

Classroom Teaching by Administrators

Precipitating Conditions (Summer 2013)

1. Exempt administrators (campus presidents, vice chancellors, etc.) were barred from classroom teaching.
2. The administration declared its intention to remove the ability to teach from the next Teamsters contract.

Academic Senate Motion (5/23/13)

The Academic Senate requests that the Chancellor reconsider the policy he has proposed regarding administrators and exempt management staff teaching in the classrooms.

1. Administrators have the benefit of classroom experience and knowledge as an aid to job performance.
2. Students gain the benefit of having an in-house instructor with real world experience.
3. Administrators who want to teach have greater job fulfillment.

Cabinet Concerns (1/27/14)

Members of Chancellor's Cabinet clarified the concerns that generated the policy changes.

1. They want administrators performing their jobs full-time without being distracted by teaching.
2. They want to avoid the possibility of an administrator in a position of power and influence from using that power in an undue way.
3. They don't want faculty to be in a position of patronage over administrators (i.e., department chairs doling out courses to favorite administrators).
4. They think students would fear getting a fair shake in grade appeals against an administrator.

Cabinet then asked for Senate's help to overcome these concerns.

Comments from Campus Senate Conversations (2/6/14)

- In response to **1**, why wouldn't teaching be recognized as a part of an administrator's full-time job? Job descriptions can be rewritten or renegotiated if teaching is recognized as a value.

- In response to **1**, why not allow for a flex schedule where an administrator could teach a day class and then fulfill other responsibilities into the evening? This would serve the dual purpose of providing administrative support to other employees who work in the evenings.
- In response to **2**, is this a data-driven decision? Are these changes being made in response to data on the teaching by administrators in our peer institutions? Have those data been collected?
- In response to **2**, a strict set of guidelines and policies could be produced, following national norms, and reinforced by letters of understanding and professional development.
- In response to **3**, the department proposes the schedule, which then receives administrative approval. Negotiation is already part of this process.
- In response to **4**, a clear policy calling for defined representation on the appeal board of a teaching administrator should alleviate student concerns.