



**ANTELOPE VALLEY COLLEGE**  
**ACADEMIC SENATE MEETING**  
**June 3, 2010**  
**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. REPORT**
  - a. Distance Education Committee – Rick Balogh
  - b. Legislative Liaison – Glenn Haller
- 5. APPROVAL OF MINUTES**
  - a. May 20, 2010 (attachment)
- 6. ACTION ITEMS**
  - a. Senate Executive Positions: First Vice President, and At-Large Representative
  - b. Faculty Accreditation Co-Chair Interim Appointment: Patricia Márquez
  - c. Basic Skills Action Plans (attachment)
  - d. Equivalency – Music (attachment)
- 7. DISCUSSION ITEMS**
  - a. Textbook Rental – Dawn McIntosh, Director of Auxiliary Services (attachment)
  - b. BP/AP: 3900 Speech: Time, Place, and Manner Draft Feedback (attachment)
  - c. Senate Year End Reports (attachment)
  - d. Union/Senate Memorandum of Understanding (attachment)
- 8. SENATE ADMINISTRATIVE BUSINESS**
  - a. Appointments
    - Academic Ranking
      - Xiaoyu (Sherri Zhu) – Instructor to Professor
    - Distance Education Committee
      - Priscilla Jenison (complete last year of a 3 year term)
    - Faculty Professional Development Committee
      - Magdalena Caproiu (3 year term)
      - Dr. Richard Coffman (3 year term)
      - Ty Mettler (3 year term)
    - Honors Committee/Program
      - Rae Agahari (2 year term)
      - Dr. Fredy Aviles (2 year term)
      - Dr. Igor Marder (2 year term)
      - Dr. Zia Nisani (2 year term)
    - Senate Grant Committee
      - Thomas Shey (3 year term)
    - Student Learning Outcomes Committee
      - Dr. Fredy Aviles (3 year term)
      - Stacey Adams (3 year term)

b. Announcements

- 2010 Leadership Institute – June 17 – 19, 2010 (San Diego, CA)
- 2010 Curriculum Institute – July 8 – 10, 2010 (Santa Clara, CA)

**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.

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**ANTELOPE VALLEY COLLEGE**  
**ACADEMIC SENATE MEETING**  
**June 3, 2010**

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

Mr. Christos Valiotis, Academic Senate President, called the meeting to order at 3:05 p.m.

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

- Mr. Christos Valiotis announced that 2 positions on the Senate Executive are still open and volunteers are encouraged to come forward.
- The Honors Convocation, held on Friday, May 21, 2010 from 8:30 a.m. to 11:00 a.m. in the Fine Arts Quad, went very well.
- The Senate Leadership retreat held on Friday, May 21, 2010 consisted of the Senate Exec members, Senate Chairs, Co-Chairs, and Coordinators. During this retreat the various members shared and collaborated on new ideas. It was determined that these meeting will be held twice a year; once at the beginning of the academic year to set goals and again at the end of the year to review the campus accomplishments.

**3. OPEN COMMENTS FROM THE PUBLIC**

- MaryAnn Holcomb announced that due to retirements in the Business division, the number of full-time faculty is down to 8, which means that this division no longer needs two representatives so she plans to drop off the committee.

**4. REPORT**

**a. Distance Education Committee – Rick Balogh**

Rick Balogh reported on the concerns of the Distance Education Committee. He passed out a legal size document outlining those concerns and listing the priorities for the new academic year. He stated that the committee supports the recommendations from the strata team and plans to go through the implementation process as a team. Christos Valiotis stated that he will meet with Rick Balogh on a separate date to further discuss item 2, first bullet of the priorities list for the new academic year.

**b. Legislative Liaison – Glenn Haller**

Mr. Glenn Haller was present to report that SB 1140 regarding the Transfer Degree will move to the assembly. SB 1143 is causing problems on the floor of Senate. It received 19 approval votes of 21 total votes. This bill states that the community college system as a whole will not lose money, however individual colleges may see a reduction in state funds while other colleges gain in comparison to previous years. Lobbyists are working hard to prevent this bill from moving forward.

**5. APPROVAL OF MINUTES**

**a. May 20, 2010 (attachment)**

A motion was made and seconded to approve the May 20, 2010 Academic Senate Meeting minutes. Ms. MaryAnne Holcomb stated some minor language revisions are needed. She provided a copy of revisions for inclusion. Motion carried as amended.

**6. ACTION ITEMS**

**a. Senate Executive Positions: First Vice President, and At-Large Representative**

Mr. Christos Valiotis explained that currently he has not received any nominations or volunteers for these positions. He stressed the importance of these positions being filled and the need to continue the advancement of the Senate through shared governance. The Senate is only as successful as the faculty serving on the committee who have made a choice to grow into these types of leadership positions. Susan Lowry explained that her now vacated position does not demand a lot of her time and would re-up but unfortunately can not do so being the faculty union president. Susan Knapp volunteered to fill the At-Large Representative position. A motion was made and seconded to approve this assignment. Motion carried.

**b. Faculty Accreditation Co-Chair Interim Appointment: Patricia Márquez**

Mr. Christos Valiotis explained that Dr. Edward Beyer requested to be released from his position as Faculty Accreditation Co-Chair. This request was unexpected and unfortunately does not provide time for a proper recruiting process since our revisions are due to the accreditation team. Patricia Marquez was asked to take over this position as Interim until October when a proper recruitment can take place. Mr. Valiotis requested a motion to approve this assignment stating that it is not the intention of the Senate to avoid faculty approved recruitment standards but under the circumstances it was necessary. A motion was made and seconded to approve this assignment. Motion carried.

**c. Basic Skills Action Plans (attachment)**

Diane Flores-Kagan and Agnes Jose-Eguaras were to answer any questions regarding the new Basic Skills action plan presented to the Senate two weeks prior. A motion was made and seconded to approve the Basic Skills action plan. Motion carried.

**d. Equivalency – Music (attachment)**

A motion was made and seconded to approve not needing a minimum qualification equivalency for the Music discipline. Motion carried.

**7. DISCUSSION ITEMS**

**a. Textbook Rental – Dawn McIntosh, Director of Auxiliary Services (attachment)**

Mr. David Moyer, in place of Dawn McIntosh, gave a brief explanation of the proposed textbook rental program. He explained that this new program, utilizing the existing textbooks, will be more cost efficient to the college. Kathy Moore asked if existing textbook rental companies were consulted during the establishment of this rental program. Mr. Moyer stated that yes the bookstore has been talking with other rental companies regarding the implementation of this process, which should go up by June 5<sup>th</sup>, 2010. He also stated that this program will only be available to students who possess a credit card or a financial aid issued credit one card. However it is entirely the choice of the students to use the rental program. The students, regardless of financial aid, will not be required to participate in this program.

MaryAnne Holcomb stated that student who receive financial aid should not be allowed to sell back books since the money received is part of financial aid and intended to be used for school purposes only. Students should not be allowed to take those funds elsewhere. Financial aid recipients should be required to rent their textbooks to avoid having that money spent on none school related items. Dr. Lee Grishman stated that this would need to be researched further to make sure we are not encroaching on human rights.

Mr. David Moyer also explained that the electronic version of the textbook requisition form is being revised and will be reintroduced to the campus soon. It is the desire of the bookstore to simplify the requisition process and have the electronic program talk to banner directly. He also explained that the bookstore has been researching a way to resolve the issue with access codes and the textbooks. He explained that the bookstore is working with publishers to allow for the access code to be sold separately. He stated that Dawn McIntosh is still working to determine the savings benefits for the above noted changes at the bookstore.

**b. BP/AP: 3900 Speech: Time, Place, and Manner Draft Feedback (attachment)**

Heidi Preschler was present to discuss BP/AP: 3900 Speech: Time, Place, and Manner Draft. It was quickly determined that this discussion could not take place since AP 3900 was missing from the packet. Ms. Preschler did state though that this a hot topic at San Mateo and Peralta because it is imperative that these revisions be drafted in a manner so that the education process is not interrupted. The wording on these two documents is much different and she is in the process of getting this material presented at CCC.

Mr. Valiotis stated that the whole policy is being revised and this body needs to decide on proper language. He stated that it is important to determine whether the college is public or nonpublic and if there will be designated free speech areas. He continued to state that with the implementation of new language a checks and balances system will also need to be created. Additional comments on the topic were made and Mr. Valiotis stated that this will return for further discussion in the fall.

**c. Senate Year End Reports (attachment)**

Mr. Valiotis stated that the Senate Year End Report was attached to the packet for review.

- d. Union/Senate Memorandum of Understanding (attachment)  
 Mr. Valiotis stated that the issues surrounding the conflict resolution section of the attached Union/Senate Memorandum of Understanding has been addressed. He explained that it was not the intention to meet apart from the whole committee when producing this Union/Senate Memorandum of Understanding. Ms. Susan Lowry stated that she felt the Union and Senate already work well together and she is fine with the conflict resolution statements being removed from the MOU. Mr. Valiotis requested the committee to take the MOU back to their areas for review and consideration. He also asked that the representatives explain to their areas that the Union and Senate are working well together already and looks forward to constructive recommendations.

*A motion was made and seconded to amend the agenda to include 8a under distance education, Ken Shafer – complete second & third year of three year term. Motion carried.*

**8. SENATE ADMINISTRATIVE BUSINESS**

a. Appointments

- Academic Ranking
  - Xiaoyu (Sherri Zhu) – Instructor to Professor
- Distance Education Committee
  - Priscilla Jenison (complete last year of a 3 year term)
  - Ken Shafer – complete second & third year of three year term
- Faculty Professional Development Committee
  - Magdalena Caproiu (3 year term)
  - Dr. Richard Coffman (3 year term)
  - Ty Mettler (3 year term)
- Honors Committee/Program
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- Senate Grant Committee
  - Thomas Shey (3 year term)
- Student Learning Outcomes Committee
  - Dr. Fredy Aviles (3 year term)
  - Stacey Adams (3 year term)

*A motion was made and seconded to approve the designated At-Large Senate representatives. Motion carried.*

b. Announcements

- 2010 Leadership Institute – June 17 – 19, 2010 (San Diego, CA)
- 2010 Curriculum Institute – July 8 – 10, 2010 (Santa Clara, CA)

**9. ADJOURNMENT**

A motion was made and seconded to adjourn the June 3, 2010 Senate meeting at 4:37 p.m. Motion carried.

<b><u>MEMBERS PRESENT</u></b>		
Paul Ahad	Jack Halliday	Harish Rao
Mark Covert (proxy)	MaryAnne Holcomb	Terry Rezek
Luis Echeverria	Susan Knapp	Casey Scudmore
Debra Feickert	Scott Lee (proxy)	Ken Shafer
Claude Gratton	Susan Lowry	Justin Shores
Lee Grishman	Kathy Moore	Christos Valiotis
Glenn Haller	Berkeley Price	

<u>MEMBERS ABSENT</u>		<u>GUEST PRESENT</u>
Carolyn Burrell	Sandra Robinson	Rick Balogh
Sandra Hughes	John Taylor	Diane Flores-Kagan
Candace Martin	Alex Webster	Agnes Jose-Eguaras
		Heidi Preschler
		Liz Sundberg

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**ESL/Basic Skills (Due September 2010)  
Action Plans for 2010-2011**

**District: Antelope Valley Community College District**

**College: Antelope Valley College**

Section	Planned Action	Effective Practice and Strategy	Target Date for Completion	Responsible Person(s)/ Department(s)
<b>A Organizational/ Administrative Practices</b>	Basic Skills Committee (BSC) co-chairs and developmental education faculty attend BSI workshops; re-assigned time for Faculty Co-Chair is continued.	A.1.2 Institutional leadership demonstrates a commitment to developmental education.	2010-2011	Vice-President Academic Affairs, Deans in respective areas
	Key positions are retained: adjunct faculty learning specialists for reading, math, ESL; adjunct counselors; Basic Skills Educational Advisor.	A.1.4 Developmental education is adequately funded and staffed.	2010-2011	Vice-Presidents, Academic Affairs & Student Services
	Quest for Success Program is created to coordinate targeted basic skills efforts: accelerated class offerings, assessments, student success workshops, mentoring, counseling, and learning assistance.	A.3.1 A clear institutional decision exists regarding the structure of developmental education (centralized or decentralized, but highly coordinated).	Fall 2010	Basic Skills Director; Developmental Education (DE) Faculty; Counselors
	Dedicated administrator is retained: Basic Skills Director.	A.3.2 Based upon the institutional structure, a dedicated administrator or lead faculty is/are clearly identified and accorded responsibility for college-wide coordination of basic skills program(s).	2010-2011	Vice President Academic Affairs, Dean of Instructional Resources & Extended Services
	Pre-assessment workshops (PAWS) are offered on campus and coordinated with middle school and high school faculty.	A.3.5 Formal mechanisms exist to facilitate communication and coordination between pre-collegiate and college level faculty within disciplines.	2010-2011	Math Faculty
	Peer mentoring is available across campus programs, both academic and student services.	A.5.4 Peers and/or faculty provide mentoring to developmental education students.	2010-2011	Learning Center Faculty
	Academic and student services faculty are solicited to serve on a Learning Center Advisory Committee to create an even higher degree of integration of services.	A.5.5 A comprehensive system of support services exists and is characterized by a high degree of integration among academic and student support services.	Fall 2010	Learning Center Faculty

<b>B</b> <b>Program Components</b>	Purchase Compass Test units to accommodate a high influx of basic skills students for assessment in reading, English, and math.	B.1.2 Mandatory assessment exists for all new students.	Fall 2010	Dean of Counseling & Matriculation (C&M)
	Continue to implement revised and validated assessment cut scores to improve placement of students in basic skills courses.	B.1.3 Mandatory placement exists for students assessed at developmental levels.	Fall 2010	Dean of C&M; Assessment Coordinator; DE Faculty
	BSC faculty meet with discipline faculty to review course advisories, co-requisites, and prerequisites.	B.2.1 Developmental education course content and entry/exit skills are regularly reviewed and revised as needed.	2010-2011	BSC faculty; Discipline Faculty; Counselors
	Continue to collect and provide data to faculty attending BSC events; link data on the Institutional Research website to the BSC website.	B.2.5 Data obtained from course/program evaluation are disseminated and used for planning and continuous improvement.	2010-2011	Director of Institutional Research
	Develop methods for broadening the use of the probability-based advising tool for basic skills students.	B.3.1 A proactive counseling /advising structure that includes intensive monitoring and advising serves students placed into developmental education courses.	2010-2011	Director of Institutional Research; Dean of C&M
	a. Integrate counseling in ESL component of Quest for Success Program; b. expand Office of Student Disabilities (OSD) services to intersession and summer session for assessing and advising basic skills students.	B.3.2 Counseling and instruction are integrated into the developmental education program.	2010-2011	a. Director of Basic Skills; Dean of C&M; b. Director of OSD; Dean of Student Development
	Training for counselors on the holistic needs of students takes place during weekly counseling meetings.	B.3.3 Counseling staff are specifically trained to address the academic, social, and emotional needs of developmental education students.	2010-2011	Dean of C&M
<b>C</b> <b>Faculty and Staff Development</b>	Faculty attend regional, national, and international basic skills workshops and conferences (BSI, (CATESOL, CRLA, NADE, Reading Apprentice, Supplemental Instruction Leadership Training, etc.).	C.1.2 Professional development activities for developmental education faculty and staff are actively supported by senior administration	2010-2011	Vice-Presidents, Academic Affairs and Student Services
	Present events sponsored by the BSC; engage faculty in faculty inquiry groups (FIGS) that promote understanding of issues and problem solving related to basic skills students.	C 2.6 Staff development activities promote interactions among instructors.	2010-2011	BSC



<b>D</b> <b>Instructional Practices</b>	Continue to offer SMARTHINKING, an online writing tutoring service, and EDUCO, a computer assisted math program.	D.1.1 Developmental education focuses on self-directed learning, with students engaged in actively assessing and monitoring their own motivation and learning.	2010-2011	Learning Center and Math Faculty
	Continue to provide in-class tutors for basic skills English and reading courses.	D.2.1 Developmental courses/programs implement effective curricula and practices for English (e.g., reading/writing integration, writing across the curriculum, and use of writing labs)	2010-2011	Learning Center, English, and Reading Faculty
	Continue to provide in-class tutoring for basic skills math courses.	D.2.2 Developmental courses/programs implement effective curricula and practices for mathematics	2010-2011	Learning Center and Math Faculty
	Early Alert Program improvements will ensure ease of access for faculty to make student referrals.	D.3.3 Timely interventions occur with students to address emotional, social, or non-academic obstacles that arise and to prevent student attrition resulting in such circumstances.	2010-2011	Learning Center Faculty
	Quest for Success educational field trips will be held to promote academic socialization; Quest for Success awards luncheon will recognize students' efforts to succeed.	D.3.4 College programs promote basic skills students' social integration into and identification with the college environment.	2010-2011	Basic Skills Director; DE Faculty
	Offer Plan for Success workshops that focus on life management, getting through college, physical/mental well-being, and interactions with faculty regarding student success strategies.	D.3.5 College programs promote basic skills students' social integration into and identification with the college environment.	2010-2011	Basic Skills Education Advisor; Dean of Student Development
	Purchase study skills videos for Palmdale Center.	D.10.1 Learning support services emphasize an interrelationship between all levels of course offerings (developmental, degree-applicable, transferable, and others).	2010-2011	Learning Center Faculty
	Hire additional supplemental instruction leaders to meet a high influx of basic skills students at main campus and Palmdale site.	D.10.3 Various learning support services provide active learning experiences (e.g., Supplemental Instruction, workshops, and study groups).	2010-2011	Learning Center Faculty
	Hire new and continuing Learning Center tutors in ESL, math, reading, writing, basic skills general tutoring, and study skills to meet a high influx of basic skills students at Lancaster campus and Palmdale Center.	D.10.5 Tutoring is available and accessible in response to student needs/desires.	2010-2011	Learning Center Faculty

\_\_\_\_\_  
Signature, Chief Executive Officer

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature, Academic Senate President

\_\_\_\_\_  
Date



ANTELOPE VALLEY COLLEGE

ACADEMIC SENATE

Minimum Qualification and Equivalency Review Form

The discipline faculty in the Visual and Performing Arts division/area have reviewed the most current (2008) Minimum Qualifications for Faculty and Administrators in California Community Colleges for the following disciplines Music.

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 Qualification for the designated discipline has 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 which requires individuals employed by the district to 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 proposed for Senate review).*

Date: 5/20/10 \_\_\_\_\_

Billy Puri  
Academic Senate Representative

[Signature]  
Academic Senate Representative

Discipline Faculty:

Billy Puri  
[Signature]  
\_\_\_\_\_

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

Equivalency Committee Approval:

[Signature]  
Equivalency Committee Chair

5/19/10  
Date

Member Initials:

\_\_\_\_\_

# Memorandum

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**To:** Antelope Valley College Faculty  
**From:** Dawn McIntosh, Director Auxiliary Services  
**Date:** 6/1/2010  
**Re:** Textbook Rental

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In order to help mitigate the cost of books to our students, the Marauder Store has been diligently researching the opportunity for students to rent instead of purchase books. To that end, we are currently discussing options with 2 organizations, to begin rentals in Fall 2010.

What we have learned is that approximately 80-85% of books will be available for rental. The requisition process will remain the same however, if the requisition is not turned in on time, the availability of the book for rental will be compromised.

The process for students is simple. They rent the book through the store or an online option and leave a credit card on file so that if the book is not returned or if it is severely damaged, the card will be charged.

After speaking with Financial Aid, it appears that there should be no issues with the program affecting any entity adversely. The Higher One card, while a debit card, can be used to secure a rental.

There will be a representative from the Marauder Store at the June 3 Academic Senate meeting to answer any questions you may have. We look forward to seeing you then.

*CCLC Note: BP 3900 is a new template intended to replace BP 5550 titled Speech: Time, Place, and Manner. This document was moved from Chapter 5 (Student Services) to Chapter 3 (General Institution) because speech activity applies to students, employees, and community members. BP 3900 is a modification of the language from the old BP 5550, designed to make clear that the certain areas of the colleges will be treated as free speech areas for all segments of the community, consistent with developing law, but at the same time assure that other areas of the college will not necessarily be opened for free speech activity.*

*This new template is consistent with current jurisprudence on the First Amendment. This new version will be less susceptible to modifications that change their intent, while still assuring that districts have rules that are constitutionally sound.*

*NOTE: Whenever legally required language recommended in the templates is altered, local district legal counsel review should be sought. In addition, Districts that have worked with their local legal counsel to develop good versions of speech policies do not need to change them to conform with this new template. (CCLC 2/10 update)*

## **BP ~~5550~~ 3900          Speech: Time, Place and Manner**

References:

***Education Code Sections 76120, and 66301***

**Students, employees, and members of the public shall be free to exercise their rights of free expression, subject to the requirements of this policy.**

The college of the District is open to the public. However, the college is a non-public forum and designated **public forums available for the exercise of expression by students, employees, and members of the public** space that is generally available for use by students or the community is **are** subject to limits by the District and must be reserved.

The Superintendent/President shall enact such administrative procedures, as are necessary to reasonably regulate the time, place and manner of the exercise of free expression in the **designated** limited public forums.

~~Students shall be free to exercise their rights of free expression, subject to the requirements of this policy.~~

The administrative procedures promulgated by the Superintendent/President shall not prohibit the right of students to exercise free expression, including but not limited to the use of bulletin boards ~~designated for such use~~, the distribution of printed materials or petitions in those parts of the college designated as areas generally available to students and the community, and the wearing of buttons, badges, or other insignia, except when that speech is defamatory, obscene, libelous or slanderous according to current legal standards, or which incites others as to create a clear and present danger of the commission of unlawful acts on district property or the violation of district policies or procedures, or the substantial disruption of the orderly operation of the District. The District can prohibit forms of speech, which violates this section. (Educational Code 76120)

Nothing in this policy shall prohibit the regulation of hate violence **directed at students in a manner that denies their full participation in the educational process (Education Code Section 66301(e))**, so long as the regulation conforms to the requirements of the First Amendment to the United States Constitution, and of Section 2 of Article 1 of the California Constitution. Students may be disciplined for harassment, threats, **or** intimidation, ~~or hate violence~~ unless such speech is constitutionally protected.

**See Administrative Procedure #5550**

**Adopted: 2/6/06**

**Revised: 9/10/07**

**Revised:**

*CCLC Note: BP 3900 is a new template intended to replace BP 5550 titled Speech: Time, Place, and Manner. This document was moved from Chapter 5 (Student Services) to Chapter 3 (General Institution) because speech activity applies to students, employees, and community members. BP 3900 is a modification of the language from the old BP 5550, designed to make clear that the certain areas of the colleges will be treated as free speech areas for all segments of the community, consistent with developing law, but at the same time assure that other areas of the college will not necessarily be opened for free speech activity.*

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**See Administrative Procedure #5550**

**Adopted: 2/6/06**

**Revised: 9/10/07**

**Revised:**

**ANTELOPE VALLEY COLLEGE  
THE HONORS TRANSFER ALLIANCE PROGRAM  
2009-2010 YEAR END REPORT**

**BY  
KAREN LUBICK, HONORS PROGRAM COORDINATOR  
May 6, 2010**

**Overview**

At the onset of the Fall 2009 semester, 35 students were removed from the honors program for graduating, transferring, not enrolling, or dropped g.p.a. From summer (as of 6/1/09) to today, (5/6/10) 120 students have been added to the program (9 currently pending), totaling 345 students—our largest population ever.

In Fall, 2009, nine courses were offered: Art 101H (Agahari); Astr 101H (McGovern); English 101H (Ahmad); English 101H (Lubick); Engl 103H (Mitchell); History 111H (Lehman); Mathematics 115H (Villapando); Psych 101H (Aviles); Comm 101H (Rao). In Spring, 2010, seven courses were also offered: Biology 101H (Feickert); English 102H (Ahmad); English 236H (Jennings); Math 130H (Anderson, D.); Music 101H (Ennis); Poli Sci 101H (Vento). Due to budget constraints, the 2010-11 schedule will include seven honors sections of courses for Fall and seven honors courses for Spring. Although we raised the class size to 18-21 students per course, we will not be able to accommodate all of the needs, so we will have to rely on honors option contracts. 31 students completed honors option by contract for F09/I09, and 49 students have submitted honors option contracts for S10.

22 students completed TAP certification overall; 21 applied for admission to UCLA; most of whom also applied for admission to UCI. Alpha Iota will be preparing a program about the honors students and which universities they have selected for transfer.

**Committee Activities/Highlights**

The honors committee met on Sept. 28, Oct., 26, Nov. 23 (2009), Feb. 22. March 22 and April 26 (2010). We reviewed and approved course proposals for Chapman's Sociology 101H, Coffman's Geology 101H, Jaffe's History 104H. Ms Lubick conducted an observation of Aviles' Psych 101H course in the fall, and an observation is pending for the final weeks of Spring.

We initiated a formal approval process of the honors option contracts in F09, and the committee has been reviewing and approving the templates sent in by instructors. Students will have a list of approved honors instructors on the website and on each semester's curriculum flyers. All information is also posted outside the honors coordinator's office.

The honors committee changed the high school grade point average requirement to grades 10-12, consistent with the UC/CSU system requirements. We also created a justification memorandum for continuing to offer priority registration to honors students, and we sent it for review to the Matriculation Committee.

The Dean's List and President's List for S09 and F09 was distributed and posted. Letters were sent to students and lists were made available.

Honors faculty, Susan Knapp, Rosa Fuller and Charles Hood gave colloquia sessions to the honors students to help them facilitate transfer, including writing resumes and college essays.

AVC was represented at both UCLA TAP Council meetings; Susan Knapp attended on Nov. 20, 2009 and Karen Lubick attended on April 30, 2010.

Alpha Iota reports were given throughout the year by Stephanie Conley (who also serves as Alpha Iota webmaster). Mary Margaret McGuire, Matthew Jaffe and Harish Rao accompanied a contingency of students to the Fall Regional Convention. Matthew Jaffe and Karen Lubick brought 18 students to the Spring Convention. Our involvement in the state organization continues to grow; Ms. Lubick has been elected to serve as Vice Chair of Scholarships and Awards to the AGS State Advisory Board. Two students, Max Adams and Deepika Mohan won Kathleen Loly Outstanding Academic Scholarship Awards, and Mina Lim won a high level Virginia Coffey Service Award. Alpha Iota received a \$3000.00 grant from Associated Student Organization to assist in fundraising efforts to attend the state convention.

Next year the honors committee will continue to review honors course proposals and honors option by contract proposals, and continue to look for ways that we can expand our course offerings to meet the high demand. We will also be compiling statistics and other data for the program, and revisiting our eligibility requirements.

## **2009-10 Program Review Summary of Accomplishments**

### **2008 – 2009 Program Review**

Seven peer review teams finished their work in summer and fall 2009, thereby completing program review for seven of eight programs that started self-studies in fall 2008.

Office of Business Services completed its self-study and is in peer review.

### **2009 – 2010 Program Review**

Implementing new procedures and an October 31 due date for the self-study report resulted in five programs completing both the self-study and peer review.

- Business, Computer Studies and Economic Development
- EOPS (Extended Opportunity Programs and Services)
- Human Resources
- STAR (Student Transition and Retention)
- Technical Education

Three programs have completed their self-studies and are in peer review.

- Health Sciences / Child and Family Education / Child Development Center
- Social and Behavioral Sciences
- Student Development \*

### **Seven programs are ready to begin self studies for 2010 – 2011 Program Review.**

- Enrollment Services
- Financial Aid Office
- Institutional Research and Planning
- Instructional Resources / Extended Services
- Math, Science and Engineering
- Palmdale Center
- Physical Education and Athletics

\*Self-study moved from 2008-09 to 2009-10 due to Student Services reorganization in summer 2008.



## **SLO Committee Year End Report 2009-2010 Academic Year**

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2009-2010 was a year of growing awareness that we are in the midst of a "cultural shift" regarding learning outcomes and assessment. As we continue to move toward a campus culture where pervasive, institutional dialogue occurs and where results of assessment influence decisions regarding college planning and operations, the committee recognizes there is still much work ahead.

### **Work Completed**

Under the direction of Aaron Voelcker, WEAVE Administrator, WEAVEonline became fully functional and is now being used as the campus data base for SLOs, PLOs, OOs, assessment results, and related action plans. WEAVE will facilitate analysis and integration of outcome and assessment data for program review and planning processes. Faculty and staff from all academic, student service, and operational areas are being identified and trained as WEAVE Facilitators. Facilitators are responsible for the collection and entry of assessment data and for supporting dialogue related to student learning their respective areas. The Office of Institutional Research and Planning designated May 17 through 21 as WEAVE Week 2010. During this week a total of twelve WEAVE training sessions were held for faculty and staff. Four additional WEAVE training sessions were offered through the Faculty Professional Development Program earlier in the year. The Spring 2010 semester marks the first semester SLO, PLO, and OO data will be reported entirely in WEAVE.

Aaron Voelcker, Christos Valiotis, and Melanie Parker received training in WEAVE mapping functions. Mapping functions will allow visible connections of course level student learning outcomes to program level outcomes and will be essential as a tool for supporting program level assessment. Implementation of mapping functions is expected to begin during Fall 2010.

During the 2009-2010 academic year program learning outcomes were approved for all student service programs and areas. WEAVE Facilitators for all student service areas and most operational areas were identified. Counseling faculty began work on general education program learning outcomes. Several revisions of existing SLOs were submitted and approved, criteria for success was added to SLOs, and several new SLOs were approved. At present, at least 95% of Antelope Valley College courses have approved Student Learning Outcomes. As of Fall 2010, at least 20% of AVC courses had SLO assessment data entered into WEAVEonline. We hope this percentage increases substantially by the end of the current academic cycle.

Several Faculty Professional Development training sessions were offered by the SLO Committee throughout the year. The Spring Learning Outcomes Update seemed to represent a turning point in faculty participation. Well-attended by a cross section of faculty and staff, the session supported energetic dialogue on learning outcome and

assessment issues as well as an opportunity for sharing success stories and communicating the work that lies ahead.

Several changes were made to the SLO website this year. New documents such as a one page guide to using WEAVE, a newly approved State Academic Senate SLO Glossary, and reporting guidelines for each semester were posted. With collaboration from Maria Clinton and the AP&P Committee, links were established between CORs on the AP&P website and SLOs on the SLO website. Faculty accessing CORs will be able to easily access related SLOs and vice versa. Once Curricunet software is fully functional, we believe links to course SLOs will also be available through that data base.

After much discussion and review of current accreditation standards, the SLO Committee produced and approved a one page document, "Communicating SLOs to Students". This document was taken to both the Academic Senate and AP&P Committee as an information item. The document will be included as part of the Faculty Handbook and connected to "Guidelines for Creating an Effective Syllabus". The SLO Committee firmly believes that communicating SLOs through one of the three methods stated in the document is good practice and will facilitate student understanding of goals for learning.

**Goals for the 2010-2011 academic year include:**

- Improved collaboration, communication, and discussion of outcome and assessment issues with faculty, staff, students, and administration.
- Increased faculty and staff training and dialogue on assessment methods and practices, including appropriate use of affective outcomes.
- Continued training in WEAVEonline.
- SLOs written and approved for 100% of courses offered.
- Criteria for success established for SLOs that do not currently have them.
- Assessment of each course SLO at least once during the 2010-2011 academic year and related analysis of assessment results.
- Revision and quality improvement of SLOs where needed.
- 100% completion of program learning outcomes and assessments for degree and certificate programs.
- Integration of learning outcome and assessment data into the program review process.
- Implementation of WEAVEonline mapping functions.
- Continued faculty professional development training opportunities, including education in emerging outcome and assessment issues as they are identified.
- Updated SLO Committee website to include success stories and increased information related to student service and operational outcomes and assessment.
- Completion of a Learning Outcomes and Assessment Handbook in collaboration with the Office of Institutional Research and Planning.

ANTELOPE VALLEY COLLEGE  
Tenure Review

May 13, 2010

TO: Christos Valiotis  
Academic Senate President

FROM: Jennifer Gross  
Tenure Review Coordinator

RE: Report to Senate

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- Third year reports are in process and all parties will meet with the appropriate vice-presidents. No recommendations are made since 3<sup>rd</sup> year contract faculty are finishing up the first of a two year contract.
- Two third year candidates resigned this semester.
- Participation in peer input seems to have increased.
- Two retiring faculty members who are Division Reps will need to be replaced for next year. I have already contacted their respective deans to recruit volunteers and obtain division approval.
- No Senate Reps are needed for any committees next year.
- The total number of committees next year will be 31:
  - No first year
  - 1 second year
  - 13 third year
  - 17 fourth year

**Compact of Mutual Understanding and Support**  
*between*  
Antelope Valley College Federation of Teachers  
and Antelope Valley College Academic Senate

WHEREAS, the Antelope Valley College Federation of Teachers (“Union”) and the Antelope Valley College Faculty Senate (“Senate”) represent a faculty concerned, first and foremost, with the education of their students and the overall quality of the college at which they work; and,

WHEREAS, the Union and Senate represent a faculty united in its commitment to the principles of faculty rights, academic freedom, fair wages and working conditions, shared governance, democracy, and equity; and,

WHEREAS, the California *Educational Employment Relations Act* and *Code of Regulations, Title V*, prescribe unique yet often significantly related roles for the Union and Senate; and,

WHEREAS, it is in the best interest of the students, faculty, and college that the Union and Senate work jointly and avoid unnecessary conflict;

THEREFORE BE IT RESOLVED, that the Union and Senate shall cooperate, offer mutual support and advice, and share information, to the greatest extent permissible by law and each organization’s democratic and fiduciary duty; and,

THEREFORE BE IT FURTHER RESOLVED, that the Union and Senate shall each exercise good faith in all dealings with or involving the other organization; and,

THEREFORE BE IT FURTHER RESOLVED, that on matters primarily in the purview of the Union, the Senate shall generally defer, providing information, advice, and support where appropriate; and,

THEREFORE BE IT FURTHER RESOLVED, that on matters primarily in the purview of the Senate, the Union shall generally defer, providing information, advice, and support where appropriate; and,

THEREFORE BE IT FURTHER RESOLVED, that on matters significantly in the purview of both the Union and the Senate, both organizations shall work jointly, cooperatively, and prudently with the goal of developing a unified position, approach, and strategy; and,

THEREFORE BE IT FURTHER RESOLVED, that the Union shall appoint an official Senate liaison who will attend all Senate meetings and officially represent the elected leadership of the Union to the Senate; and,

THEREFORE BE IT FURTHER RESOLVED, that the Senate shall appoint an official Union liaison who will attend all Union meetings and officially represent the elected leadership of the Senate to the Union; and,

THEREFORE BE IT FURTHER RESOLVED, that on every Union Executive Board agenda, there shall be a regular agenda item entitled "Faculty Senate Report" during which the official Senate liaison, or designee, will share information or make official requests for Union action, on behalf of the Senate leadership; and,

THEREFORE BE IT FURTHER RESOLVED, that when consultation is desired or required, the liaison will make a timely request for consultation at a regularly scheduled meeting concerning the subject, providing a deadline for effective response; and,

THEREFORE BE IT FINALLY RESOLVED, that each body agrees to consult in a timely manner, and that the following points will be understood:

- In areas where no consultation is required, neither body is required to follow the advice of the other.
- In areas where no consultation is required, a request for consultation might go unheeded due to time constraints.
- In areas where no consultation is required, both bodies agree not to openly criticize the other for following a course that the other body thinks is wrong.
- In areas where consultation is required, both bodies agree to do everything possible to consult as quickly as possible, so as not to impede the decision-making process.

The details of this agreement follow:

1. Sole Responsibility

a. Areas of sole responsibility of AVCFT (no consultation required)

- compensation
- workload
- working hours
- job descriptions
- grievances
- vacation, leave
- personnel files
- reprimand policy
- retraining policy
- lay-off
- benefits
- discrimination
- promotions
- in-service training related to wages, hours, safety, promotion, and grievance
- contracting of instruction

b. Areas of sole responsibility of the Senate (no consultation required)

- curriculum
- degree and certificate requirements
- grading policies
- educational program development
- standards and policies regarding student success
- district and college governance structures under AB1725
- faculty involvement and roles in accreditation process
- policies and programs for faculty professional development activities
- processes for program review
- processes for institutional planning and development
- other academic and professional matters as mutually agreed upon between the Board and the Academic Senate

Nothing in these eleven principles from AB1725 shall be construed to infringe on the legal rights of the bargaining unit.

## 2. Areas of Overlapping Responsibility

Areas of primary AVCFT responsibility, with obligation to consult with Senate. It is assumed that the Senate and the Union want to be in agreement on these issues before negotiations can continue.

a.

- school calendar
- evaluations
- tenure
- FSA
- class size
- Professional Development\*

Areas of primary Senate responsibility, with obligation to consult with AVCFT. It is assumed that the Senate and the Union want to be in agreement on these issues before decisions are made.

b.

- Professional development\*
- hiring process
- administration evaluation
- EEO plans

\* **Professional Development** is a complex matter, as it overlaps both academic issues and several issues related to compensation and workload. Changes related to Professional Development can be effected by the Professional Development Committee on the Senate side, and through negotiations on the Union side. When change is sought through negotiations or through the action of the Professional Development Committee, both organizations agree that care must be taken to inform and advise one another as appropriate.

Both organizations agree that the Professional Development Committee sets policy and Program for Professional Development and Sabbaticals, and that the Union negotiates compensation, calendar and other work-load related issues. However, these areas overlap in many ways.

Communication in these matters is CRUCIAL. All contract and policy changes related to professional development should be presented formally to the Union and the Professional Development Committee through the Union representative on the Faculty Professional Development Committee, and discussion to resolve conflicts should happen as quickly as possible.

#### Conflict Resolution Process

If the Senate and the Union in consultation cannot come to agreement on an issue on which it is highly desirable or required that they agree before proceeding, the bodies agree to form a consultative body of two: one from the Union, one from the Senate—neither will be the President of the Union or the Senate. These two people will be charged with reviewing the information involved and coming to a decision. A short report will be written, and the consultative body will meet with the two executive committees to report their findings in person. Both bodies agree to follow the decision of the consultative body. Both bodies agree to leave the consultative body to do its work without trying to influence the outcome through argument or persuasion.

It will be the responsibility of each Executive Body to choose liaisons and representatives to facilitate formal communications.

Where possible, both bodies agree to codify this agreement in their formal governing documents.

The signatures below represent the formal commitment of both the Senate and the Union to these principles.

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Senate President

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Union President



ANTELOPE VALLEY COLLEGE

Application for Academic Ranking

Name: Xiaoyu Zhu

Date: May 21, 2010

My current Academic Rank: [X] Instructor [ ] Assistant Professor [ ] Associate Professor

A. When hired, what degree did you hold?

Degree: M.A. in Philosophy

Academic Rank at Previous College:

Name of College: Rank:

B. Please refer to the criteria and mark appropriate box(es). In addition, provide the required evidence for the Academic Rank you are requesting:

Assistant Professor

- [ ] Additional number of upper division or graduate units\* or
[ ] Additional training hours\* or certification in occupational experience or
[ ] Professional achievement

Associate Professor

- [ ] Additional number of upper division or graduate units\* or
[ ] Additional training hours\* or certification in occupational experience or
[ ] Professional achievements

Professor

- [ ] Additional number of upper division or graduate units\* or
[ ] Additional training hours\* or certification in occupational experience
[X] Professional achievements (I obtained Ph.D. in 2009.)

\* For the first two bullets of each rank, a combination of units and hours can be used (10 hours = 1 semester unit). Units can be accumulative (i.e. Assistant Professor (six units) to Associate professor (additional 3 units = 9 units.)

\*\*Additional degree obtained after the date of initial hire from an accredited institution allows a tenured faculty member to apply for ranking of Professor regardless of current placement.

C. Certification: "I certify that the above information is true and correct."

Xiaoyu Zhu
Faculty Signature

Xiaoyu Zhu
Print Name

5/27/2010
Date

Senate Approval Date:

Academic Senate President: Signature

College President: Signature