ANTELOPE VALLEY COLLEGE

Faculty Professional
Development Committee

FACULTY PROFESSIONAL DEVELOPMENT HANDBOOK 2023/2024

Professional Development Philosophy

Antelope Valley College is committed to offering professional development opportunities to its faculty to improve and maintain teaching and learning excellence. The Faculty Professional Development program supports AVC's institutional goals while providing faculty with technical training, student support guidance, and current and innovative classroom strategies from across the disciplines. Additionally, the FPD program offers the opportunity to create a sense of community among faculty, students, and staff, emphasizing knowledge, student success, and lifelong learning.

Faculty Academy Mission Statement

To improve student learning through enhancement of quality of instruction at Antelope Valley College by providing professional development and resources for faculty in teaching methods, learning styles, curriculum development, student retention, educational technology, and other related areas.

Professional Development and the Educational Code

The California Administrative Code (Article 2, sections 77720-32) and the California Education Code (Article 8, sections 84890-95) give all community colleges the option of adopting a Flexible calendar under the guidelines contained within these articles.

Additionally, for any Professional Development Program to receive approval from the Chancellor's Office, the Flex Advisory Committee must agree to the following conditions:

1. Survey faculty annually and determine the most critical faculty, student, and instructional needs.

2. Develop a series of presentations to address those needs.

3. Maintain records on the following:
    - the type and number of presentations scheduled
    - faculty contracts indicating a planned program
    - an account of the number of faculty, staff, and/or students participating in the program

4. Evaluate annually the effectiveness of the Professional Development Program and update the presentations to reflect needed changes.

5. Hold regular advisory committee meetings to carry out the above tasks and make recommendations regarding guidelines and procedures.

Disclaimer: **The Faculty Professional Development Committee approves professional development proposals that align with the Chancellor's office guidelines and AVC standards for inclusion in the FPD calendar. In accordance with the principle of academic freedom, the FPD Committee does not preview or pre-approve the teaching style and/or materials of presenters. Participants are responsible for the selection of professional development activities and should be aware that a presenter's perspective may differ from their own. Both presenters and participants are expected to abide by the Antelope Valley Code of Conduct, and to enter any professional development arena with the anticipation of collaborative learning and with a spirit of collegial exchange.**

2023 - 2024 Faculty Professional Development Committee

Kathy Osburn, Faculty Co-Chair

Dr. Kathy Bakhit, Administrative Co-Chair

Nathan Dillon, Administrative Counsel Member

Dr. Jane Bowers

Dr. Rona Brynin

Sawsan Farrukh

Dr. Richie Hao

Caleb Healey

Mark Hoffer

Glen Knowles

Greg Krynen

Mike Pesses

Carrie Miller

Kent Moser

James Nasipak

Dr. Zia Nisani

Katherine Quesada

Ken Schafer

John Wanko

Board of Trustees

Barbara Gaines, President

Michelle Harvey, Vice President

Michael Adams, Clerk

Steve Buffalo, Member

Michael Rives, Member

Anthony Rivera, Student Trustee

Non-Discrimination Policy

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

Required Accommodations

For participants requesting accommodation, please contact Human Resources. Requests must be received no fewer than three business days before the event. Reasonable accommodation will be provided to facilitate the participation of covered individuals with disabilities. Please call (661) 722-6300 x6311 or visit their office in the Administration Building, room 162

For presenters, all video content must be closed-captioned.

Self-Service Solutions

- Yuja - is an automated captioning solution providing workflow and editing tools.

- Microsoft Stream - is accessible to faculty and staff as a self-service option for captioning and is included as part of the Office365 suite (office.com).

- Zoom - is accessible to faculty and staff as a self-service option for captioning and is included as part of the California Community Colleges' CVC-OEI outreach.

Faculty Professional Development Guidelines

Full-Time Faculty

The California Community College Chancellor's office developed guidelines for the Implementation of the Flexible Calendar Program. The broad guidelines state:

> "The purpose of the flexible calendar program is to provide time for faculty to participate in development activities that are related to "staff, student, and instructional improvement" (title 5, section 55720). The flexible calendar program is a component of the staff development program and the major vehicle for faculty participation in development activities.
>
> The flexible calendar program allows faculty (full-time, part-time, instructional and non-instructional) the time to work individually or with groups to achieve improvement in three distinct areas: Staff improvement, Student improvement and Instructional improvement."

AVC submits an annual report to the Chancellor's office requesting approval of its proposed list of FPD events for the upcoming Academic calendar.

The AVC proposed list of FPD events are shown to be aligned with the Chancellor's office categories, with minor leeway for additional events approved by AVC.

Therefore, it is important that the FPD program presenters develop a program that aligns and is current with the Chancellor's office categories. The categories approved in 2019 are as follows:

Activity#	Chancellor's categories for Professional Development
1	course instruction and evaluation
2	staff development, in-service training, and instructional improvement
3	program and course curriculum or learning resource development and evaluation
4	student personnel services
5	related activities such as student advising, guidance, orientation, matriculation services, and student, faculty, and staff diversity
6	departmental or division meetings, conferences and workshops, and institutional research
7	other duties as assigned by the district
8	Other:

*(*) "GUIDELINES FOR THE IMPLEMENTATION OF THE FLEXIBLE CALENDAR PROGRAM" by
The Faculty Development Committee of the Academic Senate for California Community Colleges in Cooperation with the
Chancellor's Office Program Staff. Originally Adopted April 3, 1993 and revised April 2007.*

With approval from the Chancellor's Office and the AVC Board of Trustees, Antelope Valley College shortens the instructional calendar so that faculty may engage in an institutionally sponsored Professional Development Program. While the state's guidelines allow for each campus to create its own calendar and program, two provisions must be followed:

1. flexible time and activities are *in-lieu* of classroom time, and

2. professional development obligations must be met within a single academic year (i.e., no hours can be carried over from one academic year to another)

The requirement for full-time faculty is 48 hours. Failure to meet this contractual obligation may result in the docking of pay for missing hours. Part of this obligation is to submit all required documentation by the posted due dates. Failure to do so constitutes a violation of the Collective Bargaining Agreement, Article X, 8.0, and may result in disciplinary action by the district.

Exemptions to Professional Development Requirement

According to the Collective Bargaining Agreement, Article X, section 8.5.1, classes that are not weekly census classes do not include a professional development obligation as the baseline number of instructional hours is not reduced through scheduling. Classes typically exempt from flex obligations are summer session and intersession classes and all classes held during fall/spring semester that do not meet for the full term and are not condensed courses. NOTE: Faculty Professional Development is required for **all condensed eight-week, or less, courses**. Adjunct faculty teaching community service courses are not required to participate in the Professional Development Program but are welcome to attend any of the presentations listed in this book. Contact the Senate Office at x6306 if there is any uncertainty of professional development obligation.

STANDARDS

The Faculty Professional Development Committee has established three standards (program outcomes) that must be met.

STANDARD 1: Faculty Academy

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.

> *FT Faculty Standard 1 Requirement: 10 hours*

> *Adjunct Faculty Standard 1 Requirement: 1/3 of the total required hours*

Full-time Faculty may complete all their hours in Standard 1 or faculty can choose to complete 10 hours in Standard 1 and then move on to Standard 2 and 3.

Adjunct faculty may complete all their hours in Standard 1 or move on to Standard 2 and 3.

- Standard 1 may only be satisfied through learner-centered, and/or training events related to employee and institutional function. Standard 1 events include: Professional Milestones Symposium, Distance Education Committee trainings, diversity training, Vision Resource Center trainings, mandated Human Resources compliance trainings, Faculty Leadership Academy, sporadic workshops initiated by Administration, live NISOD webinars, online opportunities listed below, as well as participation in a Faculty Engagement Program.

- Adjunct Faculty may earn hour-for-hour Standard 1 credit for serving on a District hiring committee. Full time faculty may claim credit if the committee meets in the summer.

- Faculty must sign-in at the beginning of the event and sign-out upon leaving the event to receive professional development credit. Faculty attending virtually must ensure that the name that is used at AVC is the name displayed in the conferencing software. Faculty Academy presenters may claim preparation hours in Standard 2. Only the presenter's actual contact hours may be claimed in Standard 1.

- Faculty wishing to utilize Faculty Academy training events for advancement on the salary schedule may not use the same hours toward fulfillment of their professional development

obligation. Standard 1 events used for salary advancement are still subject to approval by your Dean and Academic Affairs.

Full-time Faculty may be required to attend the administrative portion of the coordinated fall Opening Day event scheduled for the Friday prior to the beginning of the fall semester, if mandated by the Collective Bargaining Agreement. Attendance at this event offers a maximum of eight (8) hours of Standard 1 Faculty Academy credit. The coordinated spring Welcome Back Day is not mandatory.

President's Leadership Academy

Participants in the AVC Leadership Academy may claim up to 40 hours of Standard 1. The President's office sends out a call-for-applications in the spring and selects a limited number of faculty to participate in this year-long program.

Human Resource Training

The annual mandated compliance-training required of college employees may also be claimed under Standard 1.

Distance Education Certification

AVC Distance Education Recertification course, @One courses, or other distance education courses approved by the Academic Senate will be accepted as Standard 1 and approved for FPD or Faculty Academy credit up to 30 hours per course.

FPD Online Opportunities

AVC Distance Education Committee

Contact the Distance Education Technology Committee (DETC) for information on periodic distance education certification and miscellaneous training.

Technical Training

AVC Technical Training offers extensive formal and informal training opportunities and materials for employees and students to help orient themselves to information technology services and campus-wide technologies to increase their effectiveness in using campus resources. Please visit the Technical Training page for more information. **Technical Training events can be repeated two times in a given program year.**

CCC-OEI / CVC(@One

Online Education Initiative Workshops and training for online course development can be accessed via this link https://onlinenetworkofeducators.org/course-cards/certificates. This is also referred to as CVC@One.

Zoom ITS Events

All participants of the remote Zoom opportunity must ensure that their name is correctly displayed in Zoom to receive credit for attendance.

Vision Resource Center CCCCO.edu - (formerly LinkedIn Learning)

Courses for all levels cover technical skills, creative techniques, business strategies, and more.
Watch from your computer, tablet, or mobile device. Switch back and forth as you choose.
Create and save lists of courses you want to watch and share them with friends or colleagues.

You set the pace with online learning. Learn what you want, when you want, and practice with the instructor's files while you watch and listen. Log-on instructions are found on the FPD website.

NISOD -National Institute for Staff and Organizational Development

AVC subscribes to this organization which offers assorted webinars and conferences. To access NISOD member events and benefits you must create an individual account at: https://learn.nisod.org/account/register.
Only live NISOD Webinars and Conferences are eligible for Standard 1 credit. Credit will not be awarded for archived webinars. A **NISOD supplemental form** needs to be completed as well and saved by attendee for future verification. It is available on the FPD website.

Other Approved Distance Education Training Approved By Academic Affairs

These trainings may include, but are not limited to, training from other California Community Colleges. Such training may include but not be limited to instruction on Universal Design for Learning, content presentation, creating assignments and assessments, regular and effective student contact, accessibility, equity, and ADA compliance. If recertification is approved by Academic affairs, faculty can use this to meet Standard 1.

STANDARD 2: College Colloquia, Committees, and Campus Activities

Promote faculty interaction, collegiality, and professional growth through the intellectual exchange of ideas across various disciplines, support lifelong learning skills by examining culturally diverse perspectives in the arts, sciences, and humanities, and enhance the internal governance and operations of Antelope Valley College through a spirit of collaboration.

Full-time faculty Standard 2 requirement: 15 hours (all faculty have the option to complete all hours in Standard 1)

Adjunct faculty requirement for Standard 2: no requirement

Full-time Faculty may complete the remainder of their obligation in this area or move to Standard 3 after 15 hours have been met.

- Standard 2 may be satisfied through participation in college participatory governance, participatory committees, colloquia, and any other events listed in the Faculty Professional Development Program Calendar.

- Faculty must sign-in at the beginning of the event and sign-out upon leaving the event to receive professional development credit. Sign-in Sheets MUST be submitted to the FPD coordinator by the person leading each authorized FPD workshop, training, faculty engagement program, or event for each attendee to receive credit.

- Standard 2 may also be satisfied through participation in campus shared governance committees, program review, and the tenure and evaluation process among others**.**

Full-Time faculty must participate in a shared governance committee as part of their regularly assigned duties before they may earn professional development credit for any additional campus committee work. The only exceptions are the participation in the **Academic Policies and Procedures Committee** and the **Learning Outcomes Committee** where members may claim up to 20 hours for the committee alone.

Faculty members earning reassigned time for committee work may _not_ claim those hours toward fulfillment of their professional development obligation. The following activities are eligible in this standard:

Additional Shared Governance Committees (above and beyond the one required shared governance committee) .... up to 20 hours per committee

Accreditation Standard Faculty Co-Chair .... 20 hours

Accreditation Team Member .... 10 hours

Adjunct Faculty Evaluation .... 8 hours per evaluation

Academic Senate Executive Team Member .... up to 20 hours

AP&P Technical Reviewer .... up to 15 hours

Honors Option Advisor .... up to 20 hours

Facilitator of a Faculty Learning Community .... up to 10 hours

Facilitator of a Faculty Inquiry Group .... up to 10 hours

Participation in Work with Outcomes, beyond collection .... up to 10 hours

Participation in work related to Accreditation .... up to 10 hours

Program Review Report Author .... up to 10 hours per report

Program Review Report Contributor .... up to 5 hours per report

Student Club Advisor .... up to 20 hours

Tenure Team Member Probationary Faculty (1st – 3rd year) .... 10 hours per committee

Team Member Probationary Faculty (4th year) .... 5 hours per committee

Team Member of Tenured Faculty Review Committee .... 5 hours per committee

Chair of Tenured Faculty Review Committee .... 10 hours per committee

Committee work such as Grievance, Safety, etc. .... 10 hours per committee

Student-Centered Campus Committees such as Honors, Law Scholars, Basic Needs, AVC Environment Group, Puente .... 15 hours per committee

Special Event Planning with the Student Development Office .... up to 20 hours

Faculty cannot claim FPD hours and pay. Faculty must choose either FPD hours or payment.

STANDARD 3: Professional Conferences, Scholarly Work, and Individual Activities

Promote the reputation of Antelope Valley College as an institution of higher learning by representing the college at professional conferences and presentations, publishing scholarly work in academic and trade publications, and developing 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.

> *Full-time faculty requirement for Standard 3: no requirement*
>
> *Adjunct faculty requirement for Standard 3: no requirement*

Full-time Faculty **may** complete the remaining 23 hours in this area or use additional hours accumulated in any of the above standards.

- Standard 3 may be satisfied through attendance at professional conferences, and the publication of scholarly work in academic books, articles, and trade journals. **All conference attendance or scholarly work must be verified with documentation when submitting final FPD events attended (i.e., registration confirmation, scholarly work publication notification, etc.).**

    > Attendance at Professional Conference.. up to 20 hours
    >
    > Scholarly Work in Peer Reviewed Academic Publications .... up to 20 hours

- AVC Travel Policies are subject to change. Check the District's Travel Policies and Procedures before embarking on any trips. A standard AVC Trip Request is required for all out-of-district travel and ***must*** be approved by the appropriate Dean ***prior*** to travel. If you are using the request for FPD credit only, you are not required to obtain additional signatures other than that of your dean. Maintain one copy for your records and forward one copy to the senate office.

- Standard 3 may also be satisfied through participation in professional projects and activities throughout the year (July 1st through June 30th). Credit for this standard may be granted for any activity or project which either promotes an individual's professional growth or addresses institutional needs but is clearly outside of normally assigned duties, responsibilities, and working hours.

Accountability Requirements for Full-Time Faculty

In accordance with the Antelope Valley College Faculty Professional Development Program Guidelines, full-time faculty members must submit their proposed schedule of professional growth activities addressing Standards 1 – 3 in the Vision Resource Center/Cornerstone Software. Proposed event attendance should be submitted in Vision Resource Center/Cornerstone prior to the fifth Monday of the semester. If for any reason a faculty member cannot meet the fifth Monday deadline, the faculty member should notify their dean and agree upon an alternative due date.

End-Of-Year Professional Development Self-Reported Attendance

Once professional development obligations have been fulfilled, faculty must ensure their Vision Resource/Cornerstone transcripts correctly reflect the conference and/or scholarly work verification and/or Online Supplemental Form, Faculty Engagement Program (FEP) final report, and/or Salary Advancement Notification Form. In addition, if a Professional Development activity was missed due to illness and the hours cannot be made up with an alternate activity, a signed Sick/Leave Request Form must be submitted.

Faculty members are accountable to both the District and the Chancellor's Office for their time. Complete and accurate records are crucial in the event of an audit from the Chancellor's Office. If any district is found to be out of compliance--i.e., even one faculty member who has failed to meet his or her professional development obligations, this could be cause for the Chancellor's Office to "terminate approval of any Flexible Calendar Option," or "withhold appropriate state aid" (CAC 55732).

Faculty Professional Development Full-time Faculty Deadline Dates

Professional Development *proposed schedule of event attendance* should be recorded in Vision Resource Center/Cornerstone, saved, and submitted no later than the fifth Monday of instruction of the fall term. If for any reason a faculty member cannot meet the fifth Monday deadline, the faculty member should notify their dean and agree upon an alternative due date. FPD hours are not required for summer or intersession terms.

Professional Development *self-reported attendance* must be recorded on the Vision Resource Center/Cornerstone Transcript, saved, and submitted no later than the fourteenth Friday of the spring semester. If for any reason a faculty member cannot complete their FPD hours obligation prior to the fourteenth Friday of the Spring semester, the faculty member must meet with their dean and create a written agreement that details the plan for completion and the revised due date for completion prior to June 1.

Full-time Faculty

- Proposed schedule of event attendance should be completed by Monday of Week 5.
- Self-reported attendance due: Friday of Week 14.
- Last day to complete FPD hours with area dean's permission: June 1.

FPD information and forms can be found in the FPD Canvas course and on the FPD website: https://www.avc.edu/administration/organizations/fpd

Faculty members must sign-in at every in-person event attended. Remote attendance requires the faculty member's name to be correctly displayed in the conferencing software.

Event Attendance Verification

Faculty must sign-in at the beginning of the in-person event and sign-out upon leaving the event to receive professional development credit. If your signature does not appear on the sign-in sheet, you cannot claim professional development credit for that presentation. Verification of attendance is made by checking the official sign-in sheet submitted by presenters after the event. Remote attendees must ensure that their name is correctly displayed in the conferencing software. Attendance is taken via the name displayed in the conferencing software. If the attendee's name is not correctly displayed, the attendee will not receive credit for

attending.

- To ensure accountability, sign-in sheets must be kept on file in the Academic Senate Office in the event of a possible audit by the state. Presenters are required to submit sign-in sheets to Greg Krynen and the Academic Senate coordinator. Faculty attending duplicated events within the program year will only be granted FPD credit for one except for Technical Training events which may be repeated twice per year.

- Event presenters, trainers, facilitators, and mentors need to print sign-in/out sheets from the Faculty Professional Development webpage (Forms & Documents) for each attendee to sign. After the event, the sign-in sheet of attendees must be submitted to the Academic Senate coordinator and to Greg Krynen for FPD credit to be granted. In the case of online events, presenters will prepare a roster of attendees, and submit it in lieu of a sign-in sheet, to the Academic Senate coordinator and Greg Krynen.

Failure to Fulfill Professional Development Obligations

If you fail to fulfill your professional development obligations, you will be subject to the same policies and procedures that apply to all working obligations under the present CBA, which could include docking sick pay, notification to division dean, and notification to Tenure Review Coordinator (if applicable).

Overload Hours

(*Classroom and Non-Classroom Full-time Faculty: see Article X of the AVCFT Collective Bargaining Agreement*) For designated classroom faculty teaching an overload assignment, the number of hours worked per week during a normal instructional week per semester equals the number of professional development hours required for that semester (i.e., three overload hours per week per semester = three additional professional development hours per semester).

For designated non-classroom faculty working overload, hours are required to perform a minimum of three additional professional development hours per semester. Additional hours beyond the required three are optional (compensated development hours may not exceed the average number of overload hours worked per week or a total of 21 hours per semester, whichever is less).

Banked Leave

Faculty who draw from their banked overload hours in a future semester for the purpose of working a reduced load, or taking a semester leave, will not be required to meet additional professional development hours. They will have met their professional development requirement.

Sabbatical Leave

If a faculty member is on sabbatical leave for one semester, he/she is responsible for only 24 hours of professional development and still needs to submit a proposed plan of attendance and enter their completed attendance in the Vision Resource Center/Cornerstone software. This prorated obligation may be fulfilled at any time during the academic year. Of the 24 hours, 5 hours must be completed in Standard 1, five hours in Standard 2, and the remaining 14 hours can be completed in Standard 3. However, faculty always have the option to complete all hours in Standard 1.

Return From Sabbatical Leave (Article V Section 3.16.9)

Within sixty (60) days upon return from leave, unless extended by the committee, each successful applicant shall file with the Sabbatical Leave Committee (FPD Committee):

All evidence necessary to establish that the project was completed:

> b) A written report to be examined by the committee as to adequacy, which is to be filed in the District library;

> c) An oral presentation to the Board of Trustees, college staff, and community members.

Non-Professional Development Activities

The following activities cannot be counted for professional development credit:

1. Activities that are considered an on-going part of your normal teaching responsibilities (i.e., preparing course syllabi, grading, etc.).

2. Regularly scheduled division meetings for full-time faculty. Adjunct faculty may claim FPD hours or pay for division meeting attendance, but not both.

3. Activities for which you receive compensation.

4. Attendance at conferences or presentations during normal teaching or assigned working hours.

5. Travel time to and from conferences or meetings.

6. Non-Paid Substitute Teaching

7. Tutoring of students outside office hours

8. Office hours do not qualify for professional development credit.

Faculty Professional Development Guidelines – Adjunct Faculty

Exemptions to Professional Development Requirement

According to the Collective Bargaining Agreement, Article X, section 8.5.1, classes that are not weekly census classes do not include a professional development obligation as the baseline number of instructional hours is not reduced through scheduling. Classes typically exempt from flex obligations are summer session and intersession classes and all classes held during fall/spring semester that do not meet for the full term and are not condensed courses. NOTE: Faculty Professional Development is required for ***all condensed eight-week, or less, courses***. Adjunct faculty teaching community service courses are not required to participate in the Professional Development Program but are welcome to attend any of the presentations listed in this book. Contact the Senate Office at x6306 if there is any uncertainty of professional development obligation.

Professional Development Hours for Classroom Adjunct Faculty

Adjunct faculty must complete a minimum of one-third of their LHE in Standard 1. This requirement may be completed through any of the identified Standard 1 – Faculty Academy training events listed in the calendar.

- Adjuncts may also obtain Standard 1 – Faculty Academy credit for attending Division/ Discipline Meetings, faculty orientation, serving on campus committees, or writing CORs or SLOs. Attendees of Division/Discipline meetings must ensure they sign in. If attending remotely, attendees must ensure their name is correctly displayed in the conferencing software or they will not receive credit for attending.

- Adjunct faculty may also gain credit by participating in **live** monthly webinars presented on https://www.nisod.org/ in addition to program events specified as Standard 1. All participants of the online opportunity must attach a completed Online Supplemental Form with submitted Professional Development Contract.

For instructional adjunct faculty, the professional development obligation per semester is equal to lecture hours.

Lecture Hours Equivalent (LHE): This information can be found on the faculty member's load sheets. Adjunct Faculty must complete one-third of their total LHE for each semester in Standard 1. Adjunct faculty must complete a minimum of 1 hour of Standard 2. All remaining hours may be satisfied in Standards 3 as outlined in the Guidelines for Full-time Faculty.

Professional Development Hours for Non-Classroom Adjunct Faculty

Non-classroom adjunct faculty are required to perform a minimum of three (3) professional development hours per semester from Standard 1 – Faculty Academy training events. Additional hours are optional (compensated development hours may not exceed the average number of hours worked per week or a total of 21 hours per semester, whichever is less). Non-Classroom Adjunct Faculty completing their full obligation for the semester must submit compensation requests on the final timecard of the semester.

Failure to Complete Professional Development Obligations

Failure to meet this contractual obligation may result in the docking of sick pay for incomplete hours. Part of this obligation is to submit all required documentation by the posted due dates. Failure to do so constitutes a violation of the Certificated Contract (Section 8.0) and may result in disciplinary action by the district.

Accountability Requirements for Adjunct Faculty

Faculty Professional Development Accountability

Since adjunct faculty are on semester employment contracts, they must enter their planned activities and complete their transcripts for both the fall and spring semesters.

- *Planned activities* and *accurate transcripts documenting attendance* must be completed in Vision Resource Center/Cornerstone. If an adjunct faculty member who teaches in the fall exceeds his/her number of required professional development hours for that semester, the additional hours may be applied to the spring semester. Faculty should indicate this as carry-over via an external event in Cornerstone. Excessive hours accumulated in spring **may not** be retroactively applied to fall or carried over to the following academic year.

Faculty Professional Development Reporting Due Dates

Professional Development *proposed event attendance* must be submitted in Vision Resource Center/Cornerstone prior to the fifth Monday of instruction for each regular (fall and spring) term. FPD hours are not required for summer or intersession terms. The last day to earn professional development hours for the spring semester, pending the dean's approval, is Saturday of week sixteen in the spring.

Professional Development *self-reported attendance* must be completed utilizing transcripts in Vision Resource Center/Cornerstone no later than the fourteenth Friday of the semester.

Deadlines for part-time faculty for proposed FPD contracts and self-reporting attendance

Part-time Faculty

- Fall term
  - Proposed schedule of event attendance should be completed by Monday of Week 5
  - Completed transcript due by Friday of Week 14
  - Last day to complete fall semester FPD hours with your dean's permission is Saturday of Week 16

- Spring term

  - Proposed schedule of event attendance should be completed by Monday of Week 5

  - Completed transcript due by Friday of Week 14

  - Last day to complete fall semester FPD hours with your dean's permission is Saturday of Week 16

All FPD program information and forms can be found on the FPD website: http://www.avc.edu/administration/organizations/fpd

Faculty members are accountable to both the district and the Chancellor's Office for their time. Complete and accurate records are crucial in the event of an audit from the Chancellor's Office. Any district found to be out of compliance could cause the Chancellor's Office to *terminate approval of any Flexible Calendar Option*, or *withhold appropriate state aid (CAC 55732)*. **Save records of all FPD files for future use.**

Other Professional Development Considerations - All Faculty

Professional Development Activities and Class Time

Faculty members may not cancel class to attend or participate in a scheduled professional development activity. However, if the material is relevant to your class, you may bring students to the presentation. When this occurs, the faculty member is not eligible to receive professional development credit for the presentation.

Professional Development Budget

If AVC presenters need funds for supplies or special equipment for an institutional presentation, they should submit a *Request for FPD Funding Form to the Academic Senate via the FPD Coordinator* for consideration if funds permit.

Rescheduling and Cancellation Policy

Once events are scheduled on the annual calendar, every effort should be made by presenters and coordinators to adhere to the originally scheduled dates*. Presenters must use the FPD Change of Event form* located on the FPD webpage.

Repeated requests for changes may jeopardize future proposal acceptance.

Participation and Planning of Special Projects and Campus Diversity Events

The campus community and the Student Development Office coordinate a number of special events over the course of the academic year, including Tolerance Week, Hispanic Heritage Month, Black History Month, Cinco de Mayo, and Women's History Month and more. Faculty members who would like to get involved in helping to plan or present these events may claim up to 20 hours of coordination and planning time in Standard 3. Interested faculty should contact the Academic Senate Office to find out who is coordinating the events.

Outreach Events

Faculty may claim Standard 3 for participating in AVC designated outreach events.

Evaluation of the Professional Development Program

At the end of each year, faculty will have the opportunity to evaluate the merits of the Professional Development Program. Since the Faculty Professional Development Committee is a standing committee of the Academic Senate, faculty may also provide feedback to Professional Development Committee Members or their Division Senators.

Professional Development Appeals, Requests, and Questions

Any individual who has a question or concern for the Professional Development Committee should submit a written request two weeks prior to the next Professional Development Committee meeting to allow ample time to review the request and respond in a timely manner. The Faculty Professional Development Committee meetings are generally held on the 2nd and 4th Wednesday of each month during the fall and spring semesters. All concerns should be addressed electronically to the Faculty Professional Development Chair at fpd@avc.edu.

Professional Development Hours for Presenters and Coordinators

The following formulas should be used to determine professional development credit for presenters and coordinators. If the coordinator feels that additional professional development credit should be given, a written request detailing the activity and the additional time spent should be submitted to the Faculty Professional Development Committee at least one month prior to the scheduled event. All events require at least a 30-minute lecture or presentation in order to qualify as a professional development activity. A maximum number of 20 hours can be applied to any single activity. Developmental credit shall be defined as Standard 2.

Formulas for Presenters and Coordinators

Initial Presentation, Coordinator and Presenter:

FORMULA - 3 hours of developmental credit for each hour of an initial campus presentation

EXAMPLE - 3 hours Standard 3 developmental credit for each hour of presentation, plus designated Standard 1. 2 or 3 for length of time at actual presentation of each event.

Repeat Presentation, Coordinator and Presenter:

FORMULA - 2 hours of developmental credit for each hour of a repeat campus presentation

EXAMPLE - 2 hours Standard 3 developmental credit for each hour of presentation, plus designated Standard 1, 2 or 3 for length of time at actual presentation of each event.

Coordinator Only (or Multiple Coordinators):

FORMULA - 2 hours of Standard 3 developmental credit for coordinating a facilitated event, film series, outside speaker, trip, panel, or similar event.

Presenter Only (or Multiple Presenters):

FORMULA - 2 hours of Standard 3 developmental credit for 1 hour lecture/discussion plus the length of the facilitated event, film series, outside speaker, trip, panel, or similar event.

EXAMPLE: 2 hours Standard 3 developmental credit for 1 hour lecture/discussion, plus credit at designated Standard 1, 2 or 3 for length of facilitated event.

Sign-in sheets must be submitted by ALL coordinator's/presenters/facilitators for EACH event that is offered to faculty for FPD credit. **Sign-in sheets must be sent to Greg Krynen**.

Faculty Academy Guidelines

Column Advancement on the Full-Time Salary Schedule

Fifteen (15) units of upper division and/or graduate semester units of course work are required for movement to a higher column on the salary schedule. A maximum of six (6) units of lower division work may be accepted as part of the fifteen (15) units required for each column advancement on the salary schedule from the following areas, with no more than three (3) units in any one category:

- Lower Division Units: units may be taken at Antelope Valley College or any other accredited college or university

- Workshops and Seminars: units may be granted for attendance at workshops and seminars including training completed through Faculty Academy (Standard 1). Unit credit for attending workshops and seminars is based on the following formula:

    ✓ Ten (10) hours to earn one (1) unit of credit with prior approval for job related work.

- Equivalencies to Lower Division Course Work:

    ✓ Professional Continuing Education Units (CEUs) or other courses required to maintain a professional license or certification

    ✓ Publication in scholarly journals and materials prepared for presentation to conferences of peers

    ✓ Development of instructional materials

    ✓ Research in the unit member's professional field or other professional growth activities

    ✓ Development of professional teaching skills courses for faculty members

    ✓ Participation in professional teaching courses

    ✓ Attendance of conferences related to professional methods of teaching

Column Advancement on the Adjunct/Overload Salary Schedule

Fifty (50) hours of instruction shall result in advancement to Column II on the adjunct/overload salary schedule. Column II shall reflect a 2% salary increase over Column I. Nine (9) units of course work at an accredited college or university may replace the fifty (50) hour requirement with prior approval of the Vice-President of Academic Affairs. *Source: Antelope Valley College Federation of Teachers Collective Bargaining Agreement with Antelope Valley Community College District.*

AVC Faculty Engagement Program

The Faculty Engagement Program offers an opportunity for faculty to support one another for the purpose of strengthening teaching, learning, research, and scholarship in their discipline, or in related disciplines. There are four distinct structures for developing these skills, but all share similar program outcomes. The structures are Faculty Inquiry Groups, Faculty Learning Communities, Faculty Mentorships, and Instructional Exchanges.

The programs vary in length from one-semester to year-long. Plans are due at the start of the semester and reports are due at the end of each semester. Both are submitted to the FPD chair, or designated committee member(s) or liaison.

Participants claiming FPD credit must self-report their hours in Cornerstone, just as they do for all other FPD events.

Faculty may participate in as many programs as they wish each academic year, but only one of each type at a time.

Faculty Inquiry Groups Program Overview
The Faculty Inquiry Groups (FIGs) Program allows faculty members to collaborate in person or online in order to address a specific topic or question related to student learning or instruction. Participation in a Faculty Inquiry Group is a semester- or a year-long commitment undertaken by a group of 3 to 6 faculty members. A participant who successfully completes a semester-long FIG will earn up to 10 hours of Standard 1 FPD credit, while a participant in a year-long FIG may claim up to 20 hours in Standard 1. The FIG Facilitator is entitled to claim an additional 5 hours of Standard 2 credit for a semester-long FIG, and 10 hours for a year-long FIG. A person is allowed to participate in only one FIG at a time.

Program Outcomes (Supported by AVC Institutional Learning Outcomes)

1. Foster college-wide, interdisciplinary, and departmental community through the veneration of teaching, learning, research, and scholarship

2. Investigate and incorporate ways that diversity and innovation can enhance teaching, learning, and assessment methods

3. Expand creative, critical, and communication skills, resulting in greater instructional self-reflection and awareness of student learning

4. Increase instructional responsibility in and connection to institution-wide perspectives, pathways, and narratives, as they impact teaching, learning, and student success

Program Requirements

In this program, three to six faculty members agree to collaborate in the investigation of a pedagogical or educational issue, trend, or innovation with the goal of increasing student success. The FIG members will communicate regularly (preferably in person and/or electronically) to discuss strategies and approaches. The findings or outcomes of their work will be identified in the facilitator's reflective report. At least three researched sources will also be critically referenced in this report submitted by the facilitator. Examples of faculty inquiry groups include those focused on student engagement, distance learning, outcomes assessment, teaching within the framework of Guided Pathways, interdisciplinary approaches to reading and writing, and the creation of more

culturally inclusive learning environments. By participating in this program, AVC faculty members support the Chancellor's Office Vision for Success, specifically the tenets to "Foster the use of data, inquiry, and evidence" and to "Enable action and thoughtful innovation."

To learn more about the program, contact the FEP coordinator or the FPDC Chair.

Program Requirements	Fall FIG	Spring FIG	Year-long FIG
Facilitator informs FPDC Chair and FIG Liaison of members and focus via email	Week 3, Tuesday	Week 3, Tuesday	Fall, Week 3, Tuesday
FIG Plan due to FPDC Chair and FIG Liaison	Week 4, Friday	Week 4, Friday	Fall, Week 4, Friday
Reflective Report due to FPDC Chair and FIG Liaison	Week 14, Friday	Week 14, Friday	Fall/Spr Week 14 Friday

Faculty Learning Communities Program Overview

The Faculty Learning Communities (FLCs) Program offers cohort- and topic-based collaboration in order to support, guide, and re-energize faculty members in the enhancement of teaching methods, in the encouragement of scholarly exchange, and in the promotion of institutional engagement and transformation. Participation in a Faculty Learning Community is semester-long or year-long, dedicated commitment in a group of 6 to 15 members (with 8 to 12 being the recommended size). A participant who successfully completes the semester of FLC work will earn up to 10 hours of Standard 1 FPD credit. A participant who successfully completes the year of FLC will earn up to 20 hours Standard 1 FPD credit. The FLC Facilitator is entitled to claim an additional 5 hours of Standard 2 credit for a semester-long FLC , and 10 hours for a year-long FLC. A person is allowed to participate in only one FLC per academic year.

Program Outcomes (Supported by AVC Institutional Learning Outcomes)

1. Build college-wide, cross-discipline, and departmental community through the veneration of teaching, learning, research, and scholarship
2. Investigate and incorporate ways that diversity and innovation can enhance teaching, learning, and assessment methods
3. Expand creative, critical, and communication skills, resulting in greater self-reflection and awareness of others
4. Increase civic responsibility and interest in institution-wide perspectives and cultural narratives, as they impact teaching, learning, and student success

Program Options

There are two types of faculty learning communities: cohort-based and topic-based.

Cohort-based learning communities address the teaching, learning, and developmental needs of a specific group of faculty or staff in a shared stage or phase of their career. The content of such a year-long community is shaped by the participants to include a broad range of teaching and learning areas and topics of interest to them. As a result of their participation in the program, these communities will make a positive impact on the culture of the institution. Four examples of cohort-based communities are those for junior faculty, for mid-career and senior faculty, for preparing future faculty, and for department chairs.

Topic-based learning communities design content to address a special campus or divisional teaching and learning need, issue, or opportunity. Focusing on a specific theme, these FLCs offer membership to and provide opportunities for learning across all faculty ranks and cohorts, and may extend membership to appropriate non-faculty members. Examples of topic-based learning communities include those focused on Guided Pathways, AVID for higher education, social justice and student equity, writing across the curriculum, and undergraduate student research.

To learn more about the program and its requirements, including the role of the facilitator, contact the FEP coordinator or the FPDC Chair.

Program Requirements	Fall FLC	Spring FLC	Year-long FLC
Facilitator informs FPDC Chair and FLC Liaison via email of FLC member list and focus	Week 3, Tuesday	Week 3, Tuesday	Fall, Week 3, Tuesday
FLC Plan due to FPDC Chair and FLC Liaison	Week 4, Friday	Week 4, Friday	Fall, Week 4, Friday
Reflective Report due to FPDC Chair and FLC Liaison	Week 14, Friday	Week 14, Friday	Fall/Spr Week 14 Friday

Faculty Mentorships Program Overview

The Faculty Mentorships (FMs)Program, which features both semester- and year-long mentorships, offers collaborative pairings to support, guide, and inspire faculty members in the enhancement of teaching methods, in the promotion of interdisciplinary exchange and cultural diversity, and in the encouragement of scholarly engagement and lifelong learning. Both mentors and mentees who successfully complete the program will earn up to 10 hours of Standard 1 credit for a semester-long mentorship, or up to 20 hours for a full year. A person is allowed only one mentor role and one mentee role at a time, even if these occur in the same term. The mentor is responsible for submitting all reports and required documentation.

Program Outcomes (Supported by AVC Institutional Learning Outcomes)

1. Maintain college-wide, cross-discipline, and departmental community through the veneration of teaching, learning, research, scholarship, and career guidance
2. Investigate and incorporate ways that diversity and innovation can enhance teaching, learning, and assessment methods
3. Communicate ideas more effectively, with a stronger sense of collaboration, shared research, and critical attention to audience
4. Increase workplace acclimation, civic responsibility, and interest in institutional perspectives and narratives, as they impact teaching, learning, and student success

Program Requirements

The mentor and mentee, once paired, will jointly devise, and submit an FM Plan that will establish a focus as well as feature steps or components to the mentoring that will lead to stated outcomes. The mentor and mentee may elect to stay in regular professional contact with each other through electronic means, but they must meet formally, whether in person or via Zoom, at least twice per month throughout the term of the program. The mentor and mentee will also jointly develop and submit a Reflective Report at the end of each academic term. The report will provide a description of what was accomplished, as well as establish how the participants will integrate what they learned into their work at the college.

To learn more about the program, contact the FEP coordinator or the FPDC Chair.

Program Requirements	Fall Mentorship	Spring Mentorship	Year-long Mentorship
Mentor and Mentee contact FPDC Chair and Faculty Mentorship Liaison via email	Week 3, Tuesday	Week 3, Tuesday	Fall, Week 3, Tuesday
Mentorship Plan due to FPDC Chair and Liaison	Week 4, Friday	Week 4, Friday	Fall, Week 4, Friday
Reflective Report due to FPDC Chair and Faculty Mentorship Liaison	Week 14, Friday	Week 14, Friday	Fall/Spr Week 14, Friday

Instructional Exchanges Program Overview

The Instructional Exchanges (IE) Program provides full-time and adjunct faculty the opportunity to collaborate on the improvement of their teaching methods through joint class observations, the sharing and revising of assignments, and focused research on pedagogical topics. Participation in an Instructional Exchange is a semester-long commitment agreed upon by two faculty members, who are not otherwise paired for a formal evaluation. Participants who successfully complete the IE will earn up to 10 hours of Standard 1 credit. A person is allowed to participate in only one IE per semester, and two IEs (Fall and Spring) per academic year. An Instructional Exchange must contain different participants each time. Any participant's own paid instructional time will not contribute to the 10 credit hours.

Program Outcomes (Supported by AVC Institutional Learning Outcomes)

1. Encourage college-wide, interdisciplinary, and departmental community through the veneration of teaching, learning, research, and scholarship
2. Investigate and incorporate ways that diversity and innovation can enhance teaching, learning, and assessment methods
3. Expand creative, critical, and communication skills, resulting in greater instructional self-reflection and awareness of student learning
4. Increase instructional responsibility in and connection to institution-wide perspectives, pathways, and narratives, as they impact teaching, learning, and student success

Program Requirements

In this program, two faculty members agree to observe each other teach at least twice in the semester. The faculty members will communicate regularly and meet frequently to discuss classroom strategies and assignments. The exact focus of their collaboration can develop over the course of the IE and later be identified in each participant's reflective report. Examples of instructional exchanges include those focused on active learning strategies, service learning, assessment techniques, teaching within the framework of Guided Pathways, using technology in the classroom, rethinking approaches to reading and writing, applying rubrics, reducing student attrition, reimagining one's teaching persona, and fostering empathy in the classroom. The faculty members will also conduct research on their agreed-upon focus. At least two researched sources will be critically referenced in the Instructional Exchange Reflective Report submitted individually by the faculty members. By participating in this program, AVC faculty members support the Chancellor's Office guidelines for faculty professional development, specifically "Activities related to the improvement of teaching," as well as the Four Pillars of Guided Pathways: "Ensure incorporation of effective teaching practice throughout the pathways" (4.3).

To learn more about the program, contact the FEP coordinator or FPDC Chair.

Program Requirements	Deadlines
Participant informs FPDC Chair and IE Liaison via email of interest in IE	Fall, Week 3, Tuesday
Reflective Report due to FPDC Chair and IE Liaison	Fall, Week 14, Friday
Participant informs FPDC Chair and IE Liaison via email of interest in IE	Spring, Week 3, Tuesday
Reflective Report due to FPDC Chair and IE Liaison	Spring, Week 14, Friday

Student Equity and First Year Experience Events for FPD Credit

Participants and presenters may claim FPD credit (Standard 1, 2, or 3) for the presentation, hour-for-hour, according to the type of event. Presenters may also claim FPD development credit (Standard 3) according to the FPD presentation matrix outlined in the FPD Handbook.

AVC's Faculty Professional Development Committee encourages our colleagues to participate in "culturally enriching opportunities to enhance literary knowledge, tolerance, historical empathy, and critical thinking" by offering hour-for-hour FPD Standard 1 or 2 credit for attending Student Equity (SE) sponsored events. The events of SE and FYE are characterized as immersive, high impact learning experiences through a lens of diversity. Participation in these cultural events and culturally responsive workshops invites faculty "to engage, connect, and value our students and their success" (Student Equity goals). Note: Events that qualify for Standard 1 shall be approved throughout the year by the FPD committee before they are promoted as such.

Student Equity and First Year Experience programming include:

- Arches
- AVID for Higher Education
- Dreamers
- First Year Experience
- Focus 180
- Guardian Scholars
- International Students
- Read to Succeed
- Umoja
- Veterans Resources
- And other approved Student Life and Services events that are approved by the FPDC

If you would like more information, please contact the FPDC Faculty Co-chair, the Director of First Year Experience, or the Director of Student Equity.

AVC Mission Statement Alignment

Student Equity and First Year Experience activities support the college's stated Mission to "[provide] a quality, comprehensive education to a diverse population of learners." Student Equity events seek to address the needs of student groups that have been historically underserved due to "ethnicity, gender, disability, foster youth status, veteran status, and low-income status."

Institutional Learning Outcomes alignment

Communication

- Demonstrates listening and speaking skills that result in focused and coherent communications.

Creative, Critical, and Analytical Thinking

- Uses intellectual curiosity, judgment and analytical decision-making in the acquisition, integration, and application of knowledge and skills.

Community/Global Consciousness

- Understands and applies personal concepts of integrity, ethics, self-esteem, lifelong learning, while contributing to the well-being of society and the environment.

- Demonstrates an awareness and respect of the values of diversity, complexity, aesthetics and varied cultural expressions.

Guided Pathways

Pillars alignment

1. Create clear curricular pathways to employment and further education.

2. Help students choose and enter their pathway.

3. Help students stay on the path.

4. Ensure that learning is happening with intentional outcomes.

Implementation alignment

1. Proactive and Integrated Student Supports to provide "academic and non-academic support services in a way that is proactive and in alignment with instruction so that all students are explicitly engaged in these services"

Student Equity Chancellor's Office Faculty Professional Development Activity Categories

- Staff development, in-service training and instructional improvement

- Course instruction and evaluation

- Program and course curriculum or learning resource development and evaluation

- Related activities such as student advising, orientation, matriculation services, and student, faculty, and staff diversity

Additional Information

Not all Student Equity events qualify for Standard 1 credit. Those that do qualify for credit shall be advertised as such, and be submitted to the FPD committee for approval at least 3 weeks before the event.

Forms and Documents

Notification of Intent to Use Units from the Faculty Professional Development Program for Advancement on the Faculty Salary Schedule

If faculty choose to earn credit towards salary advance and want to use programmed activities designated Standard 1 – Faculty Academy Training events a copy of the Notification of Intent form must be completed and attached to the appropriate dean. Faculty can only claim a Standard 1 – Faculty Academy training event for either professional development credit **or** salary advancement credit, not both. Submitted forms will be verified and forwarded to Human Resources to be placed in personnel files. This form can be found on our AVC website, Human Resource, [forms,](forms) Notification of Intent to use Units for Salary Advancement-Fillable.

Request for Approval for Salary Advancement

Faculty may participate in off-campus activities that could be counted towards salary advancement. If a faculty member desires to obtain credit for attending a scholarly conference, workshop, etc. they must complete the Request for Approval for Salary Advancement and submit it to their respective Dean and Vice President for signatures. If approved, the form will be forwarded to Human Resources to be placed in personnel files. Salary Advancement credit cannot be claimed if the costs are paid by an alternate employer and/or is a required employment obligation or if costs are paid by AVC. Failure to request prior approval may result in denial of units. This form can be found on our AVC website, Human Resource forms, Request for Approval for Salary Advancement--Fillable.