ANTELOPE VALLEY COLLEGE
ACADEMIC SENATE MEETING
November 4, 2010
2:00 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.   October 7, 2010 (attachment)
     b.   October 21, 2010 (attachment)

5.   **REPORTS**
     a.   Accreditation (attachment) – Patricia Márquez
     b.   Enrollment Management – Dr. Lee Grishman
     c.   Honors – Karen Lubick
     d.   Faculty Professional Development – Kathryn Mitchell
     e.   Student Learning Outcomes – Melanie Parker

6.   **ACTION ITEM**
     a.   Exemplary Award Nomination (attachment to be distributed at the meeting)
     b.   Equivalency: Radiological Technology (attachment)

7.   **DISCUSSION ITEM**
     a.   Bookstore/Textbook Questions and Concerns – Dawn McIntosh and David Moyer
     b.   Theatre/Athletic Sponsorship (attachment)
     c.   Tenure and Evaluation Process extension (attachment)
     d.   Hiring Procedure revision – Development of Hiring Committee

8.   **SENATE ADMINISTRATIVE BUSINESS**
     a.   Academic Ranking
          •   Dr. Patricia Palavecino – Adjunct Assistant Professor
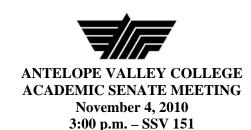   •   John Berry – Professor Emeritus
     b.   Announcements
          •   2010 Fall Plenary Session – November 11-13, 2010 - Anaheim, CA
          •   2011 Vocational Education Leadership Institute – January 27-29, 2011 - Newport Beach, CA
          •   2011 Teaching Institute – February 25-26, 2011 - San Jose, CA
          •   2011 Accreditation Institute – March 18-19, 2011 - Napa, CA
          •   2011 Spring Plenary Session – April 14-16, 2011 - San Francisco, CA
          •   2011 Faculty Leadership Institute – June 16-18, 2011 - Monterey, CA (TBC)
          •   2011 Student Learning Outcomes Institute – July 13, 2011 - San Diego, CA
          •   2011 Curriculum Institute – July 14-16, 2011 - San Diego, CA
     c.   SPBC Facilities Subgroup
          •   Neil Weisenberger – 3 year term

9.   **ADJOURNMENT**

ANTELOPE VALLEY COLLEGE
ACADEMIC SENATE MEETING
November 4, 2010
3:00 p.m. – SSV 151

1. **CALL TO ORDER AND ROLL CALL**
   Mr. Christos Valiotis called the November 2, 2010 Academic Senate meeting to order at 3:02 p.m.

2. **OPENING COMMENTS FROM THE SENATE PRESIDENT**
   - Budget Update – according to an article written by the Pro-Tem California Senate President, D. Stenberg, state revenues are not expected to meet the original projections expanding thus the budget deficit. Therefore he states districts should expect mid-year budget cuts. Administration has asked Deans to put in faculty hiring requests in case growth money is awarded. The budget situation is tenuous and unstable but as more information is provided the Senate will be kept up to date.

   - SB 1440 – Mr. Valiotis reported more information on this law will be detailed during the Fall Plenary Session. Statewide Academic Senate is working with discipline faculty on identifying common transferable degrees. When a specific discipline is being reviewed campuses are notified for faculty input. Discipline faculty are encouraged to participate in the process. Mr. Valiotis stated he would provide an update about the process at the November 18, 2010 Senate Meeting.

   - SPBC update – Dr. Jill Zimmerman presented the Student Success and Equity Goals. A copy of these goals will be posted to the Senate Public web page for viewing.

   - The OSHER Scholarship funding is going well. Additional disciplines are requesting involvement in the fundraising opportunity and offer a discipline scholarship. The Social and Behavioral Sciences faculty and the Anatomy/Physiology faculty have joined in the efforts to raise funds in hopes to meet the funding requirements to offer a perpetual scholarship.

   - Mr. Christos Valiotis, Academic Senate President, won the sexy knees contest at the Oktoberfest.

3. **OPEN COMMENTS FROM THE PUBLIC**
   - None

4. **APPROVAL OF MINUTES**
   a. **October 7, 2010 (attachment)**
      A motion was made and seconded to approve the October 7, 2010 Academic Senate minutes. Motion carried.

   b. **October 21, 2010 (attachment)**
      A motion was made and seconded to approve the October 21, 2010 Academic Senate minutes. Motion carried.

   A motion was made and seconded to amend the November 4, 2010 Academic Senate Agenda to allow Discussion Item a. – Bookstore/Textbook Questions and Concerns to be the first item of business prior to Senate reports. Motion carried.

5. **REPORTS**
   a. **Accreditation (attachment) – Patricia Márquez**
      Ms. Márquez reported she hoped everyone had the opportunity to attend the Accreditation Exit Report, if not it is posted on AVC podcast. A review of the nine tentative recommendations and accommodations were provided, which may be collapsed. The final outcome of the total recommendations will not be known until ACCJC takes action on the college. One of the recommendations called for the need to better document campus dialogue that leads to student success. Ms. Márquez indicated that in compiling the self study report documentation some of the

Approved: November 18, 2010 Senate Meeting

major committees/councils did not demonstrate in the minutes the depth and degree of their dialogue in decision making. For example, at College Coordinating Council the issue regarding smoking on campus was thoroughly discussed, although the minutes did not reflect in depth the dialogue and the final action of the policy recommendation or implementation. The campus needs to really think of an optimal way to implement a consistent process of documenting important dialogue and include a measure where all action taken in committees/councils is compiled for future use (i.e. a spreadsheet to document actions taken throughout the academic year for various committees/councils).

Another area of concern expressed during the Accreditation Exit Report was how to utilize data and assess findings. There is a need to build on analysis in our outcomes and research, relating to decision-making.

In considering all the possible recommendations none seem to be red flags. The tentative recommendations reinforce the already direction that the campus moving.

Ms. Márquez informed the Senate of a project she is working on this semester. It is a guide of AVC planning documents and the Accreditation Standards that can be used for future Accreditation Reports. The guide is an attachment included in the Senate meeting packet. Another version of the document is currently being formatted to include itemized planning documents used in individual standards. Mr. Santi Tafarella has been approved by the Senate as the next Faculty Accreditation Coordinator and will begin his term spring 2011. Finally, the draft report is confidential and should be received in the next few weeks. Dr. Fisher will have an opportunity to respond to factual errors only. The final report and action on our accreditation status from the commission is not expected until late January or early February.

Mr. Christos Valiotis stated he felt the exit report went well. One of the recommendations related to the need to delineate Academic Computing and Administrative campus computing. In addition, they mentioned the need to document community advisory committees and the work that is being performed within these entities. All Senators have been contacted to provide division advisory committee information including membership to begin discussing and working on remedying this issue.

Ms. Márquez stated that the final recommendations must be addressed within a two-year time frame.

b. Enrollment Management – Dr. Lee Grishman
Dr. Lee Grishman reported one of the primary roles of the Enrollment Management Committee is to project faculty and student course needs. This task is a moving target based on projected budget and student enrollment. The committee works closely with staff from the Office of Institutional Research and Planning to obtain statistical data on overall student enrollment and course enrollment. The committee receives directives from the Chancellor's Office, District Superintendent/President, Faculty and Students which is all based on funding. It is a very cumbersome process to try to manage. The committee has recently established primary goals. They are:

- Increase retention rates in all basic skills Math courses by 2% to a total of 6% overall.
- Establish a method to alleviate course bottleneck for transfer courses. The committee is hopeful that a new Banner update will assist in addressing this issue by allowing for courses to establish a wait list which will serve to identify course demand. Once courses in need are identified they will be targeted as a course to include additional sections in the proceeding semesters.
- Sustain 1000 FTES at the Palmdale Center. The committee is collectively trying to determine which courses will attract residents of Palmdale and how to offer these courses (i.e. hybrid, face to face, or online).

The committee has been provided guidance on priorities and projections of enrollment needs. The Chancellor's Office has given directives to Enrollment Management groups that the primary courses offered on campus should be in the Math, Science and Engineering; Language Arts; and Social and Behavioral Sciences divisions. They are not emphasizing courses in Technical Education. Many of the courses in these divisions are those which student bottlenecks occur. The Chancellor's Office is asking Enrollment Management groups to focus on determining what courses students will need to obtain a degree.

The campus enrollment baseline is 11,097.97 FTES. The district can grow 2% and obtain funding for growth. Dr. Fisher has authorized to include an additional one percent over funding allowance to allow for attrition and ensure we meet the 2% growth allowance. If the district is over the 2% growth allowance it will absorb all cost. The goal will be to increase to 11,429.91 FTES for Intersession and spring which will require including approximately eighty additional course sections. The committee is currently working on how to identify which courses to include in efforts to get students the courses they need to graduate. Mr. Valiotis affirmed increasing the growth percentage by 1% to a total of 3% is a safe figure for the district and will ensure the district maintains the established base FTES number. The district does not want to fall under the established base FTES number because this would ultimately decrease district funding in the future.

Mr. Ron Chapman inquired whether Counseling tracks what courses students need to complete to obtain a degree or certificate. Dr. Grishman responded by indicating records are kept in hard copy form and it would be a difficult task to go through the thousands of student records to determine course projections. Counseling is implementing a new software component "DegreeWorks" in efforts to track student progression of course completion, but even this software cannot determine which order a student may select courses. Furthermore, students often change their course of study without properly notifying and changing the educational plan on record in Counseling.

Mr. Enrique Camacho, ASO Student Representative, one of the major concerns students have expressed is the lack of communication and awareness of majors that have been eliminated and/or revised. Students are not being informed as to changes occurring and the impact it has on their course of study. He provided an example of the Letters, Arts, and Sciences (LAS) degree elimination and change. Students reported having to take alternate courses which delay their transfer or graduation dates. Dr. Grishman responded in stating the district requirements for this degree was not in compliance with the Chancellor's Office requirements. Several community colleges had to revise their LAS degrees and followed the guidelines established by the Chancellor's Office. Students that have maintained catalog rights are still eligible to complete the course of study to obtain this degree. The change only impacts the students that have not maintained catalog rights or are new students falling under the requirements established by the revised degree requirements. Mr. Camacho was encouraged to make a counseling appointment with either Ms. Susan Knapp or Dr. Lee Grishman to clarify the matter.

c. **Honors – Karen Lubick**
Ms. Lubick reported at the last Honors Committee meeting Ms. Kathy Moore informed the group o two Honors web sites. One site is specific to the program and the other is specific to the committee. The issue has been resolved with a direct link to alternate sites. Ms. Lubick stated in reading the Accreditation Report she realized there was only a brief reference to the Honors Program. She would have liked to see more references made to the great work performed within the Honors Program and will work with Ms. Carol Eastin, Program Review Coordinator, to ensure faculty teaching Honors courses include information relating to Honors in division Program Review Self Studies. As the Honors Program Coordinator, Ms. Lubick visited two Honors courses, Art 101H and GEOL 101H. At the October 25, 2010 Honors meeting the committee approved ART 100H course proposal submitted by Ms. Christine Mugnolo, and ENGL 102H course proposal submitted by Mr. Santi Tafarella. At the November 22, 2010 Honors meeting the

committee will review ANTH 101H and ENGL 235H for potential approval as well as plan the next two year cycle of Honors courses.

Alpha Iota Update: The club is thriving and participating in various fundraising and community service events. Some of these projects are connected to the upcoming Leadership Convention scheduled on November 19, 2010. Ms. Lubick attended the Alpha Gamma Sigma (AGS) Faculty Advisor's Meeting as well as the AGS Sigma Fall Regional Convention. Sixteen Alpha Iota students also attended the AGS Fall Regional Convention.

d. Faculty Professional Development – Kathryn Mitchell

Ms. Mitchell reported the faculty are surveyed annually to determine the most critical professional development needs. Overall, the majority of faculty had positive comments o the program, especially faculty academy events. The survey results for the Welcome Back Day concluded 76% of respondents rated the program as either excellent or good. Nineteen percent rated the day as either fair or poor. Five percent of respondents left this portion of the survey blank. Overall, the program has had very positive feedback. The 2010 – 2011 Faculty Professional Development Program has been scheduled. Senators were encouraged to remind division faculty to check the online calendar for program changes. The program book is a stagnant document and is not altered. The live calendar is updated when changes are requested by presenters. Currently, there are only eight adjunct faculty plans remaining as outstanding, which is a wonderful feat given there are over 600 faculty employed on campus. Many adjunct faculty have already submitted their fall contracts because they completed their hours by participating in Welcome Back Day activities. The committee has established goals for the academic year. They are:

- Coordinate Spring Faculty Welcome Back Day.
- Establish committee member roles and responsibilities.
- Create an event ranking process that establishes clearly defined criteria.
- Evaluate and create a process to use evaluation feedback.
- Explore additional online professional development opportunities.
- Streamline forms.
- Coordinate committee sponsored events.

The Chancellor's Office has conveyed State Legislatures are scrutinizing Faculty Professional Development Programs due to the amount of funding which is spent on facilitating these programs at community colleges. They will be carefully reviewing programs to ensure regulations are strictly enforced. Ultimately, they will be reviewing programs to ensure Faculty Academy – Standard #1 workshops are being offered and move in the direction where programs are primarily incorporate Faculty Academy events to justify funding.

Committee members participated in a plan/contract peer review and approval training meeting. This meeting was used to strictly review guidelines for peer review and approval of faculty professional development plans/contract. It provided clarity of what is designated eligible as professional development activities. Several faculty have been contacted via emailed to provide further explanation and/or clarification on proposed events. The committee is in the process of organizing the Spring Welcome Back Day. This event is not mandatory and will consist of six hours of Faculty Academy credit for faculty participants. The tentative schedule will include a morning general session, three ninety minute break out sessions. Two presentations topics will be coordinated for the first and second breakout sessions and only one presentation for the third session. The committee is currently finalizing coordinating presenters and will forward the final schedule to administration for dissemination campus wide.

e. **Student Learning Outcomes – Melanie Parker**
Ms. Parker reported she participated in contributing a lot of information in the Accreditation Report during the summer. The committee has been very busy during the fall semester. There are several SLO workshops scheduled in the Faculty Professional Development Program. The final remaining courses missing established SLOs are straggling in for approval. Ms. Parker is confident we will be at 100% by the end of the fall semester. There is a vital need to create a uniform process to document discussions pertaining to student success. The big question which needs to be considered and thoroughly discussed is how soon faculty will know the established course SLOs are contributing to student success. Many of these types of discussions occur informally and are not documented, which was one of the primary questions continually asked by the visiting team members during Ms. Parker's private interview. The committee is engaging in discussion on how to address this situation. Until a formal process is establish faculty should be made aware that WEAVE has a document repository to upload documents which can serve as evidence of dialogue or changes made due to evaluation (i.e. minutes, rubrics, spreadsheets, etc.). Currently, Ms. Parker is working with Ms. Carol Eastin, Program Review Coordinator, to tie the WEAVE process into the Program Review process which will connect the dots from analysis/assessment to Program Review. The SLO Committee is shifting gears, focusing and pushing the establishment of PLOs. Several PLO Write In workshops have been scheduled during the month of November through the Faculty Professional Development Program. Senators were requested to remind division constituencies to communicate established course SLOs to students. The committee believes there is a need for faculty to create a PLO Assessment Cycle when establishing PLOs in order to keep assessment efforts organized and on track.

Dr. Susan Lowry inquired whether all faculty should obtain WEAVE training. Ms. Parker indicated only those faculty identified as data managers should receive training. It is not necessary for all faculty to obtain training if they are not going to be inputting data and handling the overall process.

Mr. Ken Shafer inquired how quickly should faculty act on data results. Ms. Parker responded that the guidelines require faculty to perform a data assessment at least once an academic year. When a faculty chooses to perform this function is entirely up to them. The committee will not dictate specifically when this should be done because discipline faculty remain the experts in their fields. Some faculty choose to aggregate data after each semester, whereas others choose to aggregate at the end of the spring semester.

Mr. Ron Chapman stated prior to the implementation of WEAVE some faculty were submitting course data reports to the Department of Institutional Research and Planning. Is this something that faculty should continue to do? Ms. Parker responded by stating that faculty should not be forwarding data reports to the Department of Institutional Research and Planning because all data should now be entered into WEAVE. Faculty can still use excel data sheets to compile data but should be aware that WEAVE has several reporting capabilities. If there is specific reporting needs faculty should contact Mr. Ted Younglove, Director of Institutional Research and Planning, to engage in efforts to potentially format WEAVE reports to faculty data needs. Faculty need to remember the SLOs/PLOs implementation and assessment is a faculty driven process.

6. **ACTION ITEM**
a. **Exemplary Award Nomination (attachment)**
A motion was made and seconded to approve the Faculty Professional Development (FPD) Program as AVC's Exemplary Award Nominee. Mr. Valiotis stated in reviewing the award requirements and the proposed nomination letter the FPD Program has a very good chance of being selected as the award recipient. Motion carried with two abstentions.

    b. **Equivalency: Radiological Technology (attachment)**
       A motion was made and seconded to approve the Radiological Technology Equivalency request. Motion carried.

7.   DISCUSSION ITEM
    a. **Bookstore/Textbook Questions and Concerns – Dawn McIntosh and David Moyer**
       Mr. Valiotis thanked Ms. Dawn McIntosh and Mr. David Moyer for agreeing to come and listen to some of the concerns faculty are expressing and being willing to work together to address these issues. Ms. Kathy Moore indicated several Business, Computer Studies, and Economic Development faculty have submitted textbook requests for specific books and on the first day of class realize students have been given a newer addition of the book request without being notified of the change. Mr. Moyer indicated this is a publishing company game. The bookstore submits the requested book information but if the publisher has a large volume of the textbook requested on the shelves they will send the older version otherwise they simply send the new text version without notifying the bookstore. Mr. Moyer reported the bookstore is aware when they open the boxes to stock the shelves. Ms. Moore requested division Administrative Assistants and Deans be notified when the incorrect textbook has been received so the faculty and division know how to proceed with the publishing company. Mr. Moyer indicated the ideal scenario is publishing field representatives would contact faculty members to indicate a new textbook version is being released although due to the high turnover rate of field representative there is a tremendous disconnect between field representatives and campus constituencies. He agreed to create a communication process where faculty and division constituencies are contacted when incorrect textbooks are received.

       Ms. Moore requested a clarification on how rental books/e-books ordering is going to be implemented. Ms. McIntosh responded by stating there is not a magic formula to implementing the process. Currently, if there are projected to be one hundred students enrolled in course sections only thirty-five students actually purchase a textbook from the bookstore. There is not a magic formula on how to estimate student response to the rental book/e-book offerings. At this point the bookstore will order a small percentage of expected textbook sales as rentals/e-books to meet the need of those students that would like a cheaper opportunity to acquire necessary course textbooks. If faculty specifically request rental books/e-books for their courses the bookstore will ensure the maximum number of rental books are made available for students.

       Mr. Valiotis inquired whether publishing representatives notify the bookstore of a new textbook. Mr. Moyer responded this has only occurred three times during his employment at AVC. He reiterated the high turn over rate of publishing company representatives exacerbates the lack of communication and continuity.

       Mr. Ken Shafer requested more information on potential publishers that would work with faculty to create a self published text. Ms. McIntosh indicated there is a local publisher that could assist faculty in publishing a text, in addition to other options. She recommended Mr. Shafer contact the bookstore to obtain more information on this opportunity.

       Mr. John Toth stated the textbook requisition form is not user friendly for faculty use. He suggested including a drop down menu feature that pre-populates textbook information used in previous semesters for courses to eliminate unnecessary errors in data. Mr. Toth elaborated on a specific situation where the wrong ISBN was used and could have potentially initiated several problems if it weren't for the keen eye of a bookstore employee who brought the matter to his attention prior to submitting the order to the publisher. Using a drop down feature would eliminate input errors and create a quick and easy process for faculty to submit textbook requisitions. Mr. Moyer indicated he would look into creating a more user friendly textbook requisition forms.

       Ms. Karen Lubick stated some of the frustrations she experiencing is the various locations and duplication of the bookstore requisition forms. The electronic forms which can be submitted electronically are being returned because they require a Dean's signature. If a form is stated to be

electronic with electronic submission capabilities then the process should be clearly stated. In actuality the electronic forms are cannot be submitted electronically if they require a Dean's signature. Furthermore, there are different versions of textbook forms available in different locations. Faculty are not aware which forms to use and where to locate the appropriate forms. In addition, the change in textbook requisition submission date cause faculty to abandon any type of textbook research they would like to perform for upcoming courses because of the stipulated due date. In the end, the due date was extended which would have facilitated enough time for faculty to engage in research on alternate textbooks to use for courses. Ms. Lubick requested these issues be addressed to create an easier textbook ordering process. Ms. McIntosh stated she will speak with the Bookstore staff to request they do whatever they have to do to make the process easier for faculty. It may take some time but this has put some major issues on the radar to keep an eye out for to address. She stated if there is anything else faculty would like addressing to please contact her directly via email or telephone.

Mr. Valiotis indicated if there is any assistance the Senate can help with creating easier textbook requisition forms to please let the office know. In addition, he requested a spring report be provided on the issues discussed.

Mr. Ron Chapman extended his gratitude to the Bookstore staff for being very responsive to addressing faculty concerns as well as the great work they perform on a daily basis.

b. **Theatre/Athletic Sponsorship (attachment)**
Mr. Valiotis requested Senators to review the naming opportunities and acquire division faculty feedback on whether they would like to participate in a collaborative faculty effort in acquiring the necessary funding required for a faculty sponsored area. If faculty work collaborative on acquiring the necessary funding the total expense would be offset by the total amount of faculty willing to participate in this opportunity. The faculty contribution would be minimal if all faculty were willing to participate. Mr. Valiotis stated this is a great opportunity for faculty to show their commitment to the students. Faculty feedback on participating in a Theatre/Athletic area sponsorship will be obtained at the December 2, 2010 Senate meeting

c. **Tenure and Evaluation Process extension (attachment)**
Mr. Valiotis requested Senators to review the Tenure and Evaluation revisions needed to extend the Tenure and Evaluation Coordinator duties to include adjunct and tenure faculty evaluations. Senators were also requested to forward the proposed revisions to division faculty for feedback. Dr. Susan Lowry stated faculty should be reminded that the entire process is not being negotiated so this type of faculty feedback will not be considered. The process as a whole will remain the same and the only items being negotiated are expanding the Coordinator's duties to streamline the process to include all faculty. All faculty feedback on the revisions proposed to the Tenure and Evaluation Process will be obtained at the December

d. **Hiring Procedure revision – Development of Hiring Committee**
Mr. Christos Valiotis reported a recent situation arose regarding the development of hiring committees in the hiring procedures. In cases when there are several faculty hires occurring at the same time the hiring procedures requires the Vice President be part of the process from the beginning. There are many conflicts that arise in trying to coordinate the scheduling of application review, candidate selection for interviews, etc. which ultimately creates a longer hiring process. Candidates are usually applying for multiple positions and applicant pools are often diminished to a small selection due to delays. One suggestion on remedying this issue is to revise the procedure to include a designee for the Vice President. Senators were requested to discuss this issue with division faculty and acquire feedback on revising the procedures to include language for a designee for the Vice President. Some initial concern was expressed on what would constitute a designee to the Vice President. Dr. Susan Lowry expressed her concerned on not having the Vice President part of the entire process because it is important to have the Vice President's approval of the hiring

of particular faculty members. Senators were requested to discuss this situation with division constituencies and acquire feedback for the December 2, 2010 Senate meeting.

8. **SENATE ADMINISTRATIVE BUSINESS**
   a. **Academic Ranking**
      - Dr. Patricia Palavecino – Adjunct Assistant Professor
      - John Berry – Professor Emeritus

   A motion was made and seconded to approve the Academic Ranking requests for Dr. Patricia Palavecino and Mr. John Berry. Mr. Valiotis expressed his gratitude on behalf of the Senate to Mr. Berry for his years of service to the college and students. Mr. Berry reported there are several issues on campus that need to be addressed and even in retirement realizes the need to stay aware of campus issues. Mr. Berry stated one area of great concern is students trying to float through classes without purchasing required textbooks. Students cannot be successful in courses without purchasing required textbooks. Motion carried.

   b. **Announcements**
      - 2010 Fall Plenary Session – November 11-13, 2010 - Anaheim, CA
      - 2011 Vocational Education Leadership Institute – January 27-29, 2011 - Newport Beach, CA
      - 2011 Teaching Institute – February 25-26, 2011 - San Jose, CA
      - 2011 Accreditation Institute – March 18-19, 2011 - Napa, CA
      - 2011 Spring Plenary Session – April 14-16, 2011 - San Francisco, CA
      - 2011 Faculty Leadership Institute – June 16-18, 2011 - Monterey, CA (TBC)
      - 2011 Student Learning Outcomes Institute – July 13, 2011 - San Diego, CA
      - 2011 Curriculum Institute – July 14-16, 2011 - San Diego, CA

   c. **SPBC Facilities Subgroup**
      - Neil Weisenberger – 3 year term

   A motion was made and seconded to appoint Mr. Neil Weisenberger as the faculty representative to the SPBC Facilities Subgroup. Motion carried.

9. **ADJOURNMENT**
   A motion was made and seconded to adjourn the November 4, 2010 Academic Senate Meeting at 4:52 p.m. Motion carried.

MEMBERS PRESENT		
Paul Ahad	Susan Knapp	Van Rider
Enrique Camacho	Ty Mettler (proxy)	Ken Shafer
Ron Chapman	Kathy Moore	Susie Snyder (proxy)
Mark Covert	Rosa Onofre (proxy)	Elizabeth Sundberg
Luis Echeverria	Mike Pesses	John Toth
Glenn Haller	Berkeley Price	Christos Valiotis
Jack Halliday	Harish Rao	Larry Veres
Mike Hancock	Terry Rezek	

GUEST PRESENT		MEMBERS ABSENT
John Berry	David Moyer	Sandra Robinson
Lee Grishman	Susan Lowry	Alex Schroer
Patricia Márquez	Karen Lubick	Casey Scudmore
Dawn McIntosh	Melanie Parker	Justin Shores
Kathryn Mitchell		

Approved: November 18, 2010 Senate Meeting

ANTELOPE VALLEY COLLEGE
Accreditation Standards
AVC Documents Guide

This guide provides assistance in identifying the AVC documents that offer evidence useful in demonstrating to all campus constituents how effectively the standards are being addressed. The evidence is identified as it relates to each of the accreditation standards. For each standard under review, other documentation (evidence) that the college has created and used should be included as accreditation reports are being developed by the campus community.

Standard I: Institutional Mission and Effectiveness
The institution demonstrates strong commitment to a mission that emphasizes achievement of student learning and to communicating the mission internally and externally. The institution uses analyses of quantitative and qualitative data and analysis in an ongoing and systematic cycle of evaluation, integrated planning, implementation, and re-evaluation to verify and improve the effectiveness by which the mission is accomplished.

AVC Documents	Standard Citation
A. Mission	
District Mission	1.A; 1.A.2; A.B.2
College Catalog	1A
Educational Master Plan	1A; 1.A.4; 1.B.2; 1.B.3
Educational Master Plan Form	1B
Faculty Handbook	1A; 1.A.3
Student Handbook	1A; 1.A.3
SPBC Annual Review Reports	1A; 1.B.1; 1.B.2; 1.B.3
SPBC Handbook	1.B.3
Tentative and Adopted Budget Reports	1A
Institutional Learning Outcomes	1A; 1.A.4; 1.B.2
Financial Plan	1A; 1.B
Facilities Plan	1A; 1.B
Human Resources Plan	1A; 1.B.2; 1.B.4
Communication/Marketing Plan	1A
Computer and Information Technology Plan	1A; 1.B.
Enrollment Plan	1A; 1.B
Equal Opportunity Plan	1A
Student Equity Plan	1A

AVC Documents	Standard Citation
Basic Skills Plan	1A; 1.B
Matriculation Plan	1A; 1.B
Academic Affairs Program Review Procedure	1A; 1.A.1; 1.A.4; 1.B.3; 1.B.6
Student Services Program Review Procedure	1A; 1.A.1; 1.A.4; 1.B.1; 1.B.3; 1.B.6
Noninstructional Program Review Procedure	1A
Program Review Standardized Data	1A
SPBC ILO Survey	1A
Early Alert Data	1.A.1
AVC Fact Books	1.A.1
SPBC Annual Timeline	1.A.2; 1.A.3;1.B.2; 1.B.4; 1.B.6
Academic Senate Operating Procedures Handbook	1.A.3
2010 SPBC Program Review Survey	1.A.4; 1.B.2

B. Improving Institutional Effectiveness

Blueprint for Planning Graph	1.B; 1.B.2; 1.B.3; 1.B.4
Cycle of Evaluation Graph	1.B; 1.B.3; 1.B.4
SLO Committee Rubric	1.B
WEAVE Online	1B; 1.B.3; 1.B.7
SPBC Budget Request Form	1.B
Program Review Self Studies and Peer Review Team Reports	1.B; 1.B.5
Notes from the Researcher	1.B; 1.B.5
SLO Data Assessment Results	1.B.1; 1.B.6; 1.B.7
FLEX Program	1.B.1
Flex Evaluation Form	1.B.1
Dialogue with the President Presentation List	1.B.1
Dialogue with the President Evaluation Form	1.B.1
Academic Senate Organizational Chart	1.B.1
Campus Goals Led by the Superintendent/ President	1.B.1; 1.B.3

AVC Documents	**Standard Citation**
Academic Affairs Goals	1.B.2
Past Accreditation Reports	1.B.2; 1.B.3; 1.B.4
Institutional Research and Planning Project List	1.B.4
Course Validation Studies	1.B.5

AVC Documents	Standard Citation

A. Instructional Programs

District Mission	II.A.1; II.A.2; II.A.2.e
Educational Master Plan	II.A.1; II.A.2.f
Institutional Learning Outcomes	II.A.1
Blueprint for Planning Graph	II.A.1; II.A.2.f; II.A.6.c
Cycle of Evaluation	II.A.1; II.A.2.a; II.A.2.f; II.A.6.c
Program Review Self Studies and Peer Team Reports	II.A.1; II.A.1.a; II.A.2.f
Academic Policies & Procedures (AP&P) Standards & Practices Handbook	II.A.1; II.A.1.b; II.A.3; II.A.3.a; II.A.3.b; II.A.4; II.A.5; IIA.6; II.A.6.c
AP&P for New Course Development	II.A.1; II.A.1.a; II.A.2
College Catalog	II.A.1; II.A.1.a; II.A.2
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Faculty Professional Development Program

The Antelope Valley College Faculty Professional Development Program is an excellent candidate for the Exemplary Program Award, reflecting the theme "*Innovative Programs Supporting Student Success*" throughout every aspect of the program. In shortening the instructional calendar by 10 days, faculty at AVC engage in an institutionally-sponsored professional development program. Full-time faculty are required to complete 60 hours of professional development each academic year, while adjunct faculty hours are dependent on Lecture Hour Equivalents (LHE). The professional development program is comprised of four standards, with set hours required for each standard:

- *Standard 1, Faculty Academy*: activities that qualify for Standard 1 are those that improve student learning and retention through the enhancement of instructional strategies, techniques, and support services that encourage developing methods of teaching and assessment with new educational technologies, and support the Antelope Valley College mission and institutional learning outcomes.
- *Standard 2, College Colloquia*: activities that qualify for Standard 2 are those that promote faculty interaction, collegiality, and professional growth through the intellectual exchange of ideas across various disciplines and enhance lifelong learning skills by examining culturally diverse perspectives in the arts, sciences, and humanities.
- *Standard 3, Committees and Conferences*: activities that qualify for Standard 3 are those that enhance the internal governance and operations of Antelope Valley College and externally promote its reputation as an institution of higher learning by representing the college at professional conferences and publishing scholarly work in academic and trade publications.
- *Standard 4, Professional Projects and Activities*: activities that qualify for Standard 4 are those that develop new skills and knowledge that directly relate to one's assigned duties at the college through advanced training and coursework (not used for salary advancement) and participation in professional activities and projects.

1. *Indicators of the overall success of the program including length of time in place*:

The AVC Faculty Professional Development program has been in place for many years, though it underwent a major revision in 2006. The 2007-2008 academic year saw a renovated faculty professional development program, one that now focuses on workshops developed to "improve student learning and retention through the enhancement of instructional strategies, techniques, and support services." The direction the program has

taken is one that encourages faculty to develop methods of teaching and assessment in conjunction with new technologies to support the college's mission, "to serve the community by placing students' success and student-centered learning as our number one priority through higher educational standards and innovative programs and services."

Over the past three years, a notable difference has been seen in the attitude of the faculty and staff in relation to professional development, but moreover, in relation to each other and their students. One example can be seen through Welcome Back Day, a mandatory day of attendance for full-time instructors and highly encouraged for adjunct faculty, classified staff, and administrators, and often attended by several members of the District's Board of Trustees. Welcome Back Day is scheduled the Friday before the Fall semester begins, and the day serves to update participants on college related information, such as budget and various programs and projects, as well as a full day of faculty workshops. It is a way for the college to prepare for the coming academic year, and the collegiality involved has improved the overall college community atmosphere. Due to the success of Welcome Back Day, the Faculty Professional Development Committee is instituting its first ever Welcome Back Day the Friday before the beginning of the Spring semester. The program will be slightly shorter and attendance will be optional, but faculty across campus are already enthusiastically planning to participate in the scheduled breakout sessions.

Additionally, the Faculty Professional Development program addresses the goals set forth in the AVC Educational Master Plan. Activities within the program promote "student-friendly programs and services,…strengthen[ing] external community partnerships, develop[ing] a campus culture with a sense of community and a commitment to excellence, [and] improve[ing] the utilization of new and existing resources to support student learning outcomes by strengthening organizational effectiveness through research, planning, and the shared governance processes." Directly addressing the Master Plan, the professional development program insists on workshops that focus on "develop[ing] and maintain[ing] … an innovative educational environment that supports student learning outcomes." Several activities that reflect these goals include "A Writing Reading REASONING Across the Disciplines Course," where faculty are participating in a year-long course in order to study and learn how to recognize and teach critical thinking skills to students; Human Resources Training Sessions, which include workshops on topics such as sexual harassment; Student Learning Outcome Workshops, where faculty discuss the specific needs of their divisions in relation to SLOs, including development, revision, and assessment of program learning outcomes and WEAVE data entry; and Dialogues with the President, where faculty, staff, students, and members of the community are invited to participate in open forum discussions on various college issues related to student learning and institutional processes.

The AVC Institutional Self Study Report 2010 notes that the Faculty Professional Development Program (FLEX) offers "a diverse number of Faculty Academy workshops and presentations that allow faculty the opportunity to participate in dialogue about improving student learning, as well as understanding college issues. The workshops and presentations provide opportunities to discuss and learn about teaching methods, enhancing the classroom environment, reaching students at a distance, and maximizing college resources." It is also observed that the professional development activities

"bolster faculty members' ability to improve student learning through improved teaching strategies and to acquire new skills in student support service areas. Faculty may claim professional development hours for advising student clubs and participating in student orientations. FLEX also facilitates faculty members' ability to keep current in pedagogy and innovative technologies." We have found that workshops that focus on innovation in classroom presentations, basic skills, and technology training are well-attended, and therefore, these activities are offered often throughout the year.

2. *Evidence showing innovation that provides new approaches or solutions:*

With the inclusion of Faculty Academy events, the professional development program offers workshops that address current academic concerns and needs. One example is our Basic Skills Forum in which the Basic Skills Committee discusses The Basic Skill Initiative, informing the AVC campus of current issues, theories, and effective practices. Another example is our year-long course, "Writing Reading REASONING Across the Disciplines," where faculty study critical thinking skills and the teaching of these skills and how to improve in both areas. Participants observe, criticize, and create content for teaching critical thinking across various disciplines. Our relatively recent adoption of Blackboard as our Distance Education course management platform has created new challenges with respect to learning best practices, implementing effective online teaching strategies, and evaluating faculty who teach online. Our Faculty Academy workshops have accommodated this new teaching modality on our campus, which has provided faculty with numerous resources and opportunities to develop their professional skills in the growing area of Distance Education.

Previously, the Faculty Professional Development Program was divided into only two sections, College Colloquia and Professional Projects. Though effective for the time, several years ago it became apparent that those two categories did not cover the necessary elements of professional growth in today's academic environment. After reviewing the Chancellor's Office requirements, researching innovative ideas being presented by other community colleges in regards to professional development, and surveying the AVC campus community, the new Standards were developed in response to faculty, staff, administration, and student needs. To stay current and continue to address student learning through the enhancement of quality of instruction, the committee constantly assesses the program through event and program evaluations.

3. *Demonstrated collaboration with internal and/or external groups:*

The Faculty Professional Development Program is inherently collaborative within the college community, and by extension, with the outside community. All four of the program's standards are centered on collaboration, though Standard 2, College Colloquia, is focused on promoting "faculty interaction, collegiality, and professional growth through the intellectual exchange of ideas across various disciplines." Additionally, Standard 3 is based on participation in the internal governance of the college via campus committees and representing the college at professional conferences, as well as

publishing scholarly work in academic and trade publications. Each standard is specifically targeting collaboration with others in an effort to support the college's mission and "to improve student learning through enhancement of quality of instruction."

Within the college community, the professional development program encourages collaboration between faculty, staff, and administration, as well as inclusion of students as viewers and participants in the various activities. In addition to Welcome Back Day, Standard 2, College Colloquia events include presenters from various disciplines, such as "The Corporatization of Education," presented by faculty from the Language Arts and Social Science divisions, "The Creation of Public War Memorials," presented by faculty from the Social Science division and an administrator for the Health Science division, and "Cultural Tourism: Who Owns the Mona Lisa?" presented by faculty from the Language Arts and VAPA divisions, as well as a curator from a local museum. The technical trainer for the college now offers workshops via CCC Confer, allowing faculty to participate in person and from remote locations, expanding the collaborative benefits of the presentations. When the program changed in 2006 to include more workshops geared toward student success, the committee voted to change its composition by adding the Tenure Review Coordinator as a permanent member of the committee. This was viewed as necessary since the college needed to provide its contract (non-tenured) faculty a means to improve their job performance if any areas needing improvement in evaluations were identified. The addition of the Tenure Review Coordinator to the committee has assisted in ensuring that appropriate training avenues are present to help mentor our junior faculty members.

Students are invited to participate in the majority of the program events, and in fact are the presenters in several, such as the Antelope Valley Symphony Orchestra and Master Chorale concerts, AVC Concert Band Performances, Dance Dimensions, The Vagina Monologues, and Making Learning Visible (presentations of semester-long projects by Child and Family Education students). Other events include student, faculty, staff, administration, and community participation; for example, StoryFest, the Reader's Theater, and the AVC Madrigal Dinner all incorporate participation from people from both the campus and outlying communities. Faculty may also receive credit for being an advisor for campus clubs and mentorship of students.

AVC faculty are involved in numerous programs outside the college campus, and the Faculty Professional Development Program encourages these activities by offering professional development credit for hours spent representing the college and individual disciplines in Student Outreach and Recruitment events, including local events (annual fair, Poppy Festival, Fall Festival) and industry events (health fairs, aerospace conferences, air shows). The program also includes CERT Training (Community Emergency Response Team) in conjunction with the Los Angeles County Fire Department, First Aid and CPR training, and AVC Art Gallery Talks, where visiting artists have an exhibit and come to campus to discuss their work, among other events that demonstrate collaboration between the college and the community. Further collaborative events include sponsoring speakers, such as Kay Ryan, current poet laureate and AVC graduate, and Dr. Terrence Roberts, one of the "Little Rock Nine," who presented a talk titled "What Lessons Can We Learn From Little Rock."

Faculty may also count attendance at professional conferences as professional growth, an obvious form of collaboration within our disciplines with other faculty

globally, as well as publishing scholarly work. Online opportunities for professional growth and collaboration have been a major goal for the program in recent years, which we have addressed with the inclusion of webinars via NISOD (National Institute for Staff and Organizational Development) and streamline videos available by Annenberg Media and Intelecom.

4. *Evidence supporting the community college mission (both direct student or other data and indirect reports from other sources) that demonstrates how the program supports the community college mission:*

      The Antelope Valley College Faculty Professional Development Program is dedicated to providing professional growth for faculty, staff, and administrators to support the California Community College mission of "enhancing people's lives" by "supplying workforce training and basic skills education, preparing students for transfer to four-year institutions, and offering opportunities for personal enrichment and lifelong learning." This dedication can be seen in the AVC Institutional Self Study Report 2010 as well as the program itself.

      The AVC Institutional Self Study Report 2010 notes that the Faculty Professional Development program "offers activities for faculty and when space permits are open to all members of the college community and the general public." It also states that "the workshops and presentations provide opportunities to discuss and learn about teaching methods, enhancing the classroom environment, reaching students at a distance, and maximizing college resources." The program includes "a variety of training opportunities to assist in serving a diverse student population. Examples include technical training in the use of technology, online tools, video podcasting, and training in innovative pedagogical approaches such as critical thinking and basic skills forums." The Self Study Report recognized that the program includes "many current issues, … such examples include, online courses to teach faculty about Blackboard, presentations to teach faculty about developing and evaluating student learning outcomes (SLOs), and presentations to teach faculty how to use the WEAVE Online program to input SLO data." Each of these activities supports the Community College Mission by offering additional training to help faculty in and outside of the classroom. The benefits of training can be seen in areas such as the updating of Course Outline of Records for our classes, as well as the expansion of online courses offered, not to mention the individual classroom implementation.

      The Faculty Professional Development Program itself supports the Community College Mission by offering activities that address all aspects of teaching and learning. From Basic Skills Forums to "Simulations in Nursing," the professional development program is faculty driven, thereby directly connected to our students. The program addresses all but one of the mission areas:

1. *Academic instruction*: Instructional/Educational Webinars, technical training (Blackboard, Graphics for Online Use, PowerPoint Conversion, Contribute, Audio for Online Users, among others), "Learning Outcomes Analysis and Evaluation," "Online Teaching Strategies Using Blackboard and other Educational Technologies," "Evaluating Online Classes Effectively," "SLO Workshops," and "Active Learning Strategies."

2. *Vocational instruction*: "Simulations in Nursing," "Developing Presentational Excellence," "Sign Language for Around Campus," "Florence Nightingale and the Modern Nursing Science," "First Aid and CPR," and "CERT Training."
3. *Basic skills instruction*: "Basic Skills Forum," "Howard Gardner and the Multiple Intelligence Theory," "On Course Highlights," and "Basic Skills Symposium."
4. *Community services*: Outreach and Student Recruitment activities (local fair, Poppy Festival, Fall Festival, Palmdale's Evening on the Square, aerospace conferences).
5. *Economic growth and global competitiveness*: Welcome Back Day (addresses budget, growth, and globalization), Dialogues with the President: "Preparing for the Accreditation Team Visit," "AVCCD 2010-2011 Budget," "Educational Master Plan," "Capital Outlay Projects Update," and "Palmdale Center," and "International Education," as well as opportunities for faculty to teach in Spain or London each year.
6. *Institutional research concerning student learning and retention*: SLO Workshops, "Learning Outcomes Analysis and Evaluation," "CurricUNET Software Training," "Learning Outcomes Update," and "Classroom Assessment Techniques."
7. *Transfer*: College Mentorship Program and "Student Services: Who We Are and What We Do."

5. *Explanation about how this program could act as a model for other community colleges or how components of this program could be adopted to improve programs at other community colleges:*

As the California Community College Chancellor's Office reviews the professional development programs for effectiveness, Antelope Valley College's Faculty Professional Development Program stands out. It is faculty driven, so it continually connects itself to innovation, pedagogy, and student improvement. Our program clearly reflects the Chancellor's Office's activity categories, specifically targeting "Course instruction and evaluation," "Staff development, in-service training and instructional improvement," "program and course curriculum or learning resource development and evaluation," "learning resource services," and "student advising, guidance, orientation, matriculation services, and student, faculty and staff diversity." Also included in the program are campus diversity events, for example, "Tolerance Week," "Hispanic Heritage Month," "Black History Month," and "Women's History Month."

The four standards that our professional development program is set around are easily replicated, with little to no funding necessary. Being faculty driven, but including staff, administration, and students, expertise in the various areas is easily found on all community college campuses. Many campuses most likely have elements of the program already in place, with only minor modifications needed.

ANTELOPE VALLEY COLLEGE

ACADEMIC SENATE
Minimum Qualification 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 disciplines **Radiological Technology**.

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: _10/22/10_

Sandra Robinson
Academic Senate Representative

Elizabeth Sundberg
Academic Senate Representative

Discipline Faculty:

_____

_____

_____

Equivalency Committee Approval:

_____   _11/1/10_
Equivalency Committee Chair   Date

Member Initials:

_____ _____ _____ _____

Agriculture Building Naming Opportunities - Draft

Agriculture Planting Areas	$200,000.00
Lath - Nursery House	$50,000.00
Ag Drafting/Comp Lab	$35,000.00
Ag Lab	$35,000.00
Ag Lab Prep	$25,000.00
D/C/ Lab Prep	$25,000.00
Greenhouse 1	$25,000.00
Greenhouse 2	$25,000.00
Greenhouse 3	$25,000.00
Greenhouse 4	$25,000.00
Office 1	$25,000.00
Office 2	$25,000.00
Office 3	$25,000.00
Total	$545,000.00

Theatre Building Naming Opportunities - Draft		Potential Prospects:
Building	$1,000,000.00	
Courtyard	$350,000.00	
Seats (400)	$400,000.00	
Orchestra Shell	$200,000.00	
Fountain	$250,000.00	
Lobby	$100,000.00	
Green Room	$75,000.00	
Piano 1	$225,000.00	
Piano 2	$15,000.00	
Stage	$75,000.00	
Men's Dressing Room	$25,000.00	
Women's Dressing Room	$25,000.00	
Meeting Room	$40,000.00	
Scene Shop	$50,000.00	
Lighting Equipment	$52,500.00	
Audio Equipment	$52,500.00	
Stage Draperies	$31,500.00	
Costume Room	$50,000.00	
Make-up Room	$50,000.00	
Office 1	$25,000.00	
Office 2	$25,000.00	
Office 3	$25,000.00	
Office 4	$25,000.00	
Office 5	$25,000.00	
Office 6	$25,000.00	
Concession Cart	$25,000.00	
Total	$3,241,500.00	

West Campus Expansion Naming Opportunities		Committed	Prospects
Athletic Complex	$1,000,000.00		
Football Stadium	$1,000,000.00	$0.00	
Football Field	$500,000.00	$300-400K	
Stadium Sign	$250,000.00		
Marauder "Oasis" Alumni Area	$100,000.00		
Soccer Complex	$100,000.00		
Basball Stadium	$750,000.00		
Baseball Field	$250,000.00		
Baseball Scoreboard	$100,000.00		
Throws Area	$50,000.00		
Tennis Courts	$100,000.00		
Softball Stadium	$500,000.00		
Softball Field	$150,000.00		
Field House	$9,000,000.00		
Gymnasium	$250,000.00		
Basketball Court	$100,000.00		
Pool #1	$50,000.00		
Pool #2	$50,000.00		
Weight Room	$25,000.00		
Dance Room	$25,000.00		
Total	$14,350,000.00		

1.0 Philosophy

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1.1 All faculty must be evaluated by using the process as negotiated between the AVCCD board of trustees and the AVCFT and in accordance with E.C. 87600-87664 inclusive. Faculty encompasses all employees of Antelope Valley Community College District who are paid on the faculty or adjunct/overload salary schedules.

1.2 Evaluation provides faculty members the opportunity to review the effectiveness of their performance in order to maintain the institution's standards and the high quality of instruction and support services. Evaluation is a continuous process and is valuable for a faculty member's professional development. It helps the individual identify strengths as well as weaknesses and encourages faculty to continue professional growth.

1.3 Evaluation is a crucial component in the granting of tenure and in the decision to rehire adjunct faculty and is a continuing process of development for regular (tenured) faculty. During peer evaluation, peer-team members have the opportunity to observe alternate approaches and methods of achieving objectives.

1.4 Faculty members are professionally competent to determine course or service objectives, instructional methods, and course materials consistent with the philosophy and mission of the college and to implement the course outline of record. Evaluation will focus primarily on the effectiveness with which instructors achieve the stated objectives of their courses or support services and facilitate student learning. Evaluation also will focus on effectiveness of interaction with students, respect for colleagues and the teaching profession and continued professional growth.

1.5 "Tenure" is the reclassification of a contract faculty to a regular faculty member as a result of evaluation.

1.6 Compensation: because PT/FT faculty are equally valued, compensation will be the same for both groups

2.0 Procedures

2.1 Procedures for All Faculty Evaluations

2.1.1 Each classroom instructor shall prepare a syllabus consistent with the Course Outline of Record to distribute to each student and the supervising educational administrator by the end of the first week of instruction. A current Course Outline of Record for each course is available from the office of the Vice President Academic Affairs. (See Academic Policies and Procedures Committee course outline form.)

2.1.2 Three categories of faculty are to be evaluated: contract (probationary), temporary (full-time temporary and adjunct) and regular (tenured). Although the timelines and procedures for each category differ, all evaluations will be done following the guidelines for student evaluations (see 2.3), classified input (see 2.4), peer input (see 2.5), and self evaluations (see 2.7), and all faculty will be evaluated using all criteria for evaluating faculty (see 2.6). **All tenured, adjunct, and temporary faculty will be placed on a three year evaluation schedule: Cycle A, Cycle B, and Cycle C.** Confidentiality is to be maintained by all individuals involved in the evaluation process. All information gathered or reports generated as part of the evaluation process shall be confidential and all members of the

campus community are expected to respect and maintain the confidentiality of the evaluation process.

All faculty performing regular or adjunct evaluations will attend an orientation prior to performing any evaluation at least once every two years and an additional orientation specific to distance education if the faculty member being evaluated is teaching a distance education course.

2.1.3 Scheduled observations of work performance may begin the third week of the semester and must be for at least 60 minutes for classroom faculty unless the regular class meeting time is for less. An observation of non-classroom faculty may be broken up into shorter times if appropriate due to differing job duties but must total at least 60 minutes.

2.1.4 Directors, Deans, and Vice Presidents that represent academic departments and student services departments shall evaluate faculty as set forth in Article VIII (Tenure and Evaluation). For example: The Directors of Counseling, Disabled Student Services, TRIO, and Corporate and Community Education. Classified employees in the positions of Confidential, Management or Supervisory Directors may not act as educational administrators for the purpose of evaluating pursuant to Article VIII.

2.1.5 Violations: Violations to the provisions contained in this article shall be processed as grievances according to the provisions of Article XIV. Allegations of sexual harassment or discrimination shall be handled under the district's non-discrimination policy.

2.1.6 All evaluators must attend evaluation training at least once every two years.

2.1.7 All evaluators of Distance Education courses must attend separate evaluation training specifically designed to address the nuances of Distance Education courses at least once every two years.

2.1.8 Distance Education: Faculty teaching online courses or performing other faculty job duties online shall provide an orientation to the evaluators on how to access the site(s) and various methods of student interaction such as e-mail and chat rooms no earlier than five working days before scheduled observation. Access shall be granted to the evaluators for five working days and the evaluee will make arrangements for access. Should additional observations be desired or necessary, the evaluee will make arrangements for access as appropriate. | **Deleted:** if necessary / **Deleted:** .

2.1.9 Resignation of evaluee: If a faculty member resigns during a semester in which an evaluation is being done, the final evaluation report or summary memo need not be completed. A memo from the committee chair stating why the process was not completed along with the letter of resignation shall be placed in the employee's personnel file by the appropriate vice-president. | **Deleted:** 7

2.2 Additional Procedures for Contract Faculty

2.2.1 Timelines: Timelines for the tenure and evaluation process will be set each spring for the following year in function of the academic calendar. The Tenure and Evaluation Coordinator will submit the timelines to the administration and union for their agreement. | **Deleted:** The tenure review coordinator

2.2.2 All work done by contract faculty in the primary division, whether on load or overload, and work done on load in a division different from the primary assignment will be evaluated by the tenure review committee as part of the tenure review process. Contract faculty teaching overload in a division different from their primary assignment will be evaluated as adjunct in that division.

2.2.3   Observations: The tenure review team must complete an Observation Report (see Appendix) for each observation and must ensure that each course taught is observed at least once for classroom faculty before writing reports and summary memos. Each evaluator must perform at least one observation. The evaluee may append comments to the Observation Report within five working days. The chair will distribute appended comments to the committee and the Tenure and Evaluation Coordinator.

2.2.4   Unannounced observations: If the members of the tenure review team unanimously agree that the evaluee is performing unsatisfactorily in an area, the team may perform unannounced observations of work performance after having notified the evaluee in writing. A copy of the notification must be sent to the Tenure and Evaluation Coordinator. Access to courses taught online will be made available to the committee for the remainder of the semester should the committee notify the evaluee that they will be performing unannounced observations.

2.2.5   Summary Memos: In the second semester and fourth semester the tenure review team will conduct observations using the Observation Report and conduct student evaluations. The team will submit a final summary memo in which strengths as well as areas that need improvement or are unsatisfactory and/or progress on these areas from the previous report are specifically addressed.

2.2.6   Reports and Summary Memos: The tenure review process encompasses seven semesters. The tenure review team will complete a full report using the Contract Faculty Evaluation Report (see Appendix) in semesters 1, 3, 6 and 7. The team will complete a Summary Memo in semesters 2 and 4. During semester 5, a summary memo is mandatory if the overall assessment of the evaluee in the third semester report was either "needs improvement" or "unsatisfactory" or if the fourth semester summary memo identified new areas that were unsatisfactory.

2.2.7   Any committee may complete Observation Reports and student evaluations in the fifth semester and submit a summary memo to the Tenure and Evaluation Coordinator.

2.2.8   Evaluation of contract faculty will begin in the fall semester.

2.2.9   Evaluation for contract faculty hired after the beginning of the fall semester will begin the following fall unless he/she will have worked 75% of the academic year.

2.2.10   Evaluation of any contract faculty hired such that he/she will have worked 75% of the year by the end of the fiscal year in which he/she is hired shall begin as soon as that faculty member begins working. The Tenure and Evaluation Coordinator will be notified immediately by Human Resources of the hiring. The tenure review team for such faculty will be identified and begin within ten working days of the effective date of hire. Timelines will be adjusted by the Tenure and Evaluation Coordinator with the approval of the appropriate vice-president to accommodate the shorter timeframe.

2.2.11   Formation of Tenure Review Teams: Teams shall be formed during the first semester of the Tenure Review Process. Replacements will be made as is necessary according to the same procedures as the original team was formed. Whenever a team member changes, the Tenure and Evaluation Coordinator shall meet with the committee and the evaluee to review the process and previous reports, memos, suggestions and/or recommendations.

2.3   Student Evaluation Procedures

2.3.1 Faculty are encouraged to solicit input from students whenever they want to evaluate their effectiveness or gain information to evaluate a new course or textbook or methodology or for any reason for which student input would be useful.

2.3.2 During formal evaluations, student evaluations are required and each faculty member shall use the appropriate standardized evaluation instrument (see Appendix). Faculty may supplement the standardized form with questions in areas particular to their discipline or service area.

    a. Teaching faculty conduct evaluations after the midway point of the course. Non-classroom faculty may conduct evaluations throughout the year.

    b. Faculty will strive to ensure student anonymity and the student evaluation procedure should not result in any manner of student intimidation. If the committee feels that it must ensure the anonymity of students, it may give the typed comments to the instructor. The original evaluations will be retained for reference.

    c. Student evaluations must be done in every class for classroom faculty.

    d. The evaluator/s, in consultation with the non-classroom evaluee, will determine the number, and the time frame for gathering student evaluations.

    e. A member of the evaluation team will explain the purpose and value of student evaluations, using standardized instructions. Evaluations will be collected by someone other than the faculty member being evaluated and will be placed in an envelope and returned to the faculty member after view by the evaluation/tenure review team and/or chair.

        Instructions:
        You will be filling out a student evaluation form as part of the evaluation process of (instructor's name). Please take the time to fill these out carefully as your input is an important part of the evaluation process. There is space for your written comments. These comments are often particularly helpful. Please give detailed input into ways in which the course and instruction might be improved and, also, what is working well and what is helpful to you.

        These evaluations will be returned to (instructor's name) for his/her use in the evaluation process.

    f. When student evaluations are being done as part of the tenure process, a member of the tenure review committee or a person agreed to by the tenure review committee and the evaluee will give the standardized directions to the students and administer the evaluation forms. For non-classroom faculty, the committee, in consultation with the evaluee, will determine how the student evaluations will be administered.

    g. Evaluations will be opened in time to allow meeting timelines of the evaluation process. The evaluee will summarize the evaluations and submit the evaluations to the evaluator/s. The evaluee will address the evaluations in the self-evaluation. Student evaluations will be returned to the faculty member after review by the appropriate vice president.

2.4 Classified Input

2.4.1 Faculty who work closely with classified employees in directing their work shall provide them with the opportunity to have input into the evaluation during semesters in which the faculty member is being evaluated. Classified who shall have input into the process shall be

identified at the beginning of the process. Since these faculty directly affect the classified employees' ability to do their jobs, input from the employees is appropriate to improve working relationships between the faculty and classified employees and to promote the smooth running of programs and hence improve service to our students. Examples of classified employees who shall have input into faculty evaluations are lab technicians, instructional assistants, library clerks and classified staff in EOP&S and in the Learning, Transfer and Career Centers if faculty are directing their work.

2.4.2 The evaluee and evaluator/s shall prepare or select an instrument or method for input that focuses on the evaluee's job performance in relation to the classified employee(s). The instrument should facilitate obtaining objective information related to the criteria for evaluating faculty and will provide an opportunity for written comments. The classified input procedure shall not result in any manner of staff intimidation. The evaluator or a member of the evaluation committee will distribute and collect the evaluation material and provide them to the evaluee. The evaluee will summarize the classified input and submit the summary and the evaluations to the evaluator or evaluation team as part of the self-evaluation and any classified input in the self-evaluation. Classified evaluations will be returned to the evaluee after review by the vice president.

2.5 Peer Input

2.5.1 Faculty members work closely with peers, especially those in their department or division. Evaluation of the faculty member's respect for colleagues and the teaching profession must be obtained during contract faculty evaluations.

2.5.2 Input will be through a standardized Peer Input Form (see Appendix).

2.5.3 A list of all faculty being evaluated in a given semester will be posted online as well as the peer input form. Any faculty member may fill out a peer input form on faculty being evaluated that semester and return it via a secure online environment. This environment will ensure that there are no duplicate submissions. Input will be due by the tenth week of the semester. The administrator of the site will forward the input to the division dean, who will provide them to the evaluee.

2.5.4 The evaluee will address the input in the self-evaluation. Peer evaluations will be returned to the evaluee after review by the appropriate vice president.

2.6 Criteria for Evaluating Faculty

The following general criteria are intended to delineate areas of performance during the evaluation process of contract, regular and temporary faculty:

2.6.1 Effective job performance in classroom teaching, counseling, librarianship or other specialized job duties, including but not limited to

a   Currency and depth of knowledge in teaching field or job duties,

b.   Use of teaching methods and materials challenging to the students and appropriate to the subject matter or service area,

c . Careful attention to effective organization and communication skills,

d . Consistent responsibility in fulfilling college requirements and adherence to district policies and procedures (such as Title V, fulfillment of flex contract, turning in reports such as census sheets and grades on time) or other specific requirements of the position.

2.6.2   Effective interaction with students and evaluation of student work by demonstrating

      a.   Patience, fairness, and promptness in the evaluation and discussion of student work,

      b.   Sensitivity and responsiveness to the needs of individual students and their special circumstances,

      c.   Sensitivity to diversity,

      d.   Availability to students during scheduled office hours/scheduled appointments.

2.6.3   Fulfillment of responsibilities to colleagues, discipline/department, division and college and respect for colleagues and the teaching profession by

      a.   Acknowledging and defending free inquiry in the exchange of criticism and ideas,

      b.   Striving to be objective in their professional judgment of colleagues,

      c.   Demonstrating tolerance for diverse perspectives,

      d.   Working in a spirit of cooperation to develop and maintain a collegial atmosphere among faculty and staff.

      e.   Participating in and fulfilling governance/service responsibilities such as attending division meetings, curriculum revision, and committee work.

2.6.4   Continued professional growth demonstrated by

      a.   Participation in professional activities such as coursework, attendance at workshops, seminars, professional meetings, and development of new curricula,

      b.   Other appropriate activities.

Items 2.6.2(d) and 2.6.3(e) apply to adjunct faculty to the extent that they are compensated for office hours and/or other service/governance work.

2.7 Self-Evaluation

All faculty being evaluated shall complete a self-evaluation. Each faculty member shall submit a written narrative to the evaluator or evaluation team. In the self-evaluation narrative:

    a.   Indicate your current assignment, including all courses (time, day, room, course title) or work schedule. Provide a brief description of any reassigned time duties.
    b.   List the titles/days, times of any professional development activities since your last evaluation and how you have incorporated this knowledge into your current assignment.
    c.   Assess your professional performance since your last evaluation, including all four criteria (see 2.6).
    d.   Describe what methods or techniques of instruction, guidance or other job duties that you currently use. Indicate which methods you have found to be successful and how they help students learn or reach their goals.
    e.   Describe how your job performance can be improved.
    f.   Analyze assistance that others can provide in improving your performance.
    g.   Describe any barriers that might be obstructing the achievement of objectives.

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h. Summarize and respond to current student evaluations, peer input and, when appropriate, classified input. Describe ways in which you encourage communication between yourself and your students.
i. Explain how you evaluate student progress, in particular critical thinking.
j. Specify the extent to which you are involved in division and/or college activities, other than your primary job duties. Assess your contributions to the activities in which you participate, in particular, your involvement in establishing, implementing, and assessing student learning outcomes.
k. Any other information you consider relevant to the evaluation of your job performance.

3.0 Evaluation Options for Regular (Tenured) Faculty

Tenured faculty will be evaluated every three years. The A Cycle is the Peer Team Evaluation, the B Cycle is the Self Evaluation, and the C Cycle is the Administrative Evaluation. The Vice President of Academic Affairs will initiate the process by notifying the appropriate educational administrators, the Vice President, the Tenure and Evaluation Coordinator, and Student Services when appropriate, of the faculty due for evaluation no later than WEEK 10 of the semester prior to the semester they are to be evaluated. Three evaluation options are available: peer-team, self, and administrative. Evaluations may occur during either fall or spring semester and shall be completed during a single semester.

3.1 Peer Team Evaluation (Cycle A)

Each peer-team will consist of three members: supervising educational administrator from the evaluee's primary division who supervises the faculty member and two tenured faculty chosen by the evaluee. One faculty member will come from within the evaluee's division, the second from outside of the evaluee's division. Only one of the two faculty members may have served on the previous peer team. The chair will be the educational administrator on the team, and he/she will schedule and coordinate the team's evaluations to meet timelines. For tenured faculty who are working in more than one division on load when being evaluated, the faculty member from outside of the evaluee's division must be from the other division in which the evaluee is also working. If the evaluee is working in more than two divisions on load when being evaluated, the evaluator/s in consultation with the evaluee will determine an appropriate method for obtaining input from the division that does not have a representative on the peer team.

Peer team evaluations shall use the Observation Report and the Tenured Faculty Evaluation Report as well as the supporting documentation that consists of the Observation Reports, Student Evaluations, Peer Input and, when appropriate, Classified Input, and Plans for Removal of Unsatisfactory Rating (see Appendix for forms). The report will identify the evaluee's strengths and areas that need improvement or are unsatisfactory in each of the criteria and shall include specific suggestions detailing what the evaluee needs to do to meet the criteria for evaluating faculty [see 2.6].

Any final reports that indicate an area that needs improvement or unsatisfactory in the summary rating shall include a timeline and plan for follow-up evaluation. Succeeding reports shall directly address progress toward correcting these areas.

Timeline for Tenured Peer Team Evaluation (Cycle A):

Weeks 1-2   Faculty Peer Team members are selected and meet to establish the work schedule and to discuss the evaluation criteria and any other information relevant to the faculty member's performance. The Tenure and Evaluation Coordinator is notified of all Faculty Peer Teams.

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Weeks 3-7   Classroom or worksite observations take place as defined in the section on procedures. When observations occur, teaching or appropriate job duties must be taking place. The evaluator completes an observation report and holds a discussion with the adjunct instructor as soon as possible but in no case later than 10 working days after the observation. The Observation Report must specify areas that need improvement or are unsatisfactory and suggest remedies.

Weeks 9-10   Student evaluations (see 2.3) are completed. Chair reviews evaluations and gives data to evaluee.

Week 10   Peer/Classified input is returned to chair. Chair reviews input and then gives data to evaluee.

Week 12   The evaluee submits a self-evaluation (see 2.7) that must address comments from student evaluations and, if obtained, classified and peer input.

Weeks 13-14   The evaluation team prepares the Tenured Faculty Evaluation Report. Evaluations may also indicate strengths and weaknesses in a specific discipline if the evaluee teaches/works in more than one area. The evaluation team and the evaluee sign the report. The evaluee's signature indicates acknowledgement of the process, not necessarily agreement with the content. The evaluee may append written comments to the report within five working days. The evaluation team and evaluee sign any appended comments, acknowledging that they have read the comments.

Week 15   The signed report with appended comments is given to the Tenure and Evaluation Coordinator who submits the report to the appropriate vice president. All other copies of the report shall be destroyed. The vice president reviews the report, makes a decision on the status of the adjunct faculty, notifies the adjunct faculty of the decision and forwards the final report to the Office of Human Resources.

If an evaluation team is unable to make a unanimous recommendation, the recommendation shall be to re-evaluate before the completion of two more semesters of assignment.

A recommendation to reevaluate in less than three years must specify when the evaluation is to be done (i.e., the following semester, in two semesters, etc.)

3.2   Tenured Self-Evaluation (Cycle B)

Under this option, the evaluee follows the general guidelines for a self-evaluation (see 2.7), but describes and analyzes each area extensively. Peer input is obtained if required and classified input is obtained when appropriate. The final report includes comments from the supervising educational administrator and from a tenured peer chosen by the faculty member, a response to student evaluations (see 2.3), and a response to classified input when appropriate (see 2.4) and peer input if obtained (see 2.5). The peer, supervisor and evaluee sign the report and the supervisor submits it, the student evaluations and the classified and peer input to the Tenure and Evaluation Coordinator who then forwards it to the appropriate vice-president. The evaluee may meet with the appropriate vice-president and the supervisor. For faculty who are working in more than one division on load when being evaluated, there must be input from all of the divisions in which the evaluee works. The

evaluee is given a copy of the signed report by the supervisor. The vice president will forward the signed report to the Office of Human Resources. All other copies of the report shall be destroyed. Completed reports will be maintained as part of personnel records in the Office of Human Resources.

5.2.2 Timeline for Tenured Self-Evaluation (Cycle B):

Weeks 1-2   Faculty Peer member is selected and meets with educational supervisor and evaulee to establish the work schedule and to discuss the evaluation criteria and any other information relevant to the faculty member's performance. The Tenure and Evaluation Coordinator is notified of Faculty Peer member selection.

Weeks 9-10   Student evaluations (see 2.3) are completed. Chair reviews evaluations and gives data to evaluee.

Week 10   Peer/Classified input (if required) is returned to chair. Chair reviews input and then gives data to evaluee.

Week 12   The evaluee submits an extensive self-evaluation (see 2.7) that must address comments from student evaluations and, if obtained, classified and peer input.

Weeks 13-14 The evaluation team prepares the Tenured Faculty Evaluation Report. Evaluations may also indicate strengths and weaknesses in a specific discipline if the evaluee teaches/works in more than one area. The evaluation team and the evaluee sign the report. The evaluee's signature indicates acknowledgement of the process, not necessarily agreement with the content. The evaluee may append written comments to the report within five working days. The evaluation team and evaluee sign any appended comments, acknowledging that they have read the comments.

Week 15   The signed report with appended comments is given to the Tenure and Evaluation Coordinator who submits the report to the appropriate vice president. All other copies of the report shall be destroyed. The vice president reviews the report, makes a decision on the status of the adjunct faculty, notifies the adjunct faculty of the decision and forwards the final report to the Office of Human Resources.

If an evaluation team is unable to make a unanimous recommendation, the recommendation shall be to re-evaluate before the completion of two more semesters of assignment.

A recommendation to reevaluate in less than three years must specify when the evaluation is to be done (i.e., the following semester, in two semesters, etc.)

3.3   Administrative Evaluation (Cycle C)

The faculty member selects a member of the President's Executive Council or supervisor as an evaluator. The evaluee and administrator meet prior to observations to discuss the evaluation criteria and any other information relevant to the faculty member's performance. The administrator conducts classroom and/or worksite observations as defined in the section on procedures. Discussions take place as soon as possible, but in no case later than 10 working days after each visit is completed. Student evaluations are completed (see 2.3),

peer input is obtained if required and classified input is obtained when appropriate (see 2.4 and 2.5) and the evaluee summarizes them and writes a self-evaluation (see 2.7) and submits all materials to the administrator. For faculty who are working in more than one division when being evaluated, there must be input from all of the divisions in which the evaluee works. The administrator writes a report, and the administrator and evaluee discuss and sign the report. The evaluee's signature indicates acknowledgment of the process but not necessarily agreement with the content. The evaluee may append written comments to the report within one week. The administrator signs any appended comments, acknowledging that he/she has read them. The evaluee is given a copy of the signed report. The signed report and student evaluations and classified and peer input are submitted to the Tenure and Evaluation Coordinator who forwards it to the appropriate vice-president. The appropriate vice-president may meet with the evaluee and the administrator (unless the vice-president is the administrator). The vice president will forward the report to the Office of Human Resources. All other copies of the report shall be destroyed. The report will be maintained as part of the personnel records in the Office of Human Resources.

Timeline for Tenured Administrative Evaluation (Cycle C):

Weeks 1-2   Evaulee and selected administrative evaluator meet to establish the work schedule and to discuss the evaluation criteria and any other information relevant to the faculty member's performance. The Tenure and Evaluation Coordinator is notified of Administrative Evaluation.

Weeks 3-7   Classroom or worksite observations take place as defined in the section on procedures. When observations occur, teaching or appropriate job duties must be taking place. The evaluator completes an observation report and holds a discussion with the adjunct instructor as soon as possible but in no case later than 10 working days after the observation. The Observation Report must specify areas that need improvement or are unsatisfactory and suggest remedies.

Weeks 9-10   Student evaluations (see 2.3) are completed. Chair reviews evaluations and gives data to evaluee.

Week 10   Peer/Classified input is returned to chair. Chair reviews input and then gives data to evaluee.

Week 12   The evaluee submits a self-evaluation (see 2.7) that must address comments from student evaluations and, if obtained, classified and peer input.

Weeks 13-14 The evaluation team prepares the Tenured Faculty Evaluation Report. Evaluations may also indicate strengths and weaknesses in a specific discipline if the evaluee teaches/works in more than one area. The evaluation team and the evaluee sign the report. The evaluee's signature indicates acknowledgement of the process, not necessarily agreement with the content. The evaluee may append written comments to the report within five working days. The evaluation team and evaluee sign any appended comments, acknowledging that they have read the comments.

Week 15   The signed report with appended comments is given to the Tenure and Evaluation Coordinator who submits the report to the appropriate vice president. All other copies of the report shall be destroyed. The vice president reviews the report, makes a decision on the status of the adjunct faculty, notifies the adjunct faculty of the decision and forwards the final report to the Office of Human Resources.

A recommendation to reevaluate in less than three years must specify when the evaluation is to be done (i.e., the following semester, in two semesters, etc.)

3.4   Procedures for Reevaluation

A tenured faculty member may challenge an evaluation by submitting a written request to the appropriate vice president. The request shall state the reasons for the challenge and be submitted within ten working days of the date the evaluee is informed of the results of the evaluation. If the vice president considers the justification for reevaluation adequate, a reevaluation team will be convened within ten working days of the receipt of the request. The team will be composed of one member named by the faculty member; one member who participated in the original evaluation, agreed upon by the member and the vice president; and one member named by the Vice-President of Academic Affairs or Student Services.

Reevaluation will take place during the next semester. The reevaluation team will limit its activity to the specific challenges outlined in the request for reevaluation.

3.5   Special Administrative Provisions

A tenured faculty member can request an evaluation annually by submitting a written request to the supervising educational administrator. The supervisor will approve such request if adequately justified. If agreed to by the evaluee, the supervisor may request that Vice-President of Academic Affairs or Student Services serve as evaluator.

4.0   Tenure and Evaluation Coordinator

The Tenure and Evaluation Coordinator has the responsibility for coordinating the tenure review process for contract (probationary) faculty and the evaluation processes for tenured and adjunct faculty. In all questions about this article, the Tenure and Evaluation Coordinator will consult with the appropriate vice president, the academic senate president and the president of the exclusive bargaining agent.

The Tenure and Evaluation Coordinator will:

Coordinate, in conjunction with academic senate, selection of tenured faculty to participate on the tenure review committees.

Oversee that tenure and evaluation committees are organized for contract faculty according to this policy.

Coordinate and conduct the mandatory orientations of the evaluation and tenure process for the tenure review committees and provide orientations for tenured and adjunct faculty evaluation faculty conducting evaluations. The orientation must include training on effective report writing including report format, documentation, and writing positive and negative constructive criticism and plans for removal of unsatisfactory rating.

Coordinate and conduct the mandatory initial orientation of the evaluation and tenure process for the contract faculty. The orientation must explain the grievance procedures.

Ensure that tenure and evaluation committees function according to this article.

Monitor the timelines of all tenure and evaluation processes.

Coordinate all issues that affect the operation of the tenure and evaluation committees.

Conduct an annual survey to determine effectiveness of the tenure and evaluation process and to make recommendations for improvement to the district, the academic senate and the faculty union.

5.0 Tenure Review Process for Contract (Probationary) Faculty

Nothing in this policy shall preclude the tenure review team, the Tenure and Evaluation Coordinator or the vice president from meeting with the evaluee at any time prior to the writing of the signed evaluation report or final summary memo to inform the evaluee of areas needing improvement or that are unsatisfactory and/or to assist the evaluee in correcting identified areas needing improvement or that are unsatisfactory. The role of the tenure review team, however, is primarily to evaluate the evaluee. Correction of identified areas needing improvement or that are unsatisfactory rests with the evaluee, who is encouraged to utilize other campus resources/resource personnel as needed.

4.2   Rationale and Procedures:

4.2.1   The full-time faculty is the core of community college instruction and instructional support programs. Tenure constitutes a basic tenet of professionalism in higher education. It protects academic freedom and allows for freedom of speech. Expanded faculty roles under AB 1725 require that faculty additionally participate in shared governance activities. It is, therefore, appropriate that faculty be evaluated in the following areas: classroom teaching, counseling, librarianship or other primary job duties; interaction with students; collegiality and professionalism; and participation in shared governance and continued professional development.

4.2.2   The tenure review committee for each probationary faculty shall be composed of three members: the educational administrator who supervises the faculty member and two tenured faculty. One faculty member will come from the contract faculty's division and will be selected by all full-time faculty and the educational administrator supervising the division. In spring, the supervising administrator will put out a call for full-time faculty from the division to serve on tenure review teams for all new positions and/or teams needing replacements by e-mail, by memo or at a division meeting. Members will be confirmed through a division vote (at a meeting or by e-mail). Notice of confirmation (copies of e-mail or division minutes) will be sent to the Tenure and Evaluation Coordinator. The second faculty member of the committee will be selected by the academic senate from the faculty at large, but outside the division of the probationary faculty. Names of team members from the Senate and the Division shall be provided to the chair by the end of April for the following year. Replacements made during the course of an evaluation year may be recruited and selected by e-mail. Documentation for calls and selection shall be forwarded to the Tenure and Evaluation Coordinator.

Whenever possible, the division member will come from the same discipline as the evaluee. If no member from the same discipline is available, a faculty member from a closely related field will be selected. If there is no one from a closely related field, any tenured member of the division may serve.

The chair of the committee will be elected by the members of the committee. Tenure review committee members will serve for the duration of the evaluee's probationary period with replacements made for members who retire, are removed, or resign. Faculty members who resign must put their reasons for resignation in

writing to the Tenure and Evaluation Coordinator. A meeting of the Tenure and Evaluation Coordinator, person resigning and the appropriate vice-president will take place before the resignation is accepted.

4.2.3 The tenure review committee will follow the provisions of this article and will be under the immediate direction of the Tenure and Evaluation Coordinator.

4.2.4 The committee's report consists of the Contract Faculty Evaluation Report as well as the supporting documentation that consists of the Observation Reports, Student Evaluations, Peer Input and, when appropriate, Classified Input and Plans for Removal of Unsatisfactory Rating (see Appendix for forms). The report will identify the evaluee's strengths and areas that need improvement or are unsatisfactory in each of the criteria and shall include specific suggestions detailing what the evaluee needs to do to meet the criteria for evaluating faculty [see .24].

4.2.5 In the event that problems are identified that could eventually result in a recommendation to terminate employment, the problem shall be addressed in a section labeled "Unsatisfactory." Any areas identified as unsatisfactory in the final report shall be supported by a Plan for Removal of Unsatisfactory Rating (see Appendix). Succeeding reports shall directly address progress toward correcting these areas. In addition, the lack of progress in areas needing improvement that have been identified in previous reports should be addressed as unsatisfactory in succeeding reports or summary memos if the majority of the committee feels the lack of progress in these areas might eventually result in a recommendation not to rehire.

4.2.6 The team shall vote on the recommendation listed on the Report. If a committee recommendation is not unanimous, the Tenure and Evaluation Coordinator and appropriate vice president will meet with the team in an effort to clarify the differences and, if possible, reconcile these differences. However, a majority is sufficient for the recommendation to go forward and the dissenting member may include a section in the report expressing a minority opinion. It is expected that all members of the committee will sign the report. Failure of a member or the evaluee to sign the report shall not prevent the report from going forward.

4.2.7 All materials (contract faculty evaluation report, observation reports, student evaluations; classified input; peer input; self-evaluation) will be submitted to the Tenure and Evaluation Coordinator, who will then submit them to the appropriate vice-president. Any appended comments will be signed and forwarded as soon as they are available. The vice-president will submit the tenure review committee's report and his/her own comments to the president, who shall forward the report and a final recommendation to the board of trustees before March 15 to enable the board to meet the statutory deadlines (E.C. 87610). In the event of lack of agreement between the president and the committee, there shall be an attempt, through a meeting, to formulate one recommendation to the board. In the event there is no single recommendation, both the president's and the committee's recommendations will be forwarded to the board.

4.2.8 The committee chair will make sure that the evaluee and the Tenure and Evaluation Coordinator have copies of the completed report and any appended comments. The vice president will submit the signed year-end report to the Office of Human Resources. Completed reports will be maintained as part of the evaluee's personnel records. At the completion of the tenure process, or at the conclusion of a hearing before an administrative law judge, all other copies of the report will be destroyed.

4.3   Early Tenure Criteria

The intent of this section of the tenure review process is to set forth measurable criteria that must be met before consideration of early tenure. A contract faculty (non-tenured faculty) must complete the first two years of the evaluation process. Prior to being considered for recommendation for early tenure, contract faculty shall fulfill the criteria as defined in each of the four following categories: Professional Instructional Experience; Community Service and/or Professional Organizations; Participatory Governance and Demonstrated Positive Student Outcomes.

To be recommended for early tenure: All prior relevant work experience at AVCCD must have been rated as exceeding criteria (or satisfactory if evaluated as an adjunct) in subject matter knowledge and in teaching, student services or support services methods, which have resulted in the highest level of expected student outcomes as evidenced by written evaluations.

4.3.1 Professional Instructional Experience: Consideration for early tenure shall be accomplished by one of the following:

- A minimum of two full years of previous professional instructional experience or its equivalent at an accredited secondary or postsecondary institution. Previous professional instructional experience must exhibit performance evaluations indicating excellence in subject, teaching methods, student services, or support service activities, which facilitated positive student outcomes. Accomplishments must be documented by former evaluations that will be provided by evaluee.
- Previous two full years of paid occupational experiences that served as preparation for current teaching assignment. The previous employment will have evidence of excellent leadership and experience in subject area, as documented by former evaluations that will be provided by evaluee..

4.3.2 Community Service and/or Professional Organizations as related to discipline: Consideration for early tenure shall be accomplished by two or more of the following activities while employed at Antelope Valley College:
- Evidence of a minimum of one full year of active and outstanding participation in a non-profit organization appropriate to evaluee's discipline.
- Evidence of active participation in campus activities related to a diversified population.
- Evidence of active participation in national, state, or local professional organizations. Presentation at workshops and seminars.
- Evidence of successful grant writing, with the intent to introduce new opportunities for the college.
- Evidence of scholarly/professional work in a recognized publication or book in your discipline.

4.3.3 Participatory Governance: Evidence of a minimum of one year of active and outstanding involvement in effective participatory governance activities or committees at AVC.

4.3.4 Demonstrated Positive Student Outcomes: Two years at Antelope Valley College of documented evidence that demonstrated an ability to improve student outcomes while sustaining quality teaching, student services, or support service activities.

Positive student outcomes shall be evidenced through one of the following accomplishments:

- Evidence of (innovative) outstanding teaching strategies or support service activities that facilitated a steady increase in student retention.
- Evidence of (innovative) teaching strategies or support service activities that facilitated a steady increase in student persistence rate, e.g., success from one course level to next.
- Evidence of enhanced curriculum or programs: e.g., vocational, transfer, general education, developmental education, or support services activities.
- Evidence of development and implementation of new programs: e.g., vocational, transfer, general education, developmental education, or support service programs.

4.3.5 <u>No Listed Areas Needing Improvement or Unsatisfactory</u>: A contract employee who acquired documented areas needing improvement or unsatisfactory during the first two evaluation terms shall not be recommended for early tenure.

4.4 Contract (Probationary) Faculty Tenure Review:

4.4.1 SEMESTER ONE REPORT
   a. At the end of the first semester report, the committee will recommend to continue probation (award of a second year contract) or not to rehire.

   b. Tenure Review Committees will be formed in the semester before evaluation begins if possible.

   c. Tenure review committees are appointed if they have not yet been formed. Mandatory orientation sessions, called by the Tenure and Evaluation Coordinator, are held for probationary faculty and for all tenure review committee members. Committee members will receive instruction on the criteria for evaluation, formats, forms, documentation and the writing of positive and negative constructive criticism and plans for removal of unsatisfactory ratings.

   d. The committee meets to elect a chair and, in consultation with the evaluee, determines appropriate activities to be carried out during the evaluation and establishes a work schedule, which is submitted to the Tenure and Evaluation Coordinator, committee and evaluee. This work schedule must ensure that reports are submitted by their due dates and that evaluation activities are conducted for all evaluation criteria within the given timelines.

   e. The committee meets with the evaluee to review the evaluation criteria. The evaluee furnishes the committee with written materials appropriate for the evaluation.

   f. Classroom or worksite observations, take place as defined in the section on procedures. Teaching or appropriate job duties must be taking place during observations. Individual or group discussions are held as soon as possible but in no case later than ten working days after the visitation.

   g. Student evaluations are completed after the mid-point of the course. Departmental and divisional peer input and classified input are conducted as stated in the work schedule. The evaluee summarizes the evaluations and peer and classified input and writes the self-evaluation. The evaluee submits the self-

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evaluation with the student evaluations and peer and classified input to the committee.

h. If the committee feels that a recommendation not to rehire is a possibility, the chair or educational administrator shall notify the evaluee, the Tenure and Evaluation Coordinator and appropriate vice president as early in the process as possible. If the committee feels that a recommendation not to rehire is a possibility, all unsatisfactory areas must be described in the sections for unsatisfactory areas and Plans for Removal of Unsatisfactory Rating must be included in the report.

i. The committee writes a draft of the first semester report, including a recommendation to continue probation or not to rehire, which is submitted to the Tenure and Evaluation Coordinator, who forwards it to the appropriate vice president.

j. The coordinator and/or vice president may meet with the committee to clarify the report or to suggest revisions that are consistent with the committee's intentions. If the committee recommendation is not unanimous, the Tenure and Evaluation Coordinator and the appropriate vice-president will meet with the team prior to the committee meeting with the evaluee in an effort to clarify and if possible reconcile the differences. These efforts shall not preclude the majority and minority recommendations being forwarded to the president.

k. If desired by the committee or the evaluee, additional evaluation activities are carried out by the end of the semester. Individual or group discussions will be held as soon as possible but in no case later than ten working days after visitations.

l. The committee revises the report as appropriate, consults with the vice president and Tenure and Evaluation Coordinator, and meets with the evaluee to discuss the first semester report and recommendation.

m. The committee and evaluee sign the report and send it to the Tenure and Evaluation Coordinator along with all supporting documents.

n. The evaluee's signature indicates acknowledgment of the process, not necessarily agreement with the content. The evaluee may append written comments to the report within five working days. The committee and evaluee sign any appended comments, acknowledging that they have read the comments and the chair forwards a copy to the Tenure and Evaluation Coordinator.

o. The Tenure and Evaluation Coordinator then submits the report and supporting documents to the appropriate vice-president. The vice-president meets with the evaluee, educational administrator and chair then submits the committee's report along with his or her own comments to the president, who will make a recommendation to the board.

p. If the president's recommendation differs from that of the tenure review committee's recommendation, he/she notifies the committee in writing stating reasons for not accepting the recommendation. A meeting takes place among the tenure review committee, the Tenure and Evaluation Coordinator, the vice president, and the president to resolve this difference before the recommendation goes to the board. In the event that there is no single recommendation, the

president's and the committee's separate recommendations will be forwarded to the board.

q. The committee's final report will be forwarded to the board.

r. Notice of continued employment or termination and the reasons therefore is signed by the president or his/her designee and sent to the candidate before March 15. Notice of termination shall be by registered or certified mail. Failure to give required notice is an extension of the existing contract without change for the following academic year.

4.4.2 SEMESTER TWO SUMMARY MEMO

a. The committee will conduct observations according to the procedures and complete the Observation Report and conduct Student Evaluations. The committee will meet with the evaluee to determine appropriate activities to be carried out and to establish a work schedule within the given timelines. Observations and student evaluations must be carried out. The work schedule will be submitted to the Tenure and Evaluation Coordinator. Discussions are held as soon as possible but in no case later than 10 working days after the observations.

b. The committee will meet to write the second semester summary memo. Any areas that need improvement or are unsatisfactory and/or progress on these areas from previous reports or summary memos must be specifically addressed. The summary memo will include the observation reports and the student evaluations. The evaluee and the committee members will meet to discuss the memo and sign it before it is sent to the Tenure and Evaluation Coordinator. The evaluee has five working days to append comments, which must be signed by the committee. Signatures indicate acknowledgement of the process, not necessarily agreement with the content.

c. The chair will provide the evaluee with a copy. The Tenure and Evaluation Coordinator will forward the memo and supporting documents to the appropriate vice-president.

4.4.3 SEMESTER THREE REPORT

a. The emphasis should be on positive, negative, or lack of changes since the first semester report and second semester summary memo in each of the four areas. The evaluation should focus on the evaluee's effectiveness and, in particular, on the correction of identified areas that need improvement or are unsatisfactory in ways that are significant and tangible and thus vital to success.

b. At the end of the third semester report, the committee will recommend to continue probation (award a two-year contract), not to rehire, or to award early tenure. Early tenure is for contract faculty who have exceeded the criteria in every aspect of the evaluation criteria. The committee must provide an explanation and documentation for the recommendation for early tenure based upon the criteria for evaluating faculty and the Early Tenure Criteria (section 4.3).

c. The committee meets and, in consultation with the evaluee, determines appropriate activities to be carried out during the evaluation and establishes the work schedule, which is submitted to the Tenure and Evaluation Coordinator, committee and evaluee.. This work schedule must ensure that reports are

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submitted by their due dates and that evaluation activities are carried out for all evaluation criteria within the given timelines.

d. The committee meets with the evaluee to review the evaluation criteria and the first semester report and the second semester summary memo. The evaluee furnishes the committee with written materials appropriate for evaluation.

e. Classroom or worksite observations take place, as defined in the section on procedures. Teaching or appropriate job duties must be taking place during observations. Individual or group discussions are held as soon as possible, but in no case later than 10 working days after the visitation.

f. Student evaluations are completed after the mid-point of the course. Departmental and divisional peer input and classified input are conducted as stated in the work schedule. The evaluee summarizes the evaluations and peer and classified input and writes the self-evaluation. The evaluee submits the self-evaluation with the student evaluations and peer and classified input to the committee.

g. If the committee feels that a recommendation not to rehire is a possibility, the chair or educational administrator shall notify the evaluee., the Tenure and Evaluation Coordinator and the appropriate vice president as soon in the process as possible. If the committee feels that a recommendation not to rehire is a possibility, all unsatisfactory areas must be described in the sections for unsatisfactory areas and Plans for Removal of Unsatisfactory Rating must be included.

h. The committee writes a draft of the third semester report, including a recommendation to continue probation, not to rehire, or to grant early tenure, which is submitted to the Tenure and Evaluation Coordinator and the appropriate vice president. A recommendation for early tenure requires that the section on the report about early tenure be filled out and supporting documentation must be provided.

i. The coordinator and/or vice president may meet with the committee to clarify the report or suggest revisions that are consistent with the committee's intentions. If the committee recommendation is not unanimous, the Tenure and Evaluation Coordinator and appropriate vice president will meet with the team prior to the committee meeting with the evaluee in an effort to clarify the differences and, if possible, reconcile the differences. These efforts shall not preclude the majority and minority recommendations being forwarded to the president.

j. If desired by the committee or the evaluee, additional evaluation activities are carried out. Individual or group discussions will be held as soon as possible but in no case later than ten working days after the visitations.

k. The committee revises the report as appropriate, including a recommendation to continue probation, grant early tenure or not to rehire, consults with the Tenure and Evaluation Coordinator and the appropriate vice president and meets with the evaluee to discuss the report and recommendation.

l. The committee and evaluee sign the report and send it to the Tenure and Evaluation Coordinator along with all supporting documents.

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m. The evaluee's signature indicates acknowledgment of the process, not necessarily agreement with the content. The evaluee may append written comments to the report within five working days. The committee and evaluee sign any appended comments, acknowledging that they have read the comments and the chair forwards a copy to the Tenure and Evaluation Coordinator.

n. The Tenure and Evaluation Coordinator submits the report and supporting documents to the appropriate vice-president. The vice-president meets with the evaluee, educational administrator and chair and then submit the committee's report along with his or her comments to the president, who will make a recommendation to the board.

o. If the president's recommendation differs from that of the tenure review committee, he/she notifies the committee in writing stating reasons for not accepting the recommendation. A meeting takes place among the tenure review committee, the Tenure and Evaluation Coordinator, and vice president, and the president to resolve this difference before the recommendation is forwarded to the board. In the event there is no single recommendation, the president's and the committee's separate recommendations will be forwarded to the board.

p. The committee's final report will be forwarded to the board.

q. The notice of continued employment, tenure, or termination and the reasons therefore is signed by the president or his/her designee and sent to the evaluee before March 15. Notice of termination of employment shall be by registered or certified mail. Failure to give the required notice is an extension of the existing contract without change for the following academic year.

4.4.4 SEMESTER FOUR SUMMARY MEMO

a. The committee will conduct observations according to the procedures and complete the Observation Report and conduct Student Evaluations. The committee will meet with the evaluee to determine appropriate activities to be carried out and to establish a work schedule for the activities within the given timelines. Observations and student evaluations must be carried out. The work schedule will be submitted to the Tenure and Evaluation Coordinator. Discussions are held as soon as possible but in no case later than ten working days after the observations.

b. The committee will meet to write the fourth semester summary memo. Any areas that need improvement or are unsatisfactory and/or progress on these areas from previous reports or summary memos must be specifically addressed. The summary memo will include the observation reports and the student evaluations. The evaluee and the committee members will meet to discuss the memo and sign it before it is sent to the Tenure and Evaluation Coordinator. The evaluee has five working days to append comments, which must be signed by the committee. Signatures indicate acknowledgement of the process, not necessarily agreement with the content.

c. The chair will provide the evaluee with a copy. The Tenure and Evaluation Coordinator will forward the memo and supporting documents to the appropriate vice-president.

4.4.5 SEMESTER FIVE SUMMARY MEMO

a. If the third semester report and the fourth semester summary memo did not identify any areas as needing improvement or unsatisfactory in the overall assessment, a summary memo for the fifth semester is not required. If the overall assessment of the evaluee in the third semester report or the fourth semester summary memo was either "needs improvement" or "unsatisfactory," the committee must write a fifth semester summary memo. The committee will conduct observations according to the procedures and complete the Observation Report and conduct Student Evaluations. The committee will meet with the evaluee to determine appropriate activities to be carried out and to establish a work schedule for the activities within the given timelines. Observations and student evaluations must be carried out. The work schedule will be submitted to the Tenure and Evaluation Coordinator. Discussions are held as soon as possible but in no case later than ten working days after the observations.

b. The committee will meet to write the fifth semester summary memo. Any areas that need improvement or are unsatisfactory and/or progress on these areas from previous reports or summary memos must be specifically addressed. The summary memo will include the observation reports and the student evaluations. The evaluee and the committee members will meet to discuss the memo and sign it before it is sent to the Tenure and Evaluation Coordinator. The evaluee has five working days to append comments, which must be signed by the committee. Signatures indicate acknowledgement of the process, not necessarily agreement with the content.

c. The chair will provide the evaluee with a copy. The Tenure and Evaluation Coordinator will forward the memo and supporting documents to the appropriate vice-president.

4.4.6 SEMESTER SIX REPORT

a. The emphasis should be on positive, negative, or lack of changes since the previous reports and summary memos in each of the four areas. The evaluation should focus on the evaluee's effectiveness and, in particular, on the evaluee's correction of identified areas that need improvement or are unsatisfactory in ways that are significant and tangible and thus vital to success. It is expected problems identified in "Areas that are Unsatisfactory" noted in prior reports will be corrected by the end of the sixth semester.

b. The committee meets with the evaluee to review the evaluation criteria. The evaluee furnishes the committee with written materials appropriate for evaluation. The committee, in consultation with the evaluee determines appropriate activities to be carried out during the evaluation and establishes a work schedule which is submitted to the Tenure and Evaluation Coordinator, committee and evaluee. This work schedule must ensure that reports are submitted by their due dates and that evaluation activities are carried out for all evaluation criteria within the given timelines.

c. Classroom or worksite observations take place, as defined in the section on procedures. Teaching or appropriate job duties must be taking place during observations. Individual or group discussions are held as soon as possible, but in no case later than 10 working days after the observation.

d. Student evaluations are completed after the mid-point of the course. Departmental and divisional peer input and classified input are conducted as

stated in the work schedule. The evaluee summarizes the student evaluations and classified and peer input and writes the self-evaluation. The evaluee submits the self-evaluation with the student evaluations and peer and classified input to the committee.

e. The committee writes a draft of the sixth semester report, which is submitted to the Tenure and Evaluation Coordinator, who forwards it to the appropriate vice-president.

f. This report makes no recommendation. However, the presence of areas that are unsatisfactory in this report should be considered as notification of the potential for denial of tenure. The coordinator and/or vice president may meet with the committee to clarify the report or to suggest revisions that are consistent with the committee's intentions. If the committee feels that a recommendation not to rehire is a possibility in year four, all unsatisfactory areas must be described in the sections for unsatisfactory areas and Plans for Removal of Unsatisfactory Rating must be included.

g. If desired by the committee or the evaluee, additional evaluation activities are carried out. Individual or group discussions will be held as soon as possible but in no case later than ten working days after the visitations.

h. The committee revises the report as appropriate; consults with the Tenure and Evaluation Coordinator and vice president as needed, and meets with the evaluee to discuss the report.

i. The committee and the evaluee sign the report and send it to the Tenure and Evaluation Coordinator along with all supporting documents.

j. The evaluee's signature indicates acknowledgement of the process, not necessarily agreement with the content. The evaluee may append written comments to the report within five working days. The committee and evaluee sign any appended comments, acknowledging that they have read the comments, and the chair forwards a copy to the Tenure and Evaluation Coordinator.

k. The Tenure and Evaluation Coordinator submits the report and supporting documents to the appropriate vice president. The vice president may meet with the evaluee, educational administrator and committee chair at the request of the vice-president or the chair. The vice-president then submits the committee's report along with his or her comments to the president.

4.4.7 SEMESTER SEVEN REPORT

a. In the seventh semester report the committee must make a recommendation to either rehire (grant tenure) or not rehire (Ed. Code 87609). If the recommendation is not to rehire, the seventh semester report must clearly identify the areas identified as unsatisfactory and provide an explanation for the recommendation based upon the criteria for evaluating faculty.

b. By the end of the seventh semester all areas identified as unsatisfactory must be eliminated. Failure to do so will result in the recommendation not to rehire.

The Tenure and Evaluation Coordinator and/or vice president, when necessary, will meet with the committee and new member/s to review the current status of the evaluation process.

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d. The committee meets and, in consultation with the evaluee, determines appropriate activities to be carried out during the evaluation and establishes a work schedule, which is submitted to the Tenure and Evaluation Coordinator, committee and evaluee. This work schedule must ensure that reports are submitted by their due dates and that evaluation activities are included and scheduled within the given timelines to assess correction of areas identified as unsatisfactory in any evaluation criteria.

f. The committee meets with the evaluee to review the evaluation criteria, any remaining areas identified as unsatisfactory and how the committee will assess for correction of the areas identified as unsatisfactory. The evaluee furnishes the committee with written materials appropriate for the evaluation.

g. Classroom or worksite observations, as defined in the section on procedures. take place. Teaching or appropriate job duties must be taking place during observations. Individual or group discussions are held as soon as possible, but in no case later than 10 working days after the observation.

h. Student evaluations are completed after the mid-point of the course. Departmental and divisional peer input and classified input are conducted as stated in the work schedule. The evaluee summarizes the student evaluations and the peer and classified input and writes the self-evaluation. The evaluee submits the self-evaluation with the student evaluations and peer and classified input to the committee.

i. The committee writes a draft of the final, seventh semester evaluation report, which will include a recommendation to award tenure or not to rehire. If the committee makes a recommendation not to rehire, all unsatisfactory areas must be clearly described in the sections for unsatisfactory areas and the section providing an explanation for the recommendation based upon the criteria for evaluating faculty must be filled out. The coordinator and vice president may meet with the committee to clarify the report or to suggest revisions that are consistent with the committee's intentions.

j. If the committee recommendation is not unanimous, the Tenure and Evaluation Coordinator and appropriate vice president will meet with the team prior to their meeting with the evaluee in an effort to clarify the differences and, if possible, reconcile the differences. These efforts shall not preclude the majority and minority recommendations being forwarded to the president. The draft is submitted to the Tenure and Evaluation Coordinator and the appropriate vice president.

k. The committee revises the report as appropriate, consults with the Tenure and Evaluation Coordinator and vice president, and meets with the evaluee to discuss the report and recommendation.

l. The committee and evaluee sign the report and send it to the Tenure and Evaluation Coordinator along with all supporting documents.

m. The evaluee's signature indicates acknowledgement of the process, not necessarily agreement with the content. The evaluee may append written comments to the report within five working days. The committee and evaluee

sign any appended comments, acknowledging that they have read the comments and the chair forwards a copy to the Tenure and Evaluation Coordinator.

n. The Tenure and Evaluation Coordinator then submits the report and supporting documents to the appropriate vice president, including any appended comments. The vice president may meet with the evaluee, educational administrator and chair at the request of the vice-president or the chair and then submits the committee's recommendation along with his or her own comments to the president, who will make a recommendation to the board.

o. If the president's recommendation differs from that of the tenure review committee, he/she notifies the committee in writing stating reasons for not accepting the recommendation. A meeting takes place among the tenure review committee, the Tenure and Evaluation Coordinator, the vice president and the president to resolve this difference before the recommendation goes to the board. In the event that there is no single recommendation, the president's and the committee's separate recommendations will be forwarded to the board.

p. The committee's final, seventh semester report will be forwarded to the board.

q. Notice of the decision to grant tenure or not to rehire and the reasons therefore is signed by the president or his/her designee and sent to the candidate before March 15. Notice of termination of employment shall be by registered or certified mail. Failure to give required notice will result in the granting of tenure.

4.5 Grievance of decision to terminate employment

If the Board of Trustee's decision is to terminate a probationary employee, allegations that the District made a decision that was unreasonable to a reasonable person or that the District in any way violated, misinterpreted or misapplied any of the policies and procedures regarding evaluation shall proceed to a hearing by an administrative law judge in accordance with Education Code section 87610.1 (b) and 87740.

A request for a hearing must be in writing to the president of the college within 7 calendar days after the date on which the notice of termination is served. Failure to request a hearing within 7 days shall constitute a waiver of the employee's right to a hearing. The notice of termination of employment shall advise the employee of his/her right to a hearing and the procedure to be followed.

The hearing shall be conducted by an administrative law judge, who shall submit a proposed decision to the board on the sufficiency of the cause and shall recommend a settlement. However, the board shall make the final determination as to the sufficiency of the cause and the settlement. The findings of the administrative law judge shall not be binding on the governing board or on any court in future litigation.

Copies of the judge's proposed decision should be submitted to the board and to the employee on or before May 7 of the same year. All expenses of the hearing, including the cost of the administrative law judge, shall be paid by the governing board from district funds.

The board's decision following such a hearing shall be subject to judicial review pursuant to section 1094.5 of the Code of Civil Procedure.

5.0 Evaluation Process for Temporary Faculty

5.1   Full-time Temporary Faculty

a.   Full-time temporary faculty shall be evaluated during the semester in which they are hired, either fall or spring. Full-time temporary faculty hired for two consecutive semesters shall be evaluated only during the first semester hired. Evaluation shall be based on the peer team review used to evaluate regular faculty. The committee shall be composed of the educational administrator and two full-time tenured faculty members: one selected from within the division by the division faculty and one from outside of the division, appointed by the academic senate.

b.   The evaluation shall follow the timeline specified in section 3.1 (peer team evaluation). The evaluation shall rate the faculty member's performance as either "satisfactory," "needs improvement," or "unsatisfactory" on a form submitted at the end of the evaluation. The committee shall vote on the rating. The recommendation must receive 2 of 3 votes to go forward.

c.   The evaluee has the right to append comments within 5 working days of receiving the final report. The evaluee's signature indicates receipt of the report and not necessarily agreement with the content.

d.   Full-time temporary faculty hired for more than one year on a non-tenure track status shall be evaluated according to these provisions during their first semester of hire and every three years subsequently in accordance with education code and the provisions in this section. Should the recommendation be "needs improvement," the faculty member will be reevaluated the following semester.

5.2.   Part-time Temporary Faculty (Adjunct)
        5.2.1 Rationale and Procedures:

a.   Adjunct faculty form a vital part of community college instruction and instructional support programs. In many cases they offer unique contributions in subject knowledge and experience. As such, it is appropriate that they be evaluated according to similar guidelines as full-time faculty.

b.   The appropriate vice president, in coordination with the supervising educational administrator of each division and the Tenure and Evaluation Coordinator, will be responsible for coordinating the evaluation of adjunct faculty. Each adjunct faculty will be evaluated at least every three years. Each first year adjunct faculty will be evaluated during the first semester of service. If the adjunct faculty is an "emergency hire" [see Hiring Policy for definition of emergency hire], he or she must be evaluated by a full-time faculty member. The supervising educational administrator, will select full-time faculty evaluators for the adjunct faculty. The educational administrator may evaluate up to one-half of the adjunct faculty due for evaluation. If the majority of the division's faculty so decide, the educational administrator may do more than 50% of the adjunct evaluations. The evaluation of each adjunct faculty shall alternate between faculty and educational administrator except when the division faculty have decided to permit the educational administrator to do more than 50% of the adjunct evaluations. If the division faculty have elected not to do 50% of the evaluations, the educational administrator may evaluate emergency hires. Adjunct faculty who have received at least two satisfactory evaluations shall in subsequent evaluations have one opportunity to reject an assigned faculty evaluator in each evaluation.

c. Adjunct faculty who teach short term courses and Distance Education will meet with the evaluator and the Tenure and Evaluation Coordinator to establish a timeline appropriate to the course.

d. Adjunct faculty who work in more than one division/service area will be evaluated once every three years in each division/service area. The evaluations shall be done during the same semester if possible.

e. Full-time faculty who teach overload outside the division in which they fulfill the majority of their contractual assignment will be evaluated as adjunct in the outside division.

f. Adjunct faculty who have not worked during the fall or spring semester for 3 years or who will work only summer or intersession may be evaluated during the intersession or summer session. If faculty are available, the schedule alternating between educational administrator and faculty shall be adhered to. If no faculty are available, the educational administrator may do the evaluation. All steps must be completed. Timelines shall be condensed as appropriate for the shorter timeframe.

g. The evaluator(s) shall conduct student evaluations in all classes (see 2.3) and, when appropriate, obtain classified and peer input (see 2.4 and 2.5). Evaluator(s) shall use the Observation Report and the Adjunct Faculty Evaluation Report. The evaluee's signature on Observation Reports and on the final Adjunct Faculty Evaluation Repot indicate acknowledgment of the process but not necessarily agreement with the content. The evaluee may append written comments to the report within 5 working days, which are signed by the evaluator(s) and forwarded to the next level administrator.

h. All information gathered or reports generated as part of the evaluation process shall be confidential.

5.2.2 Timeline for Adjunct Faculty Evaluation:

Weeks 1-4 Each division dean will notify adjunct faculty scheduled for evaluation of the name of her/his evaluator and provide the faculty with a copy of the evaluation process. **The Tenure and Evaluation Coordinator will be notified of all adjunct faculty members being evaluated and the faculty member selected to perform the evaluation**.

Weeks 4-5 The evaluator meets with the adjunct instructor to review the evaluation process, the evaluation criteria (see 2.4) the timeline and grievance procedure. The evaluator and the evaluee shall determine what activities are appropriate during the evaluation. Classified and/or peer input may be used following the guidelines set in this policy. The adjunct faculty member furnishes the evaluator with written materials appropriate for evaluation. The timeline is then submitted to the Tenure and Evaluation Coordinator.

Weeks 6-9 Classroom or worksite observations take place as defined in the section on procedures. When observations occur, teaching or appropriate job duties must be taking place. The evaluator completes an observation report and holds a discussion with the adjunct instructor as soon as possible but in no case later than 10 working days after the observation. The Observation Report must specify areas that need improvement or are unsatisfactory and suggest remedies.

Weeks 6-14   If the Observation Report indicates areas that need improvement, it is recommended that a second person be added to the team. If any unsatisfactory areas are indicated, the educational administrator shall be added to the team when the evaluation is being done by a faculty member. When the evaluation is being done by the educational administrator, he/she shall add a faculty member from the division to the team. In the event that the educational administrator is unable to add a faculty member, the report may go forward from the educational administrator. The second person shall conduct at least one classroom or worksite observation as defined in the section on procedures and fill out an Observation Report. The team shall meet with the evaluee as soon as possible but in no case later than 10 working days after the observation.

Weeks 9-14   Student evaluations (see 2.3) are completed, summarized and turned in to the evaluator(s). If appropriate, classified and/or peer input are conducted (see 2.4 and 2.5) prior to week twelve.

If additional information from peer input, classified input or student evaluations indicates areas that need improvement or are unsatisfactory, the evaluator shall communicate these concerns by typing a memo that summarizes the problems and suggests remedies. The evaluator(s) shall hold a discussion with the evaluee. Evaluator(s) and evaluee shall sign the memo to acknowledge receipt.

Areas that are unsatisfactory require the addition of a second person.

The adjunct instructor submits a self-evaluation (see 2.7) that must address comments from student evaluations and, if obtained, classified and peer input.

Weeks 15-16   The evaluator/evaluation team prepares the Adjunct Faculty Evaluation Report. The evaluator/evaluation team will make one of three recommendations: keep in the hiring pool, remove from the hiring pool, or reevaluate in less than three years. Evaluations may also indicate strengths and weaknesses in a specific discipline if the evaluee teaches/works in more than one area. Both the evaluator/evaluation team and the evaluee sign the report. The evaluee's signature indicates acknowledgement of the process, not necessarily agreement with the content.

The evaluee may append written comments to the report within five working days. The evaluation team/evaluator and evaluee sign any appended comments, acknowledging that they have read the comments. A copy of the signed report with appended comments is given to the adjunct faculty and to the Tenure and Evaluation Coordinator who will then forward the report to the supervising educational administrator. The educational administrator submits the report to the appropriate vice president. All other copies of the report shall be destroyed. The vice president reviews the report, makes a decision on the status of the adjunct faculty, notifies the adjunct faculty of the decision and forwards the final report to the Office of Human Resources.

A recommendation to remove from the pool may only be made if a two-person evaluation team was formed or if an educational administrator tried but was unable to form a two-person team. If the evaluator or evaluation team is making a recommendation to remove from the pool, the appropriate vice president must review the report before it is presented to the evaluee. If an evaluation team is unable to make a unanimous recommendation, the

recommendation shall be to re-evaluate before the completion of two more semesters of assignment.

A recommendation to reevaluate in less than three years must specify when the evaluation is to be done (i.e., the following semester, in two semesters, etc.)

In cases where the evaluee will be removed from the pool as a result of the evaluation, the evaluator/evaluation team and vice president when appropriate meet with the evaluee to discuss the report.

5.2.3 Re-evaluation in less than three years

If the faculty member is being re-evaluated in less than three years, the re-evaluation shall follow the provisions of this article. Any faculty member serving as an evaluator must be a different faculty member than the one involved in the original evaluation. The evaluator shall receive a copy of the previous evaluation and should focus mainly, though not exclusively, on evaluating the areas needing improvement or unsatisfactory identified in that report. The evaluator/evaluation team must make one of the following recommendations for adjunct faculty: keep in the hiring pool or remove from the hiring pool. Evaluations may also indicate strengths and weaknesses in a specific discipline if the evaluee teaches/works in more than one area. A recommendation to remove from the pool may be made only by a two-person team or by one person if the educational administrator was unable to form a two-person team. The decision on the status of the adjunct faculty shall be made by the appropriate vice president as specified in this article's provisions.

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Individual or group discussions take place between the evaluators and the evaluee

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each visit. Team members write and submit visitation reports to the chair

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), peer input, and classified input if appropriate (see 2.4 and 2.5

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The evaluee summarizes student

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classified and peer input and writes and

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team meets and the chair drafts the

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consultation with the committee. The team meets with

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A copy of the signed document is given to the evaluee.

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Weeks 15-16
The chair

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signed document(s) and the student evaluations and peer and/or classified input

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The appropriate vice president may meet with the team and the evaluee (unless the vice-president is the chair). The vice president, after reviewing the evaluation report, shall forward it to the Office of Human Resources. Completed reports will be maintained as part of the personnel records in the Office of Human Resources. For purposes of maintaining confidentiality, all

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