Code citations.
- Vehicles may not be driven across campus turf/lawns or over campus curbs except at driveways.

Machine Vendors

- Loading dock parking only.

Associated Students Events or Other Campus Events

- Obtain escorts from Campus Public Safety or designee.
- Parking at the event is for setup only.
- Students or student groups violating this policy will be referred to the Associated Students for disciplinary action. Sanctions may include cancellation of the event and/or restriction of future space reservations on campus property.

Contractors

- Subject to general guidelines.
- Obtain authorization from Campus Public Safety, if necessary.
- Design and Construction and Project Management are responsible for informing contractors of the guidelines by means of the contract's general conditions and job start meetings.

For any questions or concerns regarding the above procedure, contact the Public Safety Office.

| | |
|--|---------------------|
| College of San Mateo Captain Rob Dean | 650-738-7000 |
| Skyline College Captain Jim Vangele | 650-738-7000 |
| Canada College Captain Jason Wendt | 650-738-7000 |
| District Office Director/Chief Brian Tupper | 650-358-6840 |

PROCESS TO REQUEST USE OF COLLEGE VANS

The college currently has nine, 10-passenger vans in its fleet. Each van can carry a total of 10 passengers, which includes the driver. In order to request use of a van, the following procedures must occur:

- A request for the vehicle(s) must be reserved through the Kinesiology, Athletics, and Dance office by calling (650) 574-6420. Scheduled athletic events will have priority for use of the vehicles.
- A DMV pull-notice must be completed and returned prior to the requested date. This process may take up to three weeks, so please plan in advance. All drivers must complete a pull-notice. It can be found at the [DMV Pull Notice](#) link.
- The pull-notice must be returned to Human Resources at the District Office and the driver(s) approved.

Vehicle Check-out Procedure

You will be provided with a packet that includes the following items:

- A Vehicle Safety Inspection log
 - The log book should be filled out appropriately to include operator name, date of travel, destination, vehicle number, mileage out, and mileage in.
 - Prior to departure, the operator should check off all inspection components to ensure the vehicle is safe for travel.
 - The operator should also note any issues on the vehicle in the log book.
 - Any mechanical issues are to be reported immediately to the Kinesiology/Athletics/Dance Division via phone (650) 574-6420, so that a Facilities Work Order can be submitted.
- Transponder for bridge travel
- Keys
- Master log of vehicles scheduled for departure. This log will provide you with information as to which vehicle is available should the one assigned be deemed unsafe for travel. Only unassigned vehicles can be

substituted should there be an issue with the one that has been assigned. Please do not substitute a vehicle that has been assigned to another group.

EMERGENCY AND FIRE 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 911 from a public telephone. 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.

Fire alarm pull stations are located in all campus buildings. The fire alarm system's control panels, which communicate an alarm event to the monitoring company, are located in the following buildings:

Building 1 — Public Safety and Medical Services
Building 3 — Theater (Includes Buildings 2 and 3)
Building 5 — Health and Wellness Center
Building 7 — Facilities Maintenance Center
Building 8 — Gymnasium
Building 9 — Library
Building 10 — College Center
Building 12 — East Hall
Building 16 — Central Hall (Includes Buildings 14 [South Hall], 15, and 17)
Building 18 — North Hall
Building 19 — Emerging Technologies
Building 30 — Team House (Includes Track/Football Press Box and Concession Building)
Building 33 — Child Care Center
Building 34 — Fire Technology, ITS, Shipping & Receiving
Building 35 — Regional Public Safety Center
Building 36 — Science Building

1. A fire alarm is relayed from the alarm company to San Mateo County Communications, CSM Public Safety Department, and the fire alarm station is identified so that fire equipment can proceed directly to the area of trouble. Alarms can be activated through either a pull box or automatically through smoke- and heat-sensing devices or water pressure gauges in the automatic sprinkler systems.
2. Horns and strobes will be activated in the corridors and restrooms of most buildings and inside certain large spaces such as the gymnasium and theatre. When the automatic sprinkler is activated, a continuous bell will also sound. When the fire alarm sounds, the buildings will be evacuated at once. CSM has Building Captains and Floor Managers who will assist in the evacuation. Permission to return to classes will be indicated by the Incident Commander or Emergency Management.
3. Faculty are responsible for the instruction of students in procedures to be followed in the event of an alarm. Procedures are as follows: In an orderly manner, proceed out the building by means of the nearest unblocked route. Check to ascertain that all persons have vacated the buildings. Once outside a building, all persons must remain at least 100 feet from a building. Each building has a designated evacuation zone which can be found on the [Emergency Preparedness](#) page of CSM's website. If possible, students should be evacuated by faculty to these designated areas. It is important that students and staff be aware of alternate routes from any given place. There should be at least two ways to evacuate any area of the campus in which any large number of students congregate. Fire equipment will use the center mall for access to certain areas. Therefore, students should be directed to keep the mall clear.

4. In case of fire or other emergency, automobiles should not be moved unless it can be done safely and not interfere with the movement of emergency personnel.
5. The first responsibility of all staff is that of saving lives, best accomplished by
 - a. Sounding the alarm, and
 - b. Supervising the evacuation of the area endangered.
6. Procedures to be used in sounding an alarm are given below.
 - a. Activate the nearest pull box.
 - b. If time and circumstances permit, follow this action with a phone call to Public Safety by dialing (650) 738-7000 to provide the staff with as much information as possible, e.g., the exact location and nature of the fire.
 - c. Intercept fire personnel at facility exterior to advise of the location and nature of fire.
7. Information should be relayed to the Public Safety Office, (650) 738-7000, or directly to the Fire Department by dialing 911 from a campus telephone or 911 from a public telephone.
8. All staff should be familiar with the location and type of fire extinguishers in areas which they frequent. The most common fire extinguishers found on district grounds are Multipurpose Dry Chemical extinguishers which are used for "A", "B", or "C" fires. However, there are specialized fire extinguishers that use only Pressurized Water for "A" fires or Carbon Dioxide (Co2) for "B" and "C" fires in laboratories and other special hazard areas.
9. Do **not** activate a pull box in the event of an automobile fire in a parking lot, unless there is a direct facility exposure. Phone the Public Safety Office, (650) 738-7000 and/or call 911 (Provide parking lot name and number).

EARTHQUAKE PROCEDURES

During an earthquake, remain calm and quickly follow these steps.

- If **indoors**, seek refuge in a doorway or under a desk or table; stay away from glass windows, shelves, and heavy equipment. (**Drop, Cover, and Hold-On**)
- If **outdoors**, move quickly away from buildings, utility poles, and other structures. **Caution:** always avoid power or utility lines because they may be energized.
- If in an **automobile**, stop in the safest place available and stay in the vehicle for the shelter it offers. **Do not** block fire lanes.
- After the earthquake has stopped, calmly evacuate the buildings, and move to a location outside of the collapse zone, which is approx. 1.5x the height of the building. Each building has a designated evacuation zone which can be found on the [Emergency Preparedness](#) page of CSM's website. If possible, students should be evacuated by faculty to these designated areas. Keep streets and walkways clear for emergency vehicles and personnel.
- **Assist those with Access and Functional Needs in exiting the buildings.** Some buildings on campus do not have ramps and the elevators are unsafe to use after an earthquake. Evacuation chairs are located in multistory buildings. The location of the evacuation chairs can be found on the [Emergency Preparedness](#) page of CSM's website. Don't think someone else will come to the rescue. **You take the initiative!**
- **Do not return to an evacuated building** unless directed to do so by a Public Safety Officer or designated college official(s).
- After a severe earthquake, the District's Emergency Operation Center (EOC) shall be activated and will be staffed by emergency personnel. Be sure to report any damage, injuries, trapped people, and/or leaks of any kind to the personnel at the Incident Command Post (ICP). Updated disaster information will be available at the EOC.
- **Do not leave** the campus until a Public Safety Officer has checked the roadways to assure that they are passable. Wait for information to be released by the District's Public Information Officer (PIO).
- Avoid the impulse to use the phones because this may tie up phone lines required for emergency services. In most instances, the phones will be inoperable after a major earthquake.

IMMEDIATE ACTION RESPONSE: THE BIG FIVE

An Immediate Action Response is a protocol that can be implemented in a variety of different emergency situations. When an emergency occurs, it is critical that staff members take **immediate** steps to protect themselves, their students, and other people on campus. With an Immediate Action Response, staff can follow specific directions without having to learn extensive protocols for each of several dozen different emergency situations.

Staff members must become familiar with each Immediate Action Response and be prepared to perform assigned responsibilities. All students must be taught what to do in the event that any of these response actions is implemented.

IMMEDIATE ACTION RESPONSE: THE BIG FIVE

| ACTION | DESCRIPTION |
|----------------------------------|--|
| SHELTER IN PLACE | Implement to isolate students and staff from the outdoor environment and provide greater protection from external airborne contaminants or wildlife. Close windows and air vents and shut down air conditioning/heating units |
| DROP, COVER & HOLD ON | Implement during an earthquake or explosion to protect building occupants from flying and falling debris |
| SECURE CAMPUS | Initiate for a potential threat of danger in the surrounding community. All classroom/office doors are closed and locked and all students and staff remain inside until otherwise directed. Instruction continues as planned |
| LOCKDOWN / BARRICADE | Initiate for an immediate threat of danger to occupants of a campus or school building and when any movement will put students and staff in jeopardy. Once implemented, no one is allowed to enter or exit rooms for any reason unless directed by law enforcement |
| EVACUATION | Implement when conditions outside the building or off-site are safer than inside or on-site. Requires the orderly movement of students and staff from school buildings to a pre-determined safe location |
| | |

CAMPUS MAP

CSM's [campus map](#) can be found on the college's website.

APPENDICES

APPENDIX A

CHART OF ACADEMIC TITLES
REGULAR FACULTY

| Grade Step | 1 B.A. | 2 M.A. | 3 M.A.w/45un | 4 M.A.w/60un | 5 PhD/EdD/JD |
|------------|---------------------|-----------|-----------------|-----------------|-----------------|
| 1 | | | | | |
| 2 | | | | | |
| 3 | ASSISTANT PROFESSOR | | | | |
| 4 | | | | | |
| 5 | | | | | |
| 6 | | | | | |
| 7 | ASSOCIATE PROFESSOR | | | | |
| 8 | | | | | |
| 9 | | | | | |
| 10 | | | | | |
| 11 | | | | | |
| 12 | | | | | |
| 13 | | | | | |
| 14 | | PROFESSOR | | | |
| 15 | | | | | |
| 16 | | | | | |
| 17 | | | | | |
| 18 | | | | | |
| 19 | | | | | |
| 20 | PROFESSOR | | | | |
| 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 2023

ARTICLE I: NAME, MEMBERSHIP, AND DUES

NAME

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

SENATE MEMBERSHIP AND DUES

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: officers elected by the faculty; standing committee chairs elected or appointed by the faculty committee members or the academic senate; senators and senate committee members elected or appointed by the faculty of the academic divisions. Administrators, classified staff, and students are not members of the faculty. Any employee who supervises faculty is not permitted to serve as division representatives on senate committees. Classified staff who are also adjunct faculty are permitted to serve as division representatives on senate committees, provided they are adjunct faculty for the division at the time of service.

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 I Reviewed 2018.

ARTICLE II: 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 regulation." The Senate recognizes the interests of both groups on issues with both academic and working conditions implications.

Article II Reviewed 2018.

ARTICLE III: MEMBERSHIP & QUORUM FOR MEETINGS

The Academic Senate shall consist of the following faculty members: officers elected by the faculty; standing committee chairs elected by the faculty; senators elected or appointed by the faculty of the academic divisions.

Instructional divisions shall elect and be represented by two Senate members. 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. Student Services faculty shall elect and be represented by two Senate members from the counseling faculty. Non-instructional faculty will have one representative. 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.

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.

A quorum for a meeting of the Senate and all Senate committees shall consist of 50% plus 1 of the committee's faculty members.

Please see Appendix A for voting membership.

Article III Reviewed 2023.

ARTICLE IV: ELECTION AND TERMS OF SENATE MEMBERS

The election of Senate members shall be conducted each year within their divisions. The Election shall be completed at least four weeks before the end of the spring semester.

In each division, it is the responsibility of the senior Senate member to see that elections are completed to replace outgoing Senate members.

Senate and Committee members shall serve for a two-year term beginning on the day of the last Senate meeting of the semester in which the election was held. In cases of multiple representation from one Division, an attempt shall be made to stagger terms.

Vacancies on the Senate shall be filled per the process outlined in Article VI. To be elected to fill an unexpired term, a candidate must satisfy the provisions of Article IV.

Article IV Revised 2021.

ARTICLE V: ELECTION, TERMS, & DUTIES OF OFFICERS

The officers of the Senate shall be the following: President, Vice President, Secretary, Treasurer, and Immediate Past President. Officers, with the exception of the Immediate Past President, 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.

The President shall:

- Shall serve as a member of the Executive Committee
- Call all meetings of the Senate and Executive Committee
- Prepare agendas for meetings of the Senate
- Preside at all meetings of the Senate and Executive Committee
- Become familiar with the By-laws of the Senate and with parliamentary procedure as set forth in Robert's Rules of Order, Revised
- Be an ex-officio member of all faculty committees herein specified
- Suggest policies and plans for faculty and special committees
- Appoint the Senate delegate to the Academic Senate for California Community Colleges from the officers of the Senate, subject to the approval of Senate
- Establish and maintain liaison with the Presidents of the Academic and Faculty Senates of the other colleges in the San Mateo County Community College District and with the collective bargaining agent
- Be held responsible for the work of the Senate
- Co-chair and attend all regular and special meeting of college shared governance councils
- Send weekly communication and updates to the faculty at large
- Meet regularly with college administrators, including the President, Vice President of Instruction, and ASCSM President
- Be involved in the planning and participation of events, such as the Faculty Service Awards ceremony, Transfer Tribute ceremony, Graduation, college-wide town halls, flex day workshops, New Faculty Orientation and Institute
- Be involved in the resource request process related to faculty prioritization
- Be involved in the faculty equivalency process
- Be involved in accreditation related processes

The Vice President shall:

- Shall serve as a member of the Executive 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
- 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 and Executive Committee meeting
- 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
- 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
- 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
- Coordinate a gift for the outgoing president
- 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 the college finance committee (if unable to serve, then another member of the Executive Committee will be appointed to serve on the finance committee)

All officers of the Senate shall participate in regular meetings of the Executive Committee. The Executive Committee shall distribute the following duties on an annual basis: serve as the Senate delegate to the Academic Senate for California Community Colleges plenary sessions; serve on the District Participatory Governance Committee; be responsible for updating and maintaining the Academic Senate website; be involved in and co-sponsoring event programming college-wide; participate in taskforce groups as needed; and oversee progress on annual Academic Senate goals.

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.

The Immediate Past President, who will assume office automatically after leaving the office of President unless there is an impediment to service, shall carry out such duties as are assigned by the President. In the case of impediment to service (such as no longer being a faculty member at the college) or resignation from the position, the Senate may either name someone else to the position or leave it vacant. If the President is re-elected, the Immediate Past President will remain in office unless there is an impediment to service or resignation from the position.

Article V Revised 2021.

ARTICLE VI: EXECUTIVE COMMITTEE ELECTIONS AND VACANCIES

The Nominating Committee shall consist of the past Academic Senate Presidents of terms immediately preceding the current one. Vacancies on the Nominating Committee may be filled by appointment of the President, subject to approval of Senate. 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 does not feel that they are able to take on the role of the President), then the vacant role will be filled with an interim member. The Executive Committee will put a call out with at least one week 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 does not feel that they are able 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 VI Revised 2023.

ARTICLE VII: MEETINGS

All meetings of the Senate and of Senate Committees shall be open meetings consistent with the Brown Act, California Government Code, Sections 54950-54962.

Regular meetings of the Senate shall be held at least once a month during the academic year. The time, date, and place of such meetings shall be published prior to each meeting; Brown Act regulations require 72 hour notice of regular meetings. Faculty members may attend any meeting of the Senate.

Meetings shall be conducted in accordance with Robert's Rules of Order, Revised.

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 10 faculty members.

The agenda for each Senate meeting shall be sent to all Senate members and Senate committee chairpersons at least 72 hours in advance of any regular meeting.

The Senate may not take action on any matter not on the agenda unless by a two-thirds vote of members present it declares that matter to be an emergency matter. The minutes of the Senate meetings shall be distributed to all faculty members, administrators, and classified staff as soon as possible after each meeting.

Special meetings of the Senate may be called in the following ways: (a) by the President, (b) on petition of a majority of the Senate, (c) on petition of 50 members of the faculty. No business other than that for which special meetings are called shall be transacted at such meetings.

Article VII Reviewed 2018.

ARTICLE VIII: SENATE **RECOMMENDATIONS**

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

- a. The Senate may, on its own judgment and in its own initiative, refer to the faculty any matter affecting the welfare of the college community.
- b. The Senate may, on its own judgment and in its own initiative, forward recommendations to the Administration or the Board of Trustees, with respect to academic and professional matters.
- c. If 50 faculty members so request in a petition delivered to the President of the Senate within three weeks of distribution of the official minutes in which any resolution has been passed by Senate, that resolution shall be submitted to a referendum by secret ballot or to formal consideration by the faculty members.
- d. On matters on which the Board of Trustees or the administration intend to act when the college is not in regular session, the Senate, after a special meeting, may make recommendations to the Board of Trustees or the administration. The President of the Senate shall inform the faculty members of all such recommendations. If the President of the Senate receives within three weeks of those recommendations a petition signed by 50 faculty members objecting to any recommendation made to the Board of Trustees, the Senate shall be required to submit the disputed recommendation(s) to the faculty members for ratification.
- e. Nothing herein shall prohibit the President of the Senate from addressing the Board of Trustees as a representative of the faculty members on any matter within their purview so long as the President does not make unauthorized recommendations on behalf of the faculty members.
- f. Outside of the regular school calendar, the President may act on behalf of the Senate, provided the President is following established Senate policies and reporting regularly to the Executive Committee.

Article VIII Reviewed 2018.

ARTICLE IX: **AMENDMENTS**

Amendments to the By-laws may be made by a simple majority affirmative vote of those Senate members preceding the balloting.

Article IX Reviewed 2018.

ARTICLE X: COMMITTEES

Committees may be created at the discretion of the Senate. The Senate shall appoint the faculty members to any committee requiring Senate membership or representation as granted in Title 5 Section 53203(f).

Committees shall operate, consistent with established procedures, within the strictures indicated below:

The Executive Committee shall consist of the officers of the Senate: the President, Vice President, Secretary, Treasurer, and Immediate Past President. It shall serve as a steering organization performing routine tasks for the Senate and shall give, in the absence of specific instructions from the Senate, its advice and consent to proposed actions of the President of the Senate.

Elected Permanent Faculty Committees shall be elected from the same constituent bodies as representatives to Senate and according to the same formula, as described in Article IV of these By-laws.

Representatives shall serve two years. Each committee shall include appropriate members of the college administration, classified staff, and students as members; the charter of each committee shall specify whether non-faculty members have voting privileges. 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. Each committee shall elect a chair from among its voting members at its last regular meeting of the academic year, such chair to serve for the following year. The chair of each committee, or the chair's designee, shall keep the Senate informed of the committee's actions. There shall be the following elected, permanent committees:

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

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 collaborating on professional development activities and 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, review, and assessment activities (e.g., Program Review, Integrated Plan, Equity Report, etc.)
- Create professional development opportunities for the campus community around assessment, equity, instructional technology, and other areas of teaching and learning based on Program Review findings and other indicators of campus professional development needs.
- Liaise with departments, divisions, the Academic Senate, and institutional committees over flex activities, initiatives, curriculum, reporting etc.
- Advise Academic Senate and Vice President of Instruction on academic and professional matters, especially as they relate to 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, 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 Professional Development Faculty Coordinator and the Student Learning Outcomes Assessment Coordinator. The co-chairs will report regularly to Academic Senate.

Meetings

The CTL meets monthly:

- To determine the vision for the Committee on Teaching and Learning
- To create goals for the academic year
- To organize assessment workshops, trainings, and interdisciplinary activities
- To support faculty assessment planning
- To produce biennial assessment report
- To advise the Academic Senate, the Vice President of Instruction, and the Accreditation Liaison Officer on matters pertaining to assessment
- To organize professional development workshops, both on and outside Flex Days, that support the vision of the CTL
- To act as a resource to individual faculty and programs vis-à-vis professional development and activities
- To advise the Academic Senate, Vice President of Instruction, and the Dean of Academic Support and Learning Technologies on matters pertaining to professional development.

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 Tuesday of each month during the fall and spring semesters.

FACULTY EVALUATION GUIDANCE COMMITTEE (FEGC) CO-CHAIR

The Faculty Evaluation Guidance Committee Co-chair shall report and recommend to Senate, AFT and the Vice President, Instruction (VPI). 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 review of faculty evaluation procedures to all faculty at the start of each semester.
- 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 Co-chair shall consist of one representative from faculty, one from AFT and the VPI. The faculty member serving as FEGC shall co-chair the committee. 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 person for one year. 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 X Revised 2020.

ARTICLE XI: REMOVAL OF AN OFFICER

Any officer of the Council may be removed from office by a motion made by an officer of the Senate, which is properly seconded and passed by a two-thirds vote of those officers of the Council casting votes in a secret ballot. A proposal to remove an officer must appear on the agenda established prior to the meeting in which it will be considered. Replacement of an officer will be made according to Article VI of this Constitution.

A vote to recall any officer of the Senate may be initiated by a petition signed by 50 members of the faculty and presented to the Executive Council.

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 VI, unless more than three vacancies are created, in which case a special election will be initiated within three weeks.

Article XI Reviewed 2018.

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 non-represented 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 C

PRINTING OF FACULTY-PREPARED SYLLABI AND WORKBOOKS

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 to the Bookstore with a textbook requisition, printing instructions worksheet, and copyright 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. 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. Instructors submitting material should be aware of copyright restrictions and that they assume liability for any copyright infringements (see CSM Library's [Copyright Guide](#)).

Please use this link to submit course readers:

https://smccd-czqfp.formstack.com/forms/course_pack_course_reader_printing_instructions

APPENDIX D

PROCEDURES FOR ACTION ON PROGRAM AND COURSE CHANGES

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”) and other information can be found on the [Curriculum Committee website](#).

Course submission instructions and deadlines can be found on the [Curriculum Committee website](#).

APPENDIX E

COLLEGE'S POLICY ON UNLAWFUL DISCRIMINATION

2.19 Nondiscrimination (from Board Policies and Procedures)

1. The District is committed to equal opportunity in educational programs, employment, and all access to institutional programs and activities.
2. 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.
3. The Chancellor shall establish administrative procedures that ensure all members of the college community can present complaints regarding alleged violations of this policy and have their complaints heard in accordance with the Title 5 regulations and those of other agencies that administer state and federal laws regarding nondiscrimination. For represented employees, any action taken in response to a complaint under this policy is subject to the provisions of collective bargaining agreements. Upon request by the collective bargaining units, the District will negotiate any issues related to the complaints or investigations under this policy that are mandatory subjects for bargaining.
4. No District funds shall ever be used for membership in, or for any participation involving financial payment or contribution on behalf of the District or any individual employed by or associated with it, to any private organization whose membership practices are discriminatory on the basis of national origin, religion, age, 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 because they are 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. (Rev. 6/15)

2.19.1 Nondiscrimination (from Board Policies and Procedures)

1. Education Program
 - a. 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.
 - b. All courses, including noncredit classes, shall be conducted without regard to the gender of the student enrolled in the classes. As defined in the Penal Code, "gender" means sex, and includes a person's gender identity and gender expression. "Gender expression" means a person's gender-related appearance and behavior whether or not stereotypically associated with the person's assigned sex at birth.
 - c. The District shall not prohibit any student from enrolling in any class or course on the basis of gender.
 - d. Academic staff, including but not limited to counselors, instructors and administrators shall not offer program guidance to students which differs on the basis of gender.

- e. Insofar as practicable, the District shall offer opportunities for participation in athletics equally to male and female students.

2. Employment

- a. 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.
- b. All employment decisions, including but not limited to hiring, retention, assignment, transfer, evaluation, dismissal, compensation, and advancement for all position classifications shall be based on job-related criteria as well as be responsive to the District's needs.
- c. The District shall from time to time as necessary provide professional and staff development activities and training to promote understanding of diversity. (Rev. 8/14)

Further information can be found on the [District website](#).

APPENDIX F

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 he or she has been subject to unjust actions or denied his or her 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 policy and procedure set forth below.

Informal Resolution: Initial College Review

Each student who has a grievance shall make a reasonable effort to resolve the matter on an informal basis prior to pursuing a formal grievance which includes a grievance hearing, and shall attempt to solve the problem with the person with whom the student has the grievance, that person's immediate supervisor, or the local college administration. The student may also seek the assistance of a friend in attempting to resolve a grievance informally.

The chart below summarizes the appropriate college channels to be utilized by any student wishing to seek redress. For further information concerning any aspect of student grievances or rights of appeal, students should contact the Office of the Vice President, Student Services. Students may elect to grieve any decisions or actions taken. All grievances, or appeals of the decision/action taken in response to a grievance, will be dealt with in a timely manner.

| Informal Student Grievance Procedure | | |
|---|--------------------------------------|----------------------------------|
| Area | First Level of action | Second Level of action |
| Academic Matters: Grades ¹ , Testing, Class Content, Assignments, Attendance, Prerequisite Challenge | Instructor | Division Dean |
| Admissions/Late Withdrawal | Dean, Enrollment Services | Vice President, Student Services |
| Discrimination Matters | Chief Human Resources Officer | Chancellor |
| Fee Payments or Refunds | Lead Cashier | Vice President, Administrative |
| Financial Aid | Director of Financial Aid | Dean, Enrollment Services |
| Academic or Progress Dismissal | Dean, Enrollment Services | Vice President, Student Services |
| Registration | Registrar | Dean, Enrollment Services |
| Residency Determination | Registrar | Dean, Enrollment Services |
| Public Safety and Parking | Chief, Public Safety | Director, Public Safety |
| Sexual Harassment | Title IX Coordinator | Chancellor |
| Student Records | Registrar | Dean, Enrollment Services |
| Time, Place and Manner | Director, Student Life & Leadership | Vice President, Student Services |
| Waiver of Academic Requirements | Director, Disability Resource Center | Vice President, Student Services |

¹ Grades can only be grieved according the criteria outlined in Education Code 76224.

Section A: Formal Process for Academic and Non-Academic Grievances (excluding grade grievances and parking citation appeals)

Note: For grade grievances, see Section B, Process for Grade Grievances.

For parking citation appeals, see Section C, Process for Parking Citation Appeals.

Step 1. Filing a Grievance

- a. Any student who believes, after the informal process, that he or she continues to have a grievance shall file a [Statement of Grievance form](#) available on the college website or from the Office of the Vice President, Student Services or Vice President, Instruction. The form shall be filed with the Grievance Officer (Vice President, Student Services for all matters except academic and grade grievances or Vice President, Instruction for academic and grade grievances) within one year of the incident on which the grievance is based. In presenting a grievance, the student shall submit a written statement to include, where appropriate, the following information:
 1. A statement describing the nature of the problem and the action which the student desires taken.
 2. A statement of the steps initiated by the student to resolve the problem by informal means.
 3. A description of the general and specific grounds on which the grievance is based.
 4. A listing, if relevant, of the names of all persons involved in the matter at issue and the times, places, and events in which each person so named was involved.
- b. The Statement of Grievance must be filed whether or not the student has already initiated efforts at informal resolution, if the student wishes the grievance to become official.

Step 2. Review of Grievance

Within five days following receipt of the Statement of Grievance Form, the Vice President, Student Services (Vice President, Instruction for academic and grade grievances) shall advise the student of his or her rights and responsibilities under these procedures. In general, the requirements for the Statement of Grievance to present sufficient grounds for a hearing shall be based on the following:

- The statement contains facts which, if true, would constitute a grievance under these procedures.
- The grievant is a student which includes applicants and former students.
- The grievant is personally and directly affected by the alleged grievance.
- The grievance was filed in a timely manner.
- The grievance is not clearly frivolous, clearly without foundation, or clearly filed for purposes of harassment.
- For a grade grievance, the grade given to a student shall be the grade determined by the instructor. In the absence of mistake, fraud, bad faith or incompetency (according to Education Code 76224) the grade issued by the instructor may not be changed. The appropriate Division Dean and Vice President, Instruction will assist in determining if the student's grievance meets the criteria established by the Education Code. For the specific steps for filing grade grievances, see Section B, Grade Grievances.

If at the end of 10 days following the student's first formal meeting, there is no informal resolution of the complaint which is satisfactory to the student, the student shall have the right to request a grievance hearing. The hearing will be scheduled within 14 days following the decision to grant a Grievance Hearing. All parties to the grievance shall be given not less than 4 days notice of the date, time and place of the hearing.

Step 3. Grievance Hearing Process

Grievance Committee

Membership: The Grievance Committee shall consist of one faculty member, one staff member and one student. Faculty members for the pool will be identified by the Academic Senate, students will be identified by the Associated Students and staff members will be identified by CSEA and the Management Group. No person shall serve as a member of a Grievance Committee if that person has been personally involved in any matter giving rise to the grievance, has made any statement on the matters at issue, or could otherwise not act in a neutral manner. Any party to the grievance may challenge for cause any member of the hearing committee prior to the beginning

of the hearing by addressing a challenge to the Vice President, Student Services.

Grievance Officer: The Vice President, Student Services (Vice President, Instruction for academic and grade grievances) shall appoint a staff member to serve as the Grievance Officer for the Grievance Committee. This individual shall not serve as a member nor vote. The Grievance Officer shall serve to assist all parties and the Grievance Committee to facilitate a full, fair and efficient resolution of the grievance.

Hearing Process

- a. Prior to the scheduled Grievance Hearing, the Grievance Committee shall meet in private and without the parties present to select a chair and review the grounds for a hearing.
- b. The grievant, respondent, and members of the Grievance Committee shall be provided with a copy of the grievance, any written response provided by the respondent, and any other pertinent materials or documents before the hearing begins.
- c. Each party to the grievance may call witnesses and introduce oral and written testimony relevant to the issues of the matter.
- d. Any relevant information shall be admitted. Formal rules of evidence shall not apply.
- e. Participants: Each party to the grievance represents himself or herself, and may also be accompanied by a person of his or her choice who is an observer only. Each person present will be asked to identify themselves by name.
- f. Parties are not allowed to be represented by legal counsel. Faculty or staff may request to be accompanied by a union representative.
- g. Hearings shall be closed and confidential.
- h. Witnesses: In a closed hearing, witnesses shall be present at the hearing only when testifying.
- i. Recording: The hearing may be recorded by the college and shall be the only recording made. If recorded, no witness who refuses to be recorded may be permitted to give testimony.
- j. Attendance: If the individual filing the grievance fails to appear at the hearing, only the written information will be used to make a recommendation.
- k. Committee Recommendation: Within 5 days* following the close of the hearing, the Grievance Committee shall prepare and send to the Vice President, Student Services (Vice President, Instruction for academic and grade grievances) a written decision. The decision shall include specific factual findings regarding the grievance, and shall include specific conclusions regarding whether a grievance has been established as defined above. The decision shall also include a specific recommendation regarding the relief to be afforded the grievant, if any. The decision shall be based only on the record of the hearing, and not on matter outside of that record. The record consists of the original grievance, any written response, and the oral and written evidence produced at the hearing.
- l. Within 10 days following receipt of the Grievance Committee's decision and recommendation(s), the Vice President, Student Services (Vice President, Instruction for academic and grade grievances) shall send to all parties his or her written decision.
- m. The student may choose to appeal if he/she meets the criteria in Step 4.

Step 4. Appeal to the College President

- a. The student may appeal to the College President within five days after receipt of the decision by the Vice President, Student Services/Vice President, Instruction.
- b. The College President shall provide the student with a hearing, if requested, and shall review the appeal. The appeal shall be limited to a review of supporting documents and based only on the following:
 - Due Process: To determine whether the Grievance Committee was conducted fairly in light of the charges and information presented, and in conformity with prescribed procedures giving the complaining party a reasonable opportunity to prepare and to present information and that all parties were given a reasonable opportunity to prepare and to present a response to those allegations. Deviations from designated procedures will not be a basis for sustaining an appeal unless significant prejudice results.

- New Information: To consider new information, sufficient to alter a decision, or other relevant facts not brought out in the original hearing, because such information and/or facts were not known to the person appealing at the time of the original Grievance Committee.
- c. A written notice of the President's decision shall be provided to the student within ten days of the hearing.

Step 5. Appeal to the Chancellor

The student may appeal, in writing, to the Chancellor within five days after receipt of the decision of the College President. The Chancellor, or his/ her designee, shall provide the student with a hearing, if requested, and shall review the appeal. A written notice of the decision of the Chancellor shall be provided to the student within five days of the review of the student's written appeal.

Step 6. Appeal to the Board of Trustees

The student may appeal, in writing, to the Board of Trustees, or its designee, within five days after receipt of the decision of the Chancellor. The Board of Trustees shall provide the student with a hearing, if requested, and shall review the appeal. A written notice of the decision of the Board of Trustees shall be mailed to the student and to appropriate staff members, within twenty days following the review. The decision of the Board of Trustees is final.

Section B: Process for Grade Grievances

In the absence of mistake, fraud, bad faith or incompetency (according to Education Code 76224) the grade issued by the instructor may not be changed. There is a deadline of year from the date that the grade is posted for a student to initiate a grade grievance.

Informal Resolution

- a. Any student who has a grievance shall make reasonable effort to try to resolve the matter on an informal basis prior to pursuing a formal grievance, which includes a hearing, and shall attempt to solve the problem directly with the instructor. The student may bring a person of his/her choosing who is an observer only to meet with the instructor.
- b. If the grade grievance is not resolved informally with the instructor, the appropriate division dean will review the student's grievance and obtain information from the instructor.
- c. In attempting to resolve the grade grievance at the informal level, the student should be prepared to provide a written statement to the division dean to include the following information:
 1. A statement describing the nature of the problem and the action which the student desires taken.
 2. A statement of the steps initiated by the student to resolve the problem by informal means.
 3. A description of the general and specific grounds on which the grievance is based. The student must be able to demonstrate mistake, fraud, bad faith or incompetency in accordance with Education Code 76224. In the absence of mistake, fraud, bad faith or incompetency, the grade issued by the instructor may not be changed.
- d. A written notice of the division dean's decision shall be provided to the student within 20 days of the student's meeting with the division dean or as soon as the division dean has completed his/her investigation.

Formal Process for Grade Grievances

Step 1. Filing a Grievance

- a. Any student who believes, after the informal process, that he or she continues to have a grievance shall file a Statement of Grievance Form available on the college website or from the division dean. The form shall be filed with the Vice President, Instruction within one year from the date the grade was issued. The student should attach to the Grievance Form any documentation to support the grievance.
- b. The Statement of Grievance must be filed whether or not the student has already initiated efforts at informal resolution, if the student wishes the grievance to become official.

Step 2. Review of Grievance

- a. Within five days following receipt of the Statement of Grievance Form, the Vice President, Instruction shall advise the student of his or her rights and responsibilities under these procedures.
- b. In general, the requirements for the Statement of Grievance to present sufficient grounds for a hearing shall be based on the following:
 - The grievance shall allege specific facts, which, if true, show that the grade was issued based on mistake, fraud, bad faith, incompetence;
 - The grievant is a student which includes applicants and former students;
 - The grievant is personally and directly affected by the alleged grievance;
 - The grievance was filed in a timely manner;
 - The grievance is not clearly frivolous, clearly without foundation, or clearly filed for purposes of harassment.
 - For a grade grievance, the grade given to a student shall be the grade determined by the instructor. In the absence of mistake, fraud, bad faith or incompetency (according to Education Code 76224) the grade issued by the instructor may not be changed. The appropriate Division Dean and Vice President, Instruction will assist in determining if the student's grievance meets the criteria established by the Education Code.
- c. The Vice President, Instruction will schedule a Hearing with the Grievance Committee within 14 days following receipt of the Statement of Grievance Form. All parties shall be given not less than 4 days notice of the date, time and place of the hearing.

Step 3. Grievance Hearing Process

Grievance Committee

Membership: The Grievance Committee shall consist of three faculty members and two students. Faculty members for the pool will be identified by the Academic Senate and students will be identified by the Associated Students. No person shall serve as a member of a Grievance Committee if that person has been personally involved in any matter giving rise to the grievance, has made any statement on the matters at issue, or could otherwise not act in a neutral manner. Any party to the grievance may challenge for cause any member of the hearing committee prior to the beginning of the hearing by addressing a challenge to the Vice President, Instruction.

Grievance Officer: The Vice President, Instruction shall appoint a staff member to serve as the Grievance Officer for the Grievance Committee. This individual shall not serve as a member nor vote. The Grievance Officer shall serve to assist all parties and the Grievance Committee to facilitate a full, fair and efficient resolution of the grievance.

Prior to scheduling the Grievance Hearing, the Vice President, Instruction shall collect the following information:

1. The Statement of Grievance Form filed by the student.
2. A written response to the grievance by the instructor who issued the grade. The instructor will provide this to the Vice President, Instruction, within 5 days of the request.
3. Any materials relating to the division dean's review and decision.

Copies of these materials will be provided to the student, the instructor and members of the Grievance Committee.

Hearing Process

- a. Prior to the scheduled Grievance Hearing, the Grievance Committee shall meet in private and without the parties present to select a chair and review the grounds for a hearing.
- b. The members of the Grievance Committee shall be provided with a copy of the grievance filed by the student, the written responses provided by the instructor and the division dean's review and decision before the hearing begins.
- c. Each party to the grievance may call witnesses and introduce oral and written testimony relevant to the issues of the matter.

- d. Any relevant information shall be admitted. Formal rules of evidence shall not apply.
- e. Participants: Each party to the grievance represents himself or herself, and may also be accompanied by a friend of his or her choice who is an observer only. Each person present will be asked to identify themselves by name.
- f. Parties are not allowed to be represented by legal counsel. The instructor may request to be accompanied by a union representative.
- g. Hearings shall be closed and confidential.
- h. Witnesses: In a closed hearing, witnesses shall be present at the hearing only when testifying.
- i. Recording: The hearing may be recorded by the college and shall be the only recording made. If recorded, no witness who refuses to be recorded may be permitted to give testimony.
- j. Attendance: If the individual filing the grievance fails to appear at the hearing, only the written information will be used to make a recommendation.

Step 4. Decision

- a. Committee Recommendation: Within 5 days following the close of the hearing, the Grievance Committee shall prepare and send to the Vice President, Instruction a written decision. The decision shall include specific factual findings regarding the grievance, and shall include specific conclusions regarding whether a grievance has been established as defined above. The decision shall be based only on the record of the hearing, and not on matter outside of that record. The record consists of the original grievance, any written response, and the oral and written evidence produced at the hearing. In the absence of mistake, fraud, bad faith or incompetency (according to Education Code 76224) the grade issued by the instructor may not be changed.
- b. A written notice of the Vice President, Instruction's decision shall be provided to the student within ten days of receipt of the Grievance Committee's recommendation. The decision of the Vice President, Instruction, is final.

Section C: Process for Parking Citation Appeals

Parking citations may be contested by completing a request online by visiting the [pticket](#) website. Anyone may contest a citation within 21 calendar days of the issue date of your citation. Once on the site, select where the citation was issued (Cañada, CSM or Skyline). The appeal will start with a "1st Level Initial Review". There is no fee to contest the citation at this level. Request a "1st Level Initial Review" by following the instructions below:

- a. Enter the citation # and press SEARCH. If the citation qualifies for an appeal, a CONTEST ONLINE link to the contesting form will appear to the right of the citation number.
- b. Indicate the reason(s) why the citation was issued in error.
- c. Include any documentation to support the claim
- d. Include the citation or reminder notice
- e. Include full name
- f. Include mailing address
- g. Make copies of all documents for your records (documents will not be returned)
- h. Mail all information to: Office of Parking Violations, SMCCD, College of San Mateo, PO Box 9003, Redwood City, CA 94065-9003

APPENDIX G**GUIDELINES FOR DEALING WITH CHEATING AND PLAGIARISM
COLLEGE OF SAN MATEO****Introduction**

The College of San Mateo Catalog states, “The principle of personal honor is the basis for student conduct. The honor system rests on the sincere belief that College of San Mateo students are mature and self-respecting, and can be relied upon to act as responsible and ethical members of society.”

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 following sections provide guidelines for such situations by providing specific definitions of cheating and plagiarizing, and addressing the related instructor responsibilities, student responsibilities and sanctions.

Definitions

“Cheating” refers to unauthorized 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 any information, answers, or help during an exam; (2) a student must not use unauthorized sources for answers during an exam, must not take notes or books to the exam when such aids are forbidden, and must not refer to any book or notes while taking the exam unless the instructor indicates it is an “open book” exam; and (3) a student must not obtain exam questions illegally before an exam or tamper with an exam after it has been corrected.

“Plagiarism” means submitting work that is someone else’s as one’s own. For example, copying material from a book or other source without acknowledging that the words or ideas are someone else’s, and not one’s own, is plagiarism. If a student copies an author’s words exactly, he or she should treat the passage as a direct quotation and supply the appropriate citation. If someone else’s ideas are used, even if it is paraphrased, appropriate credit should be given. Lastly, a student commits plagiarism when a term paper is purchased and/or submitted which he or she did not write.

(Note: the above two definitions are adapted from *Tools for Teaching*, by Barbara Gross Davis, Jossey-Bass, Inc., 1993, p. 300).

Instructor Responsibilities

1. At the beginning of every semester, the instructor shall [should] ensure that students understand the above-stated definitions of cheating and plagiarism. Instructors should focus on those aspects of these definitions which will probably be most relevant in their particular courses. Issues of plagiarism will clearly be more relevant in classes which require students to write papers. Issues of cheating will probably be most relevant in classes which use multiple-choice and true-false type questions. Instructors are encouraged to make reference to these guidelines in their course syllabi.
2. The instructor should minimize opportunities for cheating and plagiarizing.
3. Before applying sanctions, the instructor must be able to establish, beyond a reasonable doubt, that the alleged incident actually occurred. For example, a student may admit to cheating or plagiarism, eyewitnesses may corroborate the instructor’s account, or an original source of ideas may prove that a student’s ideas and/or words are not original. Additionally, instructors must document the details of the alleged incident.
4. The instructor should report the violation to the Division Dean and Vice President, Student Services for disciplinary action using the Notice of Student Violation of Guidelines Addressing Cheating and Dishonesty.

Student Responsibilities

Students are expected to complete assignments to the best of their ability without resorting to cheating or plagiarizing, as defined above.

Sanctions

Among academic sanctions an instructor may choose to utilize are the following:

1. Warn the student, if the infraction is not intentional or flagrant, that any future violation will be dealt with in a more severe manner.
2. Assign the student an "F" grade (no credit) on that exam or assignment. Students should also be warned that a more serious sanction will be applied should another violation occur in the future.

The instructor shall report the violation to the Vice President, Student Services, whose office maintains such information. The instructor should complete the Notice of Student Violation of Guidelines Addressing Cheating and Dishonesty which includes the following: 1) name and identification number of the student, 2) the specific nature of the violation, 3) the date of its occurrence, 4) how the violation was determined, and 5) any additional comments that the instructor wishes to include.

The Vice President will determine the College-level discipline that is appropriate based on the magnitude and severity of other documented reports related to the same student. Note that disciplinary actions are not part of the academic record, and disciplinary actions are not recorded on student transcripts. All disciplinary information is maintained only in the Office of the Vice President, Student Services, and is confidential in nature.

Nothing in these guidelines shall be construed to restrict a student's right to appeal through the appropriate process described in the "Student Grievance and Appeals" section of the *College Catalog*.

To view the Notice of Student Violation of Guidelines Addressing Cheating and Dishonesty form, visit the [Cheating and Plagiarism](#) website.

APPENDIX H

GUIDELINE ON “EXCUSED 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.

APPENDIX I**SMOKING POLICY****CSM Tobacco and Smoke-Free Campus Policy**

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, telephone number (650) 574-6396 and on the [Health Services website](#).

1. Smoking of any kind, including use of electronic devices, and all uses of tobacco are prohibited on all property and in all indoor and outdoor spaces owned, leased, licensed, or otherwise controlled by the District, and in all District-owned vehicles. Smoking of any plant, oils, or chemical product(s) is also prohibited.
2. Definitions

"Smoking" means inhaling, exhaling, burning, or carrying any lighted, heated, or ignited cigar, cigarette, cigarillo, pipe, hookah, electronic device, or any other device that delivers nicotine or other substances to a person.

"Tobacco Product" means any product containing, made, or derived from tobacco or nicotine that is intended for human consumption, whether smoked, heated, chewed, absorbed, dissolved, inhaled, snorted, sniffed, or ingested by any other means, including, but not limited to cigarettes, cigars, little cigars, chewing tobacco, pipe tobacco, snuff; and any electronic device that delivers nicotine or other substances to the person inhaling from the device, including, but not limited to, an electronic cigarette, electronic cigar, electronic pipe, or electronic hookah.
3. District managers are responsible for publicizing the policy to students, employees and visitors, and are responsible for the posting of signs. International no smoking signs will be posted as appropriate. Notification about the policy on smoking will be included in employee and student publications, newsletters and in other written materials as appropriate. In addition, materials that are used to publicize District public events will include policy notification to the public.
4. To assist in the implementation of this policy, the District will provide education and training in the areas of smoking dangers and smoking cessation.
5. It is the responsibility of all students and employees to observe the policy and guidelines on smoking. Failure to comply with the policy on smoking will be treated in the same manner as other violations of District Rules and Regulations and may result in disciplinary action. Enforcement of this policy is outlined in Administrative Procedure 2.27.1. 6. The District's employee housing program is not subject to this policy. However, the San Mateo College Educational Housing Corporation may adopt similar policies as it sees fit.

For additional information regarding the smoke-free policy, please contact the Vice President of Student Services at (650) 574-6118 or the Chief of Public Safety at (650) 738-7000.

APPENDIX J

POLICY ON SEXUAL HARASSMENT**Sexual Harassment Policy**

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.

Additional Redress

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.

2.25 Prohibition of Harassment

1. All forms of harassment are contrary to basic standards of conduct between individuals and are prohibited by state and federal law, as well as this policy, and will not be tolerated. The District is committed to providing an academic and work environment that respects the dignity of individuals and groups. The District shall be free of sexual harassment and all forms of sexual intimidation and exploitation, including acts of sexual violence. It shall also be free of other unlawful harassment and bullying including, but not limited to, that which is based on any of the following federal and state protected classes: 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. This policy shall apply to all employees, students and any other individuals who come onto District property.
2. The District seeks to foster an environment in which all employees, students, unpaid interns, and volunteers feel free to report incidents of harassment without fear of retaliation or reprisal. Therefore, the District also strictly prohibits retaliation against any individual for filing a complaint of harassment or for participating in a harassment investigation. Such conduct is illegal and constitutes a violation of this policy. All allegations of retaliation will be swiftly and thoroughly investigated. If the District determines that retaliation has occurred, it

will take all reasonable steps within its power to stop such conduct. Individuals who engage in retaliatory conduct may be subject to disciplinary action, up to and including termination or expulsion. Engaging in intimidating conduct or bullying against another employee through words or actions, including direct physical contact; verbal assaults, such as teasing or name-calling; social isolation or manipulation; and cyber bullying are strictly forbidden.

3. Any individual who believes that he or she has been harassed, bullied or retaliated against in violation of this policy and wishes to report such incidents should report the incident to his/her supervisor or the office of the Vice President of Student Services or the Vice Chancellor of Human Resources and Employee Relations. Individuals to whom incidents of harassment, retaliation or bullying are reported are required to report all such incidents to the Vice Chancellor of Human Resources and Employee Relations. If an incident involves the Vice Chancellor of Human Resources, it shall be reported directly to the Chancellor.
4. This policy applies to all aspects of the academic and work environment, including but not limited to classroom conditions, grades, academic standing, employment opportunities, scholarships, recommendations, disciplinary actions, and participation in any District activity. In addition, this policy applies to minors as well as adults, and to all terms and conditions of employment, including but not limited to hiring, placement, promotion, disciplinary action, layoff, reemployment, transfer, leave of absence, training opportunities, assignment of work hours and projects, and compensation.
5. The Chancellor shall ensure that the institution undertakes education and training activities to counter discrimination and to prevent, minimize and/or eliminate any hostile environment that impairs access to equal education opportunity or impacts the terms and conditions of employment.
6. The Chancellor shall establish procedures that define harassment throughout the District. The Chancellor shall further establish procedures for employees, students and other members of the District community that provide for the investigation and resolution of complaints regarding harassment and discrimination. All participants are protected from retaliatory acts by the District, its employees, students and agents.
7. The District shall promptly investigate and resolve complaints of harassment and will assure that any harm resulting from the harassment will be promptly redressed by restoring any lost benefit or opportunity. All participants are protected from retaliatory acts by the District, its employees, students, and agents.
8. This policy and related written procedures shall be widely published and publicized to administrators, faculty, staff, and students, particularly when they are new to the institution. They shall be available for students and employees on the District's public website.
9. It is the responsibility of each individual to maintain a level of conduct that is compliant with this policy. Employees who violate the policy and procedures may be subject to disciplinary action up to and including termination. Students who violate this policy and related procedures may be subject to disciplinary measures up to and including expulsion. (Rev. 6/15)

2.25.1 Prohibition of Harassment

1. The District is committed to providing an academic and work environment free of unlawful harassment. This procedure defines sexual harassment and other forms of harassment on campus, and sets forth a procedure for the investigation and resolution of complaints of harassment by or against any staff or faculty member or student within the District.

This procedure and the related policy protects students and employees in connection with all the academic, educational, extracurricular, athletic, and other programs of the District, whether those programs take place in the District's facilities, a District bus, or at a class or training program sponsored by the District at another location. Further information can be found on the [District website](#).

2. Definitions

- a. General Harassment: Harassment based on race, religious creed, color, national origin, ancestry, physical disability, mental disability, medical condition, genetic information, marital status, sex, gender, gender identity, gender expression, age, sexual orientation of any person, or military and veteran status, or the perception that a

person has one or more of these characteristics is illegal and violates District policy. Gender-based harassment does not necessarily involve conduct that is sexual. Any hostile or offensive conduct based on gender can constitute prohibited harassment. For example, repeated derisive comments about a person's competency to do the job, when based on that person's gender, could constitute gender-based harassment. Harassment comes in many forms, including but not limited to the following conduct:

- i. **Verbal:** Inappropriate or offensive remarks, slurs, jokes or innuendoes based on a person's race, gender, sexual orientation, or other protected status. This may include, but is not limited to, inappropriate comments regarding an individual's body, physical appearance, attire, sexual prowess, marital status or sexual orientation; unwelcome flirting or propositions; demands for sexual favors; verbal abuse, threats or intimidation; or sexist, patronizing or ridiculing statements that convey derogatory attitudes based on gender, race nationality, sexual orientation or other protected status.
 - ii. **Physical:** Inappropriate or offensive touching, assault, or physical interference with free movement. This may include, but is not limited to, kissing, patting, lingering or intimate touches, grabbing, pinching, leering, staring, unnecessarily brushing against or blocking another person, whistling or sexual gestures. It also includes any physical assault or intimidation directed at an individual due to that person's gender, race, national origin, sexual orientation or other protected status. Physical sexual harassment includes acts of sexual violence, such as rape, sexual assault, sexual battery, and sexual coercion. Sexual violence refers to physical sexual acts perpetrated against a person's will or where a person is incapable of giving consent due to the victim's use of drugs or alcohol. An individual also may be unable to give consent due to an intellectual or other disability.
 - iii. **Visual or Written:** The display or circulation of visual or written material that degrades an individual or group based on gender, race, nationality, sexual orientation, or other protected status. This may include, but is not limited to, posters, cartoons, drawings, graffiti, reading materials, computer graphics or electronic media transmissions.
 - iv. **Environmental:** A hostile academic or work environment exists where it is permeated by sexual innuendo; insults or abusive comments directed at an individual or group based on gender, race, nationality, sexual orientation or other protected status; or gratuitous comments regarding gender, race, sexual orientation, or other protected status that are not relevant to the subject matter of the class or activities on the job. A hostile environment can arise from an unwarranted focus on sexual topics or sexually suggestive statements in the classroom or work environment. It can also be created by an unwarranted focus on, or stereotyping of, particular racial or ethnic groups, sexual orientations, genders or other protected statuses. An environment may also be hostile toward anyone who merely witnesses unlawful harassment in his/her immediate surroundings, although the conduct is directed at others. The determination of whether an environment is hostile is based on the totality of the circumstances, including such factors as the frequency of the conduct, the severity of the conduct, whether the conduct is humiliating or physically threatening, and whether the conduct unreasonably interferes with an individual's learning or work.
- b. **Sexual Harassment:** In addition to the above, sexual harassment consists of unwelcome sexual advances, requests for sexual favors, and other conduct of a sexual nature when:
- submission to the conduct is made a term or condition of an individual's employment, academic status, or progress;
 - submission to, or rejection of, the conduct by the individual is used as a basis of employment or academic decisions affecting the individual;
 - the conduct has the purpose or effect of having a negative impact upon the individual's work or academic performance, or of creating an intimidating, hostile or offensive work or educational environment; or
 - submission to, or rejection of, the conduct by the individual is used as the basis for any decision affecting the individual regarding benefits and services, honors, programs, or activities available at or through the community college.

This definition encompasses two kinds of sexual harassment:

- i. "Quid pro quo" sexual harassment occurs when a person in a position of authority makes educational or employment benefits conditional upon an individual's willingness to engage in or tolerate unwanted sexual conduct.
- ii. "Hostile environment" sexual harassment occurs when unwelcome conduct based on a person's gender is sufficiently severe or pervasive so as to alter the conditions of an individual's learning or work environment, unreasonably interfere with an individual's academic or work performance, or create an intimidating, hostile, or abusive learning or work environment. The victim must subjectively perceive the environment as hostile, and the harassment must be such that a reasonable person of the same gender would perceive the environment as hostile. A single or isolated incident of sexual harassment may be sufficient to create a hostile environment if it is severe, i.e. a sexual assault.

Sexually harassing conduct can occur between people of the same or different genders. The standard for determining whether conduct constitutes sexual harassment is whether a reasonable person of the same gender as the victim would perceive the conduct as harassment based on sex.

- c. Bullying: the aggressive and hostile acts of an individual or group of individuals which are intended to torment, frustrate, provoke or humiliate, mentally or physically injure or intimidate, and/or control another individual or group of individuals. It is a type of interpersonal aggression that goes beyond incivility and is marked by frequency, intensity and duration.

Bullying can occur as a single, severe incident or repeated incidents, and may manifest in the following forms:

- i. Physical Bullying includes pushing, shoving, kicking, poking and/or tripping another; assaulting or threatening a physical assault; damaging a person's work area or personal property; and/or damaging or destroying a person's work product.
- ii. Verbal/Written Bullying includes ridiculing, insulting or maligning a person, either verbally or in writing; addressing abusive, threatening, derogatory or offensive remarks to a person; and/or attempting to exploit an individual's known intellectual or physical vulnerabilities.
- iii. Nonverbal Bullying includes directing threatening gestures toward a person or invading personal space after being asked to move or step away.
- iv. Cyberbullying is defined as bullying an individual using any electronic form, including, but not limited to, the Internet, interactive and digital technologies, or mobile phones.
- v. Sabotaging or undermining an individual's or group's work performance or education experience.

Conduct constitutes prohibited bullying when a reasonable person in the circumstances would find the conduct sufficiently severe, based on its nature and frequency, to create an environment which is hostile or intimidating and which unreasonably interferes with the work, educational or college opportunity, or is intended to cause or is reasonably foreseeable to cause physical, emotional or psychological harm.

Bullying shall not include circumstances when:

- i. A supervisor or any person with supervisory authority reports and/or documents an employee's unsatisfactory job performance and the potential consequences for such performance.
- ii. A faculty member or academic program personnel advise a student of unsatisfactory academic work and the potential for course failure or dismissal from the program.
- iii. A faculty member or academic program personnel advise a student of inappropriate behavior that may result in disciplinary proceedings.

3. Consensual Relationships

Romantic or sexual relationships between supervisors and employees, or between administrators, faculty or staff members and students are discouraged. There is an inherent imbalance of power and potential for exploitation in such relationships. A conflict of interest may arise if the administrator, faculty or staff member must evaluate the student's or employee's work or make decisions affecting the employee or student. The relationship may create an appearance of impropriety and lead to charges of favoritism by other students or employees. A consensual sexual relationship may change, with the result that sexual conduct that was once welcome becomes unwelcome and harassing. In the event that such relationships do occur, the District has the

authority to transfer any involved employee to eliminate or attenuate the supervisory authority of one over the other, or of a teacher over a student. Such action by the District is a proactive and preventive measure to avoid possible charges of harassment and does not constitute discipline against any affected employee. (Rev. 4/15)

2.19.2 Discrimination and Harassment Investigations

1. Since failure to report harassment, discrimination and bullying impedes the District's ability to stop the behavior, the District strongly encourages anyone who believes they are being harassed, discriminated against or bullied to file a complaint. The District also strongly encourages the filing of such complaints within 30 days of the alleged incident. While all complaints are taken seriously and will be investigated promptly, delay in filing impedes the District's ability to investigate and remediate.
2. All supervisors and managers have a mandatory duty to report incidents of harassment, discrimination and bullying; the existence of a hostile, offensive or intimidating work environment; and acts of retaliation.
3. The District will investigate complaints involving acts that occur off campus if they are related to an academic or work activity. (Rev. 4/15)

For other District policies regarding sexual assault, harassment, reporting requirements, and definitions, please refer to the District website under Board Policies and Procedures (Chapter 2 Administration).

APPENDIX K**FUNDING OPPORTUNITIES FOR FACULTY**

To learn more about CSM funding opportunities for faculty, as well as application requirements, visit the [Center for Academic Excellence](#) page.

BASIC SKILLS INITIATIVE (BSI) REQUEST FOR PROPOSALS

The Basic Skills Initiative Committee (BSI) provides CSM counseling and instructional faculty, administrators, and staff a unique opportunity to galvanize our talents in the service of a common purpose - to enhance the retention and success rates of underprepared students, especially those at the basic skills levels. To this end, the BSI Committee seeks to fund innovative, collaborative projects that strengthen our instructional and student support services. Proposals should address the needs of underprepared students.

CENTER FOR ACADEMIC EXCELLENCE (CAE) REQUEST FOR PROPOSALS

The Center for Academic Excellence Committee seeks to fund innovative, collaborative projects that improve CSM students' success and advance institutional effectiveness. Applicants must be full-time faculty, or part-time faculty working with at least one full-time faculty co-applicant; or administrators or staff members.

CSM INNOVATION FUND REQUEST FOR PROPOSALS

The CSM Innovation Grant provides seed funding for innovative projects designed to increase student access and success. Proposals may be submitted by full-time faculty or by part-time faculty working with at least one full-time faculty co-applicant. Proposals are reviewed by the Innovation Grant Committee, which forwards funding recommendations to the President and Vice Presidents.

DIVERSITY IN ACTION GROUP (DIAG) REQUEST FOR FUNDING

The Diversity in Action Group (DIAG) makes funds available to support and encourage events, activities, and other endeavors that promote, educate, celebrate and integrate diversity on a campus-wide level. Priority will be given to individuals or groups who have not received funding in the past and to proposals that have the most impact.

PROFESSIONAL DEVELOPMENT

The collective bargaining agreement between the District and AFT 1493 (the faculty union) provides faculty the opportunity to take short- and long-term leaves from their regular duties to pursue professional growth. The program is described in detail in [Article 13](#) of the faculty contract.

Eligibility

All faculty for short-term projects; tenured faculty and Contract III and IV faculty for long-term projects. For applications visit the [Professional Development](#) website.

Activities

Short Term: Participation in workshops, colloquia, seminars, or training sessions lasting up to three weeks. Provides funding for workshop/seminar registration fees, classroom substitutes, and limited travel costs.

Long Term: Provides semester-long reassigned time at full pay, including benefits, to pursue retraining, advanced study, and research in one's field.

Extended Long Term (sabbatical): Full release from regular academic duties for a semester, or academic year, to pursue projects, retraining, advanced study and research. Participants receive full pay and benefits for semester-long sabbaticals and 80% compensation and full benefits for a year-long extended leave.

APPENDIX L**ADDRESSING DISRUPTIVE BEHAVIOR OF STUDENTS ON CAMPUS GUIDELINES
FOR FACULTY AND STAFF****WHAT IS DISRUPTIVE BEHAVIOR?**

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 his or her 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.

There may be times when you are uncertain if a particular behavior is disruptive. Rather than not acting, hoping that the situation will go away, or waiting to see if the situation worsens, consult with your Division Dean, Vice President of Student Services and Psychological Services. These individuals have considerable experience with students and can help assess the situation and suggest options congruent with your way of working with students. Your colleagues have reported that such coaching has frequently helped achieve a resolution that avoids formal disciplinary action.

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.

RESPONDING TO TYPES OF DISRUPTIVE BEHAVIOR

There are many kinds of disruptive behavior. Some behaviors are inappropriate; others are prohibited by College policy; and still others are clearly prohibited by the California Penal Code and are punishable by criminal sanctions. For a complete and detailed description of the Student Code of Conduct, refer to the Student Handbook section of the College Catalog.

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.

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 Psychological Services.*

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.*

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.

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.

ADDRESSING DISRUPTIVE BEHAVIOR ON CAMPUS CSM CONTACT PERSONS

| <u>STUDENT SERVICES:</u> | | <u>Phone ext.</u> | <u>Location</u> |
|---------------------------------|--|-------------------|-----------------|
| Joshua Moon-Johnson | Vice President, Student Services | x 6118 | 10-482 |
| | Disciplinary Officer | | |
| Makiko Ueda | Personal Counseling Services Coordinator | x 6125 | 1-125 |
| <u>DIVISION DEANS:</u> | | | |
| Tarana Chapple | Academic Support and Learning Technologies | x 6496 | 10-411A |
| Francisco Gamez | Business and Technology | x 6532 | 10-493 |
| Jeanne Marie Velickovic | Creative Arts and Social Science | x 6494 | 10-413 |
| Andreas Wolf | Kinesiology, Athletics, and Dance | x 6461 | 5-343 |
| Vacant | Language Arts | x 6314 | 15-168 |
| Chris Walker (Interim) | Math and Science | x 6312 | 36-311 |
| Krystal Duncan | Counseling | x 6413 | 10-320 |
| <u>PUBLIC SAFETY:</u> | | | |
| Main Office | | 738-7000 | 1-100 |
| Rob Dean | Captain | x 6200 | 1-100 |

The prefix for all phone numbers listed above is 574 unless otherwise stated, and the area code is (650).

APPENDIX M

POLICY ON DRUG-FREE WORKPLACE AND EDUCATIONAL ENVIRONMENT

1. 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. In addition to this policy, the District continues to maintain its employee and student policies pertaining to the possession and use of alcohol, marijuana and other drugs on District property. Employees and students who are under the influence of an intoxicant while on District property are subject to disciplinary action, pursuant to current policies which regulate employee and student conduct.
2. The manufacture, distribution, dispensation, possession, or use of alcohol in the workplace or educational facilities and on any District property is strictly prohibited except as permitted by law and included in District procedures. The possession, sale or furnishing of alcohol on District property is governed by California state law and is controlled by the Department of Alcohol and Beverage Control. However, the enforcement of alcohol laws on District property is the primary responsibility of the Public Safety Department in conjunction with local law enforcement. It is unlawful to sell, furnish or provide alcohol to anyone under the age of 21. The possession of alcohol by anyone under 21 years of age in a public place or a place open to the public is illegal.
3. As appropriate and permitted by law, the Chancellor is authorized to enact procedures regarding serving alcoholic beverages on campus. Alcoholic beverages shall not be served on campus except in accordance with these procedures.
4. The manufacture, distribution, dispensation, possession or use of controlled substances in the workplace or educational facilities or on any District property is strictly prohibited except as permitted by law. The Public Safety Department, in conjunction with local law enforcement, strictly enforces federal and state laws regarding the illegal possession, sale, manufacture or distribution of any controlled substance as defined by law.
5. It is the responsibility of each District student to adhere to the requirements of this drug-free policy. Students found to be in violation of this policy by the illegal manufacturing, distributing, dispensing, possessing or using alcohol, marijuana or a controlled substance on District property will be subject to disciplinary measures up to and including expulsion, pursuant to District policy.
6. It is the responsibility of each District employee to adhere to the requirements of this drug-free policy and to notify the Office of Human Resources within five (5) days of any criminal drug statute conviction for violations occurring in the workplace or educational setting. Employees found to be in violation of this policy by the illegal manufacturing, distributing, dispensing, possessing or using alcohol, marijuana or a controlled substance in the workplace, educational facility or on any District property, or by failing to notify the District criminal drug statute convictions as required, will be subject to disciplinary measures up to and including dismissal, pursuant to established District and collective-bargained policies and procedures.
7. Within ten (10) days after receiving notice from an employee of any criminal drug statute conviction, the Office of Human Resources will notify all Federal agencies from which Federal grants are received, pursuant to requirement of the Act.
8. Within thirty (30) days of receiving notice of such conviction, the Chancellor or designee shall initiate the appropriate personnel action or require the employee to participate in a drug-abuse assistance or rehabilitation program.
9. Notice of the District Drug-Free Workplace and Education Environment policy will be included in regular student publications and will be made available to employees annually.
10. The District maintains a program of random alcohol, marijuana and controlled substances testing for all persons who perform safety-sensitive functions such as driving passenger vehicles or operating a vehicle with a weight that is subject to this policy, as defined by the Omnibus Transportation Employee Testing Act of 1991

(hereinafter referred to as "the Omnibus Act"). This policy applies only to those District employees who are directly identified by the Chancellor (or designee) and appropriate administrator as holding and performing functions which have been identified as safety-sensitive and who are considered to be covered by the Federal regulations. These employees include all District employees who hold a commercial driver's license which is necessary to perform job-related duties such as operating a commercial motor vehicle or carrying fifteen (15) or more passengers, including the driver.

11. Employees who are covered by the Omnibus Act will be so notified and receive written information pertaining to it, its testing requirements, and their rights therein.
12. Pursuant to the Omnibus Act, District employees who are affected by this Act are subject to alcohol, marijuana and controlled substance testing. The presence in the body, possession, use, distribution, dispensing and/or illegal manufacture or sale of prohibited drugs is not condoned while conducting District business, or while in work areas, or in District vehicles on or off District property. Driving and/or otherwise performing safety-sensitive work while under the influence of alcohol, marijuana, a controlled substance, or impaired as the result of a legally prescribed medication, are considered "prohibited conduct" for the purpose of this Act.
13. Each driver who has engaged in prohibited conduct (found to be operating under the influence of alcohol, marijuana or a controlled substance) shall be advised of resources available in evaluating and resolving problems associated with the misuse of alcohol, marijuana and use of controlled substances, including the names and locations of substance abuse professionals and counseling and treatment programs. Those employees who are found to be impaired as the result of using a prescription drug will not be permitted to perform safety-sensitive job duties and will be directed to their treating physician to regulate use of their medication.
14. The referral of a driver to an assistance program or substance abuse professional shall not preclude the imposition of disciplinary action. The employee will be accorded all rights and benefits as specified in the Americans with Disabilities Act and other applicable medical and leave laws as appropriate. Disciplinary procedures which may be imposed on the employee will adhere to District and collectively-bargained policies and procedures.
15. The Chancellor (or designee) shall assure that the District distributes the information required by the Drug-Free Schools and Communities Act Amendments of 1989 to all students and employees annually.

(Rev. 05/19)

APPENDIX N

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.

- i. 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 staff of the SMCCCD has developed a Code of Ethics which can be found at: [Classified Employees Statement of Ethics](#).
4. The Associated Student organizations of all three Colleges have also developed a Code of Ethics which can be found at [Associated Student Organizations Code of Ethics](#).

(Rev. 3/18)

APPENDIX O

STATEMENT ON ACADEMIC FREEDOM

1. 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.
2. 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.
3. 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.
4. 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.
5. 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.

(Rev. 3/13)

APPENDIX P

EMPLOYEE INJURY AND ILLNESS PREVENTION PROGRAM

The San Mateo County Community College District's Injury and Illness Prevention Program packet can be found on the District Downloads of the Portal page under Human Resources, then Safety, or at [Injury and Illness Prevention Program](#).