



**ANTELOPE VALLEY COLLEGE  
ACADEMIC SENATE MEETING**

**June 4, 2009  
3:00 p.m. – SSV 151**

To conform to the open meeting act, the public may attend open sessions

- 1. CALL TO ORDER AND ROLL CALL**
- 2. OPENING COMMENTS FROM THE SENATE PRESIDENT**
- 3. OPEN COMMENTS FROM THE PUBLIC**
- 4. APPROVAL OF MINUTES**
  - a. May 7, 2009 (attachment)
- 5. REPORT**
  - a. Tenure Review – Jennifer Gross/Patricia Márquez
  - b. Faculty Professional Development – Kathryn Mitchell
  - c. AP&P – Maria Clinton
  - d. Student Learning Outcomes – Melanie Parker
- 6. ACTION ITEMS**
  - a. Executive Positions Elections: First V.P. Position
  - b. AVC Mission Statement (attachment)
  - c. Distance Education Recommendation – Course Management Platform
  - d. Equivalency
    - i. Emergency Medical Technologies (attachment)
    - ii. English (attachment)
    - iii. Mathematics (attachment)
    - iv. Nursing (attachment)
    - v. Nursing Science/Clinical Practice (attachment)
- 7. DISCUSSION ITEMS**
  - a. Accreditation – Ed Beyer
  - b. 2008 – 2009 Annual Senate Accomplishments
- 8. SENATE ADMINISTRATIVE BUSINESS**
  - a. Appointments
    - Enrollment Management Faculty Co-Chair
      - Dr. Lee H. Grishman (3 year term)
    - SLO Committee
      - Bassam Salameh (3 year term)
  - b. Announcements
    - 2009 Leadership Institute – Lake Tahoe, CA – June 18 – 20, 2009
    - 2009 Student Learning Outcomes and Assessment Institute – Anaheim, CA – July 8, 2009
    - 2009 Curriculum Institute – Anaheim, CA – July 9 – 11, 2009
- 9. ADJOURNMENT**

**NON-DISCRIMINATION POLICY**

Antelope Valley College prohibits discrimination and harassment based on sex, gender, race, color, religion, national origin or ancestry, age, disability, marital status, sexual orientation, cancer-related medical condition, or genetic predisposition. Upon request, we will consider reasonable accommodation to permit individuals with protected disabilities to (1) complete the employment or admission process, (b) perform essential job functions, (c) enjoy benefits and privileges of similarly-situated individuals without disabilities, and (d) participate in instruction, programs, services, activities, or events.

*Upon request, this agenda will be made available in appropriate alternative formats to persons with disabilities, as required by Section 202 of the Americans with Disabilities Act of 1990. Any person with a disability who requires a modification or accommodation in order to participate in a meeting should direct such request to Ms. Patricia A. Márquez, Academic Senate President, at (661) 722-6306 (weekdays between the hours of 8:00 a.m. and 4:30 p.m.) at least 48 hours before the meeting, if possible. Public records related to agenda items for open session are available for public inspection 72 hours prior to each regular meeting at the Antelope Valley College Academic Senate's Office, Administration Building, 3041 West Avenue K, Lancaster, California 93536.*



**ANTELOPE VALLEY COLLEGE  
ACADEMIC SENATE MEETING  
June 4, 2009**

**1. CALL TO ORDER AND ROLL CALL**

Ms. Patricia A. Márquez, Senate President, called the meeting to order at 3:01 p.m.

**2. OPEN COMMENTS FROM THE SENATE PRESIDENT**

- Ms. Patricia Márquez announced this will be the last Senate Meeting she will officiate as Senate President. She offered her gratitude to the Executive Committee Members for their hard work and diligence in dealing with the difficult task of creating new policies and procedures, during her four-year tenure. In addition, she offered her gratitude to Ms. Gloria Kastner for coordinating Senate business throughout the years.
- Two faculty leaders have come to the end of their term. Ms. Márquez acknowledged Dr. Ed Beyer for his work as the Distance Education Committee Faculty Co-Chair and Ms. Dorothy Williams for her work as the Enrollment Management Faculty Co-Chair.
- A budget update was distributed via email from Dr. Fisher. AVC is in better shape fiscally compared to other community colleges. A weekly SPBC and Enrollment Management meeting will be held throughout the summer to keep abreast of the budget situation. Ms. Deborah Wallace ensured two (2) million dollars was set aside in preparation for budget cuts. In addition, the District has a 5% reserve which will cover college expenses for approximately one month. The District needs to conserve and conduct business differently than in past years due to the fiscal implications of the state budget. All positions have been remained frozen and only those that are deemed absolutely necessary will be filled (i.e. Academic Affairs Technician, Network Security, Transcripts Technician, and Respiratory Therapy.) The Basic Skills positions will go through interview process, but will not be filled until the state budget is finalized.
- Faculty Recognition Day was well attended by campus constituents. There is currently a vacancy for a faculty member to serve as the coordinator of the annual event, as MaryAnne Holcomb has step down from the position. Please encourage faculty to consider serving in this leadership position.

**3. OPEN COMMENTS FROM THE PUBLIC**

- None

**4. APPROVAL OF MINUTES**

**a. May 7, 2009 (attachment)**

A motion was made and seconded to approve the May 7, 2009 Academic Senate Meeting minutes. *Motion carried as amended.*

**5. REPORTS (limited to 5 min. each)**

**a. Tenure Review – Jennifer Gross**

Ms. Jennifer Gross reported a total of seventy tenure review committees were active during the 2008 – 2009 academic year. There were fifteen first-year committees, eighteen second-year committees, thirteen third-year committees, and twenty-four fourth-year committees.

An orientation on the tenure review process was given to the new evaluatees the week prior to beginning of fall semester. Those new faculty members who could not attend that meeting were given separate orientations during the first few weeks of the semester. Meetings for all committee members were also held in the fall to orient faculty members and administrators to the new forms and process changes. Ms. Gross oriented academic deans at one of the weekly “deans’ meetings” at the beginning of fall semester. Deans who could not attend the

scheduled meetings were able to watch a recorded version of one of the orientations which Joseph West recorded. They were encouraged to ask any additional questions.

In keeping with the contract, Ms. Gross met with all committees that had a change in committee make-up at the beginning of fall semester to go over changes and to review the status of the process for each probationary faculty member. There were thirty-four such committees.

This year all of the changes for the tenure process were applied. A new report form was used by all first-year and second-year committees and the majority of the third-year and fourth-year committees. Also, new student evaluation forms, peer evaluation forms, plans for removal of unsatisfactory rating, and observation report forms were also implemented. Ms. Gross received feedback regarding the peer input process, which was done online for the first time. Many faculty members were unhappy with issues related to access. The same procedure was used in the spring, and it seems that there was less trouble, although there were still access complaints. There was also feedback about concern over the language that was to be read for student evaluations. That language was changed for the spring semester. As well, some minor changes were made to the student evaluation forms. Nearly all feedback concerning these changes was extremely positive.

Throughout the year, most committees were able to adhere to required timelines, and those committees needing extra time filed appropriate memos and/or forms indicating the need to alter the timeline. Ms. Gross continued to send out email reminders to committee chairs and evaluatees, which appear to encourage closer adherence to the timelines.

Twenty three fourth-year evaluatees were awarded tenure. No probationary faculty members were awarded early tenure. As of today's date, forty-five committees will continue work next year, and there will be no new committees.

Due to retirements, resignations, and leaves, there will be one existing committees that will have at least one new member next year. There may also be some committee membership changes due to the reorganization process, which will potentially realign two committee members in the same division. Once the final details of the reorganization are worked out, this issue will be addressed.

Ms. Márquez stated the Senate should work to address and resolve the issues relating to adjunct evaluations in the 2009 – 2010 academic year. The evaluation process for adjunct instructors is not overseen by a designated faculty or office and has fallen through the cracks. The Senate needs to take issue with how the process is handled so adjunct faculty are aware of the procedures and outcomes of evaluations.

**b. Faculty Professional Development – Kathryn Mitchell**

Ms. Kathryn Mitchell reported this was the first academic year in which the committee implemented new faculty professional development guidelines, requiring specific hours within new standards, including Faculty Academy and College Colloquia. As with any change, there was some confusion and some panic from the faculty. Overall, the new guidelines have redirected the faculty professional development program and allowed faculty the opportunity to focus their professional development hours more on their teaching strategies and data-driven research for the college itself. The committee has used this year to note how faculty responded to the new guidelines and where we need to make adjustments for the next academic year, in addition to the usual business of reading and approving plans and contracts, organizing proposals, coordinating the 2009 – 2010 Welcome Back Day, and working with ITS to improve the online offerings of technical training. The committee has

also reviewed the FPD committee membership and term limits and submitted suggestions to the Academic Senate executive committee, which was approved, allowing the committee membership to be more reflective of the campus community.

**Academic Year 2008-09 Program:**

- 183.5 hours of Faculty Academy, Standard 1, events (73 events)
- 277.5 hours of College Colloquia, Standard 2, events (75 events)
- 10 Rescheduled dates of events at presenter's request
  - 1 rescheduled due to major fire in area of travel
- 2 Cancelled Faculty Academy events
  - "Assist Students to Succeed"—presenter not prepared
  - "SLO Assessment and Best Practices"—reason unknown
- 4 Cancelled College Colloquia events
  - "Reading by Dorothy Allison"—expense too high
  - "13<sup>th</sup> Annual AV Film Festival"—coordinator not available
  - "Judge an Intramural Speech Tournament"—major fire caused cancellation
  - "Ecotourism & Costa Rica"—reason unknown

**Academic Year 2009-10 Proposed Program:**

- 263 hours of Faculty Academy, Standard 1, events
- 250 hours of College Colloquia, Standard 2, events

**Changes Being Implemented for the Academic Year 2009-10:**

- Revised and clarified language in the FPD guidelines
- Addition of possible credit hours for data managers for the WEAVE program
- Offering all ITS technical training both on campus and on CCC Confer to allow Adjuncts and Full-time faculty easier access to training and Faculty Academy credit
  - Several adjuncts stated they had difficulty with completing Faculty Academy, Standard 1, because of their schedules during the past year. The FPD committee made adjustments and allowed any event in the book to qualify as FA since this was the first academic year for the change in guidelines. However, with the addition of more online opportunities through ITS, as well as an increase in offered Faculty Academy events, the FPD committee will hold adjuncts to their contractual obligation to complete 3 hours of FA in the 2009-10 academic year.
- Adding a section to our website for Frequently Asked Questions to enable faculty a quicker and easier way to find answers for their questions
- Accepting Sabbatical Leave applications for consideration (moving to FPD committee)
- Implementation of revised Notification of Planned Use of Units from Faculty Academy Workshops for Advancement on the Faculty Salary Schedule Form

The committee again discussed the utilization of allowing office hours as an eligible activity towards professional development. The committee voted against allowing the use of office hours above and beyond paid hours as an eligible activity towards professional development obligations. During the initial year of implementation of the new guidelines, the committee allowed adjunct faculty to use any event coordinated in the Professional Development Program to count towards the Standard #1 – Faculty Academy requirement, although in the 2009 – 2010 program year there will be ample opportunities for adjunct faculty to participate in Standard #1 – Faculty Academy events and will be held to completing this requirement. The program book will be made available at the beginning of the fall semester to faculty requesting a hard copy, but faculty should be consciously checking the website for program calendar changes that may arise. There seems to be some confusion in the ability to use sick time to make up hours. Sick time can only be used for missing Professional Development

hours that were designated on submitted plans and a copy of sick leave request forms must be submitted with final contracts for verification purposes. Faculty cannot randomly claim sick days simply to make up incomplete hours. There is a significant problem in obtaining faculty plans and contracts in a timely manner. The office staff is spending numerous hours chasing down delinquent faculty and with over six hundred faculty on campus this is an enormous task. The committee is working with the Senate President, and will discuss any probably solution with the Faculty Union to remedy this problem. In the upcoming academic year the committee will be working with the Tenure Review Coordinator to ensure that the professional development piece of the Tenure and Evaluation process is accurately reflected in faculty reports.

**c. AP&P – Maria Clinton**

Ms. Maria Clinton reported as of March 12, 2009 the following actions have taken place:

- fifteen (15) new courses have been approved
- one hundred one (101) courses have been revised
  - three (3) of the revisions were to include Distance Education/Online offerings
- nineteen (19) courses have been made obsolete
  - one (1) of the courses made obsolete was only for the Distance Education Online offering
- twenty (20) noncredit courses have been revised
- six (6) noncredit courses have been made obsolete

The following Administrative Procedures (AP) has been revised to include current Title 5 language:

- AP 4225 – Course Repetition
- AP 4227 – Repeatable Courses
- AP 5075 – Course Adds and Drops

The Language Arts Degree has been approved by the Chancellor's Office. The committee has approved the purchase of CurriCUNET Software program to transition the current COR process to an electronically tracked process. Ms. Clinton will be working with the software throughout the summer and fall in efforts to provide training opportunities in the Professional Development Program.

**d. Student Learning Outcomes (SLOs) – Melanie Parker**

Ms. Melanie Parker reported 93% of course SLOs have been approved with 1 – 2% returned for revisions. The current work of the committee is to acquire Program Learning Outcomes (PLOs) and move into the Assessment phase of course SLOS. Only 31% of campus PLOs have been submitted and approved. There is a great deal of concern about how SLOs are communicated to students. The committee discussed best possible ways to communicate SLO information to students. One way is to incorporate them on course syllabi and make them part of the AP&P process of *How to Create and Effective Syllabus*.

Ms. Márquez stated this has been discussed at length with the Vice President of Academic Affairs and past and current AP&P Faculty Co-Chairs. It was agreed based on Title 5 requirements on what must be included in a course syllabi that the SLOs would be attached to the Course Outline of Record and stored in the Academic Affairs Office. Faculty have academic freedom to choose how to communicate SLO information to students. When putting SLOs on the syllabus care should be made not to confuse students from the course objectives that are used to determine successful completion of a course. Faculty can elect to place SLOs not only on the syllabus, but also on a separate handout, or orally communicate them. SLOs are fluid and are not part of the official course outline of record (COR), since CORs are revised at least every six years and SLOs could be revised as often as each

semester. It was recommended that the SLO Committee generate a Best Practice for communicating SLOs to students and house it in the Faculty Handbook under the SLO Committee section.

One of the major issues facing the committee is determining who will gather, input, and manage the data in the WEAVE program. The committee has been in contact with the Professional Development Committee to see if professional development hours can be offered to faculty who are data managers for their disciplines. The Professional Development approved Standard #1 – Faculty Academy credit for initial WEAVE database training, and twenty hours credit in Standard #3 – College Governance and Conferences for any faculty identified as the discipline SLO data manager. Ms. Parker stated it is not the place of the committee to determine how the information is managed within each division and the discipline faculty, Division Administrative Assistant, and Division Dean need to determine the optimum procedure for SLO data management. During the initial stages of input, most faculty are reporting that it takes approximately twenty to thirty minutes to input course data. The SLO Committee members will be going to division meetings in effort to communicate SLO status and explain the WEAVE process. Ms. Parker stated there is still a significant amount of work to be done and the committee would encourage faculty to forward SLO data testimonies on how the process has improved teaching strategies, assisted in recognizing the need to modify teaching methods, and/or assisted in identifying issues that need to be addressed. The committee would like to obtain this information and share it with the campus community in efforts to change the predominant mindset of SLOs being used as an evaluation tool. SLOs are designed to be a tool to measure student acquisition and a measure of data to assess if modification of teaching tools or learning outcome needs revising.

## **6. ACTION ITEMS**

### **a. Executive Position Election – First Vice President Position**

Ms. Márquez stated the Senate received a letter of interest to serve as the First Vice President of the Senate Executive Committee from Ms. Carolyn Burrell. A motion was made and seconded to approve the appointment of Ms. Carolyn Burrell as First Vice President of the Senate Executive Committee. *Motion carried.*

### **b. AVC Mission Statement (attachment)**

A motion was made and seconded to approve the AVC Mission statement developed by AP&P. Dr. Ed Beyer expressed his concern regarding the proposed mission statement as only parts of the statement are seen in brochures or campus literature. He stated this document is a purpose statement and would like to propose looking into developing a true mission statement for the college. Ms. Dorothy Williams stated the college mission is given to us by Title 5, whereas the college mission statement is completely different and agrees with Dr. Beyer. Ms. Márquez stated Title 5 mandates the college mission, AP&P uses this information as they develop our statement. All of the AP&P curriculum forms used and required by the Chancellor's Office must indicate which part of the mission the course is fulfilling. AP&P annually reviews the mission statement and will request they consider your concerns. SPBC is responsible for reviewing the philosophy statement and Institutional Learning Outcomes. They will be reviewing them come this fall. *Motion carried.*

### **c. Distance Education Recommendation – Course Management Platform**

A motion was made and seconded to approve the Distance Education Recommendation for the District's Course Management Platform. Dr. Ed Beyer reported the Distance Education Committee (DEC) recommends that AVC adopt Blackboard version 9 as the District's Course Management Platform. The committee sponsored six vendor demonstrations, which included: Angel Learning, Desire2Learn, rSmart/Sakai, ETUDES, and Blackboard.

The sessions were video recorded and placed on the college web site so interested parties could have an opportunity to view the demonstrations and provide feedback to DEC. The committee was able to narrow their recommendation to three course management platforms: Angel, Desire2Learn, and Blackboard. Therefore the committee recommends that AVC adopt Blackboard version 9 as the future course management platform. *Motion carried.*

**d. Equivalency (attachment)**

- i. **Emergency Medical Technologies (attachment)**
- ii. **English (attachment)**
- iii. **Mathematics (attachment)**
- iv. **Nursing (attachment)**
- v. **Nursing Science/Clinical Practice (attachment)**

A motion was made and seconded to approve the above discipline equivalencies.  
*Motion carried.*

**7. DISCUSSION ITEMS**

**a. Accreditation – Ed Beyer**

Dr. Ed Beyer provided a PowerPoint presentation on the 2010 Accreditation Self-Study Survey results:

Participants – 453 students, 69 staff, 189 faculty, 20 community members, and 28 administrators. The survey asked questions regarding college mission, Planning, Budget and Planning, Leadership and Governance, and Communication. Dr. Beyer stated some of the pertinent questions had low response rates and there were concerns regarding the accuracy of the data. The first draft of the Accreditation report is set to be completed in the fall semester and he will host forums to inform and engage the campus community in discussion.

**b. 2008 – 2009 Annual Senate Accomplishments (attachments)**

Ms. Márquez stated the 2008 – 2009 Annual Senate Accomplishments are attached for review. The Senate Standing Committees have been busy all year and the accomplishments are provided in the year-end report. The document will be presented to SPBC at the June 10, 2009 meeting and presented in the Board of Trustee packet for the June 8, 2009 meeting.

**8. SENATE ADMINISTRATIVE BUSINESS**

**a. Appointments**

- **Enrollment Management Faculty Co-Chair**
  - Dr. Lee H. Grishman
- **SLO Committee**
  - Bassam Salameh

*A motion was made and seconded to approve the above appointments. Motion carried.*

**9. ADJOURNMENT**

A motion was made and seconded to adjourn the June 4, 2009 Academic Senate meeting at 4:29 p.m. *Motion carried.*

<b><u>MEMBERS PRESENT</u></b>		
Ed Beyer	Sandra Hughes	Sandra Robinson
Carolyn Burrell	Susan Knapp	Kenan Shahla
Debra Feickert	Patricia A. Márquez	Susan Snyder (proxy)
Claude Gratton	Ty Mettler	Sal Suarez
Lee Grishman	Kathy Moore	Alex Webster
Glenn Haller	Berkeley Price	Dorothy Williams
Jack Halliday	Harish Rao	
<b><u>MEMBERS ABSENT</u></b>	<b><u>GUEST PRESENT</u></b>	
Lisa Karlstein-Francey	Maria Clinton	Heidi Preschler
Susan Lowry	Jennifer Gross	Christos Valiotis
Candace Martin		
Curtis Smith – ASO Rep.		
John Taylor		



Revision to College Mission (see attached catalog page)  
Ed Code 66010.4/Title 5, Section 55805

We offer:

- *Associate Degree Programs*

Associate degree programs comprised of general education courses, proficiency requirements, designated courses in a specific major or area of emphasis. Associate degrees provide students with “the ability to think and to communicate clearly and effectively both orally and in writing; to use mathematics; to understand the modes of inquiry of the major disciplines; to be aware of other cultures and times; to achieve insights gained through experience in thinking about ethical problems; and to develop the capacity for self-understanding.”

- *Career Technical Programs*

Certificate and degree programs comprised of “essential career technical instruction” in a variety of business, technical, and occupational courses designed to enhance students’ knowledge and skills leading to employment, career advancement, certification, and state or federal licensure. We award both Chancellor’s Office approved Certificates of Achievement and locally approved Certificates of Proficiency.

- *Transfer/General Education Courses*

Transfer/general education courses in communication and critical thinking, the physical and biological sciences, arts and humanities, social and behavioral sciences, and technical education. Completion of these courses allows students to fulfill degree requirements or enroll in upper division courses and programs at accredited four-year institutions through our articulation agreements.

- *Basic Skills Courses*

Basic skills courses in reading, writing, mathematics, English as a Second Language, and learning and study skills. These courses offer students essential foundation skills that are necessary for success in college-level, degree-applicable courses.

- *Student Support and Instructional Support:*

A variety of services in academic, career, and personal counseling; in library instruction and course support; in learning assistance. These services support the needs of students in pursuing and achieving their educational goals.

- *Workforce Preparation and Economic Development*

Workforce programs, job preparation courses (non-degree applicable), and a variety of services that contribute to the educational and economic well being of the community.

- *Personal Enrichment and Professional Development*

Community service offerings, non-credit, not-for-credit classes and services that develop the knowledge, skills, and attitudes necessary for students to be effective members of the community. These classes enhance the community's social, cultural, and economic well being. Non-credit course offerings may lead to a Certificate of Completion and/or Certificate of Competency.

ANTELOPE VALLEY COLLEGE  
Academic Senate

MQ and Equivalency Review Form

The discipline faculty in the Health Sciences division/area have reviewed the most current (2008) Minimum Qualifications for Faculty and Administrators in California Community Colleges for the following discipline: EMT.

The discipline faculty agree that: (Select only one)

- an equivalency for this discipline is not needed.** *The Minimum Qualifications for the designated discipline contains a broad range of degree requirements for all those who are prepared to teach within the discipline.*
- the current (within the last three years) Academic Senate approved equivalency does not need revision.** *The Minimum Qualifications for the designated discipline have not changed.*
- the current (within the last three years) Academic Senate approved equivalency requires revision.** *The minimum qualifications for the designated discipline have changed (attach revised equivalency proposal for Senate review).*
- the current (within the last three years) Academic Senate approved equivalency requires revision.** *The approved equivalency is below the Education Code Section 87359 that requires that individuals employed by the district possess qualifications that are at least equivalent to the applicable Minimum Qualifications or no longer meets the criteria set forth by the AVC Academic Senate Equivalency Procedure and, therefore, needs revision (attach revised equivalency proposal for Senate review).*

Date: 3/9/09

Sandra D Robinson  
Academic Senate Representatives

Sandra Hughes

Discipline Faculty:

[Signature]  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Equivalency Committee Approval: [Signature] 3-28-09  
Equivalency Committee Chair Date

TO: Antelope Valley College, Academic Senate  
FROM: Lance Hodge, EMT Instructor/Program Clinical Coordinator *LH*  
RE: **Equivalency for EMT Instructors**  
*Update following March 2009 meeting with Academic Senate*  
(Changes in 'bold' below)  
DATE: April 23, 2009

The State Academic Senate states that the minimum qualifications for EMT instructor are:

Associate's degree and six years of experience.

The division approved the following equivalency, which is the minimum required by the Los Angeles County Emergency Medical Services Agency.

The following represents the equivalencies for EMT Instructor.

- physician, registered nurse, physician assistant, or paramedic currently licensed in California; or, an EMT-II or EMT-I who is currently certified in California, **with a minimum of an Associate of Arts degree or equivalent**, and
- at least two years of academic or clinical experience in the practice of emergency medicine or prehospital care in the last five years, **with at least six years total experience in the field**, and
- approval by the program director in coordination with the program clinical coordinator, and in accordance with Title 22 requirements, as qualified to teach the assigned topics.

ANTELOPE VALLEY COLLEGE  
Academic Senate

MQ and Equivalency Review Form

The discipline faculty in the LANGUAGE ARTS division/area have reviewed the most current (2008) Minimum Qualifications for Faculty and Administrators in California Community Colleges for the following discipline: ENGLISH.

The discipline faculty agree that: (Select only one)

- an equivalency for this discipline is not needed. The Minimum Qualifications for the designated discipline contains a broad range of degree requirements for all those who are prepared to teach within the discipline.
- the current (within the last three years) Academic Senate approved equivalency does not need revision. The Minimum Qualifications for the designated discipline have not changed.
- the current (within the last three years) Academic Senate approved equivalency requires revision. The minimum qualifications for the designated discipline have changed (attach revised equivalency proposal for Senate review).
- the current (within the last three years) Academic Senate approved equivalency requires revision. The approved equivalency is below the Education Code Section 87359 that requires that individuals employed by the district possess qualifications that are at least equivalent to the applicable Minimum Qualifications or no longer meets the criteria set forth by the AVC Academic Senate Equivalency Procedure and, therefore, needs revision (attach revised equivalency proposal for Senate review).

Date: 5/7/09

[Signature]  
Academic Senate Representatives

[Signature]

Discipline Faculty:

[Signature]  
[Signature]  
[Signature]

[Signature]  
[Signature]  
[Signature]

Equivalency Committee Approval:  
[Signature] 05-28-2009  
Equivalency Committee Chair Date

Minimum Qualifications for Faculty and Administrators in California Community Colleges

Equivalency Proposal in English Discipline

7 May 2009

Existing Language of Minimum Qualifications:

Master's in English, literature, comparative literature, or composition **OR**

Bachelor's in any of the above **AND** Master's in linguistics, TESL, speech, education with a specialization in reading, creative writing, or journalism **OR**

The equivalent

Proposed Language of Equivalency:

Bachelor's in English, literature, comparative literature, or composition **AND** Master's in one of the following Humanities areas: History, Philosophy, Religious Studies, Gender Studies, or Art History, with twenty-four graduate semester units (or equivalent quarter units) of course credit in textual analysis and interpretation, academic research and scholarly methods, critical theory, rhetoric and argumentation, language studies, literature in translation, writing across the curriculum, and/or voices of diversity. Eighteen of the units may be taken at the upper division level.

Submitted by:

Mark Hoffer  
English Coordinator  
Language Arts  
mhoffer@avc.edu  
(661) 722-6300 x 6755

ANTELOPE VALLEY COLLEGE  
Academic Senate

MQ and Equivalency Review Form

The discipline faculty in the Math Science Engineering division/area have reviewed the most current (2008) Minimum Qualifications for Faculty and Administrators in California Community Colleges for the following discipline: Mathematics.

The discipline faculty agree that: (Select only one)

- an equivalency for this discipline is not needed.** *The Minimum Qualifications for the designated discipline contains a broad range of degree requirements for all those who are prepared to teach within the discipline.*
- the current (within the last three years) Academic Senate approved equivalency does not need revision.** *The Minimum Qualifications for the designated discipline have not changed.*
- the current (within the last three years) Academic Senate approved equivalency requires revision.** *The minimum qualifications for the designated discipline have changed (attach revised equivalency proposal for Senate review).*
- the current (within the last three years) Academic Senate approved equivalency requires revision.** *The approved equivalency is below the Education Code Section 87359 that requires that individuals employed by the district possess qualifications that are at least equivalent to the applicable Minimum Qualifications or no longer meets the criteria set forth by the AVC Academic Senate Equivalency Procedure and, therefore, needs revision (attach revised equivalency proposal for Senate review).*

Date: 5-04-09

Kenan Shahla  
Academic Senate Representatives

Discipline Faculty:

Topraj Gordi  
Alvinia Bepre

George Alford

Equivalency Procedure approved 05-31-07  
September 6, 2007

Equivalency Committee Approval:  
Alvinia Bepre  
Equivalency Committee Chair  
Date 6-1-09

# **Minimum Qualifications and Equivalency**

Full-time Tenure-Track Mathematics Instructor

## **MINIMUM QUALIFICATIONS:**

Master's in MATHEMATICS or APPLIED MATHEMATICS **OR**  
Bachelor's in any of the above **AND** Master's in Statistics, Physics, or Mathematics  
Education. **OR** the equivalent.

## **EQUIVALENCY**

A Master's degree in Engineering, Physics, or Computer Science with 24 semester units  
of closely related coursework to Mathematics of which 18 units may be at the upper  
division level.



ANTELOPE VALLEY COLLEGE  
Academic Senate

MQ and Equivalency Review Form

The discipline faculty in the HEALTH SCIENCES division/area have reviewed the most current (2008) Minimum Qualifications for Faculty and Administrators in California Community Colleges for the following discipline: Nursing

The discipline faculty agree that: (Select only one)

- an equivalency for this discipline is not needed. The Minimum Qualifications for the designated discipline contains a broad range of degree requirements for all those who are prepared to teach within the discipline.
- the current (within the last three years) Academic Senate approved equivalency does not need revision. The Minimum Qualifications for the designated discipline have not changed.
- the current (within the last three years) Academic Senate approved equivalency requires revision. The minimum qualifications for the designated discipline have changed (attach revised equivalency proposal for Senate review).
- the current (within the last three years) Academic Senate approved equivalency requires revision. The approved equivalency is below the Education Code Section 87359 that requires that individuals employed by the district possess qualifications that are at least equivalent to the applicable Minimum Qualifications or no longer meets the criteria set forth by the AVC Academic Senate Equivalency Procedure and, therefore, needs revision (attach revised equivalency proposal for Senate review).

Date: 3/9/09

Vandra Robinson  
Academic Senate Representative

Sandra Hughes

Discipline Faculty:

Elizabeth A Sundberg

Jessica Snyder

Marianne Stewart

Victoria Beatty

Bonnie Army

Susan Atwood

Equivalency Procedure approved 05-31-07  
September 6, 2007

Equivalency Committee Approval:

[Signature]  
Equivalency Committee Chair

05-28-08  
Date



**ANTELOPE VALLEY COLLEGE**

**Health Science Division  
Minimum Qualifications & Equivalencies  
Nursing Science**

**Minimum Qualifications: Master's in nursing OR Bachelor's in nursing AND Master's in health education or health science OR the equivalent OR the minimum qualifications as set by the Board of registered nursing, whichever is higher.**

Academic Affairs Division, California Community Colleges

**Antelope Valley College Equivalency:**

- **Master's degree or higher from an accredited college or university which includes course work in nursing, education or administration**
- **At least one year of experience as a registered nurse providing direct patient care.**
- **Completion of at least one year's experience teaching courses related to nursing or a course which includes practice in teaching nursing.**

ANTELOPE VALLEY COLLEGE  
Academic Senate

MQ and Equivalency Review Form

The discipline faculty in the HEALTH SCIENCES division/area have reviewed the most current (2008) Minimum Qualifications for Faculty and Administrators in California Community Colleges for the following discipline: Nursing Science / Clinical Practice.

The discipline faculty agree that: (Select only one)

PH  
 **an equivalency for this discipline is not needed.** *The Minimum Qualifications for the designated discipline contains a broad range of degree requirements for all those who are prepared to teach within the discipline.*

**the current (within the last three years) Academic Senate approved equivalency does not need revision.** *The Minimum Qualifications for the designated discipline have not changed.*

**the current (within the last three years) Academic Senate approved equivalency requires revision.** *The minimum qualifications for the designated discipline have changed (attach revised equivalency proposal for Senate review).*

**the current (within the last three years) Academic Senate approved equivalency requires revision.** *The approved equivalency is below the Education Code Section 87359 that requires that individuals employed by the district possess qualifications that are at least equivalent to the applicable Minimum Qualifications or no longer meets the criteria set forth by the AVC Academic Senate Equivalency Procedure and, therefore, needs revision (attach revised equivalency proposal for Senate review).*

Date: 4/13/09

[Signature]  
Academic Senate Representatives

[Signature] (proxy)

Discipline Faculty:

[Signature]  
[Signature]  
[Signature]

[Signature]  
[Signature]  
[Signature]

Equivalency Committee Approval:

[Signature]  
Equivalency Committee Chair

05-28-2009  
Date



## ANTELOPE VALLEY COLLEGE

### Health Science Division Minimum Qualifications & Equivalencies Nursing Science/Clinical Practice

Minimum Qualifications: Any bachelor's degree and two years of experience, or any associate degree and six years of experience.

Academic Affairs Division, California Community Colleges

#### Antelope Valley College Equivalency:

- Bachelor's degree in registered nursing or nursing science from an accredited college or university and two years of experience. At least one year of nursing experience within the previous five years as a registered nurse providing direct patient care.

#### **OR**

- Associate's degree in registered nursing or nursing science from an accredited college or university and six years of experience. At least one year of nursing experience within the previous five years as a registered nurse providing direct patient care.

Antelope Valley College  
Academic Senate

Annual Accomplishments  
2008-2009

The 2008-2009 academic school year began for the Academic Senate on July 1, 2008. The summer months were spent preparing for the upcoming academic year. The Senate Executive along with the Senate leadership held retreats to acquaint themselves on the work of the Senate and major issues that needed to be addressed. In the previous years, major work went into updating major policies and procedures that affect academic and professional matters, such as the establishment of the Equivalency Procedure, development of the Program Discontinue Procedure, and major revision to the Faculty Hiring Procedure, to name a few. This past year, the focus was in implementing and monitoring these new and revised policies and procedures, such as the new budgeting process developed through Strategic Planning and Budget Council. This year as in the last three years, the Mutual Agreement Council (MAC) has worked collegially at identifying mutual agreement items, which has resulted in a major revision of the Program Review Procedure for Academic Affairs, Student Services and now a newly established procedure for non-instructional areas. MAC has also developed and implemented the Accreditation Faculty Coordinator Position. This position is critical to the continue success of the college in keeping an eye on accreditation and maintaining a strong relationship with the Accrediting Commission. The Senate during these past four years has been able to reestablish a consultation process with Cabinet level administrators that have contributed to a relationship of mutual respect and trust. The AVCFT has also been receptive and worked with the Academic Senate on items of mutual concern such as the revision to the Tenure and Evaluation Procedure, the negotiation for reassign time to do the work of the Senate, and resolving mutual issues.

Summary:

1. Updated and Disseminated the Faculty Handbook
2. Updated and Disseminated the Academic Senate Operating Procedures Handbook
3. Revised Program Review for Academic Affairs and Student Students that is streamlined that is data driven, which includes annual reports
4. Established and implemented Program Review for non-instructional areas
5. Senate Executive and Leadership Retreats on October 3, 2008 and February 5, 2009
6. Academic Polices and Procedures Committee developed and finalized the first AVC Disciplines List

7. In consultation with Mutual Agreement Council developed and Senate approved the Enrollment Management faculty co-chair position.
8. Developed Equivalency Status chart by disciplines, posted on the Senate public website
9. Revised and approved the Full-time faculty academic ranking, implemented for spring 2009
10. Christos Valiotis selected for AVC's Hayward Award Nominee
11. Christos Valiotis selected for Statewide Academic Senate Area C Hayward Award Recipient (fifth for AVC)
12. Elliot Styler selected for 2009-2010 AVC Outstanding Adjunct Award
13. Carolyn Burnell selected for 2009-2010 AVC Scholar in Residence Award
14. Extensive review of the Prerequisite Challenge Procedure
15. Revised the Administrative Retreat Rights Procedure
16. Patricia Marquez attended Fall and Spring Area C Statewide Academic Senate meeting
17. Patricia Marquez and Deborah Charlie attend Statewide Academic Senate Fall Plenary Session
18. Christos Valiotis (Senate President elect) attended Spring Area C Statewide Academic Senate meeting and Statewide Academic Senate Spring Plenary Session
19. John Vento selected for AVC's Diversity Award Nominee
20. Christos Valiotis and Maria Clinton will attend June Statewide Senate Leadership Institute
21. Maria Clinton will attend July Statewide Senate Curriculum Institute
22. Academic Senate Executive 2009-2010: Christos Valiotis, Academic Senate President; -----First-Vice President; Jack Halliday, Second-Vice President; Dr. Susan Lowry, Officer-At-Large
23. Two Resolutions passed: ITS Services and Vote of No Confidence Steve Fox

## DISTANCE EDUCATION COMMITTEE

In the past academic year, the Distance Education Committee accomplishments include:

- Conducted a DEC membership reorganization to enhance campus representation for distance learning requirements. New membership roles will become effective in the Fall 2009 semester.
- Initiated an application to iTunes University to support distance learning.
- Developed and implemented an online course information page to establish consistency of information available to students with regard to online and hybrid courses. The page is available at <http://www.avc.edu/academics/courseinfo.php>.
- Conducted a course management system platform evaluation in order to develop a recommendation for future online learning at AVC. Final recommendation to be completed by the end of the Spring 2009 semester.
- Provided recommendations regarding the restructuring of the DEC based on the Strata Information report. (Note: recommendations were rejected by the Academic Senate.)
- Provided status reports to the Academic Senate.

Ongoing efforts to ensure a quality distance education program at Antelope Valley College include the following committee work groups:

- Podcasting Workgroup
  - Charged with identifying issues and solutions related to podcasting for online courses. The podcasts are available at <http://podcasts.avc.edu/>.
- Orientation Workgroup
  - Charged with developing an orientation class that will introduce students to online learning.
- Accessibility Workgroup
  - Charged with developing recommendations on issues related to accessibility in online courses.
- Platform Evaluation Workgroup
  - Charged with evaluating the current course management system and identifying future hosting options.

## **2008-09 Program Review Summary of Accomplishments**

**Six peer review teams finished their work, thereby completing program review for all programs that started self-studies in fall 2007.**

**Five programs completed self-studies in spring 2009 and are in peer review.**

CalWORKs  
Disabled Student Services  
GED (General Educational Development)  
Information Technology Services  
Veterans Affairs

**Four programs are working on self-studies.**

Business Services  
Foundation and Institutional Advancement  
President's Office  
Student Development - includes: ASO, Health Services, SOAR, Student Activities

**New program review procedures were approved April 16.**

The new procedures reflect current ACCJC standards.  
The new procedures call for a four-year review cycle with annual updates.  
Self-study and annual reports are due October 31.

**Seven programs have been trained to conduct self-studies using the new procedures.**

Business, Computer Studies and Economic Development  
EOPS (Extended Opportunity Programs and Services)  
Health Sciences / Child and Family Education / Child Development Center  
Human Resources  
Social and Behavioral Sciences  
STAR (Student Transition and Retention)  
Technical Education



**ANTELOPE VALLEY COLLEGE  
THE HONORS TRANSFER ALLIANCE PROGRAM  
2008-2009 YEAR END REPORT**

**BY  
KAREN LUBICK, HONORS PROGRAM COORDINATOR  
May 28, 2009**

## **Overview**

**At the onset of the Fall 2008 semester, 68 students were removed from the honors program for graduating, transferring, not enrolling, or dropped g.p.a. From summer (as of 6/1/08) to today, (5/28/09) 152 students have been added to the program, totalling 260 students.**

In Fall, 2008, seven courses were offered: Art101H (Agahari); English 101H (Ahmad); English 103H (Lubick); Engl 235H (Covell); History 111H (Lehman); Mathematics 130H (Anderson, D.); Psych 101H (Aviles). In Spring, 2009, seven courses were also offered: Biology 101H (Feickert); English 102H (Ahmad); English 226H (Koritsoglou); History 107H (Shafer); Poli Sci 101H (Vento); ThArts 101H (Leighton); Math 150H (D. Anderson). The 2009-10 schedule will include ten honors sections of courses for Fall and nine honors courses for Spring. 34 students completed honors option by contract for F08, 6 completed options for Int09, and 37 students have submitted honors option contracts for S09.

29 students completed TAP certification overall; 28 applied for admission to UCLA; 8 applied for admission to UCI. Several are choosing to attend UCSD and UCB (besides the two TAP universities) and various state universities like CSUB and SDSU.

## **Committee Activities/Highlights**

The honors committee met on Sept. 29, Oct., 27, Nov. 24, Feb. 23 and April 27, 2009. We reviewed and approved course proposals for English 102H by Jeffrie Ahmad, English 226H from Angela Koritsoglou, History 107H from Ken Shafer, English 222H from John Toth, English 103H from Kathryn Mitchell, and Music 101H from Lynn Ennis. Observations were made in Shafer's History 107H and Koritsoglou's English 226H courses, being the first time they have taught honors sections. Agahari and Aviles need to be observed in the fall.

The honors option contract form was reworked to inform instructors as to the need to follow the approval process and to provide honors standards for projects. We added a course proposal template to the back side of the form to start the process of having a more detailed overview of the option process. We plan to start a formal approval process of the honors option contracts in F09.

AVC was represented at both UCLA TAP Council meetings; Susan Knapp attended on Nov. 21, 2008 and Karen Lubick attended on April 24, 2009. Important information was disseminated about changes to UCLA policy, especially the reduction of admittees to impacted majors. The committee met and agreed to retain a six course honors curriculum (UCLA has reduced it to 15 units), but to allow three honors' options. We also met and agreed to add a mathematics eligibility requirement of assessing into Math 102, or scoring 550 or higher on the math portion of the S.A.T, or satisfactorily completing equivalent high school coursework in intermediate algebra and precalculus.

The Dean's List and President's List for F08 was received from Counseling extremely late. Ms. Lubick will work with new counseling and admissions staff to facilitate a faster process. Letters were sent to students and lists were made available.

The honors program broadened its outreach efforts to the high school this year. On October 15, Ms. Lubick presented at Quartz Hill High School during Parent's Night. Ms. Knapp also presented at one of the local high schools. On May 15, 2009, Ms. Lubick presented with Rosa Fuller to three IB classes at Highland High School. We also held an AVC Honors orientation in October for all new, returning and interested students with speakers from counseling and academic disciplines.

Alpha Iota reports were given throughout the year by Elizabeth Soos. We were able to take large numbers of students to the Fall Regional and Spring Conventions hosted by Alpha Gamma Sigma. Our involvement in the state organization grew as Ms. Lubick served as State Advisory Board President and offered to help College of the Canyons with registration for a future Fall Regional convention. Two students, Jun Ueno and Brittany Nesbitt won state scholarship awards, and Ms. Lubick won an outstanding advisor award. Alpha Iota received a \$3000.00 grant from Associated Student Organization to assist in fundraising efforts to attend the state convention. Alpha Iota hosted the first Honors Ball on November 1, 2009, raising an additional \$1500.00 for scholarship awards; winners were announced at the annual honors convocation held on May 22, 2009.

Next year the honors committee will continue to review honors course proposals and honors option by contract proposals, develop a stronger curriculum for Science and Business majors, and hold more information sessions for students throughout the year. We will be updating our TAP application and web-pages (I.T. is moving our website), we will continue to discuss the use of the honors library room and computer, and we will begin the process of making a new honors tri-fold brochure. We will also be compiling statistics and other data for the program.

## **SLO Committee Year End Report 2008-2009 Academic Year**

---

### **Committee Functions**

The Student Learning Outcomes Committee began the 2008-2009 academic year in a state of transition. Melanie Parker assumed the role of Faculty Co-Chair early in the semester and attended her first SLO meeting on September 22, 2008. Maria Clinton, chair of the SLO Technical Review Subcommittee and AP&P liaison left the committee and began her transition to Faculty Co-Chair of AP&P shortly thereafter. The new technical education AP&P representative assumed AP&P liaison responsibility for the SLO Committee.

Several vacancies on the committee were filled during fall semester; one classified position, the confidential management position, and a faculty position. Meeting times were changed from 3:30 to 5 p.m. to 3 to 4:30 p.m. in order to accommodate classified work schedules. Attendance at meetings improved and we had little difficulty making quorum. The committee agreed to dissolve the SLO Technical Review Subcommittee for the time being. Since the majority of our courses currently have approved SLOs, the pace of new SLO submittals has slowed. When courses are submitted they are first screened by the Committee Co-Chair who contacts the appropriate faculty member and/or dean with questions or suggestions. Committee members are available to screen SLOs as needed and SLOs are available for review by Committee members before approval.

The SLO Committee considered reorganization of the committee in order to capture a wider representation of campus interests. While we believed this might facilitate communication of outcome and assessment processes, we also believed a larger committee might be less efficient. Several "models" for reorganization were discussed. Reorganization has been tabled at present and we will try to improve communication and working relationships using other methods.

During spring semester meetings, guests such as the Program Review Coordinator, Accreditation Coordinator, President-elect of the Academic Senate, and ASO student representatives were invited to share their perspectives on SLO and assessment processes. The purpose of these visits was to both highlight important issues the Committee must consider and to improve communication and collaboration among campus committees and interest groups.

### **Professional Development**

Eleven AVC staff and faculty members attended the WASC/ACCJC Retreat on Student Learning and Assessment held in Emeryville September 25 through 27, 2008. Workshop sessions focused on assessment and analysis of student learning. Three faculty members attended the ACCJC SLO Coordinator Workshop at Mount San Antonio College on March 13<sup>th</sup>, 2009. The workshop focused on developing and supporting collaboration between SLO Coordinators, Program Review Coordinators, and Institutional

Researchers. Eight members of the faculty and administration attended a WEAVEonline webinar at AVC on April 1<sup>st</sup>, 2009. This session addressed issues related to the development of Program Learning Outcomes

Professional development seminars on the topic of SLOs and assessment were presented at Welcome Back Day on August 22, 2008. Several SLO Assessment Primer, SLO Data Collection, and SLO Assessment and Best Practices seminars were offered for faculty professional development credit during fall and spring semesters. Additionally, "SLO Help Sessions" were scheduled during the month of April and May when it became evident faculty needed individual assistance working through the SLO process. Members of the SLO Committee and Office of Institutional Research and Planning also met with individual faculty and staff to provide specialized assistance and support as needed. A WEAVEonline introductory training session for SLO Committee members and other interested staff and faculty was held June 1, 2009. Attendees began learning how WEAVE will facilitate the management and use of assessment data. Trained faculty and staff are now beginning to enter SLO and assessment data from the 2008-2009 academic year.

The Office of Institutional Research and Planning and SLO Committee will collaborate on professional development presentations at Welcome Back Day 2009. Additionally, four professional development trainings focused on WEAVE and six sessions focused on program learning outcomes and assessment have been approved for the 2009-2010 academic year. These seminars will all carry Standard 1 credit. The SLO Committee recognizes there may be emerging issues in outcomes and assessment that may require additional training sessions throughout the year. We have been assured faculty members can claim Standard 1 credit for any sessions we may need to add. The Professional Development Committee has also indicated that Standard 3 faculty professional development credit will be available for department faculty volunteering to manage outcome and assessment data using WEAVE. The amount of flex credit available is currently under negotiation but will likely be similar to that available through participation on program review peer teams.

### **Work Accomplished**

Christos Valiotis, Ted Younglove, and Melanie Parker attended several division meetings during the year to communicate outcomes and assessment processes and goals to staff and faculty. This was also an opportunity to receive feedback regarding problems and processes and helped the committee evaluate goals for the coming year.

The October 2008 Accreditation Follow-Up Report and visit validated the efforts of Christos Valiotis and the SLO Committee in establishing outcome and assessment processes on campus. The visiting team approved AVC's current system of filing SLOs with the corresponding CORs. All approved SLOs were posted online beginning October 2008 in order to provide ready access to the campus community. Newly approved and revised SLOs are posted at the end of each semester. All newly approved SLOs are also entered on AP&P's COR matrix at the end of each semester. Once WEAVEonline is

fully functional, members of the faculty, administration, and staff will have “read only” access to SLOs, PLOs, OOs, and assessment data online. This will also facilitate analysis and integration of outcome and assessment data for program review and planning processes.

During the 2008-2009 academic year Program Learning Outcomes were approved for Child and Family Education. Program Learning Outcomes for student service areas are slated for completion by June 30<sup>th</sup>, 2009. Several revisions of existing SLOs were submitted and approved, criteria for success was added to a few courses, and several new SLOs were approved. At present, 93% of Antelope Valley College courses have approved Student Learning Outcomes. As of Intercession 2009, over 20% of AVC’s courses had at least one SLO assessed.

### **Work Ahead**

After much discussion and review of current accreditation standards, the SLO Committee strongly recommends that SLOs be included as part of each course syllabus. The Committee firmly believes that communicating SLOs as either an integrated part of the syllabus or as a separate attachment to the syllabus is good practice and will facilitate student understanding of our goals for learning. The SLO Committee recommends that a statement to this effect be included in “Guidelines for Creating an Effective Syllabus”.

Goals for the 2009-2010 academic year include:

- Improved communication and discussion of outcome and assessment issues with faculty, staff, students, and administration.
- Inclusion of SLOs on course syllabi or as an attachment to course syllabi.
- SLOs written and approved for 100% of courses offered.
- Criteria for success established for SLOs that do not currently have them; we estimate that includes 85 to 90% of our SLOs.
- SLO assessment started for 100% of courses offered during the year.
- Development of Program Learning Outcomes and assessments for degree and certificate programs.
- Continued development and assessment of Operational Outcomes.
- Supporting integration of outcome and assessment data into the program review process.
- Full implementation of WEAVEonline.
- Continued faculty professional development training opportunities.
- Expanded training/educational opportunities for faculty and staff utilizing distance education technology.
- Education and training on emerging outcome and assessment issues.
- Updated SLO Committee website.
- Completion of an SLO Faculty Handbook.

**Antelope Valley College  
Faculty Professional Development Committee  
Year-End Senate Report 2008-09**

May 29, 2009

**Overview:**

This academic year was the first in which we implemented the new faculty professional development guidelines, requiring specific hours within the new standards, including Faculty Academy and College Colloquia. As with any change, there was some confusion and some panic from the faculty. However, overall, the new guidelines have redirected the faculty professional development program and allowed faculty the opportunity to focus their professional development hours more on their teaching strategies and data-driven research for the college itself. The committee has used this year to note how faculty responded to the new guidelines and where we need to make adjustments for the next academic year, in addition to our usual business of reading and approving plans and contracts, organizing proposals for the next academic year, organizing the Welcome Back Day for the next academic year, and working with ITS to improve the online offerings of technical training. We also reviewed the FPD committee membership and term limits and submitted suggestions to the Academic Senate executive committee, which was approved, allowing our committee membership to be more reflective of the campus community.

**Program for the Academic Year 2008-09:**

- 183.5 hours of Faculty Academy, Standard 1, events (73 events)
- 277.5 hours of College Colloquia, Standard 2, events (75 events)
- 10 Rescheduled dates of events at presenter's request
  - 1 rescheduled due to major fire in area of travel
- 2 Cancelled Faculty Academy events
  - "Assist Students to Succeed"—presenter not prepared
  - "SLO Assessment and Best Practices"—reason unknown
- 4 Cancelled College Colloquia events
  - "Reading by Dorothy Allison"—expense too high
  - "13<sup>th</sup> Annual AV Film Festival"—coordinator not available
  - "Judge an Intramural Speech Tournament"—major fire caused cancellation
  - "Ecotourism & Costa Rica"—reason unknown

**Proposed Program for the Academic Year 2009-10:**

- 263 hours of Faculty Academy, Standard 1, events
- 250 hours of College Colloquia, Standard 2, events

**Changes Being Implemented for the Academic Year 2009-10:**

- Revised and clarified language in the FPD guidelines
- Addition of possible credit hours for data managers for the WEAVE program

- Offering all ITS technical training both on campus and on CCC Confer to allow Adjuncts and Full-time faculty easier access to training and Faculty Academy credit
  - Several adjuncts stated they had difficulty with completing Faculty Academy, Standard 1, because of their schedules during the past year. The FPD committee made adjustments and allowed any event in the book to qualify as FA since this was the first academic year for the change in guidelines. However, with the addition of many more online opportunities through ITS, as well as an increase in offered Faculty Academy events, the FPD committee will hold adjuncts to their contractual obligation to complete 3 hours of FA in the 2009-10 academic year.
- Adding a section to our website for Frequently Asked Questions to enable faculty a quicker and easier way to find answers for their questions
- Accepting Sabbatical Leave applications for consideration (moving to our committee)
- Implementation of revised Notification of Planned Use of Units from Faculty Academy Workshops for Advancement on the Faculty Salary Schedule Form

# ANTELOPE VALLEY COLLEGE

## Tenure Review

June 1, 2009

TO: Patricia Sandoval  
Academic Senate President

FROM: Jennifer Gross  
Tenure Review Coordinator

RE: 2008 - 2009 End-of-Year Report

---

A total of 70 tenure review committees were active during the 2008-2009 academic year. There were fifteen first-year committees, eighteen second-year committees, thirteen third-year committees, and twenty-four fourth-year committees.

An orientation to the tenure review process was given to the new evaluatees the week prior to beginning of fall semester during orientation. Those new faculty members who could not attend that meeting were given separate orientations during the first few weeks of the semester. Meetings for all committee members were also held in the fall to orient faculty members and administrators to the new forms and process changes. I oriented academic deans at one of their weekly "deans' meetings" at the beginning of fall semester. Individuals who could not attend the scheduled meetings were able to watch a recorded version of one of the orientations which Joseph West recorded for me and then meet with me to ask any additional questions.

In keeping with the contract, I met with all committees that had a change in committee make-up at the beginning of fall semester to go over changes and to review the status of the process for each probationary faculty member. There were thirty-four such committees.

This year was the first to apply all of the changes for the tenure process. A new report form was used by all first-year and second-year committees and the



majority of the third-year and fourth-year committees. Also, new student evaluation forms, peer evaluation forms, plans for removal of unsatisfactory rating, and observation report forms were implemented. I received feedback regarding the peer input process, which was done online for the first time. Many faculty members are unhappy with issues related to access. The same procedure was used in the spring, and it seems that there was less trouble, although I still received access complaints. There was also feedback about concern over the language that was to be read for student evaluations. That language was changed for the spring semester. As well, some minor changes were made to the student evaluation forms as well. Nearly all feedback concerning these changes was extremely positive.

Throughout the year, most committees were able to adhere to required timelines, and those committees needing extra time filed appropriate memos and/or forms indicating the need to alter the timeline. I have continued to send out email reminders to committee chairs and evaluatees, which appear to encourage closer adherence to the timelines. I met with probationary faculty members, with committee members, and with full committees (as well as answered emails and phone calls) as necessary to answer questions, explain procedures, and generally aid the process. As in years past, I also often fielded calls regarding tenured faculty members or adjunct faculty members who were undergoing evaluation this academic year. I always inform these callers that I am not "in charge" of those evaluations; however, I do help them interpret the Tenure and Evaluation document and direct them to the administration and/or union when appropriate.

Twenty three fourth-year evaluatees were awarded tenure. No probationary faculty members were awarded early tenure. As of today's date, forty-five committees will continue work next year, and there will be no new committees.

Due to retirements, resignations, and leaves, there will be one existing committees that will have at least one new member next year. There may also be some committee membership changes due to the reorganization process, which will potentially realign two committee members in the same division. Once the final details of the reorganization are worked out, this issue will be addressed.