



Faculty Professional  
Development Committee

**FACULTY PROFESSIONAL DEVELOPMENT HANDBOOK  
2025/2026**

|                                                                        |    |
|------------------------------------------------------------------------|----|
| Professional Development Philosophy                                    | 1  |
| Faculty Academy Mission Statement                                      | 1  |
| Professional Development and the Educational Code                      | 1  |
| 2025 - 2026 Faculty Professional Development Committee                 | 3  |
| Board of Trustees                                                      | 3  |
| Non-Discrimination Policy                                              | 4  |
| Required Accommodations                                                | 4  |
| Self-Service Solutions                                                 | 4  |
| Faculty Professional Development Guidelines                            | 4  |
| STANDARDS                                                              | 7  |
| Standard 1: Instructional and Institutional Excellence                 | 7  |
| President's Leadership Academy                                         | 8  |
| Human Resource Training                                                | 8  |
| Distance Education Recertification                                     | 8  |
| Standard 1 FPD Online Opportunities                                    | 9  |
| AVC Distance Education Committee                                       | 9  |
| Technical Training                                                     | 9  |
| CVC-OEI /@One                                                          | 9  |
| Zoom Information Technology Services (ITS) Events                      | 9  |
| Vision Resource Center CCCCCO.edu                                      | 9  |
| NISOD -National Institute for Staff and Organizational Development     | 10 |
| Other Approved Distance Education Training Approved By Academic Senate | 10 |
| Standard 2: Academic Community                                         | 10 |
| Accountability Requirements for Full-Time Faculty                      | 12 |
| Professional Development Self-Reported Attendance                      | 12 |
| Faculty Professional Development Full-time Faculty Deadline Dates      | 12 |
| Event Attendance Verification                                          | 13 |
| Failure to Fulfill Professional Development Obligations                | 13 |
| Overload Hours                                                         | 14 |
| Banked Leave                                                           | 14 |
| Sabbatical Leave                                                       | 14 |
| Non-Professional Development Activities                                | 14 |
| Adjunct Faculty Professional Development Guidelines                    | 15 |
| Exemptions to Professional Development Requirement                     | 15 |

|                                                                                                                                      |    |
|--------------------------------------------------------------------------------------------------------------------------------------|----|
| Professional Development Hours for Classroom Adjunct Faculty                                                                         | 15 |
| Professional Development Hours for Non-Classroom Adjunct Faculty                                                                     | 15 |
| Failure to Complete Professional Development Obligations                                                                             | 16 |
| Accountability Requirements for Adjunct Faculty                                                                                      | 16 |
| Faculty Professional Development Accountability                                                                                      | 16 |
| Adjunct Faculty Professional Development Reporting Due Dates                                                                         | 17 |
| Deadlines for adjunct faculty for FPD attendance:                                                                                    | 17 |
| Other Professional Development Considerations - All Faculty                                                                          | 18 |
| Professional Development Activities and Class Time                                                                                   | 18 |
| Professional Development Budget                                                                                                      | 18 |
| Rescheduling and Cancellation Policy for Event Presenters & Coordinators                                                             | 18 |
| Participation and Planning of Special Projects and Campus Diversity Events                                                           | 18 |
| Outreach Events                                                                                                                      | 18 |
| Evaluation of the Professional Development Program                                                                                   | 18 |
| Professional Development Appeals, Requests, and Questions                                                                            | 19 |
| Professional Development Hours for Presenters and Coordinators                                                                       | 19 |
| Modality of Event                                                                                                                    | 20 |
| Faculty Academy Guidelines                                                                                                           | 21 |
| AVC Faculty Engagement Program                                                                                                       | 22 |
| Faculty Inquiry Groups Program Overview                                                                                              | 22 |
| Faculty Learning Communities Program Overview                                                                                        | 23 |
| Faculty Mentorships Program Overview                                                                                                 | 24 |
| Instructional Exchanges Program Overview                                                                                             | 25 |
| Student Equity and First Year Experience Events for FPD Credit                                                                       | 26 |
| Forms and Documents                                                                                                                  | 27 |
| Notification of Intent to Use Units from the Faculty Professional Development Program for Advancement on the Faculty Salary Schedule | 27 |
| Request for Approval for Salary Advancement                                                                                          | 27 |

## **ANTELOPE VALLEY COLLEGE FACULTY PROFESSIONAL DEVELOPMENT 2025 – 2026**

### **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 Code of Regulations (CCR) [Title 5, specifically Division 6, Chapter 6, Subchapter 8](#), Article 2 (Sections 55720–55732) 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.

### **Title 5, Section 53200(c): Academic and Professional Matters**

Faculty Professional Development falls under the purview of the Academic Senate. According to [Title 5, Section 53200\(c\)](#), "Academic and professional matters" means the following policy development and implementation matters:

1. Curriculum, including establishing prerequisites and placing courses within disciplines
2. Degree and certificate requirements
3. Grading policies
4. Educational program development
5. Standards or policies regarding student preparation and success
6. District and college governance structures, as related to faculty roles
7. Faculty roles and involvement in accreditation processes, including self-study and annual reports

8. **Policies for faculty professional development activities**

9. Processes for program review

10. Processes for institutional planning and budget development

11. Other academic and professional matters as are mutually agreed upon between the governing board and the academic senate

**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.

## **2025 - 2026 Faculty Professional Development Committee**

Kathy Osburn, Faculty Co-Chair

Van Rider, Administrative Co-Chair

Nathan Dillon, Administrative Council Member

Dr. Morenike Adebayo-Ige

Ruben Alcala

Jane Bowers

Dr. Rona Brynin

Dr. Billy Cheewawisuttichai

Caleb Healey

Mark Hoffer

Glen Knowles

Greg Krynen

Wayne Lynch

Carrie Miller

Kent Moser

James Nasipak

Darlene O’Keeffe

Katherine Quesada

Dr. Ken Schafer

Noah Stepro

### **Board of Trustees**

Michael Adams, President

Steve Buffalo, Vice President

Barbara Gaines, Clerk

Michelle Harvey, Trustee

Michael Rives, Trustee

Kristy Salazar Lara, Student Trustee

## Non-Discrimination Policy

The District is committed to equal opportunity in educational programs, employment, and all access to institutional programs and activities. The District, and each individual who represents the District, shall provide access to its services, classes, and programs without regard to national origin, immigration status, religion, age, gender, gender identity, gender expression, race, ethnicity, color, medical condition, genetic information, ancestry, sexual orientation, marital status, physical or mental disability, pregnancy, or military and veteran status, or because he/she/they is perceived to have one or more of the foregoing characteristics, or based on association with a person or group with one or more of these actual or perceived characteristics. [Board Policy 3410: Nondiscrimination](#)

## 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. For presenters, all video content must be appropriately closed-captioned. Frequently, auto generated captions do not meet the minimum legal requirements. Presenters are legally required to ensure that any captioned media meets ADA requirements. The district provides tools for faculty to caption their media.

### 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.

Prior to their FPD event, all presenters are required to ensure that their captions are ADA compliant. If a presenter is unsure, the presenter should contact Greg Krynen or Dr. Alex Parisky for assistance.

## Faculty Professional Development Guidelines

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 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 Chancellor's Office categories](#) are derived from Title 5. The Chancellor's categories approved in 2019 are as follows:

Activity #1: Course instruction and evaluation

Activity #2: Staff development, in-service training, and instructional improvement

Activity #3: Program and course curriculum or learning resource development and evaluation

Activity #4: Student personnel services

Activity # 5: Related activities such as student advising, guidance, orientation, matriculation services, and student, faculty, and staff diversity

Activity #6: Departmental or division meetings, conferences and workshops, and institutional research

Activity #7: Other duties as assigned by the district

Activity #8: Other

**Title 5, Division 6, Chapter 6, Subchapter 8, Article 2, 55724:**

(4) The activities which college personnel will be engaged in during their designated staff, student and instructional improvement days. Activities for college personnel may also include, but need not be limited to, the following:

(A) course instruction and evaluation;

(B) staff development, in-service training and instructional improvement.

(C) program and course curriculum or learning resource development and evaluation;

(D) student personnel services;

(E) learning resource services;

(F) related activities, such as student advising, guidance, orientation, matriculation services, and student, faculty, and staff diversity;

(G) departmental or division meetings, conferences and workshops, and institutional research;

(H) other duties as assigned by the district;

(I) the necessary supporting activities for the above;

*["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 **60** hours. CBA, Article X, 8.1

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.

### **Exemptions to Professional Development Requirement**

Given that FPD obligations are tied to the reduction of classroom instruction under the flexible calendar, faculty teaching courses that do not follow the weekly census procedure (and thus do not have reduced classroom instruction due to the flexible calendar) do not have FPD obligations.

## **1. Noncredit Courses**

**Exemption:** Noncredit courses are exempt from FPD obligations.

### **Supporting Regulation:**

"A course for which the total number of instructional hours remains the same regardless of the flexible schedule is not subject to the flexible calendar." [California Community Colleges+1ASCC C+1](#)

If the instructional hours of a course are unaffected by the Flex calendar, it is exempt from FPD requirements.

## **2. Summer Session and Intersession Classes**

**Exemption:** Classes held during summer sessions and intersession terms are exempt from FPD obligations.

### **Supporting Regulation:**

"The 'academic year' means that portion of the college year during which the community college is maintained, which period shall include not less than 175 days of instruction... The academic year does not include summer or other intersessions." [California Department of Education+3Legal Information Institute+3HR FHDA+3](#)

Summer and intersession periods are outside the defined academic year and, therefore, not subject to FPD requirements.

### 3. Short-Term or Partial-Term Classes

**Exemption:** Classes that do not meet for the full term and are *not condensed courses* are exempt from FPD obligations.

#### Supporting Regulation:

"A course for which the total number of instructional hours remains the same regardless of the flexible schedule is not subject to the flexible calendar." [California Community Colleges+1ASCCC+1](#)

If a course's schedule is unaffected by the Flex calendar—such as short-term or partial-term classes—it is exempt from Flex requirements.

This provision is codified in our 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 all noncredit courses, 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** courses held during Fall and Spring. A condensed course is a 16 week course being taught in less than 16 weeks.

Faculty teaching noncredit courses, service courses, workforce development courses or other similar courses are not required to participate in the Professional Development Program, but are welcome to attend FPD events.

Contact your FPD committee representative if you have questions regarding your FPD hours obligations.

## STANDARDS

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

### Standard 1: Instructional and Institutional Excellence

*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. 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.* Please refer to the Chancellor’s Office/Title 5 categories listed in this document.

*FT Faculty Standard 1 Requirement: 16 hours*

*Adjunct faculty may complete their hours in any Standard*

Full-time Faculty may complete all their hours in Standard 1 or faculty can choose to complete 16 hours in Standard 1 and then move on to Standard 2.

Adjunct faculty may complete all their hours in any Standard.

- Standard 1 may only be satisfied through learner-centered, and/or training events related to employee and institutional function. Standard 1 events include, but are not limited to: Distance Education Committee trainings, diversity training, Vision Resource Center trainings, mandated Human Resources compliance trainings, Faculty Leadership Academy, sporadic workshops initiated by Administration, live National Institution for Staff and Organizational Development (NISOD) webinars, online opportunities listed below, as well as participation in the Faculty Engagement Program and any events listed as Standard 1 in the VRC/Cornerstone Calendar of Events.
- Attendance at **Professional Conference(s)**: up to 20 hours total for the academic year
- **Scholarly Work** in Peer Reviewed Academic Publications: up to 20 hours per academic year
- 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 the faculty member uses at AVC is the name displayed in the conferencing software. Presenters may claim preparation hours in Standard 2. Only the presenter's actual event attendance hours may be claimed in Standard 1.

Full-time faculty may be required to attend the administrative portion of the coordinated Fall Opening Day event scheduled for the Friday immediately preceding the start of the fall semester, **if such attendance is mandated under the applicable Collective Bargaining Agreement (CBA)** in force at the time. Participation in this event shall be eligible for a maximum of eight (8) hours of Standard 1 Faculty Professional Development (FPD) credit in accordance with AVC FPD guidelines.

Participation in the Spring Welcome Back Day event is **voluntary** and attendance shall be at the discretion of the faculty member. No faculty member shall be penalized for non-attendance at the Spring Welcome Back Day event

### **President's Leadership Academy**

Participants in the AVC Leadership Academy may claim up to **60** 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**

All District mandated compliance-training required of college employees may also be claimed under Standard 1. Faculty may also voluntarily complete additional compliance training through Keenan and Associates, or whichever provider is currently in use by the District, for Standard 1 FPD credit.

### **Distance Education Recertification**

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. POCR training satisfies the distance education recertification requirement.

## **Peer Online Course Review (POCR)**

POCR training is eligible for up to 20 hours of Standard 1 FPD credit. POCR onboarding (for faculty who completed the POCR training) is eligible for up to 5 hours of FPD credit.

For more information about POCR training, please contact the faculty co-chair of DETC, Jane Bowers.

## **Standard 1 FPD Online Opportunities**

### **AVC Distance Education Committee**

Contact the Distance Education Technology Committee (DETC) for information on periodic distance education certification and 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 academic year.**

### **CVC-OEI /@One**

Online Education Initiative Workshops and training for online course development can be accessed via this link [CVC OEI Course Listings](#). This is also referred to as CVC@One.

### **Accessibility Training via the Chancellor's Office**

The Chancellor's Office offers [accessibility training](#) that is free for faculty and staff. Training and technical assistance is available on a variety of accessibility-specific topics, including web accessibility, the use of assistive computer technologies, the creation of alternate formats, and how to integrate accessibility into online instruction.

### **Web AIM**

[Web AIM document](#) training is a self-paced course that provides employees with practical skills to improve document accessibility. Cohorts begin the first Monday of each month.

### **Zoom Information Technology Services (ITS) Events**

All participants of remote Zoom events should use their official Zoom account and must ensure that their name is correctly displayed in Zoom in order to receive credit for attendance. Faculty are strongly encouraged to log in through [AVC ID](#) Single Sign On to ensure they are using their District Zoom account. Signing into the Zoom application via AVC ID on your device **before** clicking on the link to a meeting ensures you are using your District Zoom account and that your name will be properly displayed.

### **Vision Resource Center CCCCCO.edu**

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 [Technical Trainer](#) webpage and/or in the Technical Training Canvas course.

## **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. Standard 1 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 Senate**

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 substantive interaction (RSI), accessibility, equity, and ADA compliance. If recertification is approved by Academic Senate, faculty can use this to meet Standard 1.

## **Standard 2: Academic Community**

*Promote faculty, student, staff, and administrative 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. Enhance the internal governance and operations of Antelope Valley College through a spirit of collaboration.*

*Full-time faculty Standard 2 requirement: 44 hours (all faculty have the option to complete all hours in Standard 1)*

*Adjunct faculty may complete their hours in any Standard*

- 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. If attending virtually, faculty must ensure they sign-in to the conferencing software with the name they use at AVC. Signing in via [AVC ID](#) ensures you are using your District Zoom account.
- Standard 2 may also be satisfied through participation in campus shared governance committees, program review, hiring committees, and the tenure and evaluation process among others.
- Standard 2 credit may be earned by serving as a proxy on a campus committee. Faculty may claim the number of hours they served while participating on a committee as a proxy.
- Standard 2 credit can be claimed for pre-recorded webinars. Faculty are required to upload the verification form and proof of registration/attendance if available. Please go to the FPD Canvas Course and select “Forms” from the left side navigation pane to locate the Standard 2 Event Proof of Attendance Form. Complete and save the form and upload it to the VRC as an attachment to the external event you created.
- Standard 2 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.

- Full-time and adjunct faculty may earn hour-for-hour Standard 2 credit for serving on a District hiring committee up to 10 hours per committee.

As part of their regularly assigned duties, full-time faculty are generally required to serve on at least one shared governance committee. Faculty are not eligible to earn professional development credit for additional campus committee service until this requirement is fulfilled. The only exceptions are the *Academic Policies and Procedures Committee* and the *Learning Outcomes Committee*, for which members may claim up to twenty (20) hours of Standard 2 professional development credit per academic year, regardless of other committee assignments.

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 for Standard 2 credit:

|                                                                                                                          |                                           |
|--------------------------------------------------------------------------------------------------------------------------|-------------------------------------------|
| Additional Shared Governance Committees (above and beyond the one required shared governance committee)                  | up to 10 hours per committee per semester |
| Accreditation Standard Faculty Co-Chair                                                                                  | 20 hours per year                         |
| Accreditation Team Member                                                                                                | 10 hours per year                         |
| Adjunct Faculty Evaluation                                                                                               | 8 hours per evaluation*                   |
| Academic Senate Executive Team Member                                                                                    | up to 10 hours per semester               |
| AP&P Technical Reviewer                                                                                                  | up to 15 hours per semester               |
| Honors Option Advisor up to 10 hours per student (not to exceed 20 hours per year)                                       |                                           |
| 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 per year                   |
| Participation in work related to Accreditation                                                                           | up to 10 hours per year                   |
| 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 per year                   |
| 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 for non-Senate standing committees such as Calendar, Grievance, Safety, etc.                              | up to 10 hours per year                   |
| Student-Centered Campus Committees such as Honors, Law Scholars, Basic Needs, AVC Environment Group, Puente, Umoja, etc. | up to 15 hours per committee per semester |
| Special Event Planning with Student Development                                                                          | up to 20 hours per year                   |
| Ad Hoc Work Groups (per Senate purview)                                                                                  | up to 10 hours per semester per group     |

***\*Faculty cannot claim FPD hours and additional pay. Faculty must choose either FPD hours or compensation.***

## 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 – 2 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.

### Professional Development Self-Reported Attendance

Once professional development obligations have been fulfilled, faculty must ensure their Vision Resource Center/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" ([5 CA ADC § 55732](#)).

### Faculty Professional Development Full-time Faculty Deadline Dates

Professional Development *proposed* schedule of event attendance (includes both 'calendared events' and external trainings.)

**Calendared events** are AVC hosted events listed on the VRC events calendar.

**External Trainings** are 1) AVC hosted events not listed on the VRC Events Calendar, and 2) non-AVC hosted events whether listed on the VRC Events Calendar or not.

***Proposed events*** should be recorded by faculty into their Vision Resource Center/Cornerstone transcript by registering for AVC hosted calendared events through the Vision Resource Center Events Calendar, prior to the fifth Monday of instruction of the fall term.

After attendance at proposed external trainings, faculty must mark external training as 'completed'. Events must be marked as complete and recorded on the VRC transcript no later than June 1st.

The Senate Coordinator processes attendance for all AVC hosted calendared events.

If for any reason a faculty member cannot complete their FPD hours obligation prior to June 1, 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 15.

FPD hours are not required for summer or intersession terms.

## **Full-time Faculty**

- Completed transcript due: June 1.
- Last day to complete FPD hours with area dean's permission: June 15.

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 up, through the Vision Resource Center Events Calendar, for each AVC calendared event they plan to attend. An AVC calendared event is one that is being hosted by AVC faculty and is listed on the Vision Resource Center Events Calendar. Faculty must also sign-in at every in-person event attended. Remote attendance requires the faculty member's name to be correctly displayed in the conferencing software that is used, such as Zoom. Faculty attending FPD events remotely are strongly encouraged to log in to AVC ID prior to accessing the event to ensure they are using their District Zoom account.

### **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 attendance log. 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 the Academic Senate coordinator. Faculty attending duplicated events within the program year will only be granted FPD credit for one event with the exception of 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 all in-person events. The header portion of the sign-in sheet must be completed prior to printing it out for your attendees to sign. Only Faculty attendees are to sign the sign-in sheets. After the event, the sign-in sheet of attendee signatures must be submitted to the Academic Senate coordinator for FPD credit to be granted. This should be done via email, or if the presenter is unable to scan the sign-in sheets, the sign-in sheets should be placed in the Academic Senate mailbox in the mailroom. In the case of online events, presenters must download the Zoom attendance log and submit the Zoom log in lieu of a sign-in sheet. The Zoom log acts as the sign-in sheet. The Zoom log must be emailed to the Academic Senate coordinator. If the event is in-person and on Zoom, both the physical sign-in sheet, and the Zoom log must be sent to the Senate coordinator in the same email.

### **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**

For faculty teaching a classroom 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).

Non-classroom adjunct faculty are required to perform a minimum of three 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, the faculty member is responsible for only 30 hours of professional development for the academic year and still needs to 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 30 hours, eight hours must be completed in Standard 1, and the remaining hours may be completed in Standard 2. 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;
- 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 for which you receive compensation beyond your regular pay such as pay for adjunct evaluations, POCR stipends, ZTC stipends, etc.
2. Attendance at conferences or presentations **during normal teaching or assigned working hours.**
3. Travel time to and from conferences or meetings.
4. Substitute teaching
5. Office hours do not qualify for professional development credit.

# Adjunct Faculty Professional Development Guidelines

## 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***. 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. Noncredit courses do not have an FPD obligation. Contact the Senate Office at x6306 if there is any uncertainty of professional development obligation.

## Professional Development Hours for Classroom Adjunct Faculty

*Adjunct faculty may complete their FPD hours in either Standard.*

- Adjuncts may obtain Standard 1 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. If a faculty member cannot locate their LHE, please contact your department chair.

## 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. 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 Collective Bargaining Agreement (Section 8.0) and may result in disciplinary action by the district.

## **Accountability Requirements for Adjunct Faculty**

### **Faculty Professional Development Accountability**

Adjunct faculty are employed under semester contracts therefore are required to submit their planned professional development activities and complete their transcripts for both the fall and spring semesters, in accordance with Title 5 and our CBA.

Accurate transcripts documenting attendance must be completed in Vision Resource Center/Cornerstone. If an adjunct faculty member who teaches in the fall exceeds the 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. The Technical Training Canvas course has instructions on how to properly document carry over hours from fall to spring. In the Technical Training Canvas course, go to Modules, FPD, and scroll down to Carry Over From Fall to Spring.

Excessive hours accumulated in spring **may not** be retroactively applied to fall or carried over to the following academic year.

## Adjunct Faculty Professional Development Reporting Due Dates

Professional Development *proposed schedule of event attendance.*

**Calendared Events** are AVC hosted events listed on the VRC Events Calendar. Faculty should also list all external events they plan to attend.

**External Trainings** are AVC hosted events not listed on the VRC Events Calendar, and non-AVC hosted events whether listed on the VRC Events Calendar or not.

**Proposed events** should be recorded by faculty into their Vision Resource Center/Cornerstone transcript prior to the fifth Monday of instruction for each regular (fall and spring) term. Proposed events include registering for AVC hosted calendared events through the Vision Resource Center Events Calendar, and by submitting external trainings to their VRC transcript for all other proposed events.

After attendance at proposed external trainings, faculty must mark each as 'completed' in their VRC transcript no later than the Friday of week 14 of the semester. The Senate Coordinator processes attendance for all AVC hosted calendared events.

The last day to earn professional development hours for each semester, pending the dean's approval, is Saturday of week sixteen.

FPD hours are not required for summer or intersession terms.

### Deadlines for adjunct faculty for FPD attendance:

Adjunct Faculty

- **Fall semester**
  - 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 semester**
  - 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 (5 CA ADC § 55732)**. Faculty are strongly encouraged to save records of all FPD attendance. Adjunct faculty are strongly encouraged to download and save their final FPD transcripts each semester. Full-time faculty are strongly encouraged to download and save their final FPD transcript at the end of each spring semester.

## 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 attending the event.

### 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 for Event Presenters & Coordinators

Once events are scheduled on the Vision Resource Center Events Calendar, every effort should be made to adhere to the originally scheduled dates. ***If an event must be changed or cancelled, presenters must use the FPD Event Change & Cancellation Request Form***. This form is 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 wish to participate in the planning or delivery of special projects and campus diversity events may claim up to **twenty (20) hours of Standard 2 credit** for verified coordination and preparation activities. To be eligible, faculty must coordinate with the designated event organizer as identified by the Academic Senate Office. Faculty are responsible for maintaining appropriate documentation of their involvement.

### Outreach Events

Faculty members may claim Standard 2 Faculty Professional Development (FPD) credit for participation in outreach events that are officially designated and approved by Antelope Valley College (AVC). Faculty may not claim more than six (6) hours of Standard 2 credit per day for such events. All claimed hours must be supported by verifiable documentation of participation in accordance with established FPD procedures and guidelines.

### Evaluation of the Professional Development Program

At the end of each academic year, faculty will have the opportunity to provide feedback on the effectiveness and value of the Faculty Professional Development (FPD) Program. Faculty are encouraged to share their input directly with their **divisional FPD representatives**, who serve as key liaisons between their divisions and the Faculty Professional Development Committee.

## **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](mailto:fpd@avc.edu).

## **Professional Development Hours for Presenters and Coordinators**

The Technical Training Canvas course houses information for all presenters. Please go to the Technical Training Canvas course, *Modules, FPD, FPD Presenters* to locate the information.

All presenters' names for each in-person FPD event must be entered onto the header of their event sign-in sheets.

The presenter's **presentation hours** will be processed by the Senate Coordinator when the coordinator processes the sign-in sheet for the faculty attendees for each AVC hosted Vision Resource Center (VRC) calendared event.

Presenters must enter their **development hours** as external events into their Vision Resource Center transcript, and mark their external events as 'completed.' **If presenters fail to mark their development hours external event submission as completed, those development hours will not be included when system reports are generated** at the end of the spring and fall semesters. Presenters should NOT enter their attendance at the event as an external event.

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.

## **Approved Credit Formulas**

### **Initial Presentation (Coordinator and Presenter Combined)**

**Formula:** 3 hours of Standard 2 credit may be claimed for every 1 hour of an initial campus presentation.

**Example:** A faculty member who presents for 1 hour may claim 3 hours of Standard 2 credit for preparation, plus additional Standard 1 or Standard 2 credit equal to the time spent at the presentation itself.

### **Repeat Presentation (Coordinator and Presenter Combined)**

**Formula:** 2 hours of Standard 2 credit may be claimed for every 1 hour of a repeated campus presentation.

**Example:** A faculty member who delivers a repeat presentation for 1 hour may claim 2 hours of Standard 2 credit for preparation, plus additional Standard 1 or Standard 2 credit equal to the time spent at the presentation itself.

### **Coordinator Only (or Multiple Coordinators)**

**Formula:** 2 hours of Standard 2 credit may be claimed for coordinating each approved professional development activity, such as a facilitated event, film series, outside speaker, field trip, panel, or similar activity.

## **Presenter Only (or Multiple Presenters)**

**Formula:** 2 hours of Standard 2 credit may be claimed for every 1 hour of lecture or structured discussion, in addition to the time spent facilitating the event.

**Example:** A faculty presenter who delivers a 1-hour lecture followed by a 2-hour facilitated discussion may claim 2 hours of Standard 2 credit for the lecture plus additional Standard 1 or 2 credit for the 2-hour facilitated portion.

If you have any questions regarding applying the presenter FPD hours credit formula, please contact the Senate Coordinator or your division FPD representatives to ensure presenter credit allocations comply with the requirements set forth in the FPD handbook.

## **Modality of Event**

Presenters will determine the modality of their event. Presenters may select in-person, virtual, or a hybrid combination of in-person and virtual for their event.

### **Presenter/Coordinator Requirements for Submission of Attendance Records for FPD Events**

#### **In-Person Events**

A sign-in sheet is required for every in-person Faculty Professional Development (FPD) activity that offers credit to faculty participants. It is the responsibility of all coordinators, presenters, and facilitators to ensure that a completed sign-in sheet is submitted for each applicable event.

Sign-in sheets are available on the [FPD](#) website and are used solely for documenting faculty attendance for FPD credit.

To ensure accurate and timely processing, sign-in sheets should be submitted within twenty-four (24) hours following the event. Completed sign-in sheets must be sent to the Academic Senate Coordinator, preferably via email. Alternatively, they may be placed in the Academic Senate mailbox; however, email is the preferred and recommended method of submission.

Failure to submit attendance documentation in a timely manner may result in delays or denial of FPD credit.

#### **Remote (Zoom) Events**

For FPD activities conducted via Zoom or other virtual platforms, a Zoom attendance log must be downloaded and submitted by the event coordinator, presenter, or facilitator to document faculty participation.

Zoom logs must:

- Clearly list the name, join time, leave time, and duration of attendance for all faculty participants.
- Should be submitted to the Academic Senate Coordinator within twenty-four (24) hours after the conclusion of the event.

Be sent via email only, as this ensures secure and efficient recordkeeping.

Zoom attendance logs serve the same function as in-person sign-in sheets and are required for verification and credit processing. Incomplete or delayed submissions may result in faculty not receiving credit for participation.

Zoom attendee names should not be added to in-person sign-in sheets.

## **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 Coursework:
  - ✓ 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 (Ten hours to earn one unit of credit)
  - ✓ 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 Article IX, 5.2.*

## **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. Although these documents are worked on jointly, the mentor or mentee may submit the initial plan and the reflective report(s).

### ***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 IE Liaison 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 or 2) for the presentation, hour-for-hour, according to the type of event. Presenters may also claim FPD development credit (Standard 2).

Participants and presenters may claim FPD credit (Standard 1 or 2) for the presentation, hour-for-hour, according to the type of event. Presenters may also claim FPD development credit (Standard 2). The events of SYE 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](#)).

## **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](#), Request for Approval of Units for Advancement on the Salary Schedule.

### **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.