Imagine the Possibilities...

2010—2011

Faculty Handbook

ANTELOPE VALLEY COLLEGE

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See Certificated Collective Bargaining Contract at - http://www.avc.edu/administration/hr/index.html

INTRODUCTION

The Academic Senate provides faculty with this much-needed and revised handbook to assist you in your professional responsibilities and development, both in and out of the classroom. As you review and use your faculty handbook, you will find information on topics such as creating a syllabus, obtaining keys for classrooms, developing new courses, faculty rights, duplicating class materials, and obtaining support regarding student conduct violations. While the handbook is not perfect, it will easily provide important information at your fingertips. Throughout the year, the Senate asks that you make notations of any additional information that should be included for next year's handbook. At the end of spring semester, we will be asking for your feedback.

As faculty members, it is our responsibility to participate in the development and revision of academic standards and policies in assuring the integrity of our courses, degrees, and certificate programs. Title 5 assures that faculty have the right to be involved and take necessary action on academic and professional matters. The Academic Senate is the organization that makes recommendations on these matters.

The Academic Senate is comprised of faculty representatives from each division across campus. We meet bimonthly to discuss and take necessary action on academic and professional matters or other college-wide issues. The Academic Senate has ten standing committees and programs; they are listed and described in the AVC Committees section of this handbook. The Academic Senate Office is located in the Administration Building, and we look forward to seeing you and most of all hearing from you about any of your concerns; your input is important.

We are anxiously preparing for and anticipating the accreditation visit in October, and feel extremely proud of the quality of our Accreditation Self Study document. Besides accreditation, the Academic Senate will focus also on the following very important issues: Collaborate with all constituent groups in the college's Strategic Planning and Budgeting process; expand and improve Basic Skills efforts; continue the assessment of Learning Outcomes at the course and program level; and, update the Program Review procedures for non-instructional areas. The Academic Policies & Procedures (AP&P) committee will continue to work in implementing CurricUNET, a web based service for new course development and course revisions. The new software service will help streamline the review and approval process. The Student Learning Outcome committee is charged with monitoring the progress in assessing SLOs for our courses. Please report those in WEAVE as soon as you have them. WEAVE is a database that collects assessment data and provides reports for program review, accreditation, and college planning. In addition, the SLO committee will continue to spearhead the effort to assist faculty in writing and assessing Program Learning Outcomes (PLO). The Distance Education Committee has taken a more active role in academic technology decisions and will continue to do so. Faculty need to remain vigilant in reviewing minimum qualifications and creating or revising equivalencies that need to be submitted to the Senate for approval. The challenges this year will be many, but they also create opportunities for change. We need faculty to be involved in shared governance committees so that our voice is heard and our rights are protected.

The Antelope Valley College 2010-2011 Catalog contains valuable and necessary information, and you should take the time to review its contents. It will familiarize you with your discipline, the college as a whole, and our students. Of particular interest is our Mission Statement:

> *The mission of the Antelope Valley College District is to serve the community by placing students' success and student-centered learning as our number one priority through higher educational standards and innovative programs and services in a professional, team-driven environment. Antelope Valley College takes pride in providing a quality, comprehensive education for a diverse community of learners. We are committed to student success, offering value and opportunity to all members of the community.*

The catalog also offers information on the Institutional Learning Outcomes; our transfer, certificate, and degree requirements; grading and attendance policies; course prerequisites; student withdrawal from a class; auditing policy; academic integrity; and many other policies and practices directly relevant to your students. The catalog is easily viewed on myAVC, or you can obtain a hard copy through your division dean.

Remember to come by and visit the Academic Senate and let us know how we can help. We hope that you have an exciting and productive academic year.

Christos Valiotis – Academic Senate President

INSTITUTIONAL LEARNING OUTCOMES

The Strategic Planning and Budget Committee (SPBC), the campus-wide shared governance council, at its September 14, 2005 meeting, recognized the significance and value of developing Institutional Learning Outcomes (ILOs). The accreditation standards speak directly to the importance of the College knowing what students must possess upon their departure from AVC. Accountability to the decision-making process must be critical in initiating campus-wide dialogue to ensure that AVC is meeting its mission.

The following six institutional learning outcomes were approved by SPBC at its October 19, 2005 meeting and were supported by the Academic Senate at its November 3, 2005 senate meeting.

1. Analyze diverse perspectives from a variety of disciplines and experiences that contribute to the development of self-awareness.

2. Value and apply lifelong learning skills required for employment, basic skills, transfer education, and personal development.

3. Demonstrate a breadth of knowledge and experiences from the Humanities, Social and Behavioral Sciences, Arts, Natural Sciences, and Mathematics.

4. Solve problems using oral and written communication, critical thinking and listening skills, planning and decision-making skills, information literacy, and a variety of technologies.

5. Demonstrate good citizenship and teamwork through respect, tolerance, cultural awareness, and an understanding of the role of diversity in modern society.

6. Identify career opportunities that contribute to the economic well being of the community.

ACADEMIC SENATE MISSION

The purpose of the Senate shall be to represent the faculty in the formation of policy on academic and professional matters. The Senate shall represent the faculty position on these matters and shall promote communication and mutual understanding within the framework of the college. This may include, but is not limited to policies and practices concerning: 1) Curriculum, including establishing prerequisites and policy 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. (Title 5 §53200)

BOARD AND SENATE AGREEMENT CONSULTATION PROCESS
ELEVEN AREAS OF RESPONSIBILITY

Title 5, Section 53200 **"Academic and Professional Matters"**

Definitions:

I.   <u>Academic</u> Senate means an organization whose primary function is to make recommendations with respect to *academic and professional matters.*

II.   <u>Consult Collegially</u> means that the district governing board shall develop policies *on academic and professional matters* through either or both of the following:

       1.   Rely primarily upon the advice and judgment of the <u>Academic</u> Senate, OR

       2.   Agreeing that the district governing board, or such representatives as it may designate, and the representatives of the academic senate shall have the obligation to reach mutual agreement by written resolution, regulation, or policy of the governing board effectuating such recommendations.

III.   <u>Academic and Professional Matters</u> means the following policy development matters,

      A.   For the following items, the Board of Trustees will **rely primarily** on the advice of the Academic Senate:

         1. Curriculum, including establishing prerequisites.

         2. Degree and certificate requirements.

         3. Grading policies.

         4. Education program development.

         5. Standards or policies regarding student preparation and success.

         8. Policies for faculty professional development activities.

      B.   For the following items, the Board of Trustees will come to **mutual agreement** with the Academic Senate:

         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.

         9. Processes for program review.

        10. Processes for institutional planning and budget development.

        11. Other academic and professional matters as mutually agreed upon.

ACADEMIC SENATE
OFFICERS and SENATE REPRESENTATIVES
2010-2011

Christos Valiotis
Academic Senate President

John Toth First Vice President	Jack Halliday Second Vice President	Susan Knapp Officer-At-Large

SENATORS

Kathy Moore Business, Computer Studies and Economic Development	Sandra Robinson Health Sciences	Elizabeth Sundberg Health Sciences
Van Rider Instructional Resources and Extended Services	Harish Rao Language Arts	John Toth Language Arts
Paul Ahad Math, Science and Engineering	Mike Pesses Math, Science and Engineering	Mark Covert Physical Education and Athletics
Glenn Haller Physical Education and Athletics	Ron Chapman Social and Behavioral Sciences	Ken Shafer Social and Behavioral Sciences
Luis Echeverria Student Services—Counseling and Matriculation	Mike Hancock Student Services—Office of Students with Disabilities	Jack Halliday Technical Education
Justin Shores Technical Education	Berkeley Price Visual and Performing Arts	Terry Rezek Visual and Performing Arts

AT– LARGE SENATE REPRESENTATIVES

Susan Knapp At-Large Representative	Alexandra Schroer At-Large Representative	Casey Scudmore At-Large Representative

EX-OFFICIO REPRESENTATIVES

Rick Balogh Distance Education Co-Chair	Maria Clinton AP&P Co-Chair	Carol Eastin Program Review Coordinator
Jennifer Gross Tenure Review Coordinator	Karen Lubick Honors Chair	Kathryn Mitchell Faculty Professional Development Chair
Heidi Preschler AVCFT President	Melanie Parker Student Learning Outcomes Chair	

ANTELOPE VALLEY COLLEGE
ACADEMIC SENATE ORGANIZATIONAL CHART

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                          │  Academic Senate │
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                          │ Academic Senate  │
                          │    President      │
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               │ Coordinator, Academic │
               │       Senate          │
               └──────────────────┘
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| Academic Senate Standing Committee Chairs & Co-Chairs | Faculty Accreditation Coordinator | | Academic Senate Standing Committee w/o a Chair | Academic Senate Program Coordinator |

| | Honors | | Senate Grant Program | Program Review | Tenure & Evaluation |

Distance Education Committee

Equivalency Committee

Academic Policies & Procedures Committee

Technical Review Committee — Ad Hoc Committee

Student Learning Outcomes

Student Learning Outcomes Technical Review Committee

Faculty Professional Development Committee

Flex — Faculty Academy

Updated August 27, 2010

ANTELOPE VALLEY COLLEGE
ACADEMIC SENATE CONSTITUTION

Article I   **Name of the Organization**

The name of this organization shall be: The Antelope Valley College Academic Senate. The four executive officers shall be the Senate Executive Committee.

Article II   **Purpose**

The purpose of the Senate shall be to represent the faculty in the formation of policy on academic and professional matters. The Senate shall represent the faculty position on these matters and shall promote communication and mutual understanding within the framework of the college. This may include, but is not limited to policies and practices as specified in Title 5, Chapter 2, Section 53200, Board Policy 2510 Participation in Local Decision-making, Academic Senate, 3 & 4 which states:

(3) Rely Primarily---The Board of Trustees of Antelope Valley College will rely primarily on the advice of the Academic Senate for policies and procedures related to the following Academic and Professional Matters:

> (1) Curriculum, including establishing prerequisites.
> (2) Degree and certificate requirements.
> (3) Grading policies.
> (4) Education program development.
> (5) Standards or policies regarding student preparation and success.
> (8) Policies for faculty professional development activities.

The Governing Board is also required to rely primarily on the advice and judgment of the Academic Senate in establishing policies and procedures for Faculty Hiring Criteria (Ed. Code 87360 (b) and (c), Equivalencies to Minimum Qualifications (Ed. Code 87359 (b) and Administrative Retreat Rights (Ed. Code 87458 (a). These areas may also have collective bargaining aspects.

(4) Mutual Agreement---The Board of Trustees will come to mutual agreement with the Academic Senate for policies and procedures related to the following Academic and Professional Matters:

> (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.
> (9) Processes for program review.
> (10) Processes for institutional planning and budget development.
> (11) Other academic and professional matters as mutually agreed upon.

Article III   **Electorate**

The Academic Senate shall be composed of full-time faculty members and an adjunct representative as specified in Article IV. Senators elected from their respective divisions are expected to exercise their voting privilege on behalf of their divisional constituents.

Senate issues may be presented to the entire regular faculty, and voted upon, in accord with Article XII, Section 4 of Article XIII. "Regular Faculty" shall mean all full-time faculty.

Article IV   <u>**Senate Representatives**</u>

Section 1.   Tenured faculty or those probationary faculty in their third or fourth year shall be eligible to serve on the Senate.

Section 2.   Each division shall select their Senate representatives according to the following formula:

One representative per 1 through 9 electorate members of the division.

Two representatives after 10 electorate members of the division.

Section 3.   The entire regular faculty shall elect three representatives at-large to the Senate.

     3a.   At the time of election for each at-large representative, the person with the second greatest number of votes will become the proxy.

Section 4.   One at-large adjunct representative shall be elected by the entire adjunct faculty to serve on the Senate. The adjunct representative has the same voting privileges as full-time Senators.

     4a.   The adjunct with the second largest number of votes shall be the proxy for the adjunct Senate representative.

Section 5.   All elections to the Senate shall be by secret ballot.

Article V   <u>**Ex-Officio Members**</u>

Section 1.   The elected president of the recognized certificated employee organization shall be ex-officio members of the Senate with no voting privileges. If the president is already a member of the Senate, he/she should resign the position on the Senate, and that position will be filled as provided.

Section 2.   One student appointed by the ASO will sit on the Senate as an ex-officio member with no voting privileges.

Section 3.   The previous year's Senate President will serve as an advisor to the incoming President for no longer than one academic semester.

Article VI   <u>**Election and Tenure of Officers**</u>

Section 1.   The Senate President is nominated by the regular faculty and is selected by the Senate Representatives. If the President is already a Senate representative, he/she shall resign that position, and the position will be filled as described in Article IV. The President shall serve a three-year term of office. *

     1a.   The officers of the Executive Committee shall be:
The First Vice-President, the Second Vice-President, and the Officer-at-Large. The Executive Committee shall be nominated by the Senate representatives. The Executive Committee shall serve a one-year term of office. The Executive Officers shall serve as an advisory body to the President and shall meet weekly (as needed).

     1b.   Election of Senate President and Officers will occur during the spring semester.

Article VII   Tenure of Senate Representatives

Section 1.   Each division representative shall serve a two-year term.

1a. Upon the representative's third consecutive absence without proxy for a meeting of the Senate, the President will notify the division faculty members. The division then has the option to choose a new Senate representative.

1b. In the event a division has not selected a representative, that seat will remain vacant until that division makes an appointment.

Section 2.   Each representative-at-large shall be elected to a three-year term.

2a. Senators elect will be encouraged to attend Senate meetings and to become familiar with Senate issues and procedures prior to assuming Senate responsibilities.

Section 3. The adjunct faculty representative shall be elected to a one-year term.

3a. The newly elected adjunct representative will be seated as early as possible during the fall semester. If the adjunct faculty member with the highest number of votes in the election is not able to assume the duties of adjunct senator, the adjunct faculty member with the next highest vote total will be seated on the senate, and so on until a representative is seated. If no adjunct senator is seated through this process, another election will be held.

Article VIII   Duties of Senate Officers

Section 1.   President: The President shall represent the Senate to the Board of Trustees; shall represent the Senate on the College Coordinating Council and submit items for the agenda on that committee; and shall insure the communication of Senate policies and sentiments to appropriate parties. The President will review and set Senate meeting agenda in consultation with Senate Executive Committee. In addition, any Senate representative or any three faculty members may submit items for consideration for Senate agenda.

1a. See Antelope Valley College Academic Senate Operating Procedures Handbook for additional duties and responsibilities of President.

Section 2.   First Vice-President: The First Vice-President shall assume the duties of the President in the event of his/her absence and assist the President in his/her duties as delegate.

2a. Second Vice-President: The Second Vice-President shall act as Senate Liaison Officer with appropriate groups within the college community. These shall include but not be limited to: Associated Students and "ad hoc" organizations.

2b. Officer-at-Large: The Officer-at-Large shall assume such duties as deemed appropriate by the President of the Senate.

2c. See Antelope Valley College Academic Senate Operating Procedures Handbook for additional duties and responsibilities of First Vice President, Second Vice President, and Officer-at-Large.

Section 3.   The President and the Executive Officers shall comprise the Executive Committee and act as the Senate during periods other than the regular school session.

Article IX   Legislative Liaison

Section 1.   A Legislative Liaison shall be appointed by the President for a two-year term and shall keep the Senate informed of matters before the state legislature and the statewide Academic Senate.

Article X   Meetings

Section 1.   The Senate shall meet during the first and third school weeks of each month of the academic year.

1a.   Other meetings may be held when deemed necessary by the Senate or its officers.

1b.   According to the Brown Act, members of the faculty may attend any regular meeting of the Senate. In addition, members of the Board of Trustees, Administration, staff, student body, and public may attend regular meetings. Only Senate members may attend Executive Sessions except by invitation of the President, or by a majority vote of the Senate.

Section 2.   A quorum shall be required for all official actions of the Senate. A quorum shall consist of a simple majority of the members (or their proxy) of the Senate.

Article XI   Committees

Section 1.   The Senate shall have the power to create such committees as it deems necessary, and such committees shall be known as "Senate Standing Committees." Members will be appointed by the Senate from within the Senate, or if desired, from outside the Senate. (See Antelope Valley College Academic Senate Operating Procedure Manual for listing of Senate Standing Committees.)

Article XII   Operating Procedures

Section 1.   The Senate, during and after consultation with the administration, may present its views and recommendations directly to the Board of Trustees. (Title 5 §53203, Subsection C)

Section 2.   The President of the Senate or his/her designee shall attend all official meetings of the Board of Trustees during the school year and represents the Senate on all professional and academic matters. (Title 5 §53200)

Section 3.   Copies of the Senate minutes and communications shall be available to members of the faculty, administration, staff, associated students, Board of Trustees, and public.

Section 4.   The Senate may refer issues to the faculty for discussion and consideration. A majority vote of the Senate will be required for a referral on a substantive issue, which then will be referred to the faculty at large. A petition of 20% of the faculty shall require the review of a Senate action by the faculty at large.

Section 5.   On voting issues, the Senate follows the procedure of open ballots as specified in the Antelope Valley College Academic Senate Operating Procedures Handbook.

Section 6.   All procedures not specifically provided for in this constitution shall be resolved according to the latest edition of Robert's Rules of Order.

Article XIII   <u>Procedures for Amendment</u>

Section 1.   Amendments to this constitution may be proposed by a simple majority of the Senate.

Section 2.   Proposed amendments shall be presented in writing to the faculty at least two weeks prior to voting; the Senate shall conduct the election; the balloting shall be within twenty school days after the proposal has been presented.

Section 3.   A simple majority vote of the total regular faculty shall be required to amend this constitution.

Article XIV   <u>Ratification and Adoption</u>

The Academic Senate constitution shall go into effect upon approval of a simple majority vote of the faculty.

Academic Policies & Procedures	*Honors*
Distance Education	*Senate Grant*
Equivalency	*Student Learning Outcomes*

Faculty Professional Development

Senate Programs:
Faculty Internship Program
Program Review
Tenure & Evaluation

Each standing committee should have:
- A statement of purpose in compliance with the college mission statement
- Membership list
- Minimum number of required meetings and frequency
- Statement of reporting responsibilities to individuals, committees, or constituent groups

This information will be available to all campus employees.

Each standing committee should:
- Circulate a "Call for Agenda Items" five working days prior to a meeting.
- Distribute to members and post an agenda two working days prior to a meeting.
- Distribute to members and post minutes within ten working days after a meeting.
- Make decisions by a simple majority vote or consensus.
- Include in minutes a brief summary of discussion regarding actions taken, including motions made, seconded, passed or defeated.

Review annually and submit a written year-end report to the Senate. This report should include accomplishments, preview of issues for the coming year, and recommendations for membership change in committee composition or purpose if needed.

STANDING COMMITTEES

AP&P

The Academic Policies & Procedures Committee (AP&P) is a standing committee of the Academic Senate. Its main responsibility is to oversee the development, review, renewal, and recommendation of curriculum to be approved by the Board of Trustees (Title 5: 55002). Curriculum review and development necessarily reflect the collegial decision to meet student needs for course work that is encompassed within basic skills, general education, transfer, and major programs of study, which include a wide array of occupational and liberal arts disciplines and areas. In addition, the process for establishing prerequisites, corequisites, advisories, and limitations on enrollment falls under the purview of the curriculum committee (Title 5: 53200-2040. Effective curriculum review and development require that the curriculum committee utilize standards of practice that ensure the highest possible quality for the curriculum offerings that can be made available within allocated resources. (The State Academic Senate, 1996)

Distance Education

The Distance Education Committee is charged with developing guidelines for the delivery of distance education that will maximize student opportunities for success. The committee makes recommendations to the Academic Senate on issues related to distance education, examines distance education practices for the purpose of developing best practice guidelines, and acts as a resource for technical matters related to distance education.

The Distance Education Committee's mission is to coordinate, encourage and promote educationally sound Technology Mediated Instruction (TMI) at Antelope Valley College. TMI includes online and video conferencing modes of instruction. The DEC will

- Provide instructors of online and video conferencing classes with a template to organize their classes so that students benefit from uniformity in class structure
- Provide faculty training of software used in the delivery and management of TMI, especially Blackboard
- Encourage the use of new technology if it improves TMI
- Promote the benefits of linking TMI students with support services to improve student success
- Coordinate a network of mentors who can assist faculty new to TMI

Develop and maintain partnerships with other educational institutions that foster continued growth and effectiveness of TMI at AVC

Equivalency
The committee verifies that there is documented, objective evidence to support the claim that the qualifications of a candidate are equivalent to the minimum qualifications of the discipline. All decisions of the committee are made through consensus. Discipline faculty develop an equivalency to the minimum qualification and are approved by the Academic Senate. (For the complete procedure, see pages 92 – 95.)

Faculty Professional Development Program:
By adopting the Flexible Calendar Option, Antelope Valley College provides full-time and part-time faculty members (both teaching and non-teaching) with time and opportunities for participating in a professional growth program. Through a carefully designed program, we hope to address the needs of our institution as it continues to change and grow, explore current and innovative curriculum issues and classroom strategies, and offer faculty from different disciplines a chance to discuss and exchange ideas. The Faculty Professional Development program offers growth by allowing faculty to be exposed to a variety of programs and workshops.

Additionally, in order for any Professional Development program to receive approval from the Chancellor's office, the Faculty Professional Development Committee must agree to the following conditions:

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

2. To develop a series of presentations to address those needs.

3. To maintain records on the following:
   a. the type and number of presentations scheduled;
   b. faculty contracts indicating a planned programs;
   c. an account of the number of faculty, staff, and/or students participating in the program.

4. To evaluate annually, the effectiveness of the Flex program and update the presentations to reflect needed changes.

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

Faculty Academy (Standard 1) –
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.

"The college has three distinct opportunities to improve teaching: at the point of hiring, through professional development activities, and through tenure review," (Executive Summary of the Little Hoover Commission Report: 3/27/00, p. vi). The primary purpose of Faculty Academy will be to serve as a means to bolster faculty members' ability to improve student learning in the present and in the future. Another reason for instituting the Faculty Academy is to provide learning opportunities for new full-time and adjunct faculty, as well as faculty interns. In addition, Faculty Academy will provide ongoing learning opportunities for tenured and adjunct faculty to improve teaching strategies and acquire new skills in student support service areas, keep up with current pedagogy and innovative methodologies,

and allow for growth and improvement identified through regular evaluations. Finally, all activities presented within this standard will render various learning opportunities to encourage and facilitate faculty in continuing their professional growth as related to their disciplines, their professional responsibilities, and their classroom effectiveness.

College Colloquia (Standard 2) –
Promote faculty interaction, collegiality, and professional growth through the intellectual exchange of ideas across various disciplines and enhance lifelong learning skills by examining culturally diverse perspectives in arts, sciences, and humanities.

Honors
The honors program offers students challenging courses in a range of areas directly from the IGETC (CSU/UC). The benefits include reduced class size (15-20 maximum students), seminar style environment with increased interaction with peers and instructor(s), emphasis on theoretical approaches and practical applications, and opportunities for transfer to TAP colleges and universities.

The student completing the honors program will:

- successfully complete six or more honors courses
- demonstrate good to outstanding performance overall in all transferable coursework
- engage in appropriate intellectual discussion in and, when appropriate, outside the classroom
- understand and demonstrate proper academic conventions
- model appropriate academic behavior
- mentor other students if given the opportunity utilize skills learned in the classroom in other areas, on and off campus.

Senate Grant Program
The Senate Grant Program encourages and supports faculty in developing projects that are innovated and facilitate student achievement and Student Learning Outcomes. The funded projects support learning and retention of students and typically do not adapt to the requirements of the staff development committee or other funding sources.

Student Learning Outcome (SLO) Committee
Student Learning Outcomes provide specific observable characteristics developed by faculty and staff that allow them to determine or demonstrate evidence that learning has occurred as a result of a specific course, program, activity, or process. The Antelope Valley College Board of Trustees relies primarily on the Academic Senate for advice on educational program development, standards/ policies regarding student preparation and success, degree and certificate requirements, and curriculum including prerequisites; thus the Committee for Student Learning Outcomes is an Academic Senate responsibility.

The SLO Committee will determine a campus-wide process for the uniform implementation and assessment of Student Learning Outcomes at the course, program, and department level. A faculty chair is responsible for chairing the committee and overseeing that the functions of the SLO Committee are met.

Function:
- provide support and training
- recommend and provide samples of effective assessment tools
- provide support in the analysis of data
- provide connections to current campus practices
- provide support and data in program review
- provide support and data to the accreditation reports
- ensure that Student Learning Outcomes (SLOs) are connected to Institutional Learning Outcomes (ILOs)
- act as resource group and maintain liaison to AP&P

SENATE PROGRAMS:

Faculty Internship Program: Procedures and Practices for Hiring of Full-Time and Adjunct (Part-Time) Faculty Part III

The Faculty Internship Program at Antelope Valley College offers us the opportunity to increase the recruitment of new instructors and also enhance efforts to build a diverse and representative faculty. The program introduces a faculty intern to the community college campus environment through a partnership with a tenured faculty member who acts as a mentor, providing a positive learning experience for the development of a faculty intern. During an academic year, the program offers faculty interns the full range of faculty activities and experiences necessary to acquire the tools to become a successful community college instructor, counselor, librarian, or other faculty assignment.

Program Review: Academic Affairs, Student Services and Non-Instructional Areas

Program Review ensures that every program and service in Academic Affairs, Student Services and Non-Instructional Areas will go through a systematic evaluation cycle made up of a self-evaluation process, which includes student evaluation, and an institutionally based peer-team review. The primary purpose is to assess the institutional effectiveness of existing programs, maintain and enhance their quality and responsiveness to students' needs, identify and create plans for future program and service development, and provide a foundation for allocating and reallocating resources. The information gathered during this process will provide a basis for cooperative and informed decision making by faculty, staff and administration regarding the future of the institution. Program Review is looked on as a long-term planning process related to the college Mission, Vision, and Institutional Learning Outcomes (ILOs) and is utilized by the program when submitting budget requests to the Strategic Planning & Budget Council. To review the complete documents go to Appendix C, pages 96-108, for Academic Affairs, Appendix D, pages 109-122, for Student Services, and Appendix E, pages 123-129, for Non-Instructional Areas.

Tenure & Evaluation

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

Faculty members are professionally competent to determine course or service objectives, instructional methods, and course materials consistent with the philosophy and mission of the college and that implement the course outline of record. Evaluation will focus primarily on the effectiveness with which instructors achieve the stated objectives of their courses or support services and facilitate student learning. Evaluation also will focus on effectiveness of interaction with students, respect for colleagues and the teaching profession and continued professional growth. To review the complete document go to Appendix F, pages 137-153.

SHARED GOVERNANCE

College Coordinating Council

The College Coordinating Council's purpose is to serve as the coordinating body for governance issues at Antelope Valley College, except academic and professional matters, and collective bargaining issues. The Council will have four main functions: issue management, providing a communication network for distributing information to all campus constituent groups, determining the decision-making and recommending authority of campus-wide participatory governance committees, and submitting recommendations to the President in areas of "effective participation".

Mutual Agreement Council

The Mutual Agreement Council's purpose is to consult and deliberate with the intention of reaching mutual agreement between the Academic Senate and the Board of Trustees on academic and professional matters 6, 7, 9, 10, and 11 of Section 53200 in Title 5. "The governing board, or its designees, and the academic senate shall reach mutual agreement by written resolution, regulation, or policy of the governing board effectuating such recommendations." The Mutual Agreement Council also serves as a forum for the President's Executive Council and Senate Executive Committee to share information and discuss concerns about academic and professional matters.

CODE OF ETHICS
FACULTY RIGHTS AND PROFESSIONALISM

The faculty at Antelope Valley College recognizes that membership in the academic profession carries with it special responsibilities. This statement of ethical standards recognizes that academic freedom is of paramount importance to ensure the open exchange of ideas. It is designed to provide guidance to all faculty members as we strive to maintain the highest standards of excellence in our profession, as we further the mission of Antelope Valley College, as we serve our students and colleagues, and as we strive to enjoy our own lives.

Three primary principles provide the foundation for this Code of Ethics:

1. We respect the dignity and rights of all people.

2. We strive for honesty in education, provide an environment in which learning is stimulated, and document how we know what we know.

3. We carefully consider the consequences of our actions in order to protect ourselves and the educational mission of the college.

Part 1: <u>We respect the dignity and rights of all people</u>

A. We recognize that all people deserve respect regardless of their cultural background, ethnicity, race, gender, religious beliefs, political ideologies, disabilities, sexual orientation, age or socioeconomic status.

B. We are careful to avoid using any personal power we may possess (whether it be physical, intellectual, academic, sexual, racial, or social) to exploit other people. We refrain from giving other people our personal attention if it is not welcomed.

C. When it is necessary and appropriate to publicly challenge the beliefs or actions of a person, we strive to do so with sensitivity. We make every attempt to preserve the dignity of that person. We accept the challenge of attempting at all times to build people up rather than tear them down. This applies to our classroom treatment of students and to our public treatment of colleagues.

D. We recognize that being a faculty member involves participating in a profession in which the freedom of expression is of paramount importance to ensure the free exchange of ideas. We also recognize the need to demonstrate respect for fellow faculty as well as staff and administrators when making public comments about our colleagues and fellow college employees.

E. We acknowledge our academic debts and publicly recognize the contributions of other people to our work. This applies to our colleagues, whose contributions we may sometimes tend to overlook, and it applies to students whose contributions are very easy to overlook.

Part 2: <u>We strive for honesty in education, provide an environment in which learning is stimulated, and document how we know what we know.</u>

A. We facilitate the learning process by providing comprehensive information accounting for various points of view.

B. We document for our students the basis for our knowledge.

C. We strive to stay current in our special field of knowledge and to be broadly educated.

D. We strive to remain open-minded, intellectually resilient, and willing at all times to entertain and evaluate positions other than our own. We strive to teach and convey what we know without imposing our personal beliefs upon other people. We assess academic achievement in an objective manner.

Part 3: <u>We carefully consider the consequences of our actions in order to protect ourselves and the educational mission of the college.</u>

    A. We realize that sometimes students will, in gratitude or friendship, offer us gifts or favors. We should decline such gifts whenever they involve money, substantive material gain, substantive amounts of labor or energy, or when the gift could be construed by other students or colleagues as an attempt to curry favor.

    B. Although we may have a variety of relationships with different students outside of the classroom (i.e., mentoring relationships, children of colleagues, etc.), we do not demonstrate favoritism or differential treatment of students in a class.

    C. We do not exploit students for personal or professional gain.

    D. We give due regard to our responsibilities within the college when determining the amount and nature of work done outside, promoting activities that enhance our academic effectiveness, and guarding against activities which compromise our professional performance.

When we speak or act as private citizens, we avoid creating the impression that we speak or act for Antelope Valley College.

ACADEMIC FREEDOM POLICY
(Board Policy 4030)

The Academic Freedom policy of the Antelope Valley Community College District is part of the Antelope Valley College Faculty Collective Bargaining Agreement with the District (Article VII, Section 7.0, Academic Freedom).

Academic Freedom Policy:

> Freedom of expression is a legal right protected by the Constitution of the United States. This right is especially important in the academy. Academic freedom in the pursuit and dissemination of knowledge in an educational environment shall be ensured and maintained. Such freedom shall be recognized as a right of all members of the faculty, whether of tenure or non-tenure rank.

> To ensure this freedom, faculty shall not be subjected to censorship or discipline solely on the grounds that he or she has expressed opinions or views, or provided access to opinions or views, which are controversial or unpopular. Antelope Valley College faculty have a special responsibility to insist that their institution does not yield to ephemeral passion or heavy community pressures to take hasty actions that may infringe on freedom of expression.

> Faculty have responsibility to present the subject matter of their courses as announced to students and as approved by the faculty in their collective responsibility for the curriculum. However, since instructors are responsible for implementing the learning process, they therefore have the freedom to select materials, methods of application, and procedures in carrying out their job duties. A faculty member is also free to present and discuss subject matter in a practical and relevant format. In areas of controversy, one has the right to express an opinion related to subject matter, and an expression of differing points of view should be allowed and encouraged. Within and beyond the academic community, a faculty member is free to speak or write, as a citizen, without fear of institutional censorship or discipline.

> A faculty member is entitled to freedom in research and in publication and shall have exclusive right to all materials, which are the product of that person's mind and talent, unless there is a mutually acceptable contract to the contrary.

If academic freedom of a faculty member is either impeded or brought into question, the code of ethics shall be consulted and the grievance policy shall be followed.

INSTITUTIONAL CODE OF ETHICS
(AP 3050)

The employees of Antelope Valley Community College District are committed to providing a high quality learning environment to help our students successfully achieve their educational goals and objectives. To support this commitment, college employees adhere to the following standards of ethical and professional behavior related to their duties.

Antelope Valley Community College District employees:

- Are honest and accountable in all actions and activities.

- Demonstrate personal and professional integrity in supporting the mission of the college.

- Are fair and respectful in all interactions with colleagues, students, and the public.

- Avoid conflicts of interest, or its appearance, between their obligations to the District and private business or personal commitments and relationships.

- Address issues and work with people without prejudice.

- Act within applicable laws, codes, regulations, and District policies and procedures.

- Respect the personal values, beliefs and behaviors of others.

- Maintain confidentiality regarding information about students or staff obtained in the course of their duties.

- Protect District assets.

- Maintain a working and learning environment free from harassment as defined by District policies.

- Maintain and enhance job effectiveness and competency through professional development.

- Respect the integrity and professionalism of administrators, faculty, staff and students.

- Make every reasonable effort to create an equal-access learning environment that will help students succeed.

7/10/06

Antelope Valley College Organizational Chart

Board of Trustees

Superintendent/President
Dr. Jackie L. Fisher, Sr.

Executive Director
Institutional Advancement and Foundation
Bridget Razo

Director
Public and Governmental Relations
Steve Standerfer

Vice President
Academic Affairs
Sharon Lowry

Vice President
Administrative Services
Deborah Wallace

Vice President
Human Resources and Employee Relations
Michael Shane Turner

Vice President
Student Services
Dr. Rosa Hall

Academic Affairs

Dean
Health Sciences
Dr. Karen Cowell

Director
Child Development Center
Dr. Katarina Orlic-Babic

Dean
Instructional Resources & Extended Services/Language Arts
Dr. Charlotte Forte-Parnell

Temporary Director
Extended Services – Palmdale Center
Dr. Robert Bell

Temporary Director
Learning Center, Basic Skills and Title V Activities
Agnes Jose-Eguaras

Director
Institutional Research and Planning
Ted Younglove

Dean
Math, Science & Engineering
Dr. Les Uhazy

Dean
PE/Athletics/Visual & Performing Arts
Newton Chelette

Dean
Social & Behavioral Sciences/Business, Computer Studies & Economic Development
Dr. Louis Tom O'Neil

Director
Corporate & Community Services
Vacant

Dean
Technical Education
Margaret Drake

Administrative Services

Director
Auxiliary Services
Dawn McIntosh

Director
Business Services
Diana Keelen

Director
Facilities Planning and Campus Development
Doug Jensen

Director
Information Technology Services
Connie Moise

Director
Maintenance and Operations
Raymond Miller

Los Angeles County Sheriff's Department (Contract)

Human Resources and Employee Relations

Director
Human Resources
Cynthia Hoover

Director
Risk Management and Environmental Health
Terry Cleveland

Student Services

Dean
Counseling & Matriculation
Dr. Roslyn Haley

Director
Extended Opportunity Program & Services
Gary Roggenstein

Director
Student Support Services/STAR
Linda Noteboom

Dean
Enrollment Services
LaDonna Trimble

Dean
Student Development & Services
Dr. Jill Zimmerman

Director
CalWORKs
Tim Wiley

Director
Disabled Student Services
Dr. Louis Lucero

Director
Financial Aid
Sherrie Padilla

Director
Job Placement
Ann Steinberg

Director
Student Activities & Community Outreach
Michelle Hernandez

ACADEMIC AFFAIRS—SHARON A. LOWRY, VICE-PRESIDENT

Business, Computer Studies, and Economic Development—Dr. Tom O'Neal, Dean

Accounting	Computer Information Science	Marketing
Business	Corporate and Community Services	Office Technology
Computer Applications	Management	Real Estate

Health Sciences—Dr. Karen Cowell, Dean

Child and Family Education	Health Information Technology	Registered Nursing
Child Development Center	Medical Assisting	Respiratory Care
Emergency Medical Technology	Nutrition and Foods	Vocational Nursing
Family and Consumer Education	Radiologic Technology	

Instructional Resources/Extended Services—Dr. Charlotte Forte-Parnell, Dean

Instructional Multimedia Center	Learning Resources Center	Library Studies

Language Arts—Dr. Charlotte Forte-Parnell, Dean

Communication Studies	English as a Second Language	Journalism
Deaf Studies/Interpreting	Foreign Languages	Reading
English	G.E.D.	

Math, Science and Engineering—Dr. Leslie Uhazy, Dean

Anatomy	Drafting/Computer Aided Design	Mathematics
Astronomy	Earth Science	Microbiology
Biology	Engineering	Physical Science
Botany	Geography/GIS	Physics
Chemistry	Geology	Physiology

Physical Education and Athletics—Newton Chelette, Dean

Activity Physical Education	Dance	Intercollegiate Athletic Program
Adaptive Physical Education	Health Education	Recreational Leadership
Athletic Training		

Social and Behavioral Sciences—Dr. Tom O'Neal, Dean

Anthropology	History	Psychology
Economics	Philosophy	Sociology
Education	Political Science	Work Experience

Technical Education—Margaret Drake, Dean

Administration of Justice	Auto Body	Electronics Technology
Aeronautical and Aviation Technology	Automotive Technology	Fire Technology
Agriculture/Park Landscape Mgmt.	Clothing and Textiles—Fashion Design	Interior Design
Air Conditioning and Refrigeration	Electrical Technology	Welding

Visual and Performing Arts—Newton Chelette, Dean

Art	Music	Photography/Commercial Photography
Digital Media	Music—Commercial	Theatre Arts
Film and Television		

STUDENT SERVICES—DR. ROSA HALL, VICE-PRESIDENT

Assessment Center	Extended Opportunity Program & Services	Matriculation
Career/Transfer Center	Human Development	S.T.A.R.
Counseling Services		

Enrollment Services—LaDonna Trimble, Dean

Academic Records	Enrollment Management	International Student Program
Admissions and Records	Extenuating Circumstances Petition	Transcripts
Athletic Verification	Graduation	Veteran's Affairs program
Audit/Credit by Examination		

Student Development and Student Programs and Services—Dr. Jill Zimmerman, Dean

Associated Student Organization	Health Services	Outreach/Information and Welcome Ctr
CalWORKS	Job Placement	SOAR High School
Commencement	Office for Students with Disabilities (OSD)	Student Activities
Financial Aide		

OFF-CAMPUS SITES:

FOX — Fox Field
HOSP — Various hospital clinic sites
OFFSITE — Various off-site locations
PALMDL — Palmdale Center 1529 E. Palmdale Blvd. 3rd floor
SDBOWL — Sands Bowl

ANTELOPE VALLEY COLLEGE

3041 West Avenue K
Lancaster, California 93536-5426
(661) 722-6300
www.avc.edu

NORTH

35th Street West
30th Street West

Orchard

Lot 16
Lot 15
Lot 14
Lot 13
Lot 12
Lot 11
Lot 10
Lot 9
Lot 8
Lot 6
Lot 17
Lot 2
Lot 1
Lot 3

RW
FS
T500 T501 T502 T503 T504
CSUB
CSUB400 CSUB200 CSUB300
T300
CDC
TE3
GH1-4
TE4
TE7
NCP
TE8
S8 S9
S7
S6
S5
S4
S3
S2
S1
SA SR
SBS
TE6
APL
Closed for Health & Science Building Construction
North Athletic Field
Softball Stadium
Baseball Stadium
BBS
North Athletic Field
SS1
T700
GYM
TE2 TE1 LS2 OF3
OF2
ME
LS1
T800
SC3
OF1
LH
LC
L
BE
SC2 SC1
T100
MS4
MS3
South Athletic Field
T851
T850
MS1
Marauder Stadium
MS2
South Athletic Field
Physical Agility & Running Course
FA4
FA3
FA1
FA2
Security Lost & Found
SCT
SSV
SCF
Closed 6/7—8/15/10
Closed for Theater Construction
A

Avenue K

M H
J
G
F
E
O
A B C D

A	Administration Building	MS3	Stadium Ticket Booth	T300	Faculty Offices
APL	Applied Arts, Allied Health, & Offices	MS4	Stadium Concessions/Restrooms	T500	Faculty Offices
BBS	Baseball Stadium	NCP	North Central Plant	T501	Faculty Offices
BE	Business Education, IMC, & Offices	OF1	Offices: Math / Science	T502	Nursing Science
CDC	Child Development Center	OF2	Offices: PE	T503-4 Sheriff's Academy	
CSUB	CSU Bakersfield—Antelope Valley	OF3	Offices: Language Arts & Social	T700	PE Offices
FA1	Fine Arts [Art & Gallery]		Science	T800	Construction Office
FA2	Fine Arts [Theatre]	RW	Receiving/Warehouse	T850	Field House—Home
FA3	Fine Arts [Music & Offices]	SA	SOAR High School Administration	T851	Field House—Visitors
FA4	Fine Arts	S1–9	SOAR High School	T800	Construction Office
FS	Facilities Services	SBS	Softball Stadium	TE1	Technical Ed.—Electronics
GH1-4	Greenhouses	SC1–3	Science	TE2	Tech.Ed.—Welding/Fire Technology
GYM	Gymnasium [PE & Offices]	SCP	South Central Plant	TE3	Tech.Ed.—Agriculture Lab
L	Library	SCT	Student Center [Bookstore,	TE4	Equipment Building
LC	Learning Center		Cafeteria, Security, Lost & Found]	TE6	Technical Ed.—Automotive
LH	Lecture Halls	SR	SOAR HS Restrooms	TE7	Technical Ed.—Technology
LS1	Liberal Studies & Offices	SS1	Electrical Substation	TE8	Technical Ed.—Auto Body
LS2 ME MS 1-2	Liberal Studies Math / Engineering Marauder Stadium	SSV T100	Student Services & Information Assessment/Office for Students with Disabilities	**AVC Sheriff's Office—*80** from a campus pay phone	

Palmdale Center Floor Plan
1529 E. Palmdale Blvd. at 15th Street East

Third Floor
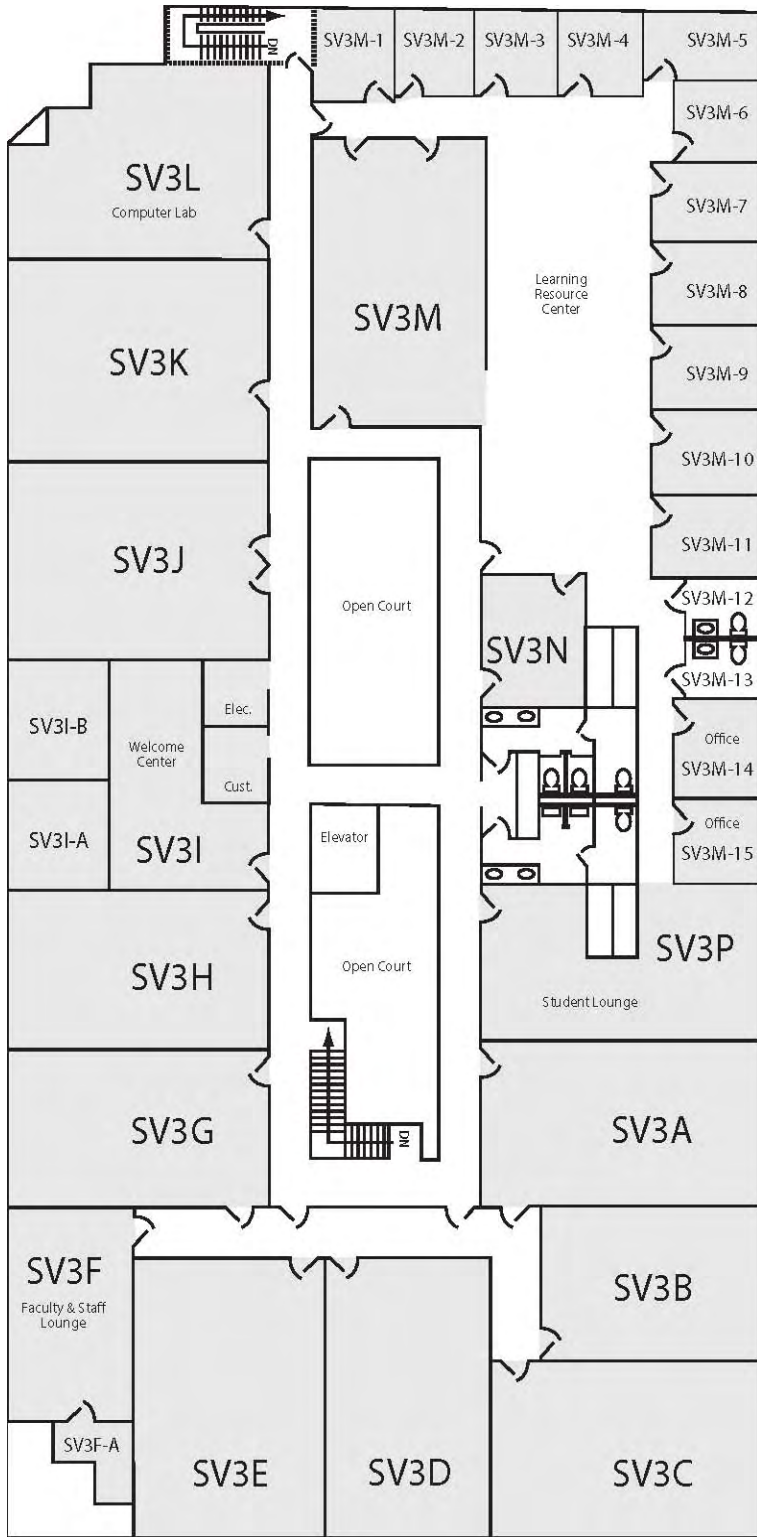
First Floor
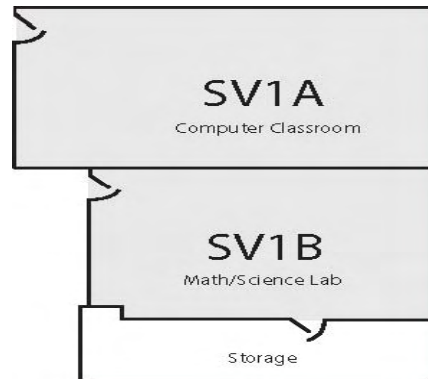
AP&P COMMITTEE
Purpose

The Academic Policies & Procedures Committee (AP&P) is a standing committee of the Academic Senate. Its main responsibility is to oversee the development, review, renewal, and recommendation of curriculum to be approved by the Board of Trustees (Title 5: 55002). Curriculum review and development necessarily reflect the collegial decision to meet student needs for course work that is encompassed within basic skills, general education, transfer, and major programs of study, which include a wide array of occupational and liberal arts disciplines and areas. In addition, the process for establishing prerequisites, corequisites, advisories, and limitations on enrollment falls under the purview of the curriculum committee (Title 5: 53200-2040. Effective curriculum review and development require that the curriculum committee utilize standards of practice that ensure the highest possible quality for the curriculum offerings that can be made available within allocated resources. (The State Academic Senate, 1996)

- The committee reviews and approves new and revised courses, new and revised degree or certificate programs, and locally approved certificates.

- The committee establishes prerequisites, corequisites, advisories, and limitations on enrollment through the content review process and course validation studies.

- The committee recommends curriculum policy and procedures, graduation and G.E. requirements, and other academic policies or concerns as deemed necessary by the Senate.

- The committee reviews and advises on matriculation policies and procedures and matters of assessment as they are related to curriculum.

- The committee keeps the campus informed of statewide curriculum issues and Title 5 regulations through its faculty representatives and the Senate.

AP&P meets twice a month the 2nd and 4th Thursdays at 3-5:30p.m., and faculty are welcome to attend. We also maintain a web page (http://www.avc.edu/administration/organizations/app/index.html) from which you can access the following information:

- AP&P *Standards & Practices Handbook*

- CurricUNET Website Access link (All Credit Course Proposals and Revisions)

- List of Outdated CORs by Division

- Process for New Course Development

- Agendas, Minutes, and 10-11 Timeline

- Committee Members and Contact Information

- Non Credit Course Outlines of Record (template)

- Non Credit Course Outline of Record Guidelines

- Non Credit Course Proposal and Content Review Form and Guidelines

- Creating an Effective Syllabus Guidelines

- Non Credit Distance Education Form and Guidelines

- Minimum Qualifications: 2010

- AVC Disciplines List: 2010-11

In addition, there is also noncredit course information and forms, as well as material from the Chancellor's Office for degree and certificate development. Our web page can be found under "Campus Organizations" via AVC's home page or under the "Campus Life" tab through myAVC.

The committee is cochaired by a faculty member (appointed by the Academic Senate) and the Vice President of Academic Affairs. Each division/area has a faculty representative who, in addition to the duties mentioned above, is your resource for course and/or program development or revision:

    Co-Chairs: Maria Clinton (faculty) and Mrs. Sharon Lowry (VP)
      Business, Computer Studies, and Economic Development: *Beverly Beyer*
      Health Sciences: *Linda Harman*
      Instructional Resources: *Scott Lee*
      Language Arts: *Duane Rumsey*
      Math and Engineering: *Nancy Cholvin*
      Physical Education and Athletics: *Cindy Littlefiled*
      Science: *David Newman*
      Social and Behavioral Sciences: *Darcy Wiewall*
      Student Services: *De'Nean Coleman-Carew*
      Technical Education: *Rick Motawakel*
      Visual and Performing Arts: *Lisa Karlstein*

The following campus entities are also members of the committee: Articulation Officer – Non-voting Member, three Deans (transfer, vocation education, and student services - appointed by Administrative Council), and two student repre-sentatives (appointed by the ASO) One voting/One Advisory

PROCESS FOR NEW COURSE DEVELOPMENT

Course development takes time. Start the process early and consult often with your AP&P Representative for guidance in meeting all Title 5 requirements and in completing the process correctly. In addition, the AP&P faculty cochair is available to discuss and review course materials throughout the academic year, including summer and intersession. The **AP&P** *Standards & Practices Handbook*, available at http://www.avc.edu/administration/organizations/app/documents.html, contains all curriculum guidelines and Title 5 regulations. Reference it before and during the process of curriculum development.

Prior to Origination Prelaunch

1. Discuss course with colleagues in discipline/division, including dean and AP&P representative.
2. Research other colleges/universities for similar offerings.
3. If a vocational course, seek approval of Advisory Committee.
4. Discuss with Articulation Officer regarding transfer options.
5. Meet with Librarian regarding instructional support.
6. Review college's Institutional Learning Outcomes; establish Student Learning Outcomes.
7. Read relevant sections of **AP&P** *Standards & Practices Handbook* for guidelines on course development.
8. Begin drafts of course description, objectives, methods of instruction, etc. through the use of CurricUNET; review often with discipline colleagues and AP&P representative.
9. Explore need for pre or corequisites and/or advisories; use CORs from those courses available on CurricUNET and the AP&P web page, research similar courses at CSU/UC institutions, request Course Validation Studies from AP&P.
10. Consult with dean and AP&P Representative to determine number of units, hours, LHEs, and other state reporting criteria.
11. Review all course information with AP&P representative, discipline/division faculty, and dean periodically; allow sufficient time **(several days)** for their review.

Origination Prelaunch

1. After making suggested revisions, submit draft of course proposal through CurricUNET. The discipline/division chair, dean, AP&P Representative, Librarian, and Articulation Officer will be notified by email of the course proposal.
2. These individuals will proofread the course proposal for accuracy and completeness. Revision suggestions will be made and originator will be notified when review is complete. **(Allow one week)**
3. Make any necessary revisions with assistance from AP&P Representative, dean, and when necessary AP&P Cochair.
4. Review previously established Student Learning Outcomes (SLOs), making any necessary revisions to be sure they align with course proposal. Submit proposed SLOs to the Student Learning Outcomes Committee for consideration. The SLOs need to be approved prior to a course proposal being placed on an AP&P agenda.

Origination Launch – Division/Discipline Faculty final review

1. Submit completed course proposal to AP&P through the use of CurricUNET while SLOs are being considered. Be sure to print the CurricUNET output document of the Course Outline of Record and submit to the AP&P mailbox.
2. The discipline/division chair will be notified of final course proposal and will review and make revision recommendations with the help of discipline/division faculty. **(Allow one week)**
3. Instructor will be notified when review is complete and given the opportunity to consider recommended revisions.

Origination Launch – AP&P Rep/Dean/Librarian final review and approval

1. Submit course proposal when review/revision is complete.

2. The appropriate AP&P Representative and dean will be notified of the course proposal in order to review and make revision recommendations. The appropriate librarian will be notified and given the opportunity to approve course based on library resources if applicable. **(Allow one week)**

3. Instructor will be notified when review is complete and given the opportunity to consider recommended revisions.

Origination Launch – Technical Review

1. Submit course proposal when review/revision is complete.

2. The AP&P Cochair will be notified of the course proposal and will assign a Technical Review Committee member to review the submitted material for completeness, accuracy, and alignment with college mission. **(Allow one week)**

3. Instructor/AP&P Representative will be notified by email when Technical Review is complete and will be asked to consider the recommended editorial corrections.

4. Instructor makes necessary revisions and corrections to course proposal, working with AP&P Representative, dean and when necessary AP&P Cochair.

5. Submit corrected material to AP&P for agenda ready consideration.

6. AP&P Cochair will inform instructor, AP&P Representative, and Dean when course has been placed on agenda for review by the full AP&P Committee.

Origination Launch – AP&P Committee review and approval

1. AP&P Committee meets for a <u>first reading</u> of proposed course as long as SLOs have been approved.

2. Instructor who developed or revised the course must attend meeting, as must the AP&P Representative and Dean.

3. Instructor presents course, responds to questions and suggestions by committee, and takes notes for completing necessary revisions.

4. Instructor makes necessary revisions with assistance of AP&P Representative and dean.

5. Instructor submits revised course proposal to AP&P for a <u>second (or third) reading</u> by full committee.

6. Instructor meets with AP&P again to make sure all revisions have been completed. (The division's representative/dean may stand in for instructor.)

7. Once review process is complete, AP&P will take action.

Board Approval and Implementation of new course

1. Approved course is submitted to Board with committee's recommendation to adopt.

2. Board approves course based on "delegated authority" from Chancellor's Office.

3. If required, course is submitted to the Chancellor's Office for further review and approval.

4. *Once all necessary approvals have been granted, course may be placed in next class schedule with the approval of the Vice President of Academic Affairs.

5. Approved courses are submitted electronically to Academic Affairs Technician for processing, posting on AP&P's web page, and placement in the next year's college catalog.

*Online class schedules are set in advance (generally one year) by the Enrollment Management Committee. A course reviewed and approved in fall of one year, may then be placed in the class schedule for the following fall; a course reviewed and approved in spring of one year, may then be placed in the online class schedule for the next calendar year's fall semester. The scheduling of classes, especially after the established deadline for the web based schedule, is the prerogative of the Vice President of Academic Affairs in consultation with the division dean.

The Role of the Course Outline of Record (COR)

The Course Outline of Record plays a critical educational role on campus. **It is the primary vehicle for course development. It is also the primary document from which faculty must design their syllabi.** As such, it forms the basis for a **contract among the student, instructor, and institution,** identifying the **measurable course objectives** that will serve as the basis of the student's grade and giving the **required** components of the course content which the student is guaranteed to receive from each instructor.

The COR also outlines typical homework assignments and the level of rigor for which students–*across all sections of the course*–will be held accountable. Maintaining strong, academic standards means providing consistent, quality instruction in the classroom. As our courses are taught by various instructors, both full- and part-time, it is by reviewing the COR that instructors may clearly identify the standards, content, measurable objectives, and typical assignments for the courses they are to teach.

The **Course Outline of Record**, however, should not be confused with the **syllabus.** While a COR is the contract between the college and the student that contains the requirements and components of the course, a syllabus describes how an individual instructor will carry out the terms of that contract through specific assignments and teaching methodologies. **The COR provides the basic components of the course that are required to be taught by all instructors. The syllabus provides the specific dates, assignments, grading standards, and other necessary information regarding the course that is required by an individual instructor.** A syllabus also allows an instructor the opportunity to bring out his or her particular talents and strengths.

Finally, the Course Outline of Record plays a critical role in the on-going evaluation process of the college's commitment to high educational standards.

- It is a key component of **program review** by which a college seeks to keep its curriculum relevant and to allocate its resources.

- It is a key component in the establishment of **Student Learning Outcomes (SLOs)** at both the course and program level.

- It serves as documentation during the **review for continued accreditation** by the Western Association of Schools and Colleges (**WASC**).

- It demonstrates that all of the **required components** as specified in **Title 5** and the Chancellor's Office *Program and Course Approval Handbook* are present in the course and meet the required degree of rigor.

- It is the justification for establishing and enforcing prerequisites, co requisites, and advisories allowed by **Title 5** and **matriculation** regulations.

- It is the document submitted for approval in order to meet the California State University General Education (**CSU/GE**) breadth requirements and for inclusion in the Inter-segmental General Education Transfer Curriculum (**IGETC**) within the UC system.

- It is the document used to establish **Transfer Articulation Agreements** with four-year colleges and universities.

- It is the document submitted to both the California Postsecondary Education Commission (CPEC) and the **Chancellor's Office** for course/program approval.

Academic Senate/Academic Policies & Procedures Committee
Guidelines for Creating an Effective Syllabus
Based Upon the Course Outline of Record

1. A course syllabus <u>must</u> be based on the college's official <u>Course Outline of Record</u> (COR), and each instructor <u>must</u> cover all the content stated in that outline.

2. Attendance (alone) <u>cannot</u> be used to determine a student's grade; student evaluations/grades <u>must</u> be based upon "measurable and demonstrated objectives."

3. CORs for credit courses <u>must</u> show clear evidence of teaching and assessing students' critical thinking skills.

Board Policy requires that the syllabus be given to students within the first two weeks of class.

There are a number of elements that make a course syllabus a more useful document for the student, as well as a safeguard for faculty should a student claim that he or she didn't know what was required or expected regarding the class or the assigned work. As soon as an instructor is scheduled to teach a course, the dean must provide him or her with a <u>Course Outline of Record</u> for each course the instructor will be teaching. Current <u>CORs</u> are also available through the Office of Academic Affairs or on AP&P's web page.

State the Obvious:

*   your name, phone number, and AVC e-mail address

*   your office number and office hours

*   course title and number, including room, meeting days, and times

*   course prerequisites, corequisites, advisories, and limitations on enrollment (see COR)

*   required textbooks and other materials students must purchase for the class

*   optional textbooks and/or supplies that would be helpful

*   any online support, such as instructor's web pages or other internet resources

Necessary Information:
While instructors have the academic freedom to develop and structure a syllabus that reflects their own teaching style, the foundation for the syllabus must come from the <u>Course Outline of Record</u>.

*   **Course Description and Objectives**—these must be stated exactly as written on the <u>Course Outline of Record</u>.

*   **Course Content**—instructors may choose to list course content on a timetable (daily, weekly, monthly) that suits their particular style or approach; however, <u>all content</u> on the <u>Course Outline of Record</u> must be covered during the semester.

*   **Course Approved Student Learning Outcomes (SLOs)**—instructors may choose to include Course Approved Student Learning Outcomes (SLOs) on their syllabus. For specific SLO Committee Approved Guidelines please refer to Communicating Approved Student Learning Outcomes to Students section of the **AP&P** *Standards & Practices Handbook*. If faculty choose not to include SLOs on their syllabus, please be sure to communicate the SLOs to students in another SLO Committee approved method as stipulated in the Communicating Approved Student Learning Outcomes to Students section of the **AP&P** *Standards & Practices Handbook*.

*   **Assignments and Exams**—some instructors choose to provide the exact assignments and due dates with their syllabus; others merely indicate the types and number of assignments students should expect to encounter throughout the semester. In either case, instructors must build their homework assignments based upon those that are suggested on the "typical homework assignments" page in the <u>Course Outline of Record</u>. A syllabus should indicate the number and type of quizzes, tests, exams, projects, performances and/or presentations students should expect and their scheduled dates. Instructors should also state whether or not late homework will be accepted or if late exams will be given and, if so, what the effect of late work will be a student's grade.

- **Methods of Evaluation**—it is a good idea to let students know how much weight (in percentages or points) will be given to assignments, exams, etc; this allows them to keep track of their own progress throughout the semester so that they are not surprised by an unexpected grade at the end. If instructors have developed grading rubrics or other standardized evaluations, these should be made available to students as well. As required, the Course Outline of Record links the evaluation of assignments, tests, or other graded work to the course objectives. This is also the place to indicate whether or not there are other classroom activities that will affect a student's grade: class participation, field trips, collaborative groups, extra credit work, visits to the Learning Center or Library, etc. Remember, attendance alone cannot be used as a basis for giving a grade, but participation can.

Other Useful Information:

It is a good idea to let students know what is expected of them when it comes to classroom behavior and the instructor's expectations. (Refer to the student code of conduct in AVC's College Catalog when developing these.) Both instructors and students will benefit from having the following in writing and presenting it at the start of the semester to avoid any misunderstanding or claims of unfair treatment.

A statement regarding:

- late assignments and/or exams or extra credit work

- plagiarism and/or cheating (See College Catalog or Student Handbook)

- tardiness or the number of absences (see the College Catalog on attendance)

- pagers, cell phones, walkmans, or other distracting paraphernalia

- *reasonable accommodations for disabled students (see note below)

- instructor's practice for *dropping a student from class (see note below and College Catalog)

- college resources that can help students be more successful: the Learning Center, Writing Center, Math Lab, tutors and/or counseling services, availability of computers on campus, etc.

*Recommended Language for Reasonable Accommodations: If you have a legally protected disability under the Americans with Disabilities Act (ADA) or California discrimination law, and you believe you need reasonable accommodation to participate fully in this class, please make an appointment to see me during my private office hours to discuss your need.

*NO SHOWS: It is vital that instructors drop "no shows" during the first week of classes. "No shows" are those students who do not attend on the first day of class and have not contacted instructor to make other arrangements. In addition, if a student misses more days than the number of hours a class meets within one week, the instructor may drop that student.

PREREQUISITE AND COREQUISITE CHALLENGE PROCESS

The following regulations and guidelines conform to Title 5 regulations and are taken from the Model District Policy approved by the Chancellor's Office and agreed to by the AP&P Committee, the Academic Senate, and the Board of Trustees in 1994.

Legal Obligations: Prerequisites and Corequisites

Prerequisites are an essential tool for student success. Title 5 (section 55003) allows districts, through their curriculum approval process (AP&P), to establish prerequisites for degree-applicable courses.

1. Once a prerequisite or corequisite has been approved for a course, the college <u>must</u> enforce it. If we fail to enforce the pre or corequisites, we are out of compliance with Title 5 and Matriculation Regulations.

2. **No one (faculty, administrator, or staff) has the right to "waive" a pre or corequisite.**

Challenges: Students' Responsibilities:

*   If a student wishes to challenge a pre or corequisite, he or she may request a "challenge form" and should do so far enough in advance of the start date for the course being challenged. In order to challenge a pre or corequisite, the student must fill out the form and indicate the reason for the challenge set forth by Title 5.

*   It is the student's responsibility to "prove" that he or she meets the criteria for satisfying the pre or corequisite by attaching the necessary documentation.

*   **If the student fails to attach the necessary documentation, the challenge is <u>automatically</u> denied.**

Challenges: Faculty Responsibilities:

It is crucial that faculty make themselves available to review challenges throughout the year.

*   **According to regulation prerequisite challenges must be completed within 5 working days, and the college must "hold a seat for that student"' during that time. If the challenge is not completed within the 5 days, the student is automatically enrolled in the class.**

*   Since establishing pre or corequisites is an "academic and professional matter," it is the faculty's responsibility (full time and/or adjunct) to read the challenge and determine whether or not the student meets the necessary skills to enter the class; it is the dean's and/or director's responsibility to ensure that the process has been followed. (Both signatures are required on the form.)

*   If the student is trying to enter a specific class section or there is only one section of the course being offered, the faculty member teaching that section <u>cannot</u> be the faculty member who reviews the challenge; another faculty member in the discipline (full or part time), or in a closely related discipline, must review the challenge.

*   If no other faculty member is available, one of the following alternatives can be used: 1) the dean/director, if he or she meets minimum qualifications, can then determine if the challenge is valid; 2) the dean/director must remove the student's name from all documents, thus allowing the faculty who teaches that section to review the challenge without knowledge of the student's identity. The dean's signature ensures that the challenge process has been followed.

STUDENT LEARNING OUTCOMES COMMITTEE
Purpose

Student Learning Outcomes provide specific observable characteristics developed by faculty and staff that allow them to determine or demonstrate evidence that learning has occurred as a result of a specific course, program, activity, or process. The Student Learning Outcomes Committee, a standing committee of the Academic Senate, will determine a campus wide process for the uniform implementation and assessment of Student Learning Outcomes at the course, program, and department level.

A faculty co-chair and the Vice President of Academic Affairs or designee are responsible for chairing the committee and overseeing that the functions of the SLO Committee are met.

Function:
- provide support and training
- recommend and provide samples of effective assessment tools
- provide support in the analysis of data
- provide connections to current campus practices
- provide support and data in program review
- provide support and data to the accreditation reports
- ensure that Student Learning Outcomes (SLOs) are connected to Institutional Learning Outcomes (ILOs)
- act as resource group and maintain liaison to AP&P

The SLO committee meets twice a month, the 2nd and 4th Mondays, from 3 to 4:30 p.m. during the fall/spring semesters. We also maintain a web page (http://www.avc.edu/administration/organizations/slo/) from which you can access the following information:

Communicating SLOs to Students:
- Communicating SLOs to Students
- Sample SLO Syllabus Attachment
- Sample SLO Syllabus Integration

Documents:
- APA Rubric
- Bloom's Taxonomy
- Common Concerns About Outcome Assessments
- Easy 4-Step Guide to WEAVE SLO Entry
- Examining the Role of Student Learning Outcomes
- Faculty Professional Development (FLEX) Credit for SLO Data Input
- Glossary of Terms
- Institutional Learning Outcomes
- Pros and Cons about Assessment Tools
- SLO Assessment Primer
- 2010 – 2011 SLO Reporting Guidelines – Academic Courses
- SLO Step by Step

Forms:
- Operational Learning Outcomes
- Student Learning Outcomes
- Student Learning Outcomes for Student Services
- Student Learning Outcome Review Rubric

Suggested SLO Reporting Form Samples:
- Sample SLO Assessment Tracking
- Sample SLO Data Reporting Chart

The committee is co-chaired by a faculty member (appointed by the Academic Senate) and the Vice President of Academic Affairs or designee. The committee is comprised of an Administrative member, the Institutional Research and Planning Director, five faculty members (two representing Student Services), an AP&P Faculty Representative, a Confidential Management Representative, and two Classified Representatives.

THE ROLE OF SLOs

The primary purpose of SLOs is to improve the quality of college educational programs and services by improving student learning. SLOs are developed and used by faculty and staff to analyze student learning needs, to enhance student services, to evaluate course and program effectiveness, and to influence decisions regarding college planning and operations. SLOs represent goals that are broader than course objectives, often reflect holistic outcomes, and demonstrate higher level thinking skills.

Institutional Learning Outcomes (ILOs) reflect the college mission, vision, and values. Student Learning Outcomes are closely aligned to the ILOs and guide college planning and budgeting practices. SLO assessment data is incorporated into ongoing program and course review, providing evidence of course and program effectiveness that supports continuous quality improvement.

SLO assessment benefits students by communicating course expectations with clarity and consistency across all sections of a course. Faculty participating in SLO assessment gain insight into what is working or not working in individual courses and programs. The institution benefits from objective evidence that supports planning and decision-making processes. SLO assessment helps us focus on quality and the continuous improvement of courses, programs, and services, thereby fulfilling our mission to serve the community by placing student success and student-centered learning as our number one priority.

How do course objectives differ from learning outcomes?

Objectives	Outcomes
Objectives represent valuable skills, tools, or content (nuts and bolts) that enable a student to engage a particular subject.	*SLOs represent overarching products of the course.*
Objectives focus on content and skills important within the classroom or program: what the staff and faculty will do. Often termed the input in the course.	*Outcomes express higher level thinking skils that integrate the content and activities and can be observed as a behavior, skill, or discrete useable knowledge upon completing the class.*
Objectives can often be numerous, specific, and detailed. Assessing and reporting on each objective for each student may be impossible.	*An assessable outcome is an end product that can be displayed or observed and evaluated against criteria.*

Nutrition Course	
Objectives	**Outcomes**
- Review nutritional recommendations and components. - Discuss differences in nutritional requirements associated with sex, age and activity. - Describe causes and consequences of nutritional problems. - Explain complications of underlying physiologic conditions. - Identify key factors involved in correcting nutritional behaviors. - Describe resources and strategies the treat nutritional disorders.	Analyze a document's nutritional problem, determine a strategy to correct the problem, and write a draft nutritional policy addressing the broader scope of the problem.
Speech Communication Course	
Objectives	**Outcomes**
- Students will learn to accommodate the learning styles of their audience in order to maintain audience attention. - Student will learn to choose and narrow topics in order to focus an audience's attention.	*At the end of this course you should be able to* *~ analyze your audience for differences and similarities in* *Socio-economic background* *Learning styles* *Personal interests and needs*

ASSESSMENT

When SLOs are well-written the methods or tools for assessment become clear. One size does not nit all so selecting the appropriate assessment tool requires a basic understanding of: 1) the types of tools available, 2) the nature of data, 3) the process used to select appropriate assessment tools, 4) and the tool's ability to investigate (measure, assess, describe) the observable learning outcome.

Quality data can be defined as:

Valid—the data accurately represents what you are trying to measure. For instance, the numbers of people that graduate don't necessarily represent good data on what has actually been learned.

Reliable—the data are reproducible. Repeated assessment yields the same data.

Authentic—the assessment simulates real-life circumstances.

Relevant—the data answers important questions and is not generated simply because it is easy to measure.

Effective—the data contributes to improving teaching and learning.

Definitions of Contrasting Types of Assessment

Direct data. *Direct data measures the exact value. For instance, a math test directly measures a student's learning in math by defining a criteria and standard, then having the student analyze a problem.*

Indirect data. *Data that measures a variable related to theh intended value. For instance, a person's math skills may be indirectly measured through an employer's questionnaire asking about the computational skills of graduating students.*

Qualitative data. *Data collected as descriptive information, such as a narrative or portfolio. These types of data, often collected in open-ended questions, feedback surveys, or summary reports, are more difficult to compare,e reproduce, and generalize. It is bulky to store and to report; however, it is often the most valuable and insightful data generated, often providing potential solutions or modifications in the form of feedback.*

Quantitative data. *Data collected as numerical or statistical values. These data use actual numbers (scores, rates, etc) to express quantities of a variable. Qualitative data, such as opinions, can be displayed as numerical data by using Likert scaled responses which assign a numerical value to each response (e.g. 5 = strongly agree to 1 = strongly disagree). This data is easy to store and manage; it can be generalized and reproduced, but has limited value due to the rigidity of the responses and must be carefully constructed to be valid.*

Formative assessment. *Formative evaluation involves assessment and analysis that generates useful feedback for development and improvement. The purpose is to provide an opportunity to perform and receive guidance (such as in-class assignments, quizzes, discussion, lab activities, etc.) that will improve or shape performance on a final or summative evaluation.*

Summative assessment. *Summative evaluation is a final determination of particular knowledge, skills, and abilities. This could be exemplified by exit or licensing exams, senior recitals, or any final assessment which is not created to provide feedback for improvement, but is used for final judgment.*

Criterion-based assessments. *Assessment evaluated or scored using a set of criteria to appraise or evaluate work. Criterion-referenced evaluation is based on proficiency, not subjective measures such as improvements.*

Norm-referenced assessment. *Assessment of an individual is compared to that of another individual or the same individual's improvement over time. Individuals are commonly ranked to determine a median or average. This technique addresses overall mastery, but provides little detail about specific skills.*

Embedded assessment. *Embedded assessment occurs within the regular class or curricular activity. Class assignments linked to student learning outcomes through primary trait analysis serve as grading and assessment instruments. Individual questions on exams can be embedded in numerous classes to provide departmental, program, or institutional assessment information. An additional benefit to embedded assessment is immediate feedback on the pedagogy and student needs.*

Standardized assessment. *Assessments created, tested, and usually sold by an educational testing company e.g. GRE's SAT, ACT for broad public usage and data comparison, usually scored normatively.*

Homegrown or Local assessment. *This type of assessment is developed and validated for a specific purpose, course, or function and is usually criterion-referenced to promote validity.*

Communicating SLOs to Students

Faculty are responsible for the development and assessment of student learning outcomes (SLOs) within their discipline. SLOs are the specific observable or measureable results expected subsequent to a learning experience and provide evidence that learning occurred as a result of a specified course, program activity, or process.

In addition to developing and assessing SLOs, faculty are responsible to communicate the purpose and goals of these SLOs to students. What do students need to know about SLOs?

Students need to know:
>   **Approved course-specific SLOs and how they are assessed,**
>   **How SLO assessment results are being used to improve the course and/or corresponding program effectiveness,**
>   **SLOs and their assessments are used only to evaluate the effectiveness of a course or program, AND**
>   **SLOs are <u>NOT</u> used to determine an individual student's performance in the course or program.**

Faculty choose how to best communicate SLO information to their students, using one of the following recommended practices:
>   **Integrate SLOs on the course syllabus, or**
>   **Include SLOs as a separate attachment to the course syllabus, or**
>   **Post SLOs in course specific online files (Blackboard, myAVC, etc.)**

Regardless of the method you select to communicate to students, please provide an opportunity for student dialog in order to facilitate student engagement in the process. Communication of SLOs to students should occur within the first week of the course, the same time frame in which faculty are required to provide a course syllabus.

Suggestions to frame student discussion of SLOs:
>   **SLOs are broad, measureable goals of student learning that are overarching outcomes for a course or program.**
>   **SLOs will be used by faculty and college staff to analyze student learning needs, to enhance student services, to evaluate course and program effectiveness, and to influence decisions regarding college planning and operations.**
>   **SLOs are not course objectives.**

If you need further information, please view the samples posted on the SLO web page. (http://www.avc.edu/administration/organizations/slo/documents.html)

SLO Reporting Guidelines for Academic Courses
2010-2011

- **Faculty will assess and report each SLO for every course taught during the 2010-2011 academic cycle.** If a course is taught both semesters, faculty may choose to assess a portion of the course SLOs during fall semester and the remaining SLOs during spring semester. If a course is taught only once during the academic cycle, each course SLO must be assessed during that semester.

- Divisions have designated WEAVE Facilitators who are responsible for gathering, aggregating, and reporting SLO data for each department **or** for a specific group of courses. Contact your department chair or divisional office if you do not know the WEAVE Facilitator for your courses.

- Faculty will submit SLO data for each course to the designated WEAVE Facilitator. Be certain to include your course CRN, the number of students who attempted each SLO, and the number of students who met each SLO.

- WEAVE Facilitators will aggregate data from each course and enter assessment results into WEAVEonline.

- Department faculty will analyze assessment results and use that information to develop related action plans. WEAVE Facilitators will then enter action plans into WEAVEonline.

- Faculty needing additional WEAVEonline training should contact Aaron Voelcker at: avoelcker@avc.edu.

- **Deadline for SLO assessment and action plan reporting is June 10, 2011.**

- Once data is entered into WEAVEonline, it will be readily accessible for use in ongoing program and course review, analysis, assessment, and dialogue regarding continuous quality improvement.

Please contact Melanie Parker, SLO Committee Faculty Co-Chair, at mparker@avc.edu if you need further assistance.

Guest Speakers

A faculty member may arrange to have a guest speaker address the class. The Notice of Intent to Present Speaker form must be completed one week in advance for approval by the Vice-President Academic Affairs. The faculty member must remain in the classroom while the speaker is addressing the class unless the speaker is credentialed and board approved. For non-classroom speakers the Notice of Intent to Present Speaker form must be completed one week in advance for approval by the College President.

Materials Used in Class

"Instructional material" means all materials designed for use by students and their instructors as a learning resource and which help students to acquire facts, skills, or opinions or to develop cognitive processes. Instructional materials may be printed or non-printed and may include textbooks, tests, and educational materials, including CD-ROMs and software.

The responsibility for adopting instructional materials for use in the College rests with the faculty.

Grade Reporting: Electronic Grade Reporting

When *reporting grades*, the submission due date as directed by Admissions and Records (A&R) is routinely on Friday, one week after the last day of the term. Remember, it is our professional responsibility to turn grades in on time. You can avoid having to process additional time-consuming paperwork if you submit your grades in a timely manner.

Electronic Grade Reporting is made available through myAVC. Each term A&R provides a step-by-step process for submitting grades electronically. (deleted-please take advantage of this system since that statement is dated) A major advantage to electronic grade submission is that you are able to complete your grades from any location easily and quickly.

The deadline for electronic grade submission is on Friday, one week after the last day of the term. In addition to submitting the grades electronically, a hard copy of the grades and attendance records with corresponding attendance legend must be submitted to A&R. A Report Delayed (RD) mark will be assigned to all grades that are not submitted on time. To resolve a RD mark, a Request for Change of Grade must be completed and submitted.

If a grade of incomplete is to be assigned, a Contract for Award of Incomplete Grade form must be submitted to A&R by the grade submission deadline. When an incomplete contract is not received by the grade submission deadline, the incomplete grade is not valid and a RD mark takes the place of the incomplete until the faculty resolves the RD mark by submitting a Request for Change of Grade.

Electronic grade reporting facilitates the following:

Enforcement of Prerequisites – Through electronic grade reporting, the enforcement of prerequisites can occur. The enforcement of prerequisites requires that students who do not meet a prerequisite(s) be "involuntarily dropped" no later than two weeks into the subsequent semester, per Title 5, Section 55202.

Student Transcripts – Students need their grades for transfer purposes and verification of certification completion. Students conditionally accepted at a four-year institution need their transcripts submitted to the transferring institution in a timely manner, so they are able to continue their education.

Financial Aid – Financial assistance ensures that a student will not be denied a college education because of lack of personal resources. Those students who are afforded financial assistance must maintain satisfactory progress. Electronic grades enable the financial aid office to quickly assess student progress in order to provide financial aid payments in a timely manner.

Census Sheets, No Shows, and Dropping Students – Census sheets are distributed by Admissions and Records near the beginning of each semester. They are the permanent record of enrollment for your classes and must accurately reflect the status of enrollment for apportionment purposes. Your census sheet(s) should include all students who have attended at least one day since the beginning of the semester and have not dropped. Students who are in your class, but do not appear on the census sheet, are not officially enrolled in your class. These students must be sent to A&R immediately so they can request to be officially enrolled. You must give a final grade to any student who remains on your role at the end of the semester, even if the student never attended.

If a student begins class and comes for several weeks and then just stops attending, you should drop these inactive students by submitting the Online Instructor No Show and Drop Form located in myAVC, so they do not show up on

your final roll sheet. This can be done throughout the semester. Make sure that you accurately mark the last day of attendance on form so that a permanent record of the students' attendance can be maintained in A&R.

Students who do not attend the first day must be dropped as "NO SHOWS," and should not be included in your enrollment at census. To drop "NO SHOWS", submit the Online Instructor No Show and Drop Form located in myAVC. This allows other students to add in a timely manner (See *Attendance Policy* in the college catalog).

You can avoid having to process additional time-consuming paperwork if you conscientiously drop all no shows before census and drop all inactively enrolled students as the semester progresses.

If you have any questions about how to complete census sheets or who to include on your roster at census, the Admissions and Records Office will be happy to assist you.

The Use of Copyrighted Materials by College Instructors
An AVC Copyright Policy is currently being developed.

In 1976, Congress passed a comprehensive copyright act designed to protect an author, artist or composer from the unauthorized use or reproduction of his/her work. Works covered by the law include literary, dramatic, musical, choreographic and pictorial works, graphic works, pantomimes, sound recordings, sculptures, motion pictures and audiovisual works. The Copyright Act of 1976 provides that copyright begins at the moment the work is created. Registration with the Copyright Office is NOT required in order for a work to be protected under U. S. copyright law. The College Bookstore has purchased copies of Questions and Answers On Copyright For The Campus Community which is published by the National Association of College Stores, Inc. and The Association of American Publishers. This publication is on reserve in the College Library and a copy is available in the office of each academic dean and the Office of Academic Affairs. The new Xerox Request form has a section about copyright. If the material you wish to have reproduced and given to the students is copyright protected, you may obtain copyright permission directly from the publisher or through the Marauder Bookstore. All costs involved will be charged to your division's supply budget, therefore, permission by the Dean is required.

Any copyright protected course materials to be sold in the Marauder Bookstore will also require permission by the author or publisher.

Field Trips
Field trips are those class-oriented, instructional-type activities which are held to complement and enlarge upon the instructional program. All requests for field trips are to be made through the appropriate educational dean. Only students enrolled in a class are to be permitted to take a field trip. A list of students must be on file in the division.

1. Field trips where students assemble on the campus and then proceed to a designated place off-campus for instructional purposes are to be conducted in the following manner:

   a. A trip request will be submitted through the Vice President of Academic Affairs for approval.

   b. The faculty member is required to list all students taking this trip and attach this list to the trip request.

   c. If funds have been budgeted for a field trip, upon receipt of an approved field trip request, the appropriate dean will make arrangements for vehicle transportation. District vehicles will be used for field trips except in unusual circumstances.

2. The second type of field trip is where the faculty member announces that the class will meet at a given off-campus point at the next session and that it is the responsibility of the student to get to the designated place. This type of off-campus meeting requires the filing of a field trip request and obtaining approval through the Office of Academic Affairs.

3. Requests for all College trips must be approved by the appropriate Dean and Vice President of Academic Affairs before final approval by the Board of Trustees. Trip requests are to be submitted in triplicate on forms available in the Office of Academic Affairs. Trip requests **should** be submitted one month before the date of the trip.

4. The Dean of Student Development and Services will approve all trips for students other than class field trips.

Student Discipline

The *College Catalog*, *AVC Website* and electronic *Student Handbook* available at avc.edu provide extensive information on guidelines for student conduct. The Vice President of Student Services also has a booklet called *Antelope Valley College Student Code of Conduct* that is updated every year and outlines the types of student violations and possible consequences.

Remember that, as a faculty member, if a student is found to have violated the code of conduct in your class, you have the right to suspend the student for the day the violation occurred and the class following **ONLY**. **You may not dismiss a student permanently from your class**. Be sure to immediately provide written notification of the reason for your action to the dean of your division and vice president of student services.

If you would like a copy of the booklet on *Student Code of Conduct*, please contact the Office of the Vice President of Student Services.

Fall 2010 Academic Calendar

Registration		Consult current Class Schedule for dates
Semester begins		August 23
*Last day to Add	In Person—September 3	On Web—September 6
*Last day to drop with refund (full-time courses)	In Person—September 3	On Web—September 6
Labor Day (College closed)		September 6
Last day to submit challenge exam petition		September 17
Last day to elect pass/no pass (credit/no credit) option		September 17
Last day to drop without a "W" (full-time courses)		September 17
Last day to drop with a "W" (full-term courses)		November 11
Veteran's Day Holiday (College closed) (Local Holiday November 13)		November 12
Priority filing date for Spring 2011 Graduation		November 15
Thanksgiving (College closed)		November 25
Local Holiday		November 26-27
Semester ends		December 11

Intersession 2011 Academic Calendar

Registration	Consult current Class Schedule for dates
Semester begins	January 3
*Last day to Add	In Person and On Web—January 5
*Last day to drop with refund (full-time courses)	In Person and On Web—January 5
Last day to submit challenge exam petition	No challenge exams available during intersession
Last day to elect pass/no pass (credit/no credit) option	January 14
Last day to drop without a "W" (full-time courses)	January 14
Dr. Martin Luther Kin Jr. Day (College closed)	January 17
Last day to drop with a "W" (full-term courses)	January 28
Semester ends	February 5

Spring 2011 Academic Calendar

Registration		Consult current Class Schedule for dates
Semester begins		February 7
Lincoln's Day (College closed)		February 18
Local Holiday		February 19
Washington's Day (College closed)		February 21
*Last day to Add	In Person—February 17	On Web—February 21
*Last day to drop with refund (full-term courses)	In Person—February 17	On Web—February 21
Last day to submit challenge exam petition		March 4
Last day to elect pass/no pass (credit/no credit) option		March 4
Last day to drop without a "W" (full-term courses)		March 4
Spring Break (No classes)		April 4-9
Priority filing date for summer 2012 graduation		April 15
Last day to drop with a "W" (full-term courses)		May 6
Memorial Day Holiday (College closed)		May 30
Semester ends		June 3
Graduation		Yet to be determined

Summer 2011 Academic Calendar

Registration		Consult current Class Schedule for dates
Semester begins		June 13
*Last day to Add	In Person—June 17	On Web—June 19
*Last day to drop with refund (full-term courses)	In Person—June 17	On Web—June 19
Last day to submit challenge exam petition		No challenge exams available during summer
Last day to elect pass/no pass (credit/no credit) option		June 23
Last day to drop without a "W" (full-term courses)		June 23
Independence Day Holiday (College closed)		July 4
Last day to drop with a "W" (full-term courses)		July 21
Semester ends		August 5

*Some course dates differ from date posted

Office for Students with Disabilities   722-6300 Ext. 6360

Faculty may serve one or more students with disabilities in their classes each semester. The staff from the Office for Students with Disabilities (OSD) strongly advises students that, if they anticipate having any special needs in class, that they should discuss those needs with faculty at the beginning of each term. Some students with disabilities will not need accommodations and may choose not to identify that they are part of the OSD program. Most other students with disabilities will only need minor accommodations to accurately and fairly actualize their potential.

Guidelines for Providing Helpful Accommodations:

Students are encouraged to self-advocate and arrange their accommodations themselves, whenever possible.

The key words to remember when serving students with disabilities are "reasonable accommodations." For any questions about appropriateness of an accommodation, verification of a student's eligibility for an accommodation, or suggestions for a different way to deliver the accommodation, please feel free to contact the OSD Program Staff. Students with disabilities are to be allowed to use tape or digital recorders in your class, if it has been recommended as an accommodation by the OSD Director, OSD Counselor, or the Learning Disability Specialist. Prior to using any recording device in your class, students must provide you with an *Antelope Valley College Tape Recorded Lecture Policy Agreement* form that has been reviewed with the student by OSD staff and signed.

If a deaf or hard of hearing student is in class and a videotape is planned, please make sure the tape is closed-captioned. You may request this service through the OSD Director. Mr. Ken Sawicki (Access Technology/Alternative Media Specialist) can caption the tape. Mr. Sawicki can be contacted at ksawicki@avc.edu or (661) 722-6300 Ext. 6697.

If students are requesting test accommodations, they must obtain a *Test Accommodation Request* form from the OSD Office Staff. This form will clearly define the type of test accommodations that the student is entitled to. Students are strongly encouraged to give OSD Staff four to seven days notice prior to scheduling any test, due to limited space.

Staff Development and Travel   722-6300 Ext. 6588

Staff Development is an activity designed to improve performance or provide training related to job assignments of regular classified personnel, full-time and part-time faculty, and administrators.

See Staff Development Proposal Procedure and Guidelines available in the Office of Human Resources.

All claims for travel expense shall be itemized on the "Request for Reimbursement - Mileage and Expense" form furnished by the Business Office after approval of the "Trip Request" form by the Board of Trustees. This request for reimbursement shall be submitted to the Office of Business Services as soon as possible after completion of the trip, with appropriate receipts attached.

Information Technology Services   722-6300, ext. 6535

Antelope Valley College (AVC) has more than 2,500 computers available for student, faculty and staff access, offering internet service, e-mail and a diverse selection of software applications. The Information Technology Services (ITS) Area provides a stable information technology (IT) infrastructure and protects the accessibility, integrity and availability of the District's IT resources.

IT services include the following:
- Internet access for the AVC campus and the Palmdale site (over 2,500 computers, Windows and Macintosh)
- 44 computer classroom/labs, three of which are open to any enrolled student (includes one at the Palmdale site)
- e-mail accounts and e-mail management for AVC students and employees (over 100,000 accounts)
- networked print services (over 800 printers) and shared file services
- Internet-based course-specific resources and interaction capabilities for students and instructors, including course-based e-mail groups, file sharing and other functions (accessible via the internet at http://myavc.avc.edu)
- campus web site (http://www.avc.edu) (Content is maintained through the Office of Public Relations, by the AVC Webmaster 661-722-6300, ext. 6282 or webmaster@avc.edu).
- secure campus portal and intranet services (accessible via the internet at http://myavc.avc.edu) including class schedule, course pages, calendar system, phone list, forms, documents, on-line grade posting, group collaboration resources, registration and student records access

- distance education server (http://avconline.avc.edu) and Blackboard course management service
- electronic databases and other automated Library services
- District Software Library providing site license management for AVC software resources
- Technical Assistance for all IT services, available to employees (ext. 6535) and students (ext. 6605)
- video conferencing services (scheduling facilitated through the Instructional Multimedia Center)
- student records and administrative database system for students and faculty (Banner)
- assistance in developing alternative media (such as Braille documents or closed captioned videos) or implementing assistive technologies (such as computer screen enlargers/magnifiers or specialized computer pointing devices) to accommodate persons with disabilities
- identification cards for students and employees (facilitated by the Office of Student Development)
- Internet-based assessment testing capabilities and automated integration with student records
- document scanning and management
- standardized computer and printer configurations and procurement management

AVC's ITS area strives to provide reliable, accessible, high quality information technology services supporting the district's instructional and operational needs. Additions and modifications to the IT strategy at AVC will be on-going, with a continued focus on planned flexibility to meet the diverse and expanding IT requirements of students, faculty and staff.

Contact Information:
Technical Assistance 661- 722-6300, ext. 6535 for employees, ext. 6605 for students, or help@avc.edu.

Technical Training for employees 661-722-6300, ext. 6877

ITS information, notices and system status: http://www.avc.edu/administration/its/index.html

myavc.avc.edu Web-based e-mail, District and personal calendars, collaboration tools, course pages, grade posting, registration services, student records and more (myAVC). For account requests or changes, use the Information Technology Services forms on the myAVC Forms & Docs tab.

www.avc.edu AVC website (Content is maintained through the Office of Public Relations, by the AVC Webmaster 661-722-6300, ext. 6282 or webmaster@avc.edu).

Instructional Multimedia Center (IMC)   722-6300 Ext. 6451

Multimedia plays a more important instructional role than ever before in the classroom with the modern student. They enrich the learning experience by enabling instructors to present information that could not be presented through any other medium. The IMC provides a wide array of equipment, media and graphic services to make this medium a reality in the AVC classroom and beyond.

Podcasting (722-6300 Ext 6768) delivers easy, 24/7 access to educational content and educationally focused organizations by putting the power of the iTunes Store to work for colleges. Users can easily search, download, and play course content just like they do music, movies, and TV shows. Students can sync iTunes with any iPod, another MP3, or an iPhone so they can go right on learning while they catch a meal, walk to class, or work out at the gym. Podcasts . . . Creating a campus that never sleeps.

Graphic services (722-6300 Ext. 6237) include product development, such as: PowerPoint presentations, class advertisements, and forms; visual materials such as: technical illustrations, charts, and transparencies; digital scanning of: 35mm slides, photographs and typewritten pages; lamination of flat materials up to 24" wide; photography services; and graphic software support, such as: PageMaker, Photoshop, InDesign, PowerPoint and Freehand.

Equipment and media are available for checkout with proper AVC identification. Available equipment includes the traditional audiovisual equipment in addition to high-tech multimedia equipment, such as: LCD projectors, PC and Mac platform laptops, smartcart multimedia presentation stations, and DVD, CD, and laser disc players. Media holdings now include over 6,000 titles covering most disciplines. Faculty may request multimedia to be added to the IMC media collection by submitting a *Media Request* form and may place multimedia on reserve.

Production services include: podcasting, audio and videotape duplication; analog and digital videotaping of projects such as class finals and projects, special speakers, and staff development and flex programs; and digital and analog video editing. Satellite services include: C and KU band coordinates, and satellite downlinks. Videoconferencing is available on a limited basis and provides connectivity with the Chancellor's 4CNET.

Requests for many of the IMC services require a minimum of two weeks for completion. Be sure to visit the IMC to obtain detailed faculty and student service brochures and media catalogs. The IMC is located on the first floor of the Business/High Tech Building.

Library   722-6300 Ext. 6533

The AVC Library is located near the center of campus and houses a collection of nearly 50,000 print format books and over 8,000 e-books. Electronic subscription databases provide students, faculty, and staff with access to thousands of full-text periodicals and e-reference books. Interlibrary loan services are available to provide users with materials not owned by the Library. The Library also offers reserve book services for faculty who wish to make class specific materials available to their students. Library collections—both print and electronic--are carefully selected to support the AVC curriculum. Librarians collaborate with fellow faculty in other divisions in the selection of course appropriate materials and information resources.

The Library offers instruction in undergraduate Library Science and information literacy that includes Web-based tutorials, research methods workshops, and credit classes. Research methods workshops are offered every semester and are designed to teach research techniques in a variety of disciplines. Emphasis is placed on teaching students the research process using step by step guidelines and hands-on workshop sessions. Librarians work closely with classroom faculty to design workshops and/or materials that are class specific. Instruction featuring specific electronic databases is also available.

The reference desk is open during all hours of Library operation and is staffed by faculty librarians. Faculty are encouraged to visit the reference desk for any research assistance they might require.

Visit the Library at the Lancaster campus in person, on the Web (www.avc.edu/studentservics/library), or call 661-722-6300 x6533 for more information about hours and services. To speak with a reference librarian, call 661-722-6300 x6276.

Library services including reference, workshops, interlibrary loan, and reserve textbooks are also available at the Palmdale center. Please refer to the Library Web site (www.avc.edu/studentservices/library) for hours of service.

Reproduction of Classroom Materials

To reproduce materials for classroom, a Duplication request form must be completed and placed in the basket inside the duplication office that is located in the mailroom. Copyright permission for published works must be attached to the Duplication request form. Lead time for materials is a minimum of two business days. During the two weeks before a new semester, please submit only what is needed for the first one or two weeks of instruction. Finished orders can be picked up in the duplication room. For security reasons, copies will not be placed in mailboxes.

Duplication room hours are Monday through Friday, 7:00 a.m. to 3:30 p.m. Pick-up is available Monday through Friday 7:00 a.m. to 10:00 p.m. and Friday from 7:00 a.m. to 4 p.m.

Located opposite the mailroom is a workroom with a small duplicating machine as well as computers for faculty use. Any AVC key will open the door to the workroom as well as the mailroom.

In addition to hard copy requests, email submissions are now available. Send request as an attachment to copycenter@avc.edu. In subject line, please include the date needed and color of paper. In body of text please include other instructions pertaining to request. Any questions regarding copy procedures, please call x6106.

Requests for Classroom Supplies   722-6300 Ext. 6269

All general supplies are stored in the warehouse (expendable materials such as pencils, chalk, and paper). A catalog of supplies is available. The requisition for warehouse supplies should be signed by the requisitioner and submitted to the Warehouse. Items stocked in the warehouse will be delivered as soon as possible.

Supplies and Materials

The college has an adequate inventory of common instructional supplies. These supplies are available through the Division office.

Room Keys

The Vice President of Administrative Services has the responsibility for issuance of all keys and access cards, facilitated through the Director of Maintenance & Operations. Keys/Cards will be issued to regular AV College employees only. Instructors will be issued keys/cards with the approval of the Division Dean for classrooms and offices where they have assigned responsibility. With the approval of the Division Dean, an adjunct instructor may be issued a key only if the facility where the employee works is generally locked during his/her assigned time of duty. Short Term Hourly employees and Students will not be issued keys/cards.

Administrative personnel will be issued keys/cards as needed with proper justification from their Dean.

Maintenance & Operations has the responsibility for unlocking and locking building exterior doors of central facilities electronically according to the Business Hours of Operation for each building, making it unnecessary for employees to have outside door keys to these facilities. In lieu of keys, required employees must obtain a Proximity Access ID Card. For access to secured areas, contact the appropriate Dean or Division's office to schedule a post order with Security to access the area.

A. Key/Card Requests –
   1. Prior to start of semester or sessions: Individual faculty must submit an Access Request for keys and a Proximity Key Card ID Request a minimum of three weeks* prior to requiring keys. These forms are on-line at MyAVC, Forms & Documents, Facilities, Access-Key Request & Proximity Access Request.
   2. General Keys: Key Requests will be processed within two weeks pending on the volume of requests submitted. **.

   *Time period begins when received and time/date stamped at Maintenance & Operations office.
   ** Proximity Cards need to be programmed thus may add an additional two days.

B. Key/Card Distribution –
   1. **All personnel will be called by Maintenance & Operations office when keys/cards are ready for pickup. To pickup keys/cards all Personnel must provide an AVC I.D. and sign for their own keys/card.**
      • Maintenance & Operations front office (Building FS1) Monday thru Friday, 8:00 am. to 4 pm.
      • VAA Assistant Office (BE-125) – **Adjunct Faculty Only**
        Monday thru Friday Evenings, 5:00 pm. – 7:00 pm.

C. Key/Card Return –
   Contact the Maintenance & Operations Office (722-6480)
   1. Eight (8) weeks prior to the end of the semester/session, a list of adjunct faculty who are not scheduled to continue for the following semester/session will be provided to Maintenance & Operations Director **and** Human Resources by Academic Affairs. The listed adjunct faculty **must return all keys/Card to M&O** prior to receiving their last check.

   *Miscellaneous keys for equipment & furnishings are returned to the Division/ Department Office and Maintenance and Operations Office.

D. Lost Keys/Cards –
   1. The Maintenance & Operations Director and Supervisor must be notified **immediately** of any lost keys or lost access cards by telephone call, by email and submit a Lost Key Reimbursement & Replacement form (which can be found at MY AVC under forms /Facilities). HR / M&O will generate a reimbursement form for restitution to the District consisting of charges for the lost keys/cards replacement and applicable building re-keying and re-programming.

E. Misuse of Keys/Cards –
   1. The law will be enforced leading up to prosecution for misuse of any and all District keys/Cards. It is a misdemeanor for the unauthorized fabrication, duplication, or possession of a key/Card to a District building or facility. An Incident Report will be filed with the Los Angeles Sheriffs Department and reconciled by Human Resources / Maintenance & Operations.

Antelope Valley College Campus Safety and Security Department

Emergency Phone: 4444 (on campus), or 911
Non-Emergency: 722-6399 to LASD Sub-Station or *80 from pay phone

The Antelope Valley Community College District (AVCCD) contracts with the Los Angeles County Sheriff's Department (LASD) to provide law enforcement, police and security services for the college. The contract was officially approved by the Board of Trustees at a special meeting on November 23, 2009.

Department Mission Statement
The mission of the LASD is to provide qualified, professional and courteous law enforcement and security service to the student body, faculty and staff of the Antelope Valley College. It is our goal to make every reasonable effort to protect persons and property on our campus, thereby affording our students the best educational environment possible.

The LASD sub-station operation is available to students & staff 24 hrs a day, 7 days per week. Services provided by the LASD are as follows:

o **Student & Staff escorts** – This service is encouraged by LASD personnel as a very practical measure in crime prevention. This is particularly true during hours of darkness.

o **Location for Pick-Up and Drop-Off** – The LASD Sub-Station is located at the south end of our campus and there is a seating area inside the facility. There is also a *courtesy phone* for use by students at no charge. (business use only)

o **Crime or Incident Reporting** – In the event of a crime or incident that occurs on campus, respond to the front desk area to have proper documentation prepared by LASD personnel. The appropriate notifications and follow-up investigations will be conducted.

o **Vehicle Assistance** – The LASD personnel is prepared to assist students and staff with needs that may arise re-garding the safe and courteous operation of vehicles on campus grounds. However, it is strongly advised that students and staff maintain their own roadside service contracts in the event of vehicle break-downs, etc.

o **Lost & Found** – Unclaimed items should be turned into the LASD sub-station building at the earliest possible convenience. Items will be retained for 90 days, then returned to the finder, or destroyed.

In compliance with the Clery Act, the LASD publishes crime statistics annually, which are available on the AVC web page: http://www.avc.edu/administration/police/

Accessing, Checking, and Using ShoreTel Voice Mail

To access the voice mail system, dial the extension 6655 from campus or (661) 722-6300, extension 6655 from off campus and, when prompted, dial the extension number and password. To leave a voice message, dial (661) 722-6300, and when prompted, dial the person's extension. Voice mail buttons on ShoreTel phones will automatically call the voice mail system for the phone's assigned extension. When checking voice mail for an extension different than the one assigned to the phone, dial # after calling the voice mail system to enter the general voice mail system, followed by the mailbox number and password.

Personal Settings and Initial Login Password

All phone settings (e.g., password, answer recording, etc.) must be configured when logged in to the voice mail system. The default login password to the ShoreTel system is 1234#. This must be changed during the first login.

ShoreTel Call Manager Setup

ShoreTel phones may be controlled with the ShoreTel Call Manager. This software is only available on PCs. Before installing the Call Manager, login to the voice mail system for the first time and setup a new password for the phone. To install the ShoreTel Call Manager, double click on the Call Manager icon on your desktop, and follow the onscreen directions. When prompted to enter information on the configuration screen, enter **kojak** for the server name, your network username for the username, and **changeme** for the password. The Call Manager will ask that the password be changed on a following screen during the install.

Call Handling and Assigning Phone Extensions

ShoreTel phones can be assigned Call Handling modes through the Call Manager or voice mail system. The phone will behave differently depending on the call handling mode chosen (e.g., ring straight to voice mail if "In a Meeting" handling is chosen). ShoreTel users can also assign their extensions to other phones, causing a particular phone to act as their phone until an extension is unassigned. If a phone is already assigned an extension, call the voice mail system and dial # to enter the general voice mail system instead of the voice mail of the assigned number. After logged in to the voice mail system, the phone can then be assigned a new extension.

QUESTIONS?

- Call the ITS Helpdesk at (661) 722-6300, extension 6535
- E-mail the ITS Helpdesk at help@avc.edu

SYMBOLS AND BUTTONS

Directory	Opens ShoreTel phone directory
Redial	Shows missed, received, and made calls and calls recent numbers
Hold	Puts call on hold
Options	Set call handling, ringtone, etc.
Transfer	Transfers a call

Sets volume

Missed Call

Voice Mail

SHORETEL SYSTEM QUICK START GUIDE

1 ⇒ Listen to Voice Mail

7 ⇒ Mailbox Options

3 ⇒ Listen to Saved Messages

1 ⇒ Record Greeting

2 ⇒ Set Call Handling

3 ⇒ Reassign Extension

↪ 1 ⇒ Assign Extension

↪ 2 ⇒ Unassign Extension

4 ⇒ Set Password

6 ⇒ Record Name

7 ⇒ Listen to Deleted Messages

8 ⇒ Empty Deleted Messages

ANTELOPE VALLEY COLLEGE

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Antelope Valley College
Campus Telephone and Email Directory

Name	Ext.	Email address	Name	Ext.	Email address
Aaron Voelcker	6826	avoelcker@avc.edu	Amber Dwinell	6859	adwinell@avc.edu
Abu Rahman	2471	arahman@avc.edu	Amy Ramos	6128	aramos@avc.edu
Academic Affairs Assistant	6957		Ana Marie Cinco	2088	acinco@avc.edu
Academic Affairs Night Clerk - Jamie Jones	6559	jjones141@avc.edu	Anairma Patin	6119	apatin@avc.edu
Academic Affairs Night Fax	6612		Ande Sanders	6502	asanders@avc.edu
Academic Senate President - Christos Valiotis	6614		Andres Cruzalegui	6809	acruzalegui@avc.edu
Academic Senate	6306		Andrew Miller	2353	amiller47@avc.edu
Academic Senate Assistant	6107		Anet Youkhana	6169	ayoukhana@avc.edu
Academic Senate Fax	6615		Angela Davis	2377	
Academic Senate-Faculty	6717		Angela Forbes	2320	aforbes2@avc.edu
Academic Skills	6461		Angela Koritsoglou	6056	akoritsoglou@avc.edu
Accounting Department	6307		Angela Marie Shaheen	6790	ashaheen@avc.edu
Accounts Payable	6842		Angela Moore	2988	amoore@avc.edu
Accounts Payable (OBS)	6309		Angela Wood	6855	awood@avc.edu
Accreditation BE 234	6769		Angelo Galiano	2340	agaliano@avc.edu
Adam Berkley	2272	aberkley@avc.edu	Anita Davidson	6832	adavidson@avc.edu
Adjunt Coach football	6127		Ann Hinesley	6094	ahinesley@avc.edu
Admissions & Records	6504		Ann Loi	6231	aloi@avc.edu
Admissions & Records Fax	6531		Ann Lucas	2046	alucas3@avc.edu
Adrienne King	2413	aking@avc.edu	Ann Steinberg	6613	asteinberg@avc.edu
Aeron Zentner	6262	azentner@avc.edu	Ann Volk	6501	avolk@avc.edu
Agnes Jose-Eguaras	6357	ajoseeguaras@avc.edu	Anne Hemsley Dr.	6436	ahemsley@avc.edu
Aiko Martin	6938	amartin33@avc.edu	Anne Rees Dr.	6460	arees@avc.edu
Alejandro Morales	2293	amorales37@avc.edu	Anne Taylor	2073	ataylorspitzer@avc.edu
Alex Pirolini	2029	apirolini@avc.edu	Annette Vasquez-Sanker	2949	avasquezsanker@avc.edu
Alex Webster	2625	awebster@avc.edu	Annette White	2459	awhite1@avc.edu
Alexandra Schroer	6922	aschroer@avc.edu	Anthony Daino	2998	adaino@avc.edu
Alexandre Hatlestad-Shey	2629	ahatlestadshey@avc.edu	Anthony Pustizzi	2034	apustizzi@avc.edu
Alicia Mijangos	2253	amijangos@avc.edu	Anwar El-issa	2139	aelissa@avc.edu
Alissa Welsch	2124	awelsch@avc.edu	Araceli Palomino	2986	apalomino@avc.edu
Allen Andrews	2261	aandrews@avc.edu	Aram Gevorkian	2113	agevorkian@avc.edu
Allison Anthes	6197	aanthes@avc.edu	Art Gallery	6215	
Amaka Donn	2397	adonn@avc.edu	Arthur Salazar	2156	asalazar@avc.edu
Amal Wafta	2302	awatfa@avc.edu	Assessment	6536	

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Antelope Valley College
Campus Telephone and Email Directory

Name	Ext.	Email address	Name	Ext.	Email address
Assessment Fax	6608		Bookstore Auto Attendant	6185	
Athetics/PE Fax	6450		Bookstore Fax	6671	
Athletic Trainer Assistant	6707		Brad Whitt	6522	bwhitt@avc.edu
Athletics	6440		Bradley Smith	2193	bsmith41@avc.edu
Audrey Moore	6047	amoore@avc.edu	Brent Newcomb	2930	bnewcomb@avc.edu
Auto Body Tool Room	6275		Brian Curtis	2657	bcurtis@avc.edu
Auto Shop	6539		Brian Shreves	2516	bshreves@avc.edu
Auxiliary Services					
Accounting	6183		Bridget Cunningham	2292	bcunningham@avc.edu
AVC Master Chorale	6389		Bridget Razo	6313	brazo@avc.edu
AVCFT Faculty Union	6767	afacultyunion@avc.edu	Bruce MacPherson	2117	bmacpherson@avc.edu
Barbara Allen	2407	ballen@avc.edu	Bruce MCallister	2036	bmcallister@avc.edu
Barbara Barker	6191	bbarker@avc.edu	Bruce Schmidt	2017	bschmidt@avc.edu
Barbara Fredette	6921	bfredette@avc.edu	Bruce Schreibfeder	2541	bschreibfeder@avc.edu
Barbara Hargett	2295		Bruce Shanks	2010	bshanks1@avc.edu
Barbara Hogan	2389	bhogan@avc.edu	Bryan Spidell	6693	bspidell@avc.edu
Barbara Leonard	2290	bleonard@avc.edu	Buddy Bocock	2053	bbocock@avc.edu
Barbara McLaughlin	6116	bmclaughlin@avc.edu	Burton Arceneaux	6893	barceneaux@avc.edu
			Business And Computer		
Barry Green	6305	jgreen@avc.edu	Sudies	6370	
Baseball Coach	6180		Business Office (OBS) Fax	6320	
Bassam Salameh	6920	bsalameh@avc.edu	Business SB70 Grant	6874	
Becky MacQuarrie	2433	bmacquarrie@avc.edu	Business/Social Science Fax	6372	
Berkeley Price	6765	bprice@avc.edu	Cafeteria	6186	
Bertha Acosta-Del Riego	2009	bacostadelriego@avc.edu	Callyn Yorke	6437	cyorke@avc.edu
Bettie Negrete	6074	bnegrete@avc.edu	Cal-Works	6326	
Beverly Beyer	6375	bbeyer@avc.edu	Cal-Works Fax	6359	
Bill Bailey	2722	bbailey16@avc.edu	Campus Events	6296	
Bill Carlson	6716	blcarlson@avc.edu	Candace Martin	6408	cmartin@avc.edu
Bill Rogers	6274	wrogers@avc.edu	Career Center	6340	
Bonnie Curry	6405	bcurry@avc.edu	Carl Cron	2057	ccron@avc.edu
Bonnie Long	2919	blong8@avc.edu	Carla Courtney	2273	ccourtney@avc.edu
Bookstore (General					
Merchandise)	6122		Carlos Hernandez	6431	chernandez@avc.edu
Bookstore (Shipping)	6181		Carol Eastin	6345	ceastin@avc.edu
Bookstore (TextBooks)	6182		Carol Edgeworth	2177	cedgeworth@avc.edu

Antelope Valley College
Campus Telephone and Email Directory

Name	Ext.	Email address	Name	Ext.	Email address
Carolina Barcos	2346	cbarcos@avc.edu	Christi Goodman	6171	cgoodman3@avc.edu
Caroline Byassee	2015	cbyassee@avc.edu	Christian Ochs	6931	cochs@avc.edu
Carolyn Burrell	6454	cburrell@avc.edu	Christina Mugnolo	6798	cmugnolo@avc.edu
Casey Scudmore	6847	cscudmore@avc.edu	Christina Orozco	2417	corozco@avc.edu
Cashier	6335		Christina Simmons	6702	csimmons2@avc.edu
Cashier Alarm	6063		Christine Sutton	2621	csutton@avc.edu
Cashier Fax	6657		Christine Williams	2666	cwilliams@avc.edu
Catherine Barrick	2118	cbarrick@avc.edu	Christopher Anderson	2546	caanderson@avc.edu
Catherine Overdorf	6766	coverdorf@avc.edu	Christopher Lash	2002	clash@avc.edu
Catherine Smith	6111	csmith138@avc.edu	Christos Valiotis	6422	cvaliotis@avc.edu
CDC Fax	6503		Chuck Ferrari	2235	cferrari@avc.edu
Celia Zamudio	2481	czamudio@avc.edu	Chuck Kokoska	2284	ckokoska@avc.edu
Chad Shrout	2464	cshrout@avc.edu	Cindy Bullard	2347	cbullard1@avc.edu
Charles Abiodun	2065	cabiodun@avc.edu	Cindy Kennelley	2202	ckennelley@avc.edu
Charles Bado	2904	cbado@avc.edu	Cindy Vargas	6708	cvargas@avc.edu
Charles Billodeaux	2114	cbillodeaux@avc.edu	Cindy Walter	2311	cwalter@avc.edu
Charles Costarella	2978	ccostarella@avc.edu	Claude Gratton	6488	cgratton@avc.edu
Charles Gordon	6277	cgordon3@avc.edu	Colin Keller	2151	ckeller@avc.edu
Charles Hood	6472	chood@avc.edu	Colleen Amezcua	2646	camezcua@avc.edu
Charles Smith	2095	csmith110@avc.edu	Commercial Music Coor.	6932	dbabb@avc.edu
Charlotte Forte-Parnell	6382	cforteparnell@avc.edu	Connie Moise	6541	
Charmaine Raffel	2993	craffel@avc.edu	Constance Harney	2126	cmoise@avc.edu
Cheerleading Advisor	6703		Copy Center	6106	
Cheryl Burleson	6210	cburleson@avc.edu	Corporate & Community Education	6584	
Cheryl Elsmore	2314	celsmore@avc.edu	Corporate &Community Ed Fax	6583	
Cheryl Rose	2030	crose@avc.edu	Counseling Auto Attendent	6338	
Chice Davison	2176	cdavison@avc.edu	Counseling/Fin Aid Fax	6351	
Child Dev. Office 117C	6835		Crystal Ellis	6737	cellis@avc.edu
Child Development Center	6500		Crystal Leach	6985	cmohair@avc.edu
Chris Clement	6829	cclement@avc.edu	Custodial	6519	
Chris Garcia	6112	cgarcia@avc.edu	Custodial Staff	6261	
Chris Hamilton	2511	chamilton@avc.edu	Cynthia Hoover	6610	choover@avc.edu
Chris Theobald	6854	ctheobald@avc.edu	Cynthia Hrrera	2338	chrrera8@avc.edu
Chris Walker	2191	cwalker@avc.edu	Cynthia Kincaid	6386	ckincaid@avc.edu

Antelope Valley College
Campus Telephone and Email Directory

Name	Ext.	Email address	Name	Ext.	Email address
Cynthia Kline	6156	ckline5@avc.edu	David Wright	2392	drwright@avc.edu
Cynthia Lehman	6489	clehman@avc.edu	Dawn Mcintosh	6986	
Cynthia Littlefield	6205	clittlefield@avc.edu	Dawn Vargas	6910	dvargas2@avc.edu
Daniel Byrne	6419	dbyrne@avc.edu	Dean Assistant VAPA	6937	lharris3@avc.edu
			Dean Business and Computer Studies	6371	
Daniel Cervi	2027	dcervi@avc.edu			
Daniel E Williams	6689	dewilliams@avc.edu	Dean Richards	2327	drichards@avc.edu
Daniel Evans	2441	devans@avc.edu	Debbie Frauli	6556	dfrauli@avc.edu
Daniel Horner	2328		Debbie Ledoux	6596	dledoux@avc.edu
Daniel Humphrey	6774	dhumphrey@avc.edu	Debbie Osan	2473	dosan@avc.edu
Daniel Ledbetter	2142	dledbetter@avc.edu	Debbie Reddish	2115	dreddish@avc.edu
Daniel McMahon	2324	dmcmahon@avc.edu	Debbie Rombeau	2369	drombeau@avc.edu
Daniel Mitchell	2550	dmitchell@avc.edu	Debbie Sanchez	2597	dsanchez@avc.edu
Daniel Owens	6517	dowens@avc.edu	Deborah Charlie	6466	dcharlie@avc.edu
Danielle Schleicher	2958	dschleicher@avc.edu	Deborah Clauss	2206	dclauss@avc.edu
Danny Low	2062	dlow@avc.edu	Deborah Morgan	6102	dmorgan@avc.edu
Danny Young	2141	dyoung@avc.edu	Deborah Sullivan-Ford	2923	dsullivanford@avc.edu
Dara Kimery	2012	dkimery@avc.edu	Debra Anderson	6745	dkanderson@avc.edu
Darcell Jarrett-Bowles	6108	djarrettbowles@avc.edu	Debra Barr	2590	dbarr1@avc.edu
Darcy Wiewall	6902	dwiewall@avc.edu	Debra Dickinson	6406	ddickinson@avc.edu
Darin Combs	6518	dcombs4@avc.edu	Debra Feickert	6174	dfeickert@avc.edu
Darlene Wynkoop	2220	dwynkoop@avc.edu	Debra King	6837	dking@avc.edu
Darrell Davisson	2698	ddavisson@avc.edu	Debra Lose	6147	dlose@avc.edu
Darryl Thomas	2914	dthomas54@avc.edu	Debra Smith	6187	dsmith@avc.edu
Dave Sladek	2620	dsladek@avc.edu	Dee Klingemann	2662	dklingemann@avc.edu
David Babb	6395	dbabb@avc.edu	DeNean Coleman	6624	dcoleman@avc.edu
David Champagne	6376	dchampagne@avc.edu	Denise Anderson	6719	dmanderson@avc.edu
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FACULTY RESPONSIBILITIES

Faculty Office Hours

Part of the fulltime classroom faculty teacher's paid work is to make oneself available to students outside of class time. (Article X, Section 3.2). The required availability is based upon the formula of one office hour for each three LHE of the faculty member's load, or 5 hours per week. Faculty are required to notify the division dean of their scheduled office hours, and are required to notify students of those hours.

Committee Involvement

Committee work is essential to the functioning of the college, and is counted as part of every full time faculty member's workload, along with District/community service. (Article X, section 3.2). It is required of full time faculty. It is up to you, your division and your dean to determine which committee assignments you should take on. If you have an especially heavy committee load, it is possible to count part of your committee assignment for Individual Flex. It is understood that newly hired faculty will not be required to take on committee work until they are adequately acquainted with the life of the campus.

Faculty Professional Development

As part of the flexible calendar approved by the System's Office, Antelope Valley College provides a *Professional Development Program*. Ten (10) workdays of each fiscal calendar are designed as professional development days and must be accounted for in accordance with the guidelines set by the Chancellor's Office and the Faculty Professional Development Committee. Organized professional development activities are coordinated to offer a wide variety of programmed activities made available for faculty participation.

At the beginning of the academic year, full-time faculty must submit a proposal of *planned* professional development activities. Once *planned* professional development obligations have been fulfilled, faculty must sign and return an end-of-the-year **contract** which will also include an evaluation form for the Faculty Professional Development Program. The ten (10) workdays for professional development are paid days, 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 Certificated Contract (Section 8.0), and may result in disciplinary action by the district.

Hiring Full-Time and Part-Time Faculty Committees

As full-time faculty, we need to participate in the hiring of additional full-time and part-time faculty in discipline areas. Your involvement is vital to ensure that we have faculty strong in their subject areas and effective in teaching methodology. Please ask your dean how you can become involved in this process, especially in part-time hires.

Tenure and Evaluation Teams

Tenured faculty need to participate in the tenure and evaluation process of our many probationary faculty. This is an opportunity to share in the mentoring of colleagues, as well as in the rejuvenation of your own instructional methods. It is a time to watch our new faculty grow and expand as they move through the tenure process. Your involvement is absolutely vital to having a strong faculty force.

Forms

During the course of the academic year, forms will become a necessity. Here is a list of the most common forms needed by faculty and where they may be obtained.

- *Audit* – Students may request to audit a class in order to explore areas without being required to meet the demands of the class. Audit forms are available from Admissions and Records in the Student Services Building after the first week of each term.

- *Assigning Incomplete Grade* – At times, students have unforeseeable emergencies and justifiable reasons at the end of term to request that an incomplete grade be granted. Contract for Award of Incomplete Grade can be obtained only by faculty either from their division dean or Admissions and Records in the Student Services Building. The completed contract must be signed by both the faculty and student and turned in to Admissions and Records with final grades and attendance rosters.

- *Census* – This form must be completed upon receipt from Admission and Records.

- *Faculty Professional Development Plan/Contract* – Plans and Contracts can be found on the public AVC web-page (http://www.avc.edu/administration/organizations/fpd/documents.html) Make sure to submit forms prior to established deadline dates.
- *Academic Ranking* – forms can be found on pages 73-74 for Full-Time Faculty and page 75 for Part-Time (Adjunct) Faculty in this handbook.
- *Professor Emeritus* – this form can be found on page 76 in this handbook.
- *Approval of units for Advancement on the Faculty Salary Schedule* – Many faculty participate in Off-Campus activities that could be counted towards salary advancement. If a faculty desires to obtain credit for attending a scholarly conference, workshop, etc. they must complete the Approval Request… 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 online at: http://www.avc.edu/administration/organizations/fpd/documents.html)
- *Notification of Intent to Use Faculty Academy Activities Towards Salary Advancement* – 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 with submitted with Flex contract. 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 place in personnel files. This form can be found online at: http://www.avc.edu/administration/organizations/fpd/documents.html)

GOVERNANCE AND CAMPUS-WIDE COMMITTEES

Committee participation by faculty is essential for effective participation for college governance. Listed below are a few of the committees on campus.

Basic Skills

In response to the Statewide California Community College System Office Strategic Plan for improving student access and success, the Basic Skills Committee will coordinate with other campus committees that focus on basic skills development, such as the Student Success and Equity Committee, Matriculation, and Enrollment Management Committee. College courses particularly in Math, English, and Reading will be studied. ESL Credit Program, as well as, other credit and non-credit programs, will be reviewed to ensure that best practices are utilized across campus to better serve students. A review of student success will be studied, along with student support such as peer-tutoring, learning and study skills, and counseling. The Basic Skills Committee will oversee and manage the basic skills state budget, inform SPBC, make recommendations to the President, and write grants when available.

Calendar

The mission of the Calendar Committee is to evaluate and recommend to the Board of Trustees the yearly academic calendar. Within this context, this committee considers various schedule options and their effect on faculty, staff, and student activities.

Enrollment Management

The primary purpose of the Enrollment Management Steering Committee is to develop goals, set directions for the implementation, and evaluate strategies that are intended to improve recruitment, retention, and completion rates of students. Implementation of these enrollment strategies will facilitate students' opportunities to achieve a quality educational experience and attain their goals efficiently and effectively. The Enrollment Management Steering Committee will establish goals that are tied to Antelope Valley College's mission.

Equal Employment Opportunity (EEO) Advisory

The Equal Employment Opportunity (EEO) Advisory Committee of the Antelope Valley Community College District and College Board supports the concept of diversity in an academic environment that fosters cultural awareness, mutual understandings, respect, harmony and creativity.

Diversity within a college campus highlights the dynamic process of continuous learning and growth, particularly as new issues emerge. The committee recognizes that we live in a global community that includes people of all ethnic backgrounds, socioeconomic classes, ages, religious beliefs, learning styles, physical abilities and world views; in addition, diversity recognizes the complexity of gender roles and sexual orientation. By fulfilling our diversity mission, we recognize the value and importance of providing the best in education and the best in citizenry development for all students.

Information Technology

The Information Technology Committee (ITC) is a shared governance committee. The members of the committee serve in a representative capacity of their constituencies. Members should regularly communicate with their constituents on issues relating to campus wide information technology and provide feedback to the ITC. The purview of the committee shall be the establishment of policies regarding the use of information technology (IT) resources at AVC. Use policies and guidelines are to be established and published for all faculty, staff, students and non affiliated individuals with regard to use of AVC's IT resources. Additionally the committee will help to establish priorities for replacement and installation of IT resources to optimally support the educational mission of AVC. The committee is further charged with alerting and briefing the chairperson of pending issues that may impede, strengthen or otherwise impact upon the information technology area.

Legislative
Elected representatives each year introduce legislation that will have an affect on Antelope Valley College. The college community recognizes that by having a strong voice in the decision-making process, we can help influence legislation that will be in the best interests of our community college mission.

Matriculation
Assessment – AVC employs ACT COMPASS to assess incoming students on math, reading, and English levels, thereby establishing assessment prerequisites. Based on research and discipline faculty input, cut scores for math and English have been established.

Counseling/Assessment – Students are encouraged to participate in either the on-campus or online orientation, schedule an appointment with a counselor to plan courses for career-educational goals, and follow-up appointments with a counselor. For distance learners, Palmdale site students, and general counseling questions, students are encouraged to take advantage of the online counseling services.

Prerequisites/Corequisites/Advisories – Academic Policies and Procedures Committee members, which is a standing committee of the Academic Senate, are responsible for working with faculty on all areas related to curriculum development, Through this process, the committee establishes prerequisites, corequisites, advisories, and limitations on enrollment through the content review process and course validation studies. For greater discussion please refer to Academic Policies and Procedures section, page 33.

Staff Development
The purpose of the Staff Development Committee is to recommend proposals to the Board of Trustees. Staff development is any activity designed to improve performance or provide training which is related to institutional development or current or future job assignments.

Strategic Planning and Budget Council
The Strategic Planning & Budget Council (SPBC) is a shared governance council that provides oversight and monitoring of the various planning documents within the college in order to accomplish its mission and goals. SPBC utilizes the Educational Master Plan, which is the college's strategic plan, to review the philosophy, vision, values and practices of the college and to monitor and modify the Strategic Goals and the Institutional Learning Outcomes based on the college mission.

The SPBC has developed a plan to reflect the mission, vision, values and practices of the campus. The long range institutional plans consist of the Facilities Plan, Technology Plan, Human Resources Plan, Finance Plan, and the Enrollment Management Plan. These plans are foundational in the planning short-term and long-term institutional goals of the College.

FACULTY RECOGNITIONS

District Awards:

Scholar in Residence

Nominees for this prestigious award are nominated by the faculty at-large. The criteria for nominations are: Is a full time member of the certificated staff (non-classroom and classroom faculty); Increases knowledge for a specific discipline; Brings credit to the institution; Is a compassionate and skillful educator who opens visionary insights for students; Is acknowledged by the educational community as a learned individual; and Demonstrates persistent dedication to innovation and excellence in education.

Outstanding Adjunct (Part-time) Faculty

The Outstanding Adjunct Faculty Award is established by the Academic Senate to recognize the adjunct faculty who have demonstrated unusual commitment and achievement at the college and in the servicing community.

Primary Criteria: These criteria relate to outstanding service in areas directly related to the assignment of the adjunct faculty member:

- Shows outstanding commitment to students and institutional responsibilities.
- Maintains a strong, appropriate working relationship with other members of the division.
- Demonstrates commitment to continued professional and educational development.
- Has introduced innovative methods for teaching and/or academic support services.

Secondary Criteria: These criteria reflect activities and accomplishments beyond the usual expectations of an adjunct faculty member:

- Has contributed to the development of the program of the assigned area.
- Has an outstanding record of achievement in their discipline outside their service to Antelope Valley College.
- Has served on divisional and/or campus-wide committees or activities.
- Shows commitment to students outside the classroom or support service.
- Demonstrates a commitment to improving the community served by the college.

Professor Emeritus

The Academic Senate and the Board of Trustees approved a proposal to grant Professor Emeritus to retired AVC faculty who meet the following criteria:

- Must have been a full time faculty member at Antelope Valley College for ten years.
- Must have achieved the rank of full professor at Antelope Valley College.
- The Academic Senate approves the full professor status.

State Awards:

Hayward Award
Each college academic senate may forward to the Academic Senate for California Community Colleges the name of one nominee for the Hayward Award for "Excellence in Education," sponsored by the Foundation for California Community Colleges. The following are guidelines to be used in making the final selection of one nominee from each of the four Academic Senate areas. At a minimum, the candidate shall excel in the first two areas of commitment. Sitting members on the Executive Committee are not eligible for this award.

1. The candidate should be committed to serving students, either within the classroom as an instructor or outside the classroom as a librarian, counselor, or student services faculty member. The philosophy statement and supporting letter from the local Senate should reflect this commitment.

2. The candidate should be committed to the fundamental principles of the California Community College mission. There should be evidence of support for open access and for helping students succeed. The candidate's papers should reflect a commitment to the college at which the candidate works, perhaps through suggestions of ways the candidate has helped to improve the educational environment.

3. The candidate should be committed to serving the institution through participation in professional and/or student activities. There should be evidence of participation with the Academic Senate, department, or student groups.

4. The candidate should be committed to education. There should be evidence that the candidate maintains currency in the discipline and communicates to students and colleagues an enthusiasm for the discipline and for education in general.

5. The candidate should be committed to serving as a representative of the profession beyond the local institution through service in statewide and/or national activities. There should be evidence of activities that reveal a broader scope of interest, perhaps through publications, participation in community groups, or participation in state or national organizations.

Regina Stanbeck Stroud Diversity Award
Each college Academic Senate may forward one faculty nominee for the Academic Senate for California Community Colleges Diversity Award, sponsored by the Foundation for California Community Colleges. The following are guidelines to be used in making the final selection of one nominee from each of the four Academic Senate areas (see college directory for designation of areas).

1. The candidate must have contributed to the creation of a campus environment friendly to student of diverse backgrounds and interests.

2. The candidate must have demonstrated success in addressing diverse learning styles.

3. The candidate must demonstrate assistance to students from underrepresented groups to encourage their retention and success in classes as they move toward their goals, whether they be occupational, transfer, or other.

ANTELOPE VALLEY COLLEGE
Academic Senate
Academic Ranking

Full time faculty are ranked as *instructor, assistant professor, associate professor, or professor.* Only a tenured faculty member may request approval for academic ranking beyond instructor. Faculty must submit the *Application for Academic Ranking* to the Academic Senate Office.

<u>Criteria:</u>

Instructor: non-tenured faculty

Assistant Professor: minimum of four years (two years if approved for early tenure) as a full-time faculty member at Antelope Valley College, (two years as a full-time faculty member at another college can be used toward the required number of years) and <u>one</u> of the following:

- Six semester units* of additional upper division or graduate units
- Eighteen hours* of additional training or certification in occupational experience
- One professional achievement (e.g. peer-reviewed publications, musical performances, exhibition, scholarly presentations, major projects impacting AVC students, academic governance, etc.)

Associate Professor: minimum of six years as a full-time faculty member (four years if approved for early tenure) at Antelope Valley College, (two years as a full-time faculty member at another college can be used toward the required number of years) and <u>one</u> of the following:

- Nine semester units* of additional upper division or graduate units
- Twenty-seven hours* of additional training or additional certification in occupational experience
- Two professional achievements (e.g. peer-reviewed publications, musical performances, exhibition, scholarly presentations, major projects impacting AVC students, academic governance, etc.)

Professor: minimum of eight years as a full-time faculty member (six years if approved for early tenure) at Antelope Valley College, (two years as a full-time faculty member at another college can be used toward the required number of years) and <u>one</u> of the following:

- Twelve semester units* of additional upper division or graduate units
- Thirty-six hours of additional training or three or more additional certifications in occupational experience.
- Three professional achievements (e.g. peer-reviewed publications, musical performances, exhibition, scholarly presentations, major projects impacting AVC students, academic governance, etc.

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

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

---

*Faculty Emeritus are full time faculty that are now retired from the college (*see Faculty Emeritus Criteria*)

*Adjunct faculty are ranked as adjunct instructor or adjunct assistant professor (*see Petition for Approval of Adjunct Academic Rank)*

ANTELOPE VALLEY COLLEGE
Application for Academic Ranking

My current Academic Rank: ☐ Instructor   ☐ Assistant Professor ☐ Associate Professor

A. When hired, what degree did you hold?

Degree: _____

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

Assistant Professor

☐ Additional number of upper division or graduate units* **or**

☐ Additional training hours* or certification in occupational experience **or**

☐ Professional achievement

Associate Professor

☐ Additional number of upper division or graduate units* **or**

☐ Additional training hours* or certification in occupational experience **or**

☐ Professional achievements

Professor

☐ Additional number of upper division or graduate units* **or**

☐ Additional training hours* or certification in occupational experience

☐ Professional achievements

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

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

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

_____   _____   _____
Faculty Signature   Print Name   Date

Senate Approval Date: _____

Academic Senate President: _____
                                                    Signature

District Superintendent/President: _____
                                                            Signature

ANTELOPE VALLEY COLLEGE

Adjunct Academic Ranking Request Form
Academic Senate

Date: _____

From: _____

To: Academic Senate

Re: Petition for Approval of Adjunct Academic Rank

Adjunct Faculty may apply for academic rank with the following combination of training and service at Antelope Valley College.

- Bachelors Degree plus 8 years of service at Antelope Valley College
- Masters Degree or Masters Vocational Equivalency plus 5 years of service at Antelope Valley College
- Doctorate plus 2 years of service at Antelope Valley College

For the purpose of academic rank, a year of service is defined as two semesters, working at least 3 (three) LHEs per semester. Fall, spring, and summer will be considered semesters. Faculty working less than 3 (three) LHEs per semester will be eligible for rank when their total LHEs equal the equivalent length of service. Faculty working under a regular teaching credential shall be treated the same as faculty with a Masters Degree. *I understand that the adjunct academic ranking procedure is not related to any personnel policy or practice and in no way reflects any condition or commitment of employment.*

I, _____ hereby apply for the rank of **adjunct assistant professor**.

_____   Number of years of service (2 (two) semesters with at least 3 LHEs or equivalent)

Educational Background: (*check one*)

_____   Bachelors Degree

_____   Masters Degree or Masters Vocational Equivalency

_____   Doctorate

_____   Valid Community College Instructor Credential

_____   Less than Bachelors with Vocational Equivalency

Service/Educational Verification: _____
                                         Vice President, Human Resources &
                                         Employee Relations

Notification: _____
                                         Superintendent/President, Antelope Valley College

Approved: _____
                                         President, Academic Senate   Date

ANTELOPE VALLEY COLLEGE
Professor Emeritus Request Form
Academic Senate

Date: _____

To: Academic Senate

From: _____

Re: Petition for Professor Emeritus

The Academic Senate and the Board of Trustees approved a proposal to grant Professor Emeritus to retired AVC faculty who can demonstrate meeting the following criteria:

- As a full-time faculty member I have been employed with the district from a minimum of ten years. Please provide dates of employment: _____ to _____ .

- As a full-time faculty member, I have achieved the rank for full Professor at Antelope Valley College.

Please provide the year in which the rank of Professor was achieved: _____.
        (The Academic Senate Office can assist with determining this date.)

Service/Educational Verification: _____
                                       Vice President, Human Resources &
                                       Employee Relations

Notification: _____
                                       Superintendent/President, Antelope Valley College

Approved: _____
                                       President, Academic Senate   Date

EMPLOYMENT INFORMATION

Tuberculosis Test and Live Scan (EC 87408.6)
All employees shall be required to undergo an examination for tuberculosis once every four years or more frequently upon the recommendation of the local health office.

In accordance with the California Education Code Section 88024, prospective full-time and adjunct faculty are required to undergo a review of law enforcement records via the Live Scan computerized fingerprinting system. The district does not provide this service on campus and there is a generally a fee associated with this service which is the responsibility of the employee. The California Education code Section 88022, prohibits the employment of individuals convicted of certain drug and sex crimes.

Pay Periods
All full time faculty are paid on a monthly basis. Some faculty are hired on either a ten month, eleven month, or twelve month contract. All faculty are paid on the last working day of any given month. The following are the pay periods for each contract. Overload pay is on the 10th of every month.

10 and 11 Month Contract	**12 Month Contract**
August 31, 2010	August 31, 2010
September 30, 2010	September 30, 2010
October 29, 2010	October 29, 2010
November 30, 2010	November 30, 2010
December 22, 2010	December 22, 2010
January 31, 2011	January 31, 2011
February 28, 2011	February 28, 2011
March 31, 2011	March 31, 2011
April 29, 2011	April 29, 2011
May 31, 2011	May 31, 2011
June 30, 2011	June 30, 2011
	July 29, 2011

Adjunct Faculty Pay: is paid on the 10th of every month. If the 10th falls on a weekend pay will be distributed on the Friday prior to the 10th.

(Please review faculty pay scale for salary placement. Also note that full time faculty substitute pay rate is $48.85 per hour.)

Salary Schedule
The faculty salary schedules listed below can be found on the public webpage: http://www.avc.edu/administration/hr/salary.html

Full-Time Faculty:
- Schedule A: 10 month / 11 month pay
- Schedule K: 195 days / 11 month
- Schedule Y: 12 month
- Schedule G: Full-Time Temporary – one semester

Adjunct Faculty / Overload Schedules
- Schedule E: Lecture / Lecture-Lab
- Schedule L: Lab
- Schedule H: Adjunct / Overload "Non-Classroom"

A
B
C
D
E
F

OL DISTRICT OF LOS ANGELES COUNTY

99999 DISTRICT NAME 4 30

PAY LOCATION	PAY CYCLE	ADVICE DATE	ADVICE NUMBER
999	E4W	12-26-2005	9999999

EMPLOYEE NAME	EMPLOYEE ID	FEDERAL STATUS / ALLOWANCES	STATE STATUS / ALLOWANCES	ADDITIONAL STATE ALLOWANCES
EMPLOYEE NAME	XXX-XX-9999	W / 99	W / 99	99

EARNINGS - COMPENSATION

BASIS	DESCRIPTION	END DATE	RATE	UNITS	AMOUNT
V	WWWWWWWWWWWWWW	12-26-2005	99, 999. 99	9999. 99-	999, 999. 99-
V	WWWWWWWWWWWWWW	12-26-2005	9, 999. 999	9999. 99-	999, 999. 99-
WW	WWWWWWWWWWWWWW	12-26-2005	99, 999. 99	9999. 99-	999, 999. 99-
WW	WWWWWWWWWWWWWW	12-26-2005	99, 999. 99	9999. 99-	999, 999. 99-
WW	WWWWWWWWWWWWWW	12-26-2005	99, 999. 99	9999. 99-	999, 999. 99-
WW	WWWWWWWWWWWWWW	12-26-2005	99, 999. 99	9999. 99-	999, 999. 99-
WW	WWWWWWWWWWWWWW	12-26-2005	99, 999. 99	9999. 99-	999, 999. 99-
WW	WWWWWWWWWWWWWW	12-26-2005	99, 999. 99	9999. 99-	999, 999. 99-
WW	WWWWWWWWWWWWWW	12-26-2005	99, 999. 99	9999. 99-	999, 999. 99-
WW	WWWWWWWWWWWWWW	12-26-2005	99, 999. 99	9999. 99-	999, 999. 99-
WW	WWWWWWWWWWWWWW	12-26-2005	99, 999. 99	9999. 99-	999, 999. 99-
WW	WWWWWWWWWWWWWW	12-26-2005	99, 999. 99	9999. 99-	999, 999. 99-
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WW	WWWWWWWWWWWWWW	12-26-2005	99, 999. 99	9999. 99-	999, 999. 99-
V	WWWWWWWWWWWWWW	12-26-2005	99, 999. 99	9999. 99-	999, 999. 99-
V	WWWWWWWWWWWWWW	12-26-2005	99, 999. 99	9999. 99-	999, 999. 99-
WW	WWWWWWWWWWWWWW	12-26-2005	99, 999. 99	9999. 99-	999, 999. 99-

DEDUCTIONS/TAXES/MISC

EMPLOYEE DEDUCTIONS	CURRENT AMOUNT	YTD TOTALS
PRE-TAX REDUCTIONS		
WWWWWWWWWWWWWW	99, 999. 99-	999, 999. 99-
WWWWWWWWWWWWWW	99, 999. 99-	999, 999. 99-
WWWWWWWWWWWWWW	99, 999. 99-	999, 999. 99-
WWWWWWWWWWWWWW	99, 999. 99-	999, 999. 99-
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WWWWWWWWWWWWWW	99, 999. 99-	999, 999. 99-
WWWWWWWWWWWWWW	99, 999. 99-	999, 999. 99-
EMPLOYEE DEDUCTIONS		
WWWWWWWWWWWWWW	99, 999. 99-	999, 999. 99-
WWWWWWWWWWWWWW	99, 999. 99-	999, 999. 99-
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WWWWWWWWWWWWWW	99, 999. 99-	999, 999. 99-
EMPLOYER CONTRIBUTIONS		
WWWWWWWWWWWWWW	99, 999. 99-	999, 999. 99-
WWWWWWWWWWWWWW	99, 999. 99-	999, 999. 99-
WWWWWWWWWWWWWW	99, 999. 99-	999, 999. 99-
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WWWWWWWWWWWWWW	99, 999. 99-	999, 999. 99-
WWWWWWWWWWWWWW	99, 999. 99-	999, 999. 99-
WWWWWWWWWWWWWW	99, 999. 99-	999, 999. 99-
WWWWWWWWWWWWWW	99, 999. 99-	999, 999. 99-

******** LEAVE BALANCES *********		CURRENT TAXABLE BALANCES		YTD TAXABLE BALANCES		CURRENT PAY SUMMARY	
VACATION	9999. 99-	FEDERAL	999, 999. 99-	FEDERAL	999, 999. 99-	GROSS PAY	999, 999. 99-
SICK LEAVE	9999. 99-	STATE	999, 999. 99-	STATE	999, 999. 99-	REDUCTIONS	999, 999. 99-
COMP TIME	9999. 99-	MEDI GROSS	999, 999. 99-	MEDI GROSS	999, 999. 99-	TAXES	999, 999. 99-
		OASDI GROSS	999, 999. 99-	OASDI GROSS	999, 999. 99-	DEDUCTIONS	999, 999. 99-
		CA SDI GROSS	999, 999. 99-	CA SDI GROSS	999, 999. 99-		
		GROSS EARN'S	999, 999. 99-	GROSS EARN'S	999, 999. 99-	NET PAY	$$, $$$, $$9. 99

DISTRICT NAME	DISTRICT ADDRESS	
DISTRICT NAME 4 30	DISTRICT STREET ADDRSS	DISTRICT CITY ST AND Z

THIS IS THE DISTRICT NAME 4 30

NO. 9999999

Date Issued 12-26-2005

Amount
$$,$$$,$$9.99

*THIS IS THE FIRST LINE OF AMOUNT IN WORDS FOR 51CR
THIS IS THE REMAINING AMOUNT IN WORDS FOR 50 CHAR

NOT NEGOTIABLE

LOCATION 999
ACCRUAL DATE
12-26-2005
ESA

FORMATTED EMPLOYEE NAME 4 32 CHR
THIS IS THE EE STREET ADDRESSW
THIS IS THE EE CITY ST AND ZIP

NET PAY IN THE AMOUNT OF $$,$$$,$$9.99
HAS BEEN DEPOSITED TO YOUR ACCOUNT.

Attachment No. 1
Inf. Bul. No. 49
SFS-A9-2008-2009

Payroll Stub—Field Explanation

A. This section contains district information and employee name, I.D. number, and tax withholding status.

B. **Earnings and Compensation:** This section contains the code for employee type (certificated, non-certificated) and pay basis (monthly, hourly, etc.). This field also displays up to 44 lines of individual earnings detail with the last line used to summarize any overflow data. The field also contains the rate of pay, unit of pay and extended amount.

C. **Employee Pre-Tax Reductions:** All pre-tax withholding for the current period and year-to-date totals for those items. If a reduction is not used for the current period, the year-to-date amount will not display. In the case of multiple entries for the same element, the year-to-date will display the final total in each line.

D. **Employee Deductions:** All employee tax and other miscellaneous deductions are contained in this field. Displays current and year-to-date for each line. Year-to-date will not display if there is no current period entry.

E. **Employer Contributions:** Contains the current and year-to date district-paid employer contributions to each tax and benefit category for the individual employee.

F. **Bottom area contains several detail boxes: Leave Balances** is not currently in use. It will be researched at a later date as a possible future enhancement. Other boxes are the **Current & YTD Taxable Balances** (used to calculate the tax withholding for the period) and the **Current Pay Summary** (display of the summary totals used to arrive at the net payment.).

Identification Cards
All faculty, staff and students are required to obtain a free college identification card for various college services such as checking out material at the Library and IMC. Cards are available at the Student Development and College Activities Office (SSV-180). You must bring another picture ID to receive your card. It is recommended that employees carry the AVC ID card at all times.

Employees can also purchase an Associated Student Organization (ASO) sticker ($10 for Fall and Spring and $5 for Summer and Intercession) for additional services on campus such as free admission to all home athletic events (excluding preseason, playoffs, and tournaments), various discounts at local businesses, and much more.

Parking
Selected sections of each parking lot are reserved for personnel vehicles 7:00 A.M. to 10:00 P.M. These reserved areas are indicated by green curbs.

All vehicles parked on campus while classes are in session must display a parking permit. Students are required to pay $15 per semester to park. All employees will be issued a parking permit at no charge. Permits may be picked up in Human Resources. You must have an Employee Parking Permit displayed to park in the green reserved spaces. Any vehicles parked on campus without an appropriate parking permit will be subject to a $25 parking citation. Students, visitors to the campus and community members using college facilities may purchase a daily permit for 50 cents from dispensers in the parking lots. They may buy a $15 semester pass if they so choose. Visitors invited by the college may be issued Visitors Passes good only for the day they will be on campus. These are available in the Administrative offices.

Personnel Records
See Collective Bargaining Contract at - http://www.avc.edu/administration/hr/cba.html

Absence Related to Illness
Faculty who have made arrangements for a substitute with their dean, are to leave assignments and outlines of class work with the Dean of the Division or assigned substitute instructors.

In the event of illness, the faculty is to call their division Dean or the Office of Academic Affairs at least 30 minutes (or earlier) prior to first scheduled class for the day. This will provide time for the ill faculty's classes to be posted or other appropriate arrangements to be made for the classes.

If the illness is such that it is anticipated (dental appointment, operation, etc.) arrangements for the continuance of the classroom work of the faculty shall be made with the division Dean before the absence.

Leaves of Absence
See Collective Bargaining Contract at - http://www.avc.edu/administration/hr/cba.html

Substitute Instructors
The Vice President of Academic Affairs, after consulting with the Dean of the Division and faculty member (if available), determines that the employment of a substitute is the most appropriate means for meeting student needs. The following criteria will be considered in making the decision.

a.   The availability of alternate means for the continuation of instruction in the classroom.

b.   The health, safety, and welfare of the students.

c.   The potential for damage of equipment or other instructional materials in the classroom.

d.   A sufficient number of students are expected to be present to justify holding the class.

e.   The period of the semester.

Approval of Units for Advancement on the Salary Schedule
See Collective Bargaining Contract at - http://www.avc.edu/administration/hr/index.html

COMPLAINT PROCEDURE FOR
ALLEGATION OF DISCRIMINATION* OR SEXUAL HARASSMENT
*Based on Age, Disability, Race, Religion, Sex

Statement
An employee, student, or other individual who perceives, or has actually experienced conduct that may constitute discrimination or sexual harassment should, if possible, inform the individual engaging in such conduct that the behavior being demonstrated is offensive and must stop.

The complaint shall be filed by one who alleges that he/she has personally suffered unlawful discrimination or by one who has learned of such unlawful discrimination in his/her official capacity.

The complaint shall be filed within one (1) year of the date of the alleged unlawful discrimination or within one (1) year of the date on which the complainant knew or should have known of the facts underlying the allegation of unlawful discrimination.

Informal
When it is not possible or practical to confront the person directly or if the situation continues, the aggrieved must inform the District's Equal Employment Opportunity Coordinator or designee. The Equal Employment Opportunity Coordinator or designee will hear the complaint, make appropriate notes, and proceed to final resolution informally, and if not possible, proceed to the formal steps in the process by using the established formal complaint procedure. The informal process shall not exceed thirty (30) days from receipt of the complaint.

Defective Complaint
When a district receives a complaint which it finds does not meet the requirements pursuant to Title 5, the district shall immediately notify the complainant that the complaint does not meet the requirements and shall specify in what requirement the complaint is defective.

Formal
1. District Investigation
Upon receiving a properly filed complaint, the District will commence an impartial fact-finding investigation of that complaint and notify the complainant and Chancellor that it is doing so. The results of the investigation shall be set forth in a written report which shall include at least all of the following:

  a. a description of the circumstances giving rise to the complaint;

  b. a summary of the testimony provided by each witness, including the complainant and any witnesses identified by the complainant in the complaint;

  c. an analysis of any relevant data or other evidence collected during the course of the investigation;

  d. a specific finding as to whether discrimination did or did not occur with respect to each allegation in the complaint;

  e. any other information deemed appropriate by the district.

Defective Complaint
When a district receives a complaint which it finds does not meet the requirements pursuant to Title 5, the district shall immediately notify the complainant that the complaint does not meet the requirements and shall specify in what requirement the complaint is defective.

2. Administrative Determination
Within ninety (90) days of receiving a complaint, the district shall complete its investigation and forward all of the following to the complainant, the accused, and the System's office:

  a. a copy or summary of the investigative report;

  b. a written notice setting forth:
  1. determination of the Equal Employment Opportunity Coordinator as to whether discrimination did or did not occur with respect to each allegation in the complaint;

2. a description of actions taken, if any, to prevent similar problems from occurring in the future;

3. the proposed resolution of the complaint;

4. the complainant's right to appeal to the district governing board and the Chancellor.

3. **District Final Decision; Appeals**

If the complainant is not satisfied with the results of the administrative determination, the complainant may, within fifteen (15) days, submit a written appeal to the district governing board. The governing board shall review the original complaint, the investigative report, the administrative determination, and the appeal and issue a final district decision in the matter within forty-five (45) days after receiving the appeal. A copy of the final district decision rendered by the governing board shall be forwarded to the complainant and to the Chancellor. The complainant shall also be notified of his/her right to appeal this decision. If the governing board does not act within forty-five (45) days, the administrative determination shall be deemed approved and shall become the final district decision in the matter.

In any case not involving employment discrimination, the complainant shall file written appeal with the Chancellor within thirty (30) days after the governing board issues the final district decision or permits the administrative determination to become final. Such appeals shall be processed pursuant to the provision of Title 5.

In any case involving an allegation of discrimination on the basis of race, color, national origin, sex, disability or age, in the provision of programs and services provided by the college, a complainant may also file a complaint with U.S. Department of Education. Such complaints are timely filed if they are filed within 180 days of the alleged discriminatory act or within 60 days of the final determination made in a discrimination complaint filed with the college under its internal procedures.

Complaints may also be filed with the Equal Employment Opportunity Commission or the Department of Fair Employment and Housing. (addresses listed below)

Equal Employment Opportunity Commission
111 North Market Street, Suite 810
San Jose CA 95113

United States Department of Education, Office for Civil Rights
50 United Nations Plaza, Room 239
San Francisco CA 94102

Department of Fair Employment and Housing
30 Van Ness Avenue, Suite 300
San Francisco CA 94102

In addition, in such cases, the complainant may file a petition for review with the Chancellor within thirty (30) days after the governing board issues the final district decision or permits the administrative determination to become final. The Chancellor shall have discretion to accept or reject any such petition for review in employment discrimination cases. If the Chancellor agrees to accept the case, he/she may:

a. attempt to informally resolve the matter;

b. where applicable, treat the complaint as an allegation that the district has violated the provisions of Title 5 of the California Code of Regulations;

c. take any other action deemed appropriate by the Chancellor.

Forward to Chancellor

Within 150 days of receiving a complaint, the district will forward the following to the Chancellor:

a. the original complaint;

b. the report describing the nature and extent of the investigation conducted by the district;

c. a copy of the notice sent to the complainant (pursuant to Government Code 59336);

d. a copy of the final district decision rendered by the governing board or a statement indicating the date on which the administrative decision became final

e. a copy of the notice to the complainant (pursuant to Government Code 59338);

f. such other information as the Chancellor may require.

4. Extensions; Failure to Comply

If a district, for reasons beyond its control, is unable to comply with the 150-day deadline specified for submission of materials to the Chancellor, the district may file a written request that the Chancellor grant an extension of the deadline. The request shall be submitted no later than ten (10) days prior to the expiration of the deadline established and shall set the reasons for the request and the date by which the district expects to be able to submit the required materials.

A copy of the request for an extension shall be sent to the complainant who may file written objections with the Chancellor within five (5) days of receipt.

The Chancellor may grant the request unless delay would be prejudicial to the complainant.

If a district fails to comply with the requirements by the required deadline, including any extension granted, the Chancellor may proceed to review the case based on the original complaint and any other relevant information then available.

Ref.: California Code of Regulations, Title 5, Article 3

Revised 11/24/03

APPENDIX – A

PROCEDURES AND PRACTICES FOR
HIRING OF FULL-TIME AND ADJUNCT (PART-TIME) FACULTY

ORGANIZATION

    I.   Procedure for hiring full-time faculty

    II. Procedure for hiring adjunct (part-time) and temporary (full-time) faculty

    III. Procedure for employing faculty interns

    IV. Role of Human Resources and the Application Process

    V. Glossary of Terms

I.   The procedure for hiring full-time faculty is presented in *four sequential sections*:

    A. Development of Job Announcement

    B. Development and Role of Hiring Committee

    C. Screening Process

    D. Interview Process

    A. DEVELOPMENT OF JOB ANNOUNCEMENT

        1. The faculty of the division/discipline, the educational administrator of the area/division, and the faculty EEO representative will draft the job announcement in consultation with the Faculty Union. (The faculty EEO representative may be from within or outside of the division. If a faculty member is not readily available, the educational administrator may assume the role of the EEO representative.) The District's Equal Employment Opportunity Officer will review the job announcement and consult with the area/division for any adverse impact.

        2. The job announcement must contain the following sections:

        Introduction: A brief description of the position, relationship to division, the discipline offerings, and any special responsibilities.

        Required Minimum Qualifications: 1) the most current minimum qualifications as listed in the publication "Minimum Qualifications for Faculty and Administrators in California Community Colleges"; 2) the Academic Senate's approved Equivalency (See Appendix A); 3) any appropriate valid credential(s); 3) and a specific reference to "sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability, and ethnic background of community college students" (Assembly Bill 1725; Education Code 87360). *If a candidate is claiming equivalency, an AVC Supplemental Equivalency Request Form must be provided and used.*

        Desirable Qualifications: A list of additional qualifications suggested by the division/discipline faculty, in consultation with the Faculty Union. The Equal Employment Opportunity Officer will monitor the job-related, desirable qualifications for adverse impact. If they appear to be too restrictive, he/she will meet with the division faculty and educational administrator to review qualifications.

        Duties of Position: A list of typical duties, including the following:

        1) A brief description of the primary responsibilities

        2) A description of any co-curricular responsibilities (e.g. coaching, directing, etc.)

        3) Reference to scheduling consideration (e.g. assignment to evening duties or off-campus)

        4) Leadership responsibilities (e.g. responsibility for leading a specific aspect of an academic program)

5) Service responsibilities related to the academic and/or co-curricular assignment (e.g. advisory committees, standing committees, curriculum development, etc.)

6) A description of any other duties unique to the position

7) Closing date, list of required application materials, and address for submission

*Salary and Benefits***:** A statement of the entry salary range and a brief description of fringe benefits in effect at the time of the job announcement.

*Required application materials***:** An official, district application (signed and completed), a letter of intent, official transcripts (unofficial transcripts may be used to establish an application file), a curriculum vita or resume, and, when appropriate, verification of credentials and/or licensor, or professional experience. It is the determination of the faculty whether to request current letters (dated within the last year) of professional reference for all positions in that division.

B. DEVELOPMENT AND ROLE OF HIRING COMMITTEE
1. The majority of the hiring committee members must be faculty members and must include a diverse membership that will bring a variety of perspectives to the assessment of applicant qualifications (Title 5: 53024 (f)).

2. The *membership of the committee* must include discipline faculty members. (If discipline faculty are not available, faculty from a related discipline or, if related discipline faculty are not available, adjunct discipline faculty may be selected.)

3. The membership of the committee will also consist of the educational administrator of the division/area (who will serve as the committee chair and EEO representative if a faculty member is not readily available to do so) and an appointed Academic Senate representative. *The Vice President with domain over the position will begin his/her participation at the point of interviews.*

4. In the *formation of the committee*, the educational administrator for the position will consult with the discipline faculty of the division to formulate a preliminary list of committee members. The educational administrator for the position, will request from the President of the Academic Senate the name of the individual (from outside the division) appointed to serve as the faculty representative of the Senate. (This faculty member cannot serve as the faculty EEO representative.)

5. Once the preliminary committee is formed, the educational administrator will circulate the list to the division faculty for comment. If changes must be made to the preliminary committee, the educational administrator will consult with the faculty who participated in forming the preliminary committee.

6. The preliminary committee list is forwarded to the District's Equal Employment Opportunity Officer. If there are identified concerns about the membership list, he/she will recommend changes to the educational administrator of the division. The discipline faculty must agree to any changes made to the committee membership. The educational administrator will communicate the resolution of any concerns to the individual(s) in question.

C. SCREENING PROCESS
The following activities are sequential:
1. At the first meeting, the EEO representative of the committee will train the hiring committee on Equal Employment Opportunity, as well as on relevant personnel practices**.** The training should include the District's EEO Plan as it relates to the current position. The committee will identify the hiring criteria based on the job-related, desirable qualifications included on the job announcement, as well as on consideration of the District's EEO Plan.

2. The committee will draft questions to be used in the interviews for all candidates. If desired, the job-related, supplemental interview activities or written material (e.g. teaching demonstration, sample lessons, syllabus, student handouts, etc.) for all candidates will be developed. The District's Equal Employment Opportunity Officer will review questions and supplemental interview activities or written material.

3. The discipline faculty on the hiring committee and the educational administrator will review the application packets to determine if minimum qualifications have been met. For those candidate(s) claiming equivalency to the minimum qualifications, the faculty and educational administrator must agree that a candidate meets the equivalency criteria. If they determine that the candidate(s) does meet the equivalency criteria, the candi-

date's packet is forwarded to the Equivalency Committee (see Appendix A). NO CANDIDATE IN THE HIRING POOL CAN BE INVITED FOR AN INTERVIEW UNTIL THE EQUIVALENCY COMMITTEE HAS REVIEWED THE EQUIVALENCY EVIDENCE PROVIDED BY A CANDIDATE.

4. The hiring committee will review only those application packets of candidates who meet minimum qualifications, as well as those that have been determined to meet the minimum qualifications through equivalency.

5. The committee will determine which candidates shall be invited for interview based on the established hiring criteria.

6. The list of candidates will be reviewed by the District's Equal Employment Opportunity Officer, who will then determine whether the pool includes reasonable representation in order to help meet the District's EEO Plan. If the EEO Officer determines that representative, qualified individuals have been excluded from the interview process and their inclusion would help the district meet the District's EEO Plan, he/she will meet with the hiring committee to determine if any of those candidates will be invited for interview.

D. <u>INTERVIEW PROCESS</u>
1. The hiring committee will interview all candidates using the agreed upon and approved list of questions and supplemental activities/written materials. Appropriate, job-related "follow up" questions may be included in the interview as long as (1) they are based directly on the candidate's response to a question, (2) do not seek information outside of the scope of the established hiring criteria, and (3) are not in violation of EEO guidelines.

2. The president may separately interview all candidates.

3. Following the interviews, the committee will attempt to arrive at consensus regarding the recommendation of one or more candidates to make to the President. If consensus cannot be reached, the Chair can request a vote or obtain a priority list of recommended candidates. All members have an equal vote.

4. If, after interviews, in consultation with the district's EEO Officer, the hiring committee determines it cannot recommend a candidate(s) to the President, the committee may revise the job announcement, in consultation with the Faculty Union, and begin a re-advertisement of the position.

5. Once the committee has reached a recommendation of one or more candidates, it will, along with the President, attempt to arrive at consensus to make a recommendation to the Board of Trustees.

6. The President will forward the Committee's recommendation (or recommendations if the committee is filling more than one position) to the Board of Trustees for final approval. The President may report a dissenting point of view to the Board of Trustee if he/she does not agree with the Committee's recommendation(s). The President will present to the Academic Senate President and committee, in writing, the reason for his/her dissenting point of view before taking recommendation to the Board of Trustees.

However, the President may not make an alternative recommendation to the Board. The expectation is that faculty recommendations regarding the hiring of faculty will normally be accepted is reinforced; only in exceptional circumstances and for compelling reasons communicated in writing to the hiring committee and to the President of the Academic Senate of the college will the Board not accept the committee's recommendation. The committee will then be reconvened and apprised of the Board's decision.

II. **Procedure for hiring adjunct (part-time) and temporary (full-time) faculty**

a. <u>Announcement of Positions</u> The Announcement of a Position will be drafted by <u>at least one</u> full time division/discipline faculty member, the faculty EEO representative, the educational administrator (in consultation with the Faculty Union), the Vice President of Human Resources and Employee Relations (or his/her designee), and the Vice-President with domain over the position. If a faculty member is not readily available, the educational administrator may assume the role of the EEO representative. If necessary, revisions will be made to the Desirable Qualifications (see "Development of Job Announcement")

b. See Section I.A.2: *Full-Time Faculty Development of Job Announcement*

c. <u>Hiring Committee Membership</u> Each hiring committee will include the educational administrator and at least one full time discipline faculty member who currently teaches the subject matter covered by the job announcement. (If a discipline faculty member is not available, a faculty member from a related discipline may be included.) The discipline faculty member on the hiring committee will also serve as the Academic Senate representative.

d. <u>Formation of the Hiring Committee</u> The educational administrator for the position will consult with the discipline faculty who currently teach the subject matter covered by the job announcement (or performs other duties related to the position) to determine which faculty member will serve on the Committee. If no full-time discipline faculty currently teach in the subject matter or perform similar duties, the educational administrator will consult with at least two full-time faculty of the division in reasonably related disciplines.

e. See Section I C.3: *Full-Time Faculty Screening Process*

f. Each committee member will have an opportunity to review the application packets prior to interviews being scheduled.

g. If desired, supplemental interview activities or written material (e.g. teaching demonstration, sample lessons, syllabus, student handouts, etc) may also be included for adjunct hires.

h. Following the interviews, the hiring committee will determine which candidates will be *placed in the pool of potential adjunct faculty*. Once a candidate has been placed in a pool, the educational administrator may assign the adjunct faculty member(s) to teach/serve in the specified academic discipline as the divisional need requires and the law permits. The adjunct faculty member will remain in the pool unless the District Part-Time Faculty Evaluation Procedure results in a recommendation to the Vice President of Human Resources and Employee Relations, or his/her designee, that the adjunct faculty member be dropped from the pool of faculty eligible for assignment, or has remained in hiring pool without an assignment for three years.

The appropriate Vice President will notify the Office of Human Resources and Employee Relations if an adjunct faculty

a   member has received an unsatisfactory evaluation or has remained in the hiring pool without an assignment for three years. Upon that notification, the Office of Human Resources and Employee Relations will remove that adjunct faculty member from the appropriate hiring pool(s).

b

Emergency Hiring

a. Vacancies occurring less than seven weeks before the start of a term shall be considered emergency hires when there are no instructors available in the established pool. Any vacancy occurring seven weeks or more before the start of the term will be subject to the regular provisions of this hiring procedure.

b. As soon as a need is established, the educational administrator will notify the Vice President of Human Resources and Employee Relations of the need to make an emergency hire. The Vice President of Human Resources and Employee Relations, or his/her designee, will provide the educational administrator with the most recent job announcement for the position. The educational administrator, in consultation with the Faculty Union, will make any necessary revisions to the announcement. The Vice President of Human Resources and Employee Relations, or his/her designee, and the educational administrator will determine appropriate methods of recruitment for the position and establish a timetable for the hiring procedure.

c. The educational administrator will review the applications of candidates for emergency hire and interview the candidates who meet minimum qualifications. When possible, a full-time faculty member will be involved in the selection procedure as stipulated in the hiring procedure for adjunct faculty. If a candidate is claiming equivalency to the required minimum qualifications, the administrator must forward the application packet to the Equivalency Committee (per Equivalency Procedure: Appendix A). If the Equivalency Committee concurs with the educational administrator that the objective evidence supports the equivalency, then the educational administrator may select a candidate to interview. Once all interviews are completed, the educational administrator may select an individual to fill the emergency need. (If a full-time faculty member was involved in the selection procedure, he/she will assist in the selection of the individual to be hired.)

Adjunct faculty hired under this emergency procedure will not automatically become a part of the regular pool of adjunct instructors. During the term for which the emergency hiring occurred, the adjunct position will be advertised and candidates will be added to the pool according to the normal procedure outlined above. Candidates hired under the emergency procedure may be added to the regular pool after a satisfactory evaluation procedure that included participation by at least one full-time faculty member who currently teaches the subject matter. If no full-time faculty member currently teaches the subject matter, a full-time faculty member in a reasonably related discipline will participate in the evaluation.

III. Procedure for employing faculty interns (see Appendix B)

The Faculty Internship Program at Antelope Valley College offers us the opportunity to increase the recruitment of new instructors and also enhance efforts to build a diverse and representative faculty. The program introduces a faculty intern to the community college campus environment through a partnership with a tenured faculty member who acts as a mentor, providing a positive learning experience for the development of a faculty intern. During an academic year, the program offers faculty interns the full range of faculty activities and experiences necessary to acquire the tools to become a successful community college instructor, counselor, librarian, or other faculty assignment.

California Code of Regulations (Subchapter 5) states that the governing board of any community college district may establish a faculty internship program pursuant to the provisions of the Subchapter and Section 87487 of the Education Code. In accordance, governing boards may employ, as faculty interns within the program, graduate students enrolled in the California State University, the University of California, or any other accredited institution of higher education or in vocational and technical fields where a master's degree is not generally expected or available, persons who are within one year of meeting the regular faculty minimum qualifications. Persons who meet the regular faculty minimum qualifications but who lack teaching, counseling, library, or other community college faculty experience may also be included in the internship program. The purpose is to enhance community college efforts toward building a diverse and representative faculty. In order to accomplish this, the internship program shall place special emphasis on locating and attracting qualified graduate students who are members of underrepresented groups.

IV. *Role of Human Resources and the Application Process*

Human Resources will manage the flow of paperwork to ensure that the hiring procedure is followed. In terms of the role of the Human Resources Office as it relates to determining equivalency, it will be to collect, date stamp, and forward applications and other pertinent information to the hiring committee. The Human Resource Office will assist the hiring committee chair in providing the Equivalency Committee with the application and evidence provided by candidates identified by discipline faculty and dean for meeting claims of equivalency.

V. Glossary of Terms
For the purposes of this document, the following terms will have the designated meaning:

1. Adverse or Disparate Impact—refers to a statistical measure that is applied to the effect of a selection procedure, and demonstrates a disproportionate negative impact on a historically underrepresented group per Title 5, Section 53024 (b).

2. Educational Administrator— refers to an administrator who is employed in an academic position designed by the governing board of the district as having direct responsibility for supervising the operation of or formulating policy regarding the instructional or student services program of the college or district. Educational administrators include, but not limited to, chancellors, presidents, and other supervisory or management employee designated by the governing board as educational administrators per Education Code: 87002 (b).

3. Equal Employment Opportunity—refers to practices that assure all qualified individuals have a full and fair opportunity to compete for hiring and promotion and to enjoy the benefits of employment with the district per Title 5, 53024.

4. Protected Group—refers to any group defined in terms of ethnic group identification, race, color, national origin, religion, age, gender, disability, ancestry, or sexual orientation per Title 5, section 53024 (c).

5. Faculty—refers to all non-administrative academic staff, both classroom and non-classroom.

6. Faculty Academic Senate Representative—refers to a faculty member from outside the area/division (except on an adjunct hiring committee) appointed to the committee by the Academic Senate President and trained in the hiring process. This faculty member brings breadth to the committee and helps ensure that the procedures/practices are being followed. (This faculty member cannot serve as the faculty EEO representative.)

7. EEO Representative— refers to a faculty member from within or outside the division/discipline. If a faculty member is not readily available, the educational administrator of the area/division may assume the role of EEO representative.

8. Required Minimum Qualifications— refers to those qualifications listed in Title 5, Sections 53400-53430 and outlined in the "Minimum Qualifications for Faculty and Administrators in California Community Col-

leges" publication. Education Code 87360 require that the following statement accompany each announced position: *sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability, and ethnic background of community college students.*

9. Desirable Qualifications— refers to meaningful characteristics that support the functional responsibilities of the position but are separate from the required minimum qualifications. Desirable qualifications must be job related; they must NOT CREATE A BARRIER FOR EMPLOYMENT.

10. Equivalency—refers to the Academic Senate's approved equivalency for the required minimum qualifications developed by discipline faculty. The approved discipline equivalency shall be reviewed and affirmed by the Academic Senate every three years. If not reviewed and affirmed, the equivalency is no longer valid; at which time, the established minimum qualifications must be used. The approved equivalency cannot be less than the minimum qualifications, but can be more rigorous. By law, a "single course equivalency" cannot be approved.

11. Discrimination—a decision based on improper criteria, including but not limited to, sex, race, religious creed, color, national origin, ancestry, physical disability, mental disability, medical condition, marital status, sex, age, sexual orientation, or Vietnam era veteran's status.

12. Qualified—refers to persons who can carry out the duties of a particular position from the date of employment.

13. Consensus—refers to when the committee reaches collective agreement.

Approved:
Dean:
Faculty:
Faculty:
Faculty:
Faculty:
Faculty:
Faculty Union:
Date:

[ ] Full-Time
[ ] Part-Time (Adjunct)
[ ] Tenure-track
[ ] 10 month
[ ] 11 month
[ ] 12 month

ANTELOPE VALLEY COLLEGE
Office of Human Resources & Employee Relations

ANNOUNCEMENT OF ACADEMIC POSITION

POSITION: _____

SALARY: provided by HR

DEADLINE: _____

START DATE: _____

POSITION DESCRIPTION:
Please provide a brief description of the position, relationship to division, college offerings, and any special responsibilities.

_____
_____
_____
_____

MINIMUM QUALIFICATIONS:
(from the current Minimum Qualifications for Faculty & Administrators in California Community Colleges—include current senate approved equivalency, if available)

_____
_____
_____
_____
_____
_____

- A California Community college Credential in the discipline, valid for life, may be considered for purposes of minimum qualifications.
- Sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability, and ethnic background of community college students.

DESIRABLE QUALIFICATIONS:

_____
_____
_____
_____
_____
_____
_____

DUTIES OF THE POSITION:

_____
_____
_____
_____
_____
_____

REQUIRED APPLICATION MATERIALS

It is the responsibility of each candidate to assure all required materials are filed with human resources by the deadline date. Faxed or emailed material will not be accepted. Postmarks will not be accepted as a timely submission.

1. Completed and signed AVC Academic Application

2. Letter of Intent

3. Transcripts of all college work from an accredited institution. Unofficial transcripts may be used to establish the application file, however, if offered a position, official transcripts will be required. A degree from a country other than the U.S. must be submitted with an evaluation from an accepted evaluation service.

4. A resume or curriculum vita

Optional material – please list optional materials to be submitted with required materials such as *letters of recommendation or reference list; special licenses or credentials – must be job related; examples of work, etc.*

Office of Human Resources
Antelope Valley College
3041 West Avenue K,
Lancaster, California 93536
(661) 722-6311
www.avc.edu

A screening committee will review only completed application packets and the committee will determine each applicant's qualifications. Finalists will be notified for a personal interview via telephone. Interviews will be held at Antelope Valley College.

Antelope Valley College offers an extensive benefit package that includes full-family medical, dental, vision insurance, as well as employee life insurance and income protection plan.

Candidates selected for employment will be required to provide verification of work authorization pursuant to INS regulations.

Antelope Valley College prohibits discrimination and harassment based on race, religious creed, color, national origin, ancestry, physical disability, mental disability, medical condition, marital status, sex, age, or sexual orientation.

Upon request, we will consider reasonable accommodations 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.

AVC is an equal opportunity employer.

APPENDIX – B

EQUIVALENCY PROCEDURE

Introduction

Education Code Section §87359 states that the equivalency process "shall include reasonable procedures to ensure that the governing board relies primarily upon the advice and judgment of the Academic Senate to determine that each individual employed under the authority granted by the regulations possess qualifications that are *at least equivalent* to the applicable minimum qualifications." While neither the Education Code nor Title 5 regulations provide additional guidelines for what constitutes *at least equivalent*, each district, through its academic senate, must establish standards and criteria for equivalency, ensuring that they are not less than the minimum qualifications specified on the Disciplines List. Once the local equivalency process has reached a recommendation regarding an individual applicant, Education Code §87359(a) requires that the governing board include action on the equivalency as part of its subsequent hiring process.

District equivalency policies most often recognize three ways of demonstrating equivalency: 1) course work, 2) work experience, 3) eminence in the field (a sub-set of *experience*), or a combination thereof. But whatever the means used for determining equivalency, "*equivalency should never mean less than the qualifications specified on the Disciplines List*," nor are districts free to ignore this provision within the law.

The State Academic Senate has consistently supported the following basic principals for granting equivalency:

- Equivalent to the minimum qualifications means *equal to* the minimum qualifications, not nearly equal**.**

- The applicant must provide evidence of attaining coursework or experience *equal to* the general education component of a regular associate or bachelor's degree.

- The applicant must provide evidence of attaining the skills and knowledge provided by specialized course work required for a master's degree (for disciplines on the Master's List) or requisite experience or coursework (for disciplines on the Non-Master's List).

Furthermore, *this evidence must be as clear and reliable as the college transcripts being submitted by the other candidates, proving that he/she has qualifications that are at least equivalent to what is required by the minimum qualifications.*

The approved discipline equivalency shall be reviewed and affirmed by AVC's Academic Senate every three years. If not reviewed and affirmed, the equivalency is no longer valid; therefore, the established minimum qualifications must be used. In addition, every three years, the Equivalency Committee, a standing committee of the Academic Senate, will review the equivalency procedure and make recommendations to the Academic Senate and governing board regarding any necessary changes.

Equivalencies—just like, minimum qualifications—are in a discipline, and they are the same whether the position under consideration is full-time, part-time, or a full year or semester replacement.

Equivalency Committee:

- A Standing Committee of the Academic Senate whose purpose is to verify that there is documented, objective evidence to support the claim that the qualifications of a candidate are equivalent to the minimum qualifications required for a discipline. All decisions of the committee are made through consensus. Membership is as follows:

  ◊ Vice President of Academic Affairs (or designee)
  ◊ Three Faculty – *3 year terms (staggered)

  *1*Of the three faculty members serving, one will be selected to act as committee chair. When a committee faculty member is unable to attend a meeting to make a determination on an equivalency, the Academic Senate President will serve as proxy.

Equivalency Process:

1. The discipline faculty will review the official Course Outlines of Record for the discipline when writing the equivalency to minimum qualifications. (There is no single course equivalency.)

2. The discipline faculty will send the proposed equivalency to the Equivalency Committee for review. Once the Equivalency Committee and discipline faculty agree to the final proposed equivalency, it will be forwarded to the Academic Senate for approval.

3. Once approved, the equivalency is sent to Human Resources to be placed on job announcements. All records of equivalency determinations will be dated and kept in the Office of Human Resources and Employee Relations.

4. The evidence provided by a candidate claiming equivalency (whether full-time or part-time) is reviewed by the full-time, discipline faculty member(s) on the hiring committee, along with the immediate educational administrator of the division/area. If the faculty and administrator agree that a candidate's evidence meets the equivalency criteria, the candidate's application packet will be forwarded to the Equivalency Committee by the hiring committee chair. No candidate can be invited for an interview until the Equivalency Committee has reviewed the equivalency evidence provided by a candidate.

5. The discipline faculty who reviewed the evidence with the administrator will be present when the Equivalency Committee reviews the candidate's application and equivalency evidence. (When discipline faculty are unable to participate in the determination of a candidate's claim of meeting equivalency, a related discipline faculty member or a discipline faculty member from a neighboring college will be invited to review the application and evidence.)

6. The Equivalency Committee either concurs or does not concur with the discipline faculty. If the Equivalency Committee determines that the documented, objective evidence supports the equivalency, then the hiring committee can review the application and consider inviting the candidate for an interview.

7. If the Equivalency Committee does not concur with the discipline faculty, the decision of the Equivalency Committee is final. The candidate's material will not be seen by the hiring committee.

Criteria for Determining Equivalency

The Equivalency Committee recommends the approval of employment based on equivalent qualifications as follows:

(where a master's degree is generally required)

In general, formal academic training equivalent to the training stipulated in the minimum qualifications will be considered acceptable.

- Minimum degree requirement with a different name from an accredited institution and supported by course work equivalent to the field required.

- Completion of course work and academic requirements required for the minimum degree from an accredited institution without the award of the degree (e.g., a doctoral student advanced to candidacy in a program that did not award a master's or a candidate who has completed degree requirements but has not received the degree due to the academic calendar).

(when minimum qualifications permit a bachelor's degree in the designated discipline plus a master's in a related discipline)

- A specific major on the transcript that is determined to be equivalent to the designated discipline (e.g. Speech and Drama for Theatre).

- Twenty-four semester units of credit (or equivalent quarter units) in the designated major field with 18 of those units at the upper division level. For disciplines in which equivalent courses are offered in different departments, they may be counted toward the 24 units.

(where the master's degree is not generally expected or available (as designated in the Disciplines List adopted by the Board of Governors)

- *The equivalent of an associate's degree* is the successful completion of two years of coursework at a two-or-four year institution (the equivalent of 60 semester units) including the completion of courses usual to a general education component.

- *Professional experience* must be the performance of duties typical of the specified professional service*.
- Bachelor's degree in an appropriate major-discipline.

- Length, depth, and/or amount of professional experience.

Evidence of Equivalency

Evidence shall be:

1. A transcript showing that the applicant successfully completed appropriate courses at a regionally accredited college or equivalent foreign institution whose accredited status is recognized by the district (AVC accepts the California Commission on Teacher Credentialing which states that *individuals who have completed college or university course work at an institution in a country other than the United States must obtain a complete evaluation of foreign transcripts, degrees and other relevant documents prior to…………………employment with an educational institution).* Foreign Transcripts Evaluations accepted by AVC and recommended by California Commission on Teacher Credentialing include agencies such as: Academic & Professional International Evaluations, Academic Credentials Evaluation Institute, and American Education Research Corporation.

2. Publications that show the applicant's command of the major/discipline in question, and his/her General Education background (i.e. course work for an associate degree required).

3. Other work products that show the applicant's command of the major/discipline or occupation in question, and

4. Work experience verification.

(See Candidates Supplemental Equivalency Request Form.)

Role of Human Resources and Employee Relations

The role of the Human Resources Office related to determining equivalencies will be to collect, date stamp, and forward applications and other pertinent information to the hiring committee. The Human Resources Office will assist the hiring committee chair in providing the Equivalency Committee with the application and evidence for candidates identified by discipline faculty and dean for meeting claims of equivalency.

Appeal Process

If a candidate's equivalency is denied either as a result of the discipline faculty and administrator's decision or the Equivalency Committee's evaluation, the candidate may request that a review be done by the Vice President of Human Resources and Employee Relations. This review will be done in consultation with the Equivalency Committee and the discipline faculty and administrator who originally reviewed the application and evidence. Consensus from this review will be the final decision.

ANTELOPE VALLEY COLLEGE
Office of Human Resources & Employee Relations

SUPPLEMENTAL EQUIVALENCY REQUEST

Applicant's Name (please print)   **Division/Department**

Please carefully review the approved equivalency for this discipline that is stated on the job announcement and provide documentation for those areas requiring verification.

1. **Degree**
   Discipline for which you claim equivalency: _____

2. **Educational Preparation**
   Indicate the educational preparation on which you base this claim for the discipline (major):

   _____

3. **Relevant Courses***
   Indicate the relevant courses you have taken or other objective evidence that verifies you have the equivalent of the General Education portion for a college degree: _____

   _____
   _____
   _____
   _____
   _____
   _____
   _____
   _____
   _____
   _____

4. **Work Experience****
   Describe in detail what you believe establishes equivalency to the minimum qualifications. If you are using work products or other objective items that cannot be submitted, provide *detailed* information from objective sources about the nature of this work product or experience. _____

   _____
   _____
   _____
   _____
   _____
   _____
   _____
   _____
   _____
   _____

   *   If you are using courses to establish equivalency, you must submit both an official transcript and copies of the appropriate pages from the college catalog.

   **   If you are using publications or other objective work products, you must submit documentation; if not possible, please explain.

APPENDIX—C

SYSTEMATIC PROGRAM REVIEW
Academic Affairs Program Review Procedure

I. Program Review Process

Background Information

Program review at Antelope Valley College is part of the overall planning and institutional effectiveness process. It is collaborative goal setting and assessment designed to assist faculty, staff, and administrators with continually refining and improving program practices resulting in appropriate improvements in student achievement and learning. Every program and service in the college goes through a systematic self-evaluation process and an institutionally based peer team review.

The primary purpose of program review is to help programs clarify and achieve their goals and to align those goals with strategic planning. The information gathered during this process provides a basis for informed decision-making by faculty, staff, and administration regarding the future of the institution and resource allocations by the Strategic Planning and Budget Council (SPBC). Budget requests to SPBC will only be reviewed if supported by an up-to-date program review report.

Accreditation standards reflect the importance of program review in sustaining continuous quality improvement. Evaluations, Planning, and Improvement, a theme of accreditation emphasized throughout the standards, requires colleges to maintain an ongoing and systematic cycle of evaluation. This planning cycle is accomplished in part by the program review process. Program review permits the college to evaluate, set goals, distribute resources, implement goals, and then re-evaluate.

The program review self-study process aids programs in:

- Strengthening programs through self-improvement and self-determination.

- Generating continuous and ongoing dialogue about how student learning and achievement can be enhanced through program and service improvements.

- Evaluating their contribution to achieving the college mission, vision and Institutional Learning Outcomes (ILOs).

There are two rotating processes in program review with each resulting in the preparation and submission of a self-study report. They are:

- **Comprehensive Program Review**, occurring at least every four years, focuses broadly on the program and improvement of student learning. It should have real impact on program effectiveness and resource allocation decisions. The comprehensive review report builds the foundation for the annual update report. The Program Review Coordinator in consultation with the Academic Senate President, Vice President of Academic Affairs and Academic Affairs deans shall establish the frequency and order in which programs will be reviewed.

- **Annual Program Review Update** asks each program to update its needs for resources and to provide a report on outcomes assessment activities for the prior academic year. Updates are done annually between comprehensive reviews.

Guiding Principles

Program review is utilized by the program to assess the effectiveness of existing programs and create plans to advance student achievement. It is not a process for evaluating individual performance or for program discontinuance.

The following principles should guide the program review process:

- **Collegiality**: The process should be a faculty/staff-driven, collaborative process guided by a spirit of open and honest inquiry.

- **Relevance**: The process should analyze appropriate data to support resource requests and answer important questions for the program.

- **Practicality**: The self-study report should be as short as possible (30 pages maximum for the comprehensive report and 15 pages maximum for the annual update report, not including attachments).

- **Effectiveness:** The process should result in a clear sense of direction and accomplishment for participants. To facilitate the implementation of plans and the accomplishment of goals, resource needs identified through the self-study process will be linked with ILOs.
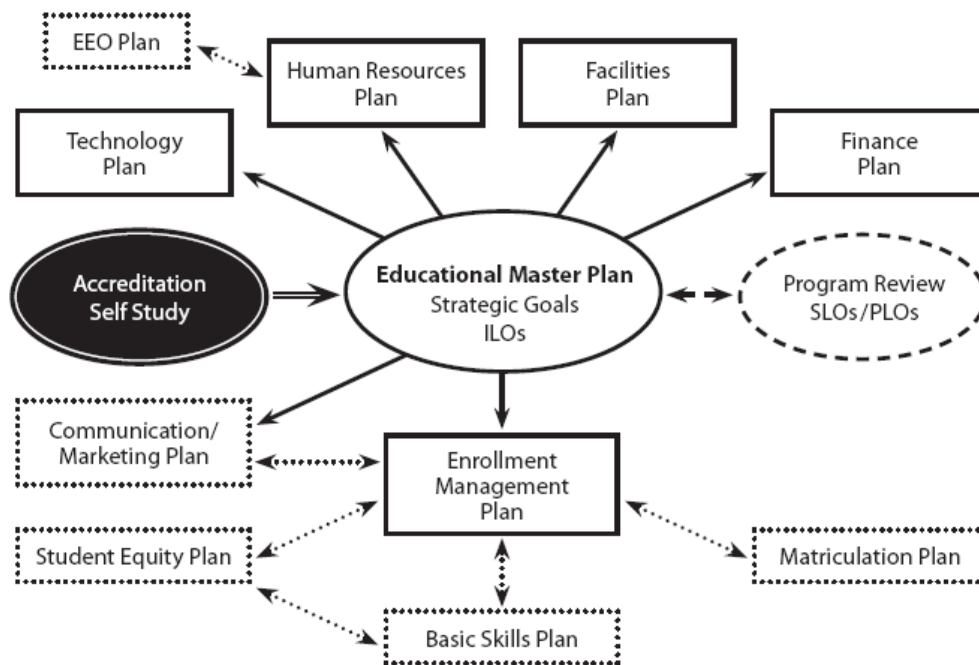
    Timeliness: The self-study report must be completed and submitted to the Program Review Coordinator within the established timeline.

Integration with Outcomes Assessment and Strategic Planning

Learning Outcomes Assessment – In the program review process, programs are asked to develop and/or refine an assessment plan for student learning outcomes (SLOs) and program learning outcomes (PLOs) that enables them to examine the degree to which students have achieved the desired learning outcomes for a course, courses and/or program(s).

Planning – Self-study reports will be made available to the entire college community online. The following flow chart shows the overall linkages between program review and other aspects of planning.

Strategic Planning and Budget Council (SPBC) Documents

Self-study Process

As in the accreditation model, the preparation of the self-study report is viewed as the primary vehicle by which the faculty and staff directly involved in the program under review assume responsibility for assessing and improving program practices. The written self-study report shall include an analysis of student learning and achievement. The program under review identifies specific goals and plans for improvement that support the college mission, vision, ILOs**,** and Educational Master Plan. Any findings that support a modification of the Educational Master Plan should also be included.

The self-study team shall rely upon quantitative and qualitative data as a basis for preparing and writing the self-study report. Institutional data shall be analyzed. The program may include and analyze data compiled by the program or other sources to aid in evaluating the program. The source of data used to support trends or conclusions shall be identified in the self-study report. If the self-study team takes exception to data provided by the Office of Institutional Research and Planning, this should be noted in the self-study report.

While the dean is ultimately responsible for the presentation of the self-study report, all full time faculty and staff involved in the program shall collaborate and participate in the preparation and review of the document. Adjunct faculty and part time staff will be encouraged to participate in the process. Each program should select program representatives who will provide organizational leadership for completion of the review.

The effort to reach consensus by the dean and faculty/staff of the program, especially on major goals and objectives and action plans, should be viewed as a central feature of the evaluation and planning process. When consensus on a specific issue cannot be reached, the self-study report may reflect the differences, or the dissenting staff member(s) may attach an addendum to the section in question.

Programs conducting self-studies will have support from the Office of Institutional Research and Planning. Each program will provide a list of its courses, majors and certificates to the Office of Institutional Research and Planning.

**Standardized Data Available from the Office of
Institutional Research and Planning**
Data will be sorted by fall/spring for four years.

The Office of Institutional Research and Planning has standardized the data given to instructional programs at the start of the program review process. The list is larger than what would typically be used for a program review because many of the data elements are correlated. Programs can select the data they feel best measures their particular area. Additional data not included in the standardized data set will be provided upon request. The Accrediting Commission for Community and Junior Colleges (ACCJC) provides specific characteristics of evidence that programs should consider while gathering appropriate data for their respective areas. See Appendix A - ACCJC: Characteristics of Evidence on page 19.

- Demographic data (age, gender and ethnicity)
- Total number of units generated by courses
- Number of units generated by courses for students registered as a specific major
- Number of students who received a specific degree or certificate
- Retention/Attrition rates for courses
- Success rates for courses
- Overall full time to part time instructor ratio for courses

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II. Comprehensive Program Review
(Four-Year Review)

Initial Planning and Training

As many faculty and staff members of the program as possible should attend the training meeting. The training meeting will:

- Remind programs about ACCJC accreditation standards, the program review process, assessment of SLOs and PLOs, and the role of program review in strategic planning and budgeting.

- Provide an opportunity for the self-study team to dialogue with the Office of Institutional Research and Planning about data provided and needed.

- Provide a discussion of the long range planning analysis from the Educational Master Plan.

- Provide a forum for discussion of any concerns about the process.

- Assist programs in the development of a project plan with timelines and assignment of responsibilities, if needed.

Time Frame

Spring/Summer

- Initial planning and training for programs doing comprehensive reviews.

- Develop detailed task list and timeline, which allows adequate time to write, review, discuss, and revise drafts.

- Request data from the Office of Institutional Research and Planning at least 30 days before needed to analyze the data.

- Discuss program review procedures and guidelines within the program.

- Gather any additional information the program deems necessary.

- Revise and update Course Outlines of Record (CORs) and submit to the Academic Policies and Procedures Committee (AP&P), if needed.

- Review and analyze the data received from the Office of Institutional Research and Planning.

- Review and finalize SLO assessment report.

- Engage in dialogue about PLOs, SLOs and their connection to college ILOs.

- Review prior program review reports. Responses that remain accurate, relevant and appropriate to this report may be resubmitted.

- Prepare draft report resulting from dialogue within the program.

September - October

- Review and finalize the program review self-study report.

- Submit self-study report to the Program Review Coordinator for peer review.

November - March

- Peer review team reviews and confirms the self-study report.

March

- Program Review Coordinator disseminates the approved self-study and peer review reports to the campus.

The Program Review Coordinator will be available to discuss progress on the review and any areas where the self-study team needs assistance. The dean will present the comprehensive self-study report in October to the Program Review Coordinator who will then pass it on to a peer review team for review.

Following review and confirmation of the report by the peer review team, the Program Review Coordinator will forward an electronic copy of the peer review report to the dean. The dean will disseminate the report to the staff within the program being reviewed. Electronic copies of the self-study and peer review reports will be provided to the Vice President of Academic Affairs and SPBC. Copies will also be posted on the Academic Senate Web page and in the Academic Senate Office and Library. SPBC will utilize the reports to make decisions.

Template for Comprehensive Program Review Report

Comprehensive Program Review Report
Program:
Academic Year Reviewed:
Due October 31

Area 1 Mission

1.1   State the mission of the program.

1.2   Comment on the areas of the mission, vision, and Institutional Learning Outcomes (ILOs) of the college that are most closely related to the mission of the program.

Area 2 History

2.1   Identify major changes and/or developments, including change or growth in other programs, which significantly impacted the program in the last four years.

2.2   Briefly describe the program's activities and services in the past four years.

2.3   Did the program receive outside funding (e.g. Perkins IV and/or grants) during the last four years? If yes, briefly identify the years funded and how those funds were used to improve the program and student learning.

Area 3 Curriculum (3.5 and 3.6 updated annually)

3.1   Identify degrees and certificates currently offered in the program.

3.2   Discuss the adequacy of course offerings relative to appropriate aspects of the college mission and ILOs. Summarize recent additions, deletions, or revisions of courses.

3.3   Reflect on the relevant trends in curriculum with regard to knowledge requirements and instructional methods.

3.4   Recommend ways to improve completion of certificate, major and transfer requirements. Are all courses offered on a regular rotational basis so that students can complete their programs within a reasonable time frame?

3.5   Are all Course Outlines of Record (CORs) current?

3.6   How does the program ensure that all faculty utilize CORs when designing course syllabi?

Area 4 Student Support and Development

4.1   Discuss the adequacy of program services, practices, and technology to address diverse student needs and support student achievement.

4.2   Summarize how recent additions, deletions, or revisions of services, practices, and technology support aspects of the college mission and ILOs.

Area 5 Data Analysis and Environmental Scan (Updated annually)

5.1   The program was provided with a substantial amount of data from the Office of Institutional Research and Planning. The self-study team should review and have a dialogue on the data and then identify major changes or enrollment trends expected to be of particular relevance to the program in the next four years. Consider WSCH/FTES, success, retention and persistence as applicable, and the number of degrees and certificates, if applicable. Consider data on gender, age, ethnicity, night vs. day, etc.

- Write about enrollment trends that the self-study team believes are important to the program's planning and resource needs. Why might these trends be occurring?

- Considering these trends, how well is the program doing in meeting the needs of the various learner populations attending the college?

5.2   Report on the progress of recommendations and accomplishment of goals identified in the program's last program review. Reflect on the strengths, weaknesses, and improvements of the program. Clearly state the performance/ quality indicators used by the program.

Area 6 Student and Program Learning Outcomes Assessment (Updated annually)

6.1   Briefly review program outcomes assessment activities over the past four years and assess in some detail the effec-

tiveness of those methods in documenting and improving student learning.

6.2 How have adjunct faculty and/or part time staff in your program been made aware of the need to assess Student Learning Outcomes (SLOs) and Program Learning Outcomes (PLOs) and been included in assessment activities?

6.3 What specific plans have been made for assessing student learning over the next four years? Programs should provide a timeline for defining and assessing all SLOs and PLOs.

6.4 If the program SLO and PLO assessment results make it clear that particular professional development resources or student services are needed to more effectively serve students, describe the need. List items in order (rank) of importance.

Area 7 Collaboration with Other Programs
Discuss collaborative efforts undertaken with other Instructional, Student Services or Administrative programs. Offer an assessment of success and challenges and note potential changes in collaborative efforts.

Area 8 Outreach Activities
Discuss any activities or projects undertaken with other educational institutions, the community, or business/industry. Describe any plans to begin new outreach activities.

Area 9 Goals and Objectives (Updated annually)
List the goals and objectives the program has for the next four years.
   Goal: A specific action.
   Objectives: Significant steps or actions needed to achieve the goal.
   Time Frame: Period of time the goal and objectives will be addresses.
   Justification: How does the goal support the mission of the college? How does the goal meet the needs of the community?

Area 10 Long Term Resource Planning (Updated annually)
If applicable, describe significant long-term resource needs that should be addressed in the next four years. The Educational Master Plan, student learning outcomes assessment reports, and data analysis may provide reference information to support your response. Use lists and tables to clarify program requests and make them easy for the Strategic Planning and Budget Council to review quickly. If there may be negative consequences for enrollment, safety or other important concerns if the funding is not provided please make this known in context.

10.1 List faculty and staff requirements to meet program needs in the next four years. Be specific and brief when offering a reason for the position (e.g. replacement, increased demand for subject, growth in student population). Mark the position as new or replacement. Place titles on list in order (rank) of importance.

10.2 List facilities (remodels, renovations or new), equipment and technology needed to provide a safe and appropriate environment for student learning in next four years. Place items on list in order (rank) of importance.

10.3 Identify funding needed to support student learning.

Area 11 Recommendations and Comments
11.1 List recommended changes to the Educational Master Plan to:
   - Meet student needs.
   - Respond to PLOs and SLOs.
   - Reflect changes in the disciplines, educational methodology, and technology.
   - Address external mandates such as state requirements, industry and professional standards, etc.

11.2 What changes in the program review process would improve institutional effectiveness or make the results more helpful the program?

Area 12 Report to the Board of Trustees
Prepare a one page synopsis of the program review.

Peer Review Guidelines and Procedures for the Comprehensive Report

As in the accreditation model, the peer team review process calls for peer team members to review the self-study report, examine relevant data, and visit members of the self-study team. Based on studies, "the peer professional is, by definition, the individual best able to appreciate the subtleties and nuances of what he or she encounters". The end result will be a brief written report that confirms what the program is, or seems to be, and what the program could be.

1. Peer Review Team Membership

   The peer review team shall be comprised of a dean from a division not being reviewed and three faculty members from division or disciplines whose programs are not under review. The Vice President of Academic Affairs shall appoint the dean and the Academic Senate shall appoint the faculty members with consideration given to cross-instructional representation.

   The Program Review Coordinator shall serve as a resource person for the peer review team, monitor the peer review process, and serve as a liaison between the peer review team, the Office of Institutional Research and Planning, Academic Senate, and Vice President of Academic Affairs.

2. Orientation Meeting

   Before the self-study is distributed to the peer team, all members of the peer team will meet with the Program Review Coordinator in order to:

   1. Discuss the program review process, goals, and objectives. Each component of the program review will be discussed along with guidelines for the peer team's activities, timelines, and roles. The peer review team will recognize the need for confidentiality in fulfilling its duties.

   2. Identify the peer review team chair who will be responsible for drafting the team's final report.

3. Organizational Meeting

   After members have been given time to review the self-study report, the peer review team will meet with the Program Review Coordinator in order to:

   1. Discuss their general reactions to and perceptions of the self-study report.

   2. Identify areas that require clarification, verification, or analysis.

   3. Assign specific sections of the self-study to individual members for further review.

   4. Distribute sample interview questions and discuss the components of effective interview questions keeping in mind the following:

      - Questions should be open-ended requiring more than yes/no answers.

      - Questions should elicit clarification or elaboration of self-study.

      - Questions should not be argumentative or critical.

   5. Establish procedures for interviewing faculty, dean, and staff of program under review.

      - Peer team members should arrange to visit members of the self-study team at their offices or classrooms and conduct interviews.

      - The self-study report should be taken on interviews for reference or clarification purposes.

      - Written notes should be taken for accuracy.

   6. Review timelines for completion of each phase of the review process.

4. Findings Meeting

   After individual members have reviewed their assigned sections, investigated their areas, conducted interviews, and written preliminary drafts of their findings, the peer team will meet in order to:

   1. Discuss their findings and, if necessary, develop plans for further investigation of areas needing more attention. This might include follow-up visits by members of the peer team to gather more information about a specific area.

   2. Submit drafts of their reports to the chair.

5. Draft Report Meeting

   Prior to this meeting the chair will have:

   1. Reviewed all submitted drafts and written a preliminary report summarizing the findings for each area.
   2. Distributed copies to the peer team members.
   3. Distributed a copy to the Program Review Coordinator who will review the report to ensure that all areas are completed.

   The peer team will meet to discuss, review, and make any necessary revisions. Further revisions may be finalized via campus mail. Additional meetings may be scheduled if needed.

6. Final Report

   The peer review chair will then prepare the final version of the peer review report that confirms and acknowledges areas of strengths as well as confirms and supports areas for improvement. The chair will submit the report to the Program Review Coordinator.

7. Disseminating the Peer Team Report

   The Program Review Coordinator will forward the peer review report to the dean of the program under review. The dean will disseminate the report to the staff within the program being reviewed. The Program Review Coordinator will post the report on the Academic Senate Web page and provide copies to the Vice President of Academic Affairs, Academic Senate office, Director of Institutional Research and Planning, SPBC and Library.

III. Annual Program Review Update

The Annual Program Review Update is conducted by all programs in each of the three years between comprehensive program reviews. It focuses on select areas of the Comprehensive Program Review, including data analysis and assessment of accomplishments, updating goals and identifying needs. It should be as brief as possible (15 pages maximum) and submitted by October 31 to the Program Review Coordinator.

Time Frame
Spring/Summer

- Develop detailed task list and timeline, which allows adequate time to write, review, discuss, and revise drafts.
- Request data from the Office of Institutional Research and Planning at least 30 days before needed to analyze the data.
- Discuss program review procedures and guidelines within the program.
- Gather any additional information the program deems necessary.
- Revise and update Course Outlines of Record (CORs) and submit to the Academic Policies and Procedures Committee (AP&P), if needed.
- Review and analyze the data received from the Office of Institutional Research and Planning.
- Review and finalize SLO assessment report.
- Engage in dialogue about PLOs, SLOs and their connection to college ILOs.
- Review prior program review reports. Responses that remain accurate, relevant and appropriate to this report may be resubmitted.
- Prepare draft report resulting from dialogue within the program.

September -October

- Review and finalize the program review self-study report.
- Submit self-study report to the Program Review Coordinator for peer review.

November - March

- Program Review Committee reviews and approves the self-study report.

March

- Program Review Coordinator disseminates the approved self-study report to the campus.

The Program Review Coordinator will be available to discuss progress on the review and any areas where the self-study team needs assistance.

The dean will present the self-study report in October to the Program Review Coordinator who will then pass it on to Program Review Committee members for peer review. The committee members will read the report and recommend either full or conditional approval of self-study report. Conditional approval will require the program self-study team to make specified revisions to the report to gain full approval.

Upon full approval of the self-study report, the Program Review Coordinator will forward an electronic copy of the self-study report to the Vice President of Academic Affairs, Director of Institutional Research and Planning, and SPBC. Copies will be posted on the Academic Senate Web page and placed in the Academic Senate Office and Library.

Template for Annual Program Review Update Report

Annual Program Review Update Report
Program:
Academic Year Reviewed:
Due October 31

Area 3 Curriculum (3.5 and 3.6 updated annually)

3.5   Are all Course Outlines of Record (CORs) current?

3.9   How does the program ensure that all faculty utilize CORs when designing course syllabi?

Area 5 Data Analysis and Environmental Scan (Updated annually)

5.3   The program was provided with a substantial amount of data from the Office of Institutional Research and Planning. The self-study team should review and have a dialogue on the data and then identify major changes or enrollment trends expected to be of particular relevance to the program in the next four years. Consider WSCH/FTES, success, retention and persistence as applicable, and the number of degrees and certificates, if applicable. Consider data on gender, age, ethnicity, night vs. day, etc.

- Write about enrollment trends that the self-study team believes are important to the program's planning and resource needs. Why might these trends be occurring?
- Considering these trends, how well is the program doing in meeting the needs of the various learner populations attending the college?

5.4   Report on the progress of recommendations and accomplishment of goals identified in the program's last program review. Reflect on the strengths, weaknesses, and improvements of the program. Clearly state the performance/ quality indicators used by the program.

Area 6 Student and Program Learning Outcomes Assessment (Updated annually)

6.1   Briefly review program outcomes assessment activities over the past four years and assess in some detail the effectiveness of those methods in documenting and improving student learning.

6.2   How have adjunct faculty and/or part time staff in your program been made aware of the need to assess Student Learning Outcomes (SLOs) and Program Learning Outcomes (PLOs) and been included in assessment activities?

6.3   What specific plans have been made for assessing student learning over the next four years? Programs should provide a timeline for defining and assessing all SLOs and PLOs.

6.4   If the program SLO and PLO assessment results make it clear that particular professional development resources or student services are needed to more effectively serve students, describe the need. List items in order (rank) of importance.

Area 9 Goals and Objectives (Updated annually)

List the goals and objectives the program has for the next four years.
    Goal: A specific action.
    Objectives: Significant steps or actions needed to achieve the goal.
    Time Frame: Period of time the goal and objectives will be addresses.
    Justification: How does the goal support the mission of the college? How does the goal meet the needs of the community?

Area 10 Long Term Resource Planning (Updated annually)

If applicable, describe significant long-term resource needs that should be addressed in the next four years. The Educational Master Plan, student learning outcomes assessment reports, and data analysis may provide reference information to support your response. Use lists and tables to clarify program requests and make them easy for the Strategic Planning and Budget Council to review quickly. If there may be negative consequences for enrollment, safety or other important concerns if the funding is not provided please make this known in context.

10.1 List faculty and staff requirements to meet program needs in the next four years. Be specific and brief when offering a reason for the position (e.g. replacement, increased demand for subject, growth in student population). Mark the position as new or replacement. Place titles on list in order (rank) of importance.

10.2 List facilities (remodels, renovations or new), equipment and technology needed to provide a safe and appropriate environment for student learning in next four years. Place items on list in order (rank) of importance.

10.3 Identify funding needed to support student learning.

Peer Review Guidelines and Procedures for the Annual Update Report

The dean will present the annual program review update report in October to the Program Review Coordinator for peer review by the Program Review Committee. The Program Review Committee will be guided by the program review process and objectives.

The Program Review Committee membership should have:

- Program Review Coordinator appointed by the Academic Senate
- SLO Faculty Co-chair appointed by the Academic Senate
- Four faculty representatives appointed by the Academic Senate
- One classified representative appointed by mutual agreement between the Academic Senate and Vice President of Student Services
- One dean appointed by the Vice President of Academic Affairs
- One dean or director appointed by the Vice President of Student Services

Members of the Program Review Committee will examine the program self-study report. They will then meet in order to:

- Discuss their general reactions to and perceptions of the report.
- Identify areas that require clarification, verification, or additional information.
- Recommend either full or conditional approval of comprehensive and annual update reports. Conditional approval will require the program self-study team to make specified revisions to the report to gain full approval.

The Program Review Coordinator shall monitor the peer review process and serve as a liaison between the Program Review Committee, the self-study team, Office of Institutional Research and Planning, Academic Senate, and Vice President of Academic Affairs.

Upon full approval of the annual update report, the Program Review Coordinator will forward an electronic copy of the report to the Vice President of Academic Affairs, Director of Institutional Research and Planning, and Strategic Planning and Budget Council. Copies will also be posted on the Academic Senate Web page and placed in the Academic Senate office and Library. SPBC will utilize the report to make decisions.

Appendix A
ACCJC: Characteristics of Evidence

Evidence is the data upon which a judgment or conclusion may be based. As such, it is presented in answer to questions that have been deliberately posed because an institution regards them as important. Evidence tells all stakeholders that an institution has investigated its questions and <u>knows</u> something about itself – it knows what it achieves.

For evidence to be useful, it must have undergone analysis and reflection by the college community. The dialogue required for analysis and reflection is an integral part of the capacity an institution has for using the evidence it has accrued to make improvements.

Good evidence, then, is obviously related to the questions the college has investigated and it can be replicated, making it reliable. Good evidence is representative of what is, not just an isolated case, and it is information upon which an institution can take action to improve. It is, in short, relevant, verifiable, representative, and actionable.

Evidence on Student Achievement and Student Learning

The evidence the institution presents should be about achievements (student movement through the institution) and should include the following:

- Student preparedness for college, including performance on placement tests and/or placement,
- Student training, needs, including local employment training needs, transfer education needs, basic skills needs, etc.,
- Course completion data,
- Retention of students from term to term,
- Student progression to the next course/next level of course,
- Student program (major) completion,
- Student graduation rates,
- Student transfer rates to four-year institutions,
- Student job placement rates,
- Student scores on licensure exams.

The evidence the institution presents should also be about student learning outcomes (mastery of the knowledge, skills, abilities, competencies, attitudes, beliefs, opinions, and values at the course, program, and degree levels in the context of each college's mission and population) and should include data on the following:

- Development and dissemination of student learning outcomes,
- Samples of student work/performance (recitals, projects, capstone courses, etc.),
- Summary data on measured student learning outcomes,
- Measurement and analysis of student attainment of student learning outcomes used as part of the institution's self-evaluation and planning processes,
- Improvement of the teaching/learning process as a result of the above analysis.

Self-study should be only one phase of on-going institutional evaluation, and an evaluating team should be able to see how the institution develops and uses evidence of effectiveness as part of its ongoing evaluative processes. Institutions should gather and use both qualitative and quantitative evidence, and often must use indirect as well as direct measures to assess institutional effectiveness. Good evidence used in evaluations has the following characteristics:

- It is intentional, and a dialogue about its meaning and relevance has taken place.
- It is purposeful, designed to answer questions the institution has raised.
- It has been interpreted and reflected upon, not just offered up in its raw or unanalyzed form.
- It is integrated and presented in a context of other information about the institution that creates a holistic view of the institution or program.
- It is cumulative and is corroborated by multiple sources of data.
- It is coherent and sound enough to provide guidance for improvement.

It is important to note that evidence per se does not lead to confirmations of value and quality. Rather, the members of the college community, or of the higher education community, must arrive at the decisions about value and quality through active judgments. The purpose of good evidence is to encourage informed institutional dialogue that engages the college community and leads to improvement of its processes, procedures, policies, relationships, ultimately with the effect of improving student learning. Good evidence should provide the means for institutions or evaluators to make sound judgments about quality and future direction, but at the same time, it will probably stimulate further inquiry about institutional quality.

Institutions report or store good evidence in many formats, and institutions engaged in self-study or evaluative teams may find good evidence in a number of sources, including institutional data bases; documents such as faculty handbooks, catalogs, student handbooks, policy statements, program review documents, planning documents, minutes of important meetings, syllabi, course outlines, and institutional fact books; from survey results; from assessments of student work on examinations, class assignments, capstone projects, etc; from faculty grading rubrics and analyses of student learning outcomes; and from special institutional research reports.

APPENDIX—D

SYSTEMATIC PROGRAM REVIEW
Student Services Program Review Procedure

I. Program Review Process

Background Information

Program review at Antelope Valley College is part of the overall planning and institutional effectiveness process. It is collaborative goal setting and assessment designed to assist faculty, staff, and administrators with continually refining and improving program practices resulting in appropriate improvements in student achievement and learning. Every program and service in the college goes through a systematic self-evaluation process and an institutionally based peer team review.

The primary purpose of program review is to help programs clarify and achieve their goals and to align those goals with strategic planning. The information gathered during this process provides a basis for informed decision-making by faculty, staff, and administration regarding the future of the institution and resource allocations by the Strategic Planning and Budget Council (SPBC). Budget requests to SPBC will only be reviewed if supported by an up-to-date program review report.

Accreditation standards reflect the importance of program review in sustaining continuous quality improvement. Evaluations, Planning, and Improvement, a theme of accreditation emphasized throughout the standards, requires colleges to maintain an ongoing and systematic cycle of evaluation. This planning cycle is accomplished in part by the program review process. Program review permits the college to evaluate, set goals, distribute resources, implement goals, and then re-evaluate.

The program review self-study process aids programs in:

- Strengthening programs through self-improvement and self-determination.

- Generating continuous and ongoing dialogue about how student learning and achievement can be enhanced through program and service improvements.

- Evaluating their contribution to achieving the college mission, vision and Institutional Learning Outcomes (ILOs).

There are two rotating processes in program review with each resulting in the preparation and submission of a self-study report. They are:

- **Comprehensive Program Review**, occurring at least every four years, focuses broadly on the program and improvement of student learning. It should have real impact on program effectiveness and resource allocation decisions. The comprehensive review report builds the foundation for the annual update report. The Program Review Coordinator in consultation with the Academic Senate President, Vice President of Student Services and Student Services deans shall establish the frequency and order in which programs will be reviewed.

- **Annual Program Review Update** asks each program to update its needs for resources and to provide a report on outcomes assessment activities for the prior academic year. Updates are done annually between comprehensive reviews.

Guiding Principles

Program review is utilized by the program to assess the effectiveness of existing programs and create plans to advance student achievement. It is not a process for evaluating individual performance or for program discontinuance.

The following principles should guide the program review process:

- **Collegiality**: The process should be a faculty/staff-driven, collaborative process guided by a spirit of open and honest inquiry.

- **Relevance**: The process should analyze appropriate data to support resource requests and answer important questions for the program.

- **Practicality**: The self-study report should be as short as possible (30 pages maximum for the comprehensive report and 15 pages maximum for the annual update report, not including attachments).

- **Effectiveness:** The process should result in a clear sense of direction and accomplishment for participants. To
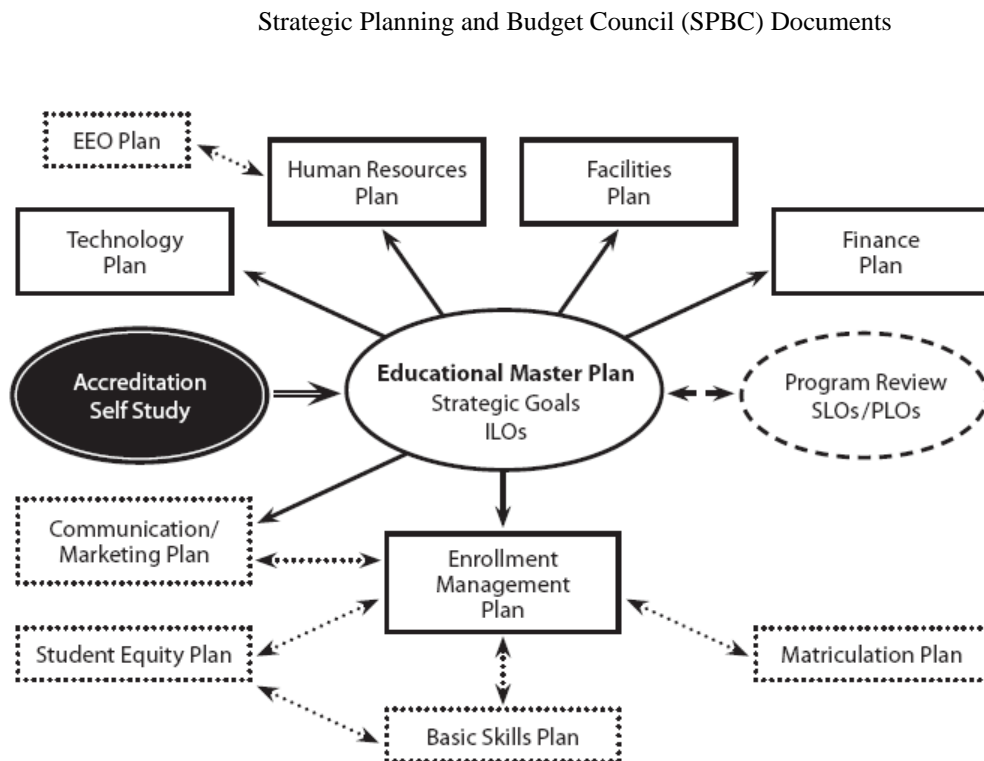
facilitate the implementation of plans and the accomplishment of goals, resource needs identified through the self-study process will be linked with ILOs.

- **Timeliness:** The self-study report must be completed and submitted to the Program Review Coordinator within the established timeline.

Integration with Outcomes Assessment and Strategic Planning

Learning Outcomes Assessment – In the program review process, programs are asked to develop and/or refine an assessment plan for student learning outcomes (SLOs) and program learning outcomes (PLOs) that enables them to examine the degree to which students have achieved the desired learning outcomes for a course, courses and/or program(s).

Planning – Self-study reports will be made available to the entire college community online. The following flow chart shows the overall linkages between program review and other aspects of planning.

Strategic Planning and Budget Council (SPBC) Documents

Self-study Process

As in the accreditation model, the preparation of the self-study report is viewed as the primary vehicle by which the faculty and staff directly involved in the program under review assume responsibility for assessing and improving program practices. The written self-study report shall include an analysis of student learning and achievement. The program under review identifies specific goals and plans for improvement that support the college mission, vision, ILOs, and Educational Master Plan. Any findings that support a modification of the Educational Master Plan should also be included.

The self-study team shall rely upon quantitative and qualitative data as a basis for preparing and writing the self-study report. Institutional data shall be analyzed. The program may include and analyze data compiled by the program or other sources to aid in evaluating the program. The source of data used to support trends or conclusions shall be identified in the self-study report. If the self-study team takes exception to data provided by the Office of Institutional Research and Planning, this should be noted in the self-study report.

While the dean is ultimately responsible for the presentation of the self-study report, all full time faculty and staff involved in the program shall collaborate and participate in the preparation and review of the document. Adjunct faculty and

part time staff will be encouraged to participate in the process. Each program should select program representatives who will provide organizational leadership for completion of the review.

The effort to reach consensus by the dean and faculty/staff of the program, especially on major goals and objectives and action plans, should be viewed as a central feature of the evaluation and planning process. When consensus on a specific issue cannot be reached, the self-study report may reflect the differences, or the dissenting staff member(s) may attach an addendum to the section in question.

Programs conducting self-studies will have support from the Office of Institutional Research and Planning. Each program will provide a list of its courses, majors and certificates to the Office of Institutional Research and Planning.

**Standardized Data Available from the Office of
Institutional Research and Planning**
Data will be sorted by fall/spring for four years.

The Office of Institutional Research and Planning has standardized the data given to instructional programs at the start of the program review process. The list is larger than what would typically be used for a program review because many of the data elements are correlated. Programs can select the data they feel best measures their particular area. Additional data not included in the standardized data set will be provided upon request. The Accrediting Commission for Community and Junior Colleges (ACCJC) provides specific characteristics of evidence that programs should consider while gathering appropriate data for their respective areas. See Appendix A - ACCJC: Characteristics of Evidence on page 19.

- Demographic data (age, gender and ethnicity)
- Total number of units generated by courses
- Number of units generated by courses for students registered as a specific major
- Number of students who received a specific degree or certificate
- Retention/Attrition rates for courses
- Success rates for courses
- Overall full time to part time instructor ratio for courses

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<u>**II. Comprehensive Program Review**</u>
(Four-Year Review)

Initial Planning and Training
As many faculty and staff members of the program as possible should attend the training meeting.   The training meeting will:

- Remind programs about ACCJC accreditation standards, the program review process, assessment of SLOs and PLOs, and the role of program review in strategic planning and budgeting.

- Provide an opportunity for the self-study team to dialogue with the Office of Institutional Research and Planning about data provided and needed.

- Provide a discussion of the long range planning analysis from the Educational Master Plan.

- Provide a forum for discussion of any concerns about the process.

- Assist programs in the development of a project plan with timelines and assignment of responsibilities, if needed.

Time Frame
Spring/Summer

- Initial planning and training for programs doing comprehensive reviews.

- Develop detailed task list and timeline, which allows adequate time to write, review, discuss, and revise drafts.

- Request data from the Office of Institutional Research and Planning at least 30 days before needed to analyze the data.

- Discuss program review procedures and guidelines within the program.

- Gather any additional information the program deems necessary.

- Revise and update Course Outlines of Record (CORs) and submit to the Academic Policies and Procedures Committee (AP&P), if needed.

- Review and analyze the data received from the Office of Institutional Research and Planning.

- Review and finalize SLO assessment report.

- Engage in dialogue about PLOs, SLOs and their connection to college ILOs.

- Review prior program review reports. Responses that remain accurate, relevant and appropriate to this report may be resubmitted.

- Prepare draft report resulting from dialogue within the program.

September - October

- Review and finalize the program review self-study report.

- Submit self-study report to the Program Review Coordinator for peer review.

November - March

- Peer review team reviews and confirms the self-study report.

March

- Program Review Coordinator disseminates the approved self-study and peer review reports to the campus.

The Program Review Coordinator will be available to discuss progress on the review and any areas where the self-study team needs assistance. The dean will present the comprehensive self-study report in October to the Program Review Coordinator who will then pass it on to a peer review team for review.

Following review and confirmation of the report by the peer review team, the Program Review Coordinator will forward an electronic copy of the peer review report to the dean. The dean will disseminate the report to the staff within the program being reviewed.   Electronic copies of the self-study and peer review reports will be provided to the Vice President of Student Services and SPBC. Copies will also be posted on the Academic Senate Web page and in the Academic Senate Office and Library. SPBC will utilize the reports to make decisions.

Template for Comprehensive Program Review Report

<u>**Comprehensive Program Review Report**</u>
Program:
Academic Year Reviewed:
Due October 31

Area 1   Mission
State the mission of the program.

1.2   Comment on the areas of the mission, vision, and Institutional Learning Outcomes (ILOs) of the college that are most closely related to the mission of the program.

Area 2   History
Identify major changes and/or developments, including change or growth in other programs, which significantly impacted the program in the last four years.

Briefly describe the program's activities and services in the past four years.

Did the program receive outside funding (e.g. Perkins IV and/or grants) during the last four years? If yes, briefly identify the years funded and how those funds were used to improve the program and student learning.

Area 3   Curriculum (3.5 and 3.6 updated annually)

3.1   Identify degrees and certificates currently offered in the program.

3.2   Discuss the adequacy of course offerings relative to appropriate aspects of the college mission and ILOs. Summarize recent additions, deletions, or revisions of courses.

3.3   Reflect on the relevant trends in curriculum with regard to knowledge requirements and instructional methods.

3.4   Recommend ways to improve completion of certificate, major and transfer requirements. Are all courses offered on a regular rotational basis so that students can complete their programs within a reasonable time frame?

3.5   Are all Course Outlines of Record (CORs) current?

3.6   How does the program ensure that all faculty utilize CORs when designing course syllabi?

Area 4   Student Support and Development
Discuss the adequacy of program services, practices, and technology to address diverse student needs and support student achievement.

Summarize how recent additions, deletions, or revisions of services, practices, and technology support aspects of the college mission and ILOs.

Area 5   Data Analysis and Environmental Scan (Updated annually)

5.1   The program was provided with a substantial amount of data from the Office of Institutional Research and Planning. The self-study team should review and have a dialogue on the data and then identify major changes or enrollment trends expected to be of particular relevance to the program in the next four years. Consider WSCH/FTES, success, retention and persistence as applicable, and the number of degrees and certificates, if applicable. Consider data on gender, age, ethnicity, night vs. day, etc.

- <u>Write about enrollment trends that the self-study team believes are important to the program's planning and resource needs. Why might these trends be occurring?</u>

- <u>Considering these trends, how well is the program doing in meeting the needs of the various learner populations attending the college?</u>

5.5   Report on the progress of recommendations and accomplishment of goals identified in the program's last program review. Reflect on the strengths, weaknesses, and improvements of the program. Clearly state the performance/ quality indicators used by the program.

Area 6   Student and Program Learning Outcomes Assessment (Updated annually)
Briefly review program outcomes assessment activities over the past four years and assess in some detail the effectiveness of those methods in documenting and improving student learning.

How have adjunct faculty and/or part time staff in your program been made aware of the need to assess Student Learning

Outcomes (SLOs) and Program Learning Outcomes (PLOs) and been included in assessment activities?

What specific plans have been made for assessing student learning over the next four years? Programs should provide a timeline for defining and assessing all SLOs and PLOs.

If the program SLO and PLO assessment results make it clear that particular professional development resources or student services are needed to more effectively serve students, describe the need. List items in order (rank) of importance.

Area 7   Collaboration with Other Programs
Discuss collaborative efforts undertaken with other Instructional, Student Services or Administrative programs. Offer an assessment of success and challenges and note potential changes in collaborative efforts.

Area 8   Outreach Activities
Discuss any activities or projects undertaken with other educational institutions, the community, or business/industry. Describe any plans to begin new outreach activities.

Area 9   Goals and Objectives (Updated annually)
List the goals and objectives the program has for the next four years.
> Goal: A specific action.
> Objectives: Significant steps or actions needed to achieve the goal.
> Time Frame: Period of time the goal and objectives will be addresses.
> Justification: How does the goal support the mission of the college? How does the goal meet the needs of the community?

Area 10   Long Term Resource Planning (Updated annually)
If applicable, describe significant long-term resource needs that should be addressed in the next four years. The Educational Master Plan, student learning outcomes assessment reports, and data analysis may provide reference information to support your response. Use lists and tables to clarify program requests and make them easy for the Strategic Planning and Budget Council to review quickly. If there may be negative consequences for enrollment, safety or other important concerns if the funding is not provided please make this known in context.

10.1 List faculty and staff requirements to meet program needs in the next four years. Be specific and brief when offering a reason for the position (e.g. replacement, increased demand for subject, growth in student population). Mark the position as new or replacement. Place titles on list in order (rank) of importance.

10.2 List facilities (remodels, renovations or new), equipment and technology needed to provide a safe and appropriate environment for student learning in next four years. Place items on list in order (rank) of importance.

10.3 Identify funding needed to support student learning.

Area 11   Recommendations and Comments
List recommended changes to the Educational Master Plan to:

- Meet student needs.
- Respond to PLOs and SLOs.
- Reflect changes in the disciplines, educational methodology, and technology.
- Address external mandates such as state requirements, industry and professional standards, etc.

What changes in the program review process would improve institutional effectiveness or make the results more helpful the program?

Area 12   Report to the Board of Trustees
Prepare a one page synopsis of the program review.

Peer Review Guidelines and Procedures for the Comprehensive Report

As in the accreditation model, the peer team review process calls for peer team members to review the self-study report, examine relevant data, and visit members of the self-study team. Based on studies, "the peer professional is, by definition, the individual best able to appreciate the subtleties and nuances of what he or she encounters". The end result will be a brief written report that confirms what the program is, or seems to be, and what the program could be.

1. Peer Review Team Membership

The peer review team shall be comprised of a dean or director from a service area not being reviewed and three other team members from service areas, divisions, or disciplines whose programs are not under review. The three other team members will include at least one faculty and at least one classified or confidential management. The Vice President of Student Services shall appoint the dean or director and the Academic Senate shall appoint the faculty member(s) with consideration given to cross-instructional representation. Classified and confidential management will be appointed by mutual agreement between the Senate and the Vice President of Student Services.

The Program Review Coordinator shall serve as a resource person for the peer review team, monitor the peer review process, and serve as a liaison between the peer review team, the Office of Institutional Research and Planning, Academic Senate, and Vice President of Student Services.

2. Orientation Meeting

Before the self-study is distributed to the peer team, all members of the peer team will meet with the Program Review Coordinator in order to:
   1. Discuss the program review process, goals, and objectives. Each component of the program review will be discussed along with guidelines for the peer team's activities, timelines, and roles. The peer review team will recognize the need for confidentiality in fulfilling its duties.
   2. Identify the peer review team chair who will be responsible for drafting the team's final report.

3. Organizational Meeting

After members have been given time to review the self-study report, the peer review team will meet with the Program Review Coordinator in order to:
   1. Discuss their general reactions to and perceptions of the self-study report.
   2. Identify areas that require clarification, verification, or analysis.
   3. Assign specific sections of the self-study to individual members for further review.
   4. Distribute sample interview questions and discuss the components of effective interview questions keeping in mind the following:
      - Questions should be open-ended requiring more than yes/no answers.
      - Questions should elicit clarification or elaboration of self-study.
      - Questions should not be argumentative or critical.
   5. Establish procedures for interviewing faculty, dean, and staff of program under review.
      - Peer team members should arrange to visit members of the self-study team at their offices or classrooms and conduct interviews.
      - The self-study report should be taken on interviews for reference or clarification purposes.
      - Written notes should be taken for accuracy.
   6. Review timelines for completion of each phase of the review process.

4. Findings Meeting

After individual members have reviewed their assigned sections, investigated their areas, conducted interviews, and written preliminary drafts of their findings, the peer team will meet in order to:
   1. Discuss their findings and, if necessary, develop plans for further investigation of areas needing more attention. This might include follow-up visits by members of the peer team to gather more information about a specific area.

2. Submit drafts of their reports to the chair.

5. Draft Report Meeting

Prior to this meeting the chair will have:

   1. Reviewed all submitted drafts and written a preliminary report summarizing the findings for each area.
   2. Distributed copies to the peer team members.
   3. Distributed a copy to the Program Review Coordinator who will review the report to ensure that all areas are completed.

The peer team will meet to discuss, review, and make any necessary revisions. Further revisions may be finalized via campus mail. Additional meetings may be scheduled if needed.

6. Final Report

The peer review chair will then prepare the final version of the peer review report that confirms and acknowledges areas of strengths as well as confirms and supports areas for improvement. The chair will submit the report to the Program Review Coordinator.

7. Disseminating the Peer Team Report

The Program Review Coordinator will forward the peer review report to the dean of the program under review. The dean will disseminate the report to the staff within the program being reviewed. The Program Review Coordinator will post the report on the Academic Senate Web page and provide copies to the Vice President of Student Services, Academic Senate office, Director of Institutional Research and Planning, SPBC and Library.

III. Annual Program Review Update

The Annual Program Review Update is conducted by all programs in each of the three years between comprehensive program reviews. It focuses on select areas of the Comprehensive Program Review, including data analysis and assessment of accomplishments, updating goals and identifying needs. It should be as brief as possible (15 pages maximum) and submitted by October 31 to the Program Review Coordinator.

Time Frame
Spring/Summer

- Develop detailed task list and timeline, which allows adequate time to write, review, discuss, and revise drafts.
- Request data from the Office of Institutional Research and Planning at least 30 days before needed to analyze the data.
- Discuss program review procedures and guidelines within the program.
- Gather any additional information the program deems necessary.
- Revise and update Course Outlines of Record (CORs) and submit to the Academic Policies and Procedures Committee (AP&P), if needed.
- Review and analyze the data received from the Office of Institutional Research and Planning.
- Review and finalize SLO assessment report.
- Engage in dialogue about PLOs, SLOs and their connection to college ILOs.
- Review prior program review reports. Responses that remain accurate, relevant and appropriate to this report may be resubmitted.
- Prepare draft report resulting from dialogue within the program.

September -October

- Review and finalize the program review self-study report.
- Submit self-study report to the Program Review Coordinator for peer review.

November - March

- Program Review Committee reviews and approves the self-study report.

March

- Program Review Coordinator disseminates the approved self-study report to the campus.

The Program Review Coordinator will be available to discuss progress on the review and any areas where the self-study team needs assistance.

The dean will present the self-study report in October to the Program Review Coordinator who will then pass it on to Program Review Committee members for peer review. The committee members will read the report and recommend either full or conditional approval of self-study report. Conditional approval will require the program self-study team to make specified revisions to the report to gain full approval.

Upon full approval of the self-study report, the Program Review Coordinator will forward an electronic copy of the self-study report to the Vice President of Student Services, Director of Institutional Research and Planning, and SPBC. Copies will be posted on the Academic Senate Web page and placed in the Academic Senate Office and Library.

Template for Annual Program Review Update Report

Annual Program Review Update Report
Program:
Academic Year Reviewed:
Due October 31

Area 3   Curriculum (3.5 and 3.6 updated annually)

3.5   Are all Course Outlines of Record (CORs) current?

3.6   How does the program ensure that all faculty utilize CORs when designing course
      syllabi?

Area 5   Data Analysis and Environmental Scan (Updated annually)

5.3   The program was provided with a substantial amount of data from the Office of Institutional Research and Planning.
      The self-study team should review and have a dialogue on the data and then identify major changes or enrollment
      trends expected to be of particular relevance to the program in the next four years. Consider WSCH/FTES, success,
      retention and persistence as applicable, and the number of degrees and certificates, if applicable. Consider data on
      gender, age, ethnicity, night vs. day, etc.

   - Write about enrollment trends that the self-study team believes are important to the program's planning and
     resource needs. Why might these trends be occurring?
   - Considering these trends, how well is the program doing in meeting the needs of the various learner popula-
     tions attending the college?

5.4   Report on the progress of recommendations and accomplishment of goals identified in the program's last program
      review. Reflect on the strengths, weaknesses, and improvements of the program. Clearly state the performance/
      quality indicators used by the program.

Area 6   Student and Program Learning Outcomes Assessment (Updated annually)

6.1   Briefly review program outcomes assessment activities over the past four years and assess in some detail the effec-
      tiveness of those methods in documenting and improving student learning.

6.2   How have adjunct faculty and/or part time staff in your program been made aware of the need to assess Student
      Learning Outcomes (SLOs) and Program Learning Outcomes (PLOs) and been included in assessment activities?

6.3   What specific plans have been made for assessing student learning over the next four years? Programs should pro-
      vide a timeline for defining and assessing all SLOs and PLOs.

6.4   If the program SLO and PLO assessment results make it clear that particular professional development resources or
      student services are needed to more effectively serve students, describe the need. List items in order (rank) of impor-
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10.1 List faculty and staff requirements to meet program needs in the next four years. Be specific and brief when offering
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      position as new or replacement. Place titles on list in order (rank) of importance.

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- Recommend either full or conditional approval of comprehensive and annual update reports. Conditional approval will require the program self-study team to make specified revisions to the report to gain full approval.

The Program Review Coordinator shall monitor the peer review process and serve as a liaison between the Program Review Committee, the self-study team, Office of Institutional Research and Planning, Academic Senate, and Vice President of Student Services.

Upon full approval of the annual update report, the Program Review Coordinator will forward an electronic copy of the report to the Vice President of Student Services, Director of Institutional Research and Planning, and Strategic Planning and Budget Council. Copies will also be posted on the Academic Senate Web page and placed in the Academic Senate office and Library. SPBC will utilize the report to make decisions.

Appendix A
ACCJC: Characteristics of Evidence

Evidence is the data upon which a judgment or conclusion may be based. As such, it is presented in answer to questions that have been deliberately posed because an institution regards them as important. Evidence tells all stakeholders that an institution has investigated its questions and <u>knows</u> something about itself – it knows what it achieves.

For evidence to be useful, it must have undergone analysis and reflection by the college community. The dialogue required for analysis and reflection is an integral part of the capacity an institution has for using the evidence it has accrued to make improvements.

Good evidence, then, is obviously related to the questions the college has investigated and it can be replicated, making it reliable. Good evidence is representative of what is, not just an isolated case, and it is information upon which an institution can take action to improve. It is, in short, relevant, verifiable, representative, and actionable.

Evidence on Student Achievement and Student Learning

The evidence the institution presents should be about achievements (student movement through the institution) and should include the following:

- Student preparedness for college, including performance on placement tests and/or placement,
- Student training, needs, including local employment training needs, transfer education needs, basic skills needs, etc.,
- Course completion data,
- Retention of students from term to term,
- Student progression to the next course/next level of course,
- Student program (major) completion,
- Student graduation rates,
- Student transfer rates to four-year institutions,
- Student job placement rates,
- Student scores on licensure exams.

The evidence the institution presents should also be about student learning outcomes (mastery of the knowledge, skills, abilities, competencies, attitudes, beliefs, opinions, and values at the course, program, and degree levels in the context of each college's mission and population) and should include data on the following:

- Development and dissemination of student learning outcomes,
- Samples of student work/performance (recitals, projects, capstone courses, etc.),
- Summary data on measured student learning outcomes,
- Measurement and analysis of student attainment of student learning outcomes used as part of the institution's self-evaluation and planning processes,
- Improvement of the teaching/learning process as a result of the above analysis.

Self-study should be only one phase of on-going institutional evaluation, and an evaluating team should be able to see how the institution develops and uses evidence of effectiveness as part of its ongoing evaluative processes. Institutions should gather and use both qualitative and quantitative evidence, and often must use indirect as well as direct measures to assess institutional effectiveness. Good evidence used in evaluations has the following characteristics:

- It is intentional, and a dialogue about its meaning and relevance has taken place.
- It is purposeful, designed to answer questions the institution has raised.
- It has been interpreted and reflected upon, not just offered up in its raw or unanalyzed form.
- It is integrated and presented in a context of other information about the institution that creates a holistic view of the institution or program.

- It is cumulative and is corroborated by multiple sources of data.
- It is coherent and sound enough to provide guidance for improvement.

It is important to note that evidence per se does not lead to confirmations of value and quality. Rather, the members of the college community, or of the higher education community, must arrive at the decisions about value and quality through active judgments. The purpose of good evidence is to encourage informed institutional dialogue that engages the college community and leads to improvement of its processes, procedures, policies, relationships, ultimately with the effect of improving student learning. Good evidence should provide the means for institutions or evaluators to make sound judgments about quality and future direction, but at the same time, it will probably stimulate further inquiry about institutional quality.

Institutions report or store good evidence in many formats, and institutions engaged in self-study or evaluative teams may find good evidence in a number of sources, including institutional data bases; documents such as faculty handbooks, catalogs, student handbooks, policy statements, program review documents, planning documents, minutes of important meetings, syllabi, course outlines, and institutional fact books; from survey results; from assessments of student work on examinations, class assignments, capstone projects, etc; from faculty grading rubrics and analyses of student learning outcomes; and from special institutional research reports.

APPENDIX—E

SYSTEMATIC PROGRAM REVIEW
Non-Instructional Service Area Program Review
(Advancement and Foundation, Business Services, Human Resources, and Information Technology Services)

Rationale

Program Review ensures that every program and service area will experience a systematic evaluation cycle consisting of a self-evaluation process, which includes employee, student, and community evaluation, and an institutionally based peer-team review. The primary purpose is to assess the institutional effectiveness of existing programs and services, maintain and enhance their quality and responsiveness to employee, student, and community needs, identify and create plans for future programs and services development, and provide a foundation for allocating and reallocating resources. The information gathered during this process will provide a basis for cooperative and informed decision making regarding the future of the institution. Program Review is a long-term planning process related to the Mission, Vision, Operational Outcomes, and Institutional Learning Outcomes.

Procedures for Self-Study

1. Each program shall be reviewed at least once within a six-year cycle or more often if determined by program personnel in consultation with the President.

2. The Program Review Coordinator in consultation with the President, Vice Presidents of Business Services and Human Resources and the service area administrators, shall establish the order in which programs will be reviewed over the cycle.

3. The self-study team (i.e., the self-evaluation process and report) shall include the participation of the service area administrator and all full-time employees of the service area under review.

4. The service area administrator and employees shall meet with the President or Vice President of the area, the Program Review Coordinator, and the Director of Institutional Research and Planning before beginning the self-study process in order to review the procedures and timeline.

5. The self-study team shall rely upon institutional qualitative and quantitative data as a basis for preparing and writing an evaluation report. Institutional data will be provided to the members of the service areas by the office of the President or Vice President of the area, the Director of Institutional Research and Planning, and the responsible service area administrator. Other appropriate data may also be included as needed. The self-study team shall also include specific reference to employee, student, and community input gathered through program evaluation. The self-study report shall include a comprehensive plan of action and a prioritized list of recommendations agreed upon by the administrator and employees of the service area under review.

6. The self-study report shall be completed and submitted to the President or Vice President of the area and the Program Review Coordinator within one semester. Following the completion of the peer-review process (described in this document as "Procedures for Peer Review"), copies of the self-study and peer-review report will be submitted to the Director of Institutional Research and Planning, and posted to myAVC for employee access. The self-study shall also be forwarded to the Strategic Planning and Budget Council as a supporting document for the peer-review team report and utilized as assessment for funding prioritization and resource allocations.

Guidelines for Self-Study

As in the accreditation model, the preparation of the self-study report is the primary vehicle by which the employees directly involved in the service area under review assume responsibility for their evaluation and for the development of strategies to improve their service area. Therefore, based on the standards for each of the five self-evaluation areas described in section II of this document, the written self-study document should include a comprehensive description of the strengths and weaknesses of the service area under review and specific goals for improvement and enhancement that are consistent with the Mission, Vision, Operational Outcomes, Institutional Learning Outcomes, and legal requirements. Any evaluation findings that support a modification of the Mission, Vision, Operational Outcomes, and Institutional Learning Outcomes should also be included.

To ensure the effectiveness of the self study, the administrator and employees of the service area being reviewed shall collaborate. The report shall reflect a consensus on the various standards for assessment. The effort to reach such a con-

sensus should be viewed as a central feature of the evaluation and planning process. When consensus on a specific issue cannot be reached, the self-study report may reflect the differences, or the dissenting employee(s) may attach an addendum to the section in question. It is crucial that all self-study team members shall be given adequate time to review and discuss the self-study report before it is forwarded to the President or Vice President of the area. To this end, a schedule of meetings and deadlines shall be established at the beginning of the process, which allows time for review of drafts, suggestions for revision, and a means for arriving at consensus. While the service area administrator is ultimately responsible for the presentation of the self-study report, all employees of the service area shall collaborate and participate in the preparation and review of the report.

Guidelines for Employee, Student, and Community Program Evaluation

The employee, student, and community program evaluation procedure should be designed to solicit employee, student, and community input regarding various aspects of the area under review. The objective is to focus on service area features, not employees. Since service areas vary greatly, the specific content of a surveying instrument may vary, but the self-study team is expected to use some form of survey instrument for obtaining and reporting data and to confer with the Office of Institutional Research and Planning in designing the instrument. As in most evaluation procedures, an anonymous questionnaire-style survey is likely to encourage the most frank responses from employees, students, and the community. The self-study team should determine what information would be helpful in evaluating the service area.

Report Format

The self-study report should be organized into the following sections.

    I.   Service Area Description

    II. Self-Evaluation

    III. Planning

    IV. Summaries and Recommendations

Each section should include an assessment of the extent to which the programs and services are meeting the standards (described in section II of this document). This assessment should include a brief description and analysis, which attempts to summarize trends and draw conclusions based on the standards. When statistical data is used to support trends or conclusions, the source of that data should be identified in the self-study and the data itself provided to the peer-review team if it is not available from the Office of Institutional Research and Planning. Where appropriate or useful, the college's statistical data should be referenced. If the service area administrator or employees take exception to data provided by the college administration, this should be noted in the self-study report. The questions and comments listed under the standards suggest possible areas of inquiry to be considered in developing the response to each standard.

Please respond to the standards listed below.

Section I. Service Area Description

    A. Describe the role of the service area within Antelope Valley College.
- Service Area Mission Statement: must include a description of the service area's function that relates to the AVC Mission Statement and to the goal of achieving operational outcomes.
- Administrative/support/service area(s)
- Services provided
- Employee, student, and community categories

    B. Describe the current service area employees, as follows:
- Name
- Title/Position
- Classification: full-time, part-time, temporary, etc.
- Summarize changes in staffing (past five years)

C. Department Productivity: (past six years or indicate "initial program review")

- Number and type of transactions per semester; number and categories of recipients
- Summarize productivity trends for past five years

D. Department Revenue: (past six years or indicate "initial program review")

- Non-FTES Revenue: Specify grant, categorical funding, fundraising, etc.
- Summarize revenue trends for the past five years

E. Department Budget: (past six years or indicate "initial program review")

- List annual expenditures by the service area as reflected in the standard Business Office year-end reports. Attach prior year's year-end expenditure report.

Section II. Self-Evaluation

Please describe and evaluate the effectiveness of each item.

A. Employees

1. Employees are actively involved in the selection of full-time and part-time employees.

2. The number of employees, both full-time and part-time, is appropriate for the service area.

3. Employees are actively involved in professional organizations and activities.

4. Employees regularly participate in staff development activities and implement what they learn in the service area.

B. Employee, Student, and Community Relations

Describe employee, student, and community base and evaluate how well the employee, student, and community base is served.

1. The service area schedules activities to meet employee, student, and community needs.

2. The service area communicates efficiently and effectively with employees, students, and the community.

3. The service area interacts effectively with instructional areas and other non-instructional service areas.

4. The service area collects customer satisfaction data and uses it to improve services.

5. The service area interacts effectively with community agencies, organizations, and resources as appropriate.

C. Quality of Service

Define the service standards for the area and describe the area's effectiveness in providing quality service.

1. The service area contributes effectively to student access, retention, and achievement of learning outcomes.

2. The service area recognizes and responds appropriately to external factors such as regulations, agency reviews, and community needs.

3. The service area effectively assists faculty in the delivery of instruction.

4. The service area identifies areas needing improvement on a regular basis and has adopted a system of correcting problems and improving services.

5. Service area procedures are developed, reviewed, and revised by service area employees.

6. Service area procedures are in written form and are followed by employees.

D. Institutional Support

1. Describe current facilities. What plans for improving space utilization are already included in the goals and strategies of the college's Education Master Plan? What plans for addressing unmet facility needs or improving space utilization still need to be explored?

2. Describe equipment and other resources used to perform service area functions. What plans for improving, replacing, or repairing equipment are already included in the goals and strategies of the college's Education

Master Plan? What plans for improving, replacing, or repairing equipment still need to be explored?

3. Budget allocations to the department are appropriate.

  - Describe the goals and emphasis placed on the use of funds for the service area with reference to the goals and strategies of the college's Education Master Plan.

  - Describe and evaluate funding sources other than those provided by the district, including grants and categorical funding.

4. Technical support is sufficient to implement and maintain technology and software in the service area. (Accreditation Standard IIIC)

5. Appropriate training is available for the use of technology in the service area. (Accreditation Standard IIIC)

6. Appropriate staff development activities are available for the acquisition and expansion of service area employees' knowledge and skills.

E. Service Area Specific Standards: Refer to accreditation standards and to previous sections if appropriate.

1. Describe any particularly successful aspects of the service area as well as any honors, awards, or achievements earned by the service area and/or its employees.

2. Describe any particularly difficult obstacles, either internal or external to the institution, which influence the effectiveness of the service area.

Section III. Planning

A. Integration of Educational Master Plan Goals

Accreditation Recommendations: List the most recent accreditation evaluation team's recommendations for the service area and describe the service area's progress in implementing these recommendations.

Accreditation Self-Study Planning Agendas: List the planning agendas related to the service area that were published in the most recent Accreditation Self-Study Report under the Educational Master Plan Goals, and describe the service area's progress in implementing these planning agendas.

1. Existing Service Area Goals: List the existing service area goals/objectives under the Educational Master Plan Goals, and describe the service area's progress in implementing these goals/objectives. Include goals that support student learning and operational outcomes.

B. Identify and describe any important trends in the following areas which effect department goals.
  - Changes within the department.
  - Changes within the employee, student, and community base served by the area under review.
  - Changes within the organizational structure and direction of the institution.
  - Changes in federal or state laws that have an effect on department functions.

C. Describe the goals for the department with reference to the goals and strategies of the college's Education Master Plan. Include both short-term (3-5 years) and long-term (10 year vision) objectives.

D. Describe the resources needed to maintain and improve service quality and to reach the service area's goals and objectives. For each item provide detail equivalent to that required for budget augmentation requests, for example, hours for part-time employees, amount of overtime, cost of remodeling.

1. Short Term (3-5 years):
  - Permanent positions
  - Temporary employees
  - Supplies, mileage, contracts, etc.

- Technology/equipment/furniture
- Remodeling of facilities\
- Overtime
- Software
- Other

1. Long Term (10 year vision):
   - Permanent positions
   - Temporary employees
   - Supplies, mileage, contracts, etc.
   - Technology/equipment/furniture
   - Remodeling of facilities
   - Overtime
   - Software
   - Other

Section IV. Summaries and Recommendations

For Sections I - III of the self-study, provide the following information and relate its impact to the Vision and Operational Outcomes.

    A. A summary of the findings and their significance.

    B. A list of major recommendations which include:
   - A plan of action for implementation of goals and objectives for improvement or enhancement of the service area and associated costs.
   - Expected outcomes of goals and objectives.
   - A reasonable timeline for attainment of goals and objectives.

    C. A list of recommended changes in the Educational Master Plan, Facilities Plan or the Vision and Operational Outcomes.

    The Vision and Operational Outcomes, Educational Master Plan and Facilities Plan for the area under review should be reviewed and revised to: (1) meet employee, student, and community needs, (2) respond to institutional priorities, (3) adequately reflect changes in the area's professional disciplines as well as changes in operational or educational methodology and technology, (4) address external mandates such as state requirements, industry and professional standards, etc.

Procedures for Peer-Review

1. The peer-review team shall be comprised of a service area administrator from a service area not being reviewed and three other team members. The three other team members will be comprised of one faculty, two classified or confidential management employees outside the area being reviewed. The President or a Vice President shall appoint the service area administrator and the Academic Senate shall appoint the faculty member. Classified and confidential management members will be appointed by their respective groups.

   The peer-review team chair will be responsible for drafting the peer team's report and will be appointed by mutual agreement between the President or Vice President of the area. The Program Review Coordinator shall serve as a resource person for the peer team, monitor the peer-review process, and serve as a liaison between the peer team, the Director of Institutional Research and Planning, and the President or Vice President of the service area under review.

2. The peer team shall meet with the Program Review Coordinator, Director of Institutional Research and Planning, and the President or Vice President of the area before beginning the review process in order to discuss proce-

dures, review timelines and clarify roles. The peer-review team will recognize the need for confidentiality in fulfilling its duties until the completion of the peer-review process, at which time only the written report will be made public.

3. The peer-review team, the Program Review Coordinator, the President or Vice President, and the Director of Institutional Research and Planning shall read and discuss the self-study report to identify and investigate areas that require clarification or verification, gather information, and establish methods and questions for use in interviewing the employees of the service area under review.

4. The peer-review team will complete written report within one complete semester which confirms and acknowledges areas of strengths as well as confirms and supports areas for improvement. Before finalized, the report will be reviewed by the service area under review, the President or Vice President and the Program Review Coordinator for completeness.

5. The peer-review team chair will forward the final version of the peer-review report to the Program Review Coordinator. The Program Review Coordinator will post the report to the public web site and forward the peer-review report to the President or Vice President, the service area administrator for the area under review, the Director of Institutional Research and Planning, and the Library.

6. The President or Vice President will write an Executive Summary Report which will be forwarded to the Strategic Planning and Budget Council and the Board of Trustees.

Guidelines for Peer Team

As in the accreditation model, the peer review process calls for the members to review the self-study report, examine any relevant data, and visit members of the self-study team. Based on studies, "the peer professional is, by definition, the individual best able to appreciate the subtleties and nuances of what he or she encounters". The end result will be a descriptive and analytical written report which confirms what the service area is, or seems to be, and what the service area could be.

Orientation Meeting

Before the self-study report is distributed to the peer team, all members of all peer team will meet with the President or Vice President, Program Review Coordinator, and the Director of Institutional Research and Planning as needed in order to discuss the program review process, goals, and objectives. Each section of the program review will be discussed along with some guidelines for the peer team's activities.

Organizational Meeting

After members have been given time to review the self-study, the peer team will meet with the President or Vice President, the Program Review Coordinator, and the Director of Institutional Research and Planning in order to:

1. Discuss their general reactions to and perceptions of the self-study report.

2. Request clarification of any institutional research or additional data.

3. Assign specific sections of the self-study to individual members for further review.

4. Determine the type and scope of data that needs to be collected.

5. Distribute sample interview questions and discuss the components of effective interview questions keeping in mind the following:

   - Questions should be open-ended requiring more than yes/no answers

   - Questions should elicit clarification or elaboration of self-study

   - Questions should not be argumentative or critical

6. Establish procedures for interviewing the administrator and employees of the service area under review:

   -Peer team members should arrange to visit members of the self-study team at their offices and conduct interviews

   -The self-study report should be taken to interviews for reference or clarification purposes –Written notes should be taken for accuracy

7. Review timelines for completion of each phase of the review process

<u>Findings Meeting</u>

After individual members have reviewed their assigned sections, investigated their areas, conducted interviews, and written preliminary drafts of their findings, the peer team will meet in order to:

1. Discuss their findings and, if necessary, develop plans for further investigation of areas needing more attention. This might include follow-up visits by members of the peer team to gather more information about a specific area.

2. Submit drafts of their report to the chair.

<u>Draft Report Meeting</u>

Prior to this meeting, the chair will have reviewed all submitted drafts and written a preliminary report summarizing the findings section by section. The President or Vice President will have reviewed the draft and corrected any "errors of fact." The chair will then post the draft report to a restricted group in myAVC for access by the peer team members. After the individual members have had time to review the draft, the peer team will meet in order to discuss, review, and make any necessary and substantive revisions.

Further revisions may be finalized via the restricted group in myAVC. Additional meetings may be scheduled, if needed.

<u>Final Report</u>

The chair will then prepare the final report and submit copies to the President or Vice President and the Program Review Coordinator.

<u>Appeal Procedure</u>

The Program Review Coordinator will forward the peer-review report to the service area administrator for dissemination to the service area employees. If the self-study team has specific concerns after reviewing the peer team report, they may request a meeting with the peer team chair, President or Vice President of the area, and the Program Review Coordinator after submitting a document citing these concerns to the Program Review Coordinator. If any changes in the report are made, these will be pointed out to the peer team members in writing.

<u>Disseminating the Peer Team Report</u>

The Program Review Coordinator will forward the peer-review report to the President or Vice President and service area administrator. The service area administrator will disseminate the report to the service area employees. The Program Review Coordinator will post the report on the public web site and provide copies to the Director of Institutional Research and Planning, and the Library. The President or Vice President will write an Executive Summary Report which will be forwarded to the Strategic Planning and Budget Council where it will be utilized as support for funding prioritization and resource allocations.

<u>Procedures for Reporting to the Board of Trustees</u>

The President or Vice President will write an Executive Summary which will be forwarded to the Board of Trustees as an Information Item.

APPENDIX – F

SHARED GOVERNANCE POLICY
AP 2510 Participation in Local Decision-Making

Reference:
Education Code Section 70902(b)(7); Title 5, Sections 53200 et seq; 51023.5; 51023.7 Accreditation Standard IV.A.2, IV.A.5

ADMINISTRATIVE PROCEDURES RELATED TO PARTICIPATORY GOVERNANCE

The faculty, students, staff, and administration of Antelope Valley College have developed the following procedures to fulfill the statutory requirements of Title 5 related to Participatory Governance.

Procedures for Participatory Governance Committees and Academic and Professional Matters:

A. Procedures related to participatory governance committees:

   1. All campus-wide participatory governance committees will abide by the "Participatory Governance Committee Operating Procedures" in Appendix I. Academic Senate committees will operate in accord with Senate guidelines.

   2. To insure "effective participation," campus-wide participatory governance committees shall include representatives from constituencies directly affected by the recommendation and representatives who also have expertise related to the role and purpose of the committee, whenever possible.

   3. The College Coordinating Council will determine the role and function of campus-wide participatory governance committees and specify the membership and terms of those committees. In addition, the CCC will review the role, function and membership of all campus-wide participatory governance committees at least every three years and modify as needed. Participatory governance committees may request that the CCC review their role, function, or membership at any time for possible modification.

   4. Each constituent group represented on the College Coordinating Council will determine the process by which it appoints representatives to campus-wide participatory governance committees.

   5. Each campus-wide standing committee will determine if any part of an item or issue before it is related to an academic and professional matter, or a collective bargaining issue, using the guidelines listed in Appendix II, and refer that part to the College President and the Academic Senate or Collective Bargaining Agent, as appropriate, for consideration.

B. Procedures for reaching agreement on Academic and Professional Matters:

   1. Recommendations related to Academic and Professional Matters, where the Board relies primarily on the Academic Senate, will be submitted to the Board of Trustees for consideration, via the College President. If the recommendations of the Academic Senate are not accepted, the Board will communicate the "compelling reasons or legal liability" to the Academic Senate in a written statement.

   2. For those Academic and Professional Matters that require mutual agreement, the Mutual Agreement Council will solicit feedback from the Board of Trustees and the Academic Senate, and may solicit feedback from other campus constituent groups if needed. The Mutual Agreement Council will deliberate until mutual agreement is reached between the Board of Trustees, or their designees, and the Academic Senate.

   3. If mutual agreement is reached, the Board will put the new policy into effect unless legal liability or substantial fiscal hardship can be demonstrated. If mutual agreement cannot be reached and a policy currently exists, the current policy remains in effect, unless legal liability or substantial fiscal hardship can be demonstrated. Both the Board of Trustees, or their designees, and the Academic Senate will communicate in a joint statement the reasons that agreement cannot be reached.

   4. Mutual agreements between the Academic Senate and the Board of Trustees, or their designees, will be placed on the next scheduled Board Agenda as an informative report. Mutual agreements requiring Board approval will be submitted at a subsequent meeting as a communication for approval.

   5. The Mutual Agreement Council will also serve as a forum for the President's Executive Council and Senate Executive Committee to share information and discuss concerns about academic and professional matters.

AVC Governance Councils and Committees:

A. College Coordinating Council
B. Mutual Agreement Council
C. Strategic Planning & Budget Council
D. Campus-wide Participatory Governance Committees
   1. Staff Development Committee
   2. Information Technology Committee
   3. Matriculation Committee
   4. Equal Employment Opportunity Advisory Committee
   5. Campus Safety Committee
   6. Calendar Committee
   7. Legislative Committee
   8. Enrollment Management Committee
E. Academic Senate Standing Committees
   1. Academic Policies & Procedures Committee
   2. Faculty Professional Development Committee
   3. Honors Program Committee
   4. Distance Education Committee
   5. Student Learning Outcomes Committee
   6. Equivalency Committee
   7. Senate Grant Program Committee

Membership and Functions of Governance Councils:

A. College Coordinating Council
   (Membership)
   1. College President and/or Vice Presidents (one vote) Representing the Board of Trustees
   2. Academic Senate President
   3. Administrative Council Representative
   4. President of Faculty Exclusive Bargaining Unit
   5. President of Classified Exclusive Bargaining Unit
   6. Confidential/Management/Supervisory Unit Representative
   7. Associated Student Organization Representative

   (Function)
   a) The College Coordinating Council will serve as the coordinating body for governance issues at Antelope Valley College, except academic and professional matters and collective bargaining issues. The Council will have four main functions: issue management, providing a communication network for distributing information to all campus constituent groups, determining the decision-making and recommending authority of campus-wide participatory governance committees, and submitting recommendations to the President in areas of "effective participation".

   b) Issue management means the Council will determine the appropriate governance committee or process to address any new issue or task that is not already assigned to an existing committee or process. When the Council assigns an issue or task to an existing or a newly created committee, the Council will specify in writing the nature and scope of the assignment, if the committee has decision-making or recommending authority, the appropriate reporting process, and a timeline for completion of the assignment.

   c) If an issue before the Council involves an academic and professional matter, it will be referred to the Academic Senate and the President's Executive Council for consideration. If an issue before the Council involves collective bargaining matters, it will be referred to the affected Collective Bargaining Unit and the College President for deliberation.

d) When a campus-wide participatory governance committee makes a recommendation that only requires "effective participation" of faculty, staff and students, the College Coordinating Council will consider the recommendation as previously described in I, 7 of this document.

e) The Council may address an issue itself, when a recommendation cannot be made in a timely manner by another committee or process, or the Council determines that **not** taking action will expose the district to legal liability or cause substantial fiscal hardship. The Council may also make a recommendation to the College President when no existing or new committee or process is deemed appropriate for handling the issue, or a committee or constituent group requests a recommendation from the Council regarding an issue.

f) The Council shall seek consensus as the basis for making decisions. However, when consensus cannot be reached, the Council may take action if six out of seven Council members are in agreement. When a resolution before the Council does not have the required "6 out of 7" members in favor, the status quo remains in effect until such time as a mutually acceptable resolution can be negotiated and agreed to by 6 of the 7 members of the Council. The Council will determine, by consensus, criteria and a process for emergency and fast-track decision-making to be used when waiting until the next regular Council meeting would not be in the best interest of the district. All Council members have a single vote and the meetings of the Council shall be open.

g) The Council will review the purpose/function and scope of decision-making/recommending authority of each campus standing committee every three years. Any recommendation for change in purpose or scope of a committee, including the dissolution of the committee, will be presented to campus constituent groups for feedback. All feedback will be shared with the affected committee. The Council and the affected committee will discuss the recommendation and the feedback from constituent groups with the goal of reaching consensus. If consensus is reached, the purpose/function and/or decision-making/recommending authority will be changed. If consensus cannot be reached, the Council may still make changes in these areas if six of seven Council members are in agreement with the change.

h) If a proposed change in purpose/function involves an academic and professional matter, the recommendation and feedback from constituent groups will be forwarded to the Mutual Agreement Council (MAC) for deliberation. If mutual agreement is reached by the MAC, the purpose will be changed. If mutual agreement cannot be reached, the purpose/function of the committee remains the same in accord with the provisions of Title 5.

B. Mutual Agreement Council

(Membership)

1. President's Executive Council

2. Senate Executive Committee

(Function)
The Mutual Agreement Council consists of the President's Executive Council and the Senate Executive Committee and its purpose is to consult and deliberate with the intention of reaching mutual agreement between the Academic Senate and the Board of Trustees on academic and professional matters 6, 7, 9, 10 and 11 of Section 53200 in Title 5. "The governing board, or its designees, and the academic senate shall reach mutual agreement by written resolution, regulation, or policy of the governing board effectuating such recommendations."

C. Strategic Planning & Budget Council
(Membership)

1. College Superintendent/President - Ex-Officio

2. Academic Senate President (Co-chair)

3. College Vice Presidents (4) (Designated Co-chair)

4. Faculty Union Representative (1)

5. Student Representatives (2)

6. Faculty Representatives (5 – 1 transfer, 1 student services, 1 instructional resources, 1 vocational, 1 adjunct)

7. Classified Representative (5)

8. Confidential/Management/Supervisory Representatives (1)

9. Deans/Directors Representatives (2)
10. Director of Facilities Planning and Campus Development
11. Director of Information Technology Services
12. Director of Institutional Advancement and Foundation
13. Director of Institutional Research and Planning
14. Director of Public and Governmental Relations
15. Enrollment Management Committee Co-Chair

(Function)

The Strategic Planning & Budget Council (SPBC) is a shared governance council that provides oversight and monitoring of the various planning documents within the institution in order to accomplish the mission and goals of the district. SPBC utilizes the Educational Master Plan, which is the district's strategic plan, to review the mission, vision, values, and practices of the institution and to monitor and modify the Strategic Goals and the Institutional Learning Outcomes.

The council reviews the annual budget requests brought forward by the Budget Subcommittee and makes a recommendation to the Superintendent/President to fund those requests that utilize institutional resources most efficiently in accomplishing the district's strategic goals and improving the Institutional Learning Outcomes. SPBC works collegially with the Superintendent/President to recommend budget priorities in a timely fashion. The Superintendent/President may recommend budget expenditures to the Board of Trustees without consensus of the SPBC in those instances of legal and fiscal responsibility, as cited in both Education Code and Title 5. The Superintendent/President submits budget recommendations to the Board of Trustees for approval.

In order to function most efficiently and to support and execute the Educational Master Plan, members of the SPBC are assigned to the following subgroups/subcommittee:

• Facilities: Based on the findings of the Educational Master Plan, responsible for developing and evaluating the effectiveness of the Facilities Master Plan, which oversees the district's long-range infrastructure, building, and parking needs.

• Human Resources: Responsible for creating a Human Resources Plan that includes a long-range Staffing Plan to support the program needs identified in the Educational Master Plan.

• Finance: Responsible for developing a Finance Plan to analyze and determine the financial impact and necessary resources to implement the Facilities, Human Resources, Technology, and Enrollment Management plans.

• Communications: Responsible for developing, implementing, and evaluating a marketing and communications plan with strategies to increase communications with our internal and external constituents. Responsible for disseminating information to the campus and general community through e-mail, the website, myAVC, and the SPBC Annual Review.

• Educational Master Plan: Responsible for annually reviewing the Educational Master Plan to ensure that the District's ongoing needs are met.

• Budget Subcommittee: Responsible for evaluating and prioritizing the annual budget requests to most efficiently utilize institutional resources and present those recommendations to the SPBC.

office space & parking

graduation attendance

preparation time

tools/equipment: access to computer, telephone and equipment necessary for the job

training (impact on wages/hours, such as sabbaticals, staff development, flex) & travel

contracting out of bargaining unit work

work load/class size/work hours/work days

ACADEMIC AND PROFESSIONAL MATTERS

curriculum, including establishing prerequisities

degree and certificate requirements

grading policies

education program development

standards or policies regarding student preparation and success

district and college governance structures as related to faculty roles

faculty roles and involvement in accreditation

policies for faculty professional development activities---(staff development, flex,

sabbaticals, faculty academy, senate grant program)

processes for program review

processes for planning and budget

APPENDIX III

Other Statutory Requirements related to Participation in Local Decision-making

- **Ed Code 66450:** *Distribution of academic presentations*

Pursuant to Ed. Code Section 66450-66452, anyone (other than the instructor of record) making a recording in any medium of a classroom presentation cannot use the recording for financial or economic gain. Students who are found to be in violation of this section will be subject to disciplinary measures. All persons found to be in violation of this section may be subject to legal action. Distribution of classroom information or materials requires prior permission from the instructor of record.

Students will be informed of this regulation through posting in the college catalog and the Antelope Valley College website.

See Board Policy #5500

- **Ed Code 87458:** *Administrative retreat rights*

The process by which the board of trustees determines retreat rights of administrators shall be developed and agreed upon jointly by representatives of the board and the academic senate, and the board relies primarily upon the advice and judgment of the academic senate to determine that the administrator possesses the minimum qualifications for employment as a faculty member.

See Administrative Procedure #7250

- **Ed Code 87359:** *Equivalencies to minimum qualifications*

The process and criteria used to determine that individual faculty members who do not meet the applicable minimum qualifications specified in Ed. Code 87356 shall be developed and agreed upon jointly by representatives of the board of trustees and the academic senate. The board shall rely primarily upon the advice and judgment of the academic senate to determine that faculty members possess qualifications that are at least equivalent to the applicable minimum qualifica-

tions.

Equivalencies for each discipline will be determined by full-time faculty from the respective disciplines and submitted to the Academic Senate for approval. Equivalencies must be approved by the Academic Senate and available to the Human Resources Office prior to screening of applicants.

See Administrative Procedure #7211

- **Ed Code 87360:** *Faculty hiring*

Hiring criteria, policies, and procedures for new faculty members shall be developed and agreed upon jointly by representatives of the board of trustees and the academic senate.

See Administrative Procedure #7120

- **Ed Code 87610.1:** *Faculty tenure*

The faculty's exclusive representative shall consult with the academic senate prior to engaging in collective bargaining on procedures related to tenure evaluation procedures.

See Administrative Procedure #7210

- **Ed Code 87663:** *Faculty evaluation*

The board of trustees, in consultation with the faculty, shall adopt rules and regulations establishing the specific procedures for the evaluation of its contract and regular employees on an individual basis and setting forth reasonable but specific standards which it expects its faculty to meet in the performance of their duties. Such procedures and standards shall be uniform for all contract employees with similar duties and all regular employees with similar duties.

See Administrative Procedure #7150

- **Ed Code 87743.2:** *Faculty service areas*

The faculty's exclusive representative shall consult with the academic senate in developing its proposals for establishing faculty service areas.

See Administrative Procedure #7211

- **Title 5 55022:** *Curriculum committee*

Curriculum Committee. The college and/or district curriculum committee (Academic Policies and Procedures Committee) recommending the course shall be established by the mutual agreement of the college and/or district administration and the academic senate. The committee shall be either a committee of the academic senate or a committee that includes faculty and is otherwise comprised in a way that is mutually agreeable to the college and/or district administration and the academic senate.

In order to fulfill the mandate of Title 5, Section 55022, the Board of Trustees and the Academic Senate mutually agree to establish a curriculum committee, referred to as the Academic Policies and Procedures Committee, comprised of members from each faculty division and co-chaired by a full-time faculty member and the vice president of academic affairs.

- **Title 5 53204:** *Academic senate/union agreements*

Nothing in these administrative procedures shall be construed to impinge upon the due process rights of faculty, nor detract from any negotiated agreements between collective bargaining representatives and district governing boards. It is the intent of the Board of Governors to respect agreements between academic senates and collective bargaining representatives as to how they will consult, collaborate, share, or delegate among themselves the responsibilities that are or may be delegated to academic senates pursuant to these regulations.

APPENDIX I

"Participatory Governance Committee Operating Procedures"

Each committee will have a statement of purpose/function in accord with the college mission and a membership list, along with the minimum number and frequency of meetings that will be held during the academic year. In addition, each committee will have a statement of reporting responsibilities to individuals, committees or constituent groups and publish this information to all campus employees. Committees will make decisions or recommendations through consensus.

Each committee will also circulate a "Call for Agenda Items" five working days prior to a meeting and distribute to members and post an agenda two working days prior to a meeting. Each committee will also distribute to members and post a draft of unapproved minutes within ten working days after a meeting. Minutes will include a brief summary of discussion regarding actions taken, including motions made, seconded, passed or defeated. On an annual basis, each committee will review its activities and submit a year-end report to whichever reporting body it is accountable. In most instances, reports would be made to the College Coordinating Council, College President, or appropriate administrator. The year-end report will include accomplishments, preview issues for the coming year, and make recommendations for change in membership or function.

APPENDIX II

"Criteria for Committees to Use in Determining if an Item is an Academic and Professional Matter or a Collective Bargaining Issue"

In doing their work, committees, particularly the chair(s), must recognize which items/issues under discussion are subjects of collective bargaining (CB) or are academic and professional matters (APM). Unless specifically asked to handle a CB item or an APM, the committee should not. In addition, each participatory governance committee should assure effective participation of all parties, as well as effective communication with the College Coordinating Council (CCC). As committees forge recommendations, the committee chair is responsible for assuring the following steps have been completed:

□ Verify that the topic is not CB or APM (unless the CB/APM has been assigned to the committee)

□ Develop recommendation/policy with input from all representatives

   ---if representatives are not attending, committee chair notifies constituency president

   ---ask regularly if representatives have consulted with their constituency

   ---consult with CCC if stuck, hit controversy or need clarification

□ Disseminate to campus via mailbox or email prior to completing last draft of recommendation/policy and give the campus 2 weeks to respond to any issues

□ Consider campus input, complete and send to the college president and the CCC

□ If CB, send to presidents of college and union (s); if APM, send to presidents of college and senate

COLLECTIVE BARGAINING

salaries--steps, columns, merit pay, rate of pay for stipends, bonuses, reassigned time, overtime,

placement & advancement benefits

leaves, vacations, holidays

union & district rights

grievance, arbitration & evaluations

discipline procedures.

academic freedom

committees that deal with CB items, such as calendar, classified: as it relates to work hours and calendar year for classified, certificated: as it relates to academic year and work hours

discrimination—sex, race, religion etc

job assignments, reclassification & reassignment

seniority, promotions, retirement

APPENDIX—G

ARTICLE VIII
EVALUATION AND THE TENURE PROCESS

1.0 Philosophy

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

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

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

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

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

2.0 Procedures

2.1 Procedures for All Faculty Evaluations

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

2.1.2 Three categories of faculty are to be evaluated: contract (probationary), temporary (fulltime temporary and adjunct) and regular (tenured). Although the timelines and procedures for each category differ, all evaluations will be done following the guidelines for student evaluations (see 2.3), classified input (see 2.4), peer input (see 2.5), and self evaluations (see 2.7), and all faculty will be evaluated using all criteria for evaluating faculty (see 2.6). Confidentiality is to be maintained by all individuals involved in the evaluation process. All information gathered or reports generated as part of the evaluation process shall be confidential and all members of the campus community are expected to respect and maintain the confidentiality of the evaluation process.

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

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

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

2.1.6 Distance Education: Faculty teaching online courses or performing other faculty job duties online

shall provide an orientation to the evaluators if necessary on how to access the site(s) and various methods of student interaction such as e-mail and chat rooms. Access shall be granted to the evaluators for five working days and the evaluee will make arrangements for access. Should additional observations be desired or necessary, the evaluee will make arrangements for access as appropriate.

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

2.2   Additional Procedures for Contract Faculty

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

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

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

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

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

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

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

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

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

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

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

tions and/or recommendations.

2.3 Student Evaluation Procedures

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

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

a. Teaching faculty conduct evaluations after the midway point of the course. Nonclassroom faculty may conduct evaluations throughout the year.

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

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

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

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

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

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

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

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

2.4 Classified Input

2.4.1 Faculty who work closely with classified employees in directing their work shall provide them with the opportunity to have input into the evaluation during semesters in which the faculty member is being evaluated. Classified who shall have input into the process shall be identified at the beginning of the process. Since these faculty directly affect the classified employees' ability to do their jobs, input from the employees is appropriate to improve working relationships between the faculty and classified employees and to promote the smooth running of programs and hence improve service to our students. Examples of classified employees who shall have input into faculty evaluations are lab technicians, instructional assistants, library clerks and classified staff in EOP&S and in the Learning, Transfer and Career Centers if faculty are directing their work.

2.4.2 The evaluee and evaluator/s shall prepare or select an instrument or method for input that focuses on the evaluee's job performance in relation to the classified employee(s). The instrument should facilitate obtaining objective information related to the criteria for evaluating faculty and will provide an opportu-

nity for written comments. The classified input procedure shall not result in any manner of staff intimidation. The evaluator or a member of the evaluation committee will distribute and collect the evaluation material and provide them to the evaluee. The evaluee will summarize the classified input and submit the summary and the evaluations to the evaluator or evaluation team as part of the self evaluation and any classified input in the self-evaluation. Classified evaluations will be returned to the evaluee after review by the vice president.

2.5 Peer Input

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

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

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

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

2.6 Criteria for Evaluating Faculty

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

    2.6.1   Effective job performance in classroom teaching, counseling, librarianship or other specialized job duties, including but not limited to
        a.   Currency and depth of knowledge in teaching field or job duties,
        b.   Use of teaching methods and materials challenging to the students and appropriate to the subject matter or service area,
        c .   Careful attention to effective organization and communication skills,
        d .   Consistent responsibility in fulfilling college requirements and adherence to district policies and procedures (such as Title V, fulfillment of flex contract, turning in reports such as census sheets and grades on time) or other specific requirements of the position.

    2.6.2   Effective interaction with students and evaluation of student work by demonstrating
        a.   Patience, fairness, and promptness in the evaluation and discussion of student work,
        b.   Sensitivity and responsiveness to the needs of individual students and their special circumstances,
        c.   Sensitivity to diversity,
        d.   Availability to students during scheduled office hours/scheduled appointments.

    2.6.3   Fulfillment of responsibilities to colleagues, discipline/department, division and college and respect for colleagues and the teaching profession by
        a.   Acknowledging and defending free inquiry in the exchange of criticism and ideas,
        b.   Striving to be objective in their professional judgment of colleagues,
        c.   Demonstrating tolerance for diverse perspectives,
        d.   Working in a spirit of cooperation to develop and maintain a collegial atmosphere among faculty and staff.
        e.   Participating in and fulfilling governance/service responsibilities such as attending division meetings, curriculum revision, and committee work.

    2.6.4   Continued professional growth demonstrated by
        a.   Participation in professional activities such as coursework, attendance at workshops, seminars, professional meetings, and development of new curricula,
        b.   Other appropriate activities.

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

2.7 Self-Evaluation

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

a. Indicate your current assignment, including all courses (time, day, room, course title) or work schedule. Provide a brief description of any reassigned time duties.

b. List the titles/days, times of any professional development activities since your last evaluation and how you have incorporated this knowledge into your current assignment.

c. Assess your professional performance since your last evaluation, including all four criteria (see 2.6).

d. Describe what methods or techniques of instruction, guidance or other job duties that you currently use. Indicate which methods you have found to be successful and how they help students learn or reach their goals.

e. Describe how your job performance can be improved.

f. Analyze assistance that others can provide in improving your performance.

g. Describe any barriers that might be obstructing the achievement of objectives.

h. Summarize and respond to current student evaluations, peer input and, when appropriate, classified input. Describe ways in which you encourage communication between yourself and your students.

i. Explain how you evaluate student progress, in particular critical thinking.

j. Specify the extent to which you are involved in division and/or college activities, other than your primary job duties. Assess your contributions to the activities in which you participate, in particular, your involvement in establishing, implementing, and assessing student learning outcomes.

k. Any other information you consider relevant to the evaluation of your job performance.

3.0 Evaluation Options for Regular (Tenured) Faculty

Tenured faculty will be evaluated every three years. The Vice President of Academic Affairs will initiate the process by notifying the appropriate educational administrators and the Vice President, Student Services when appropriate, of the faculty due for evaluation. Three evaluation options are available: peer-team, self, and administrative. The peer-team option will be used at least every other time evaluation is necessary. Evaluations may occur during either fall or spring semester and shall be completed during a single semester. Timelines may be changed by mutual agreement; such changes must be submitted in writing to the Office of Academic Affairs.

3.1 Peer Team Evaluation

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

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

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

Weeks 1-12

Faculty members are selected. The team meets and establishes the work schedule. The evaluee and team meet prior to observations to discuss the evaluation criteria and any other information relevant to the faculty member's performance. Classroom or worksite observations take place as defined in the section on procedures. When observations occur, teaching demonstrations or appropriate job duties must be taking place. Individual or group discussions take place between the evaluators and the evaluee as soon as possible but in no case later than 10 working days after each visit. Team members write and submit visitation reports to the chair.

Student evaluations (see 2.3), peer input, and classified input if appropriate (see 2.4 and 2.5) are completed. The evaluee summarizes student evaluations and classified and peer input and writes and submits a self-evaluation (see 2.7).

Weeks 13-14

The team meets and the chair drafts the evaluation report in consultation with the committee. The team meets with the evaluee to discuss and sign the report. The evaluee's signature indicates acknowledgment of the process but not necessarily agreement with the content. A copy of the signed document is given to the evaluee. The evaluee may append written comments to the report within five working days. The evaluee and team must sign the appended comments, acknowledging that they have read the appended comments.

Weeks 15-16

The chair submits the signed document(s) and the student evaluations and peer and/or classified input to the appropriate vice president. The appropriate vice president may meet with the team and the evaluee (unless the vice-president is the chair). The vice president, after reviewing the evaluation report, shall forward it to the Office of Human Resources. Completed reports will be maintained as part of the personnel records in the Office of Human Resources. For purposes of maintaining confidentiality, all other copies of the report shall be destroyed.

3.2   Tenured Self-Evaluation

Under this option, the evaluee follows the general guidelines for a self-evaluation (see 2.7), but describes and analyzes each area extensively. Peer input is obtained if required and classified input is obtained when appropriate. The final report includes comments from the supervising educational administrator and from a tenured peer chosen by the faculty member, a response to student evaluations (see 2.3), and a response to classified input when appropriate (see 2.4) and peer input if obtained (see 2.5). The peer, supervisor and evaluee sign the report and the supervisor submits it, the student evaluations and the classified and peer input to the appropriate vice-president. The evaluee may meet with the appropriate vice-president and the supervisor. For faculty who are working in more than one division on load when being evaluated, there must be input from all of the divisions in which the evaluee works. The evaluee is given a copy of the signed report by the supervisor. The vice president will forward the signed report to the Office of Human Resources. All other copies of the report shall be destroyed. Completed reports will be maintained as part of personnel records in the Office of Human Resources.

3.3   Administrative Evaluation

The faculty member selects a member of the President's Executive Council or supervisor as an evaluator. The evaluee and administrator meet prior to observations to discuss the evaluation criteria and any other information relevant to the faculty member's performance. The administrator conducts classroom and/or worksite observations as defined in the section on procedures. Discussions take place as soon as possible, but in no case later than 10 working days after each visit is completed. Student evaluations are completed (see 2.3), peer input is obtained if required and classified input is obtained when appropriate (see 2.4 and 2.5) and the evaluee summarizes them and writes a self-evaluation (see 2.7) and submits all materials to the administrator. For faculty who are working in more than one division when being evaluated, there must be input from all of the divisions in which the evaluee works. The administrator writes a report, and the administrator and evaluee discuss and sign the report. The evaluee's signature indicates acknowledgment of the process but not necessarily agreement with the content. The evaluee may append written comments to the report within one week. The administrator signs any appended comments, acknowledging that he/she has read them. The evaluee is given a copy of the signed report. The signed report and student evaluations and classified and peer input are submitted to the appropriate vice-president. The appropriate vice-president may meet with the evaluee and the administrator (unless the vice-president is the administrator). The vice president will forward the report to the Office of Human Resources. All other copies of the report shall be destroyed. The report will be maintained as part of the personnel records in the

Office of Human Resources.

3.4 Procedures for Reevaluation

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

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

3.5 Special Administrative Provisions

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

4.0 <u>Tenure Review Process for Contract (Probationary) Faculty</u>

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

4.1 Tenure Review Coordinator

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

The Tenure Review Coordinator will:

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

- Oversee that tenure review committees are organized for contract faculty according to this policy.

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

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

- Be a resource person to tenure review committees to ensure that they function according to this article.

- Monitor the timelines of the tenure review process.

- Coordinate all issues that affect the operation of the tenure review committees.

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

4.2 Rationale and Procedures:

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

tion with students; collegiality and professionalism; and participation in shared governance and continued professional development.

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

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

The chair of the committee will be elected by the members of the committee. Tenure review committee members will serve for the duration of the evaluee's probationary period with replacements made for members who retire, are removed, or resign. Faculty members who resign must put their reasons for resignation in writing to the Tenure Review Coordinator. A meeting of the Tenure Review Coordinator, person resigning and the appropriate vice-president will take place before the resignation is accepted.

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

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

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

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

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

mendation, both the president's and the committee's recommendations will be forwarded to the board.

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

4.3 Early Tenure Criteria

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

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

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

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

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

4.3.4   Demonstrated Positive Student Outcomes: Two years at Antelope Valley College of documented evidence that demonstrated an ability to improve student outcomes while sustaining quality teaching, student services, or support service activities. Positive student outcomes shall be evidenced through one of the following accomplishments:
•   Evidence of (innovative) outstanding teaching strategies or support service activities that facilitated a steady increase in student retention.
•   Evidence of (innovative) teaching strategies or support service activities that facilitated a steady increase in student persistence rate, e.g., success from one course level to next.
•   Evidence of enhanced curriculum or programs: e.g., vocational, transfer, general education, developmental education, or support services activities.
•   Evidence of development and implementation of new programs: e.g., vocational, transfer, general education, developmental education, or support service programs.

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

4.4 Contract (Probationary) Faculty Tenure Review:

4.4.1   SEMESTER ONE REPORT

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

4.4.2 SEMESTER TWO SUMMARY MEMO

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

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

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

4.4.3 SEMESTER THREE REPORT

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

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

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

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

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

f. Student evaluations are completed after the mid-point of the course. Departmental and divisional peer input and classified input are conducted as stated in the work schedule. The evaluee summa-

rizes the evaluations and peer and classified input and writes the self-evaluation. The evaluee submits the self evaluation with the student evaluations and peer and classified input to the committee.

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

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

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

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

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

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

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

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

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

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

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

4.4.4 SEMESTER FOUR SUMMARY MEMO

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

b. The committee will meet to write the fourth semester summary memo. Any areas that need improvement or are unsatisfactory and/or progress on these areas from previous reports or summary memos must be specifically addressed. The summary memo will include the observation reports

and the student evaluations. The evaluee and the committee members will meet to discuss the memo and sign it before it is sent to the Tenure Review Coordinator. The evaluee has five working days to append comments, which must be signed by the committee. Signatures indicate acknowledgement of the process, not necessarily agreement with the content.

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

4.4.5   SEMESTER FIVE SUMMARY MEMO

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

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

c. The chair will provide the evaluee with a copy. The Tenure Review Coordinator will forward the memo and supporting documents to the appropriate vicepresident.

4.4.6   SEMESTER SIX REPORT

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

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

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

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

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

f. This report makes no recommendation. However, the presence of areas that are unsatisfactory in this report should be considered as notification of the potential for denial of tenure. The coordinator and/or vice president may meet with the committee to clarify the report or to suggest revisions that are consistent with the committee's intentions. If the committee feels that a recommendation not to

rehire is a possibility in year four, all unsatisfactory areas must be described in the sections for unsatisfactory areas and Plans for Removal of Unsatisfactory Rating must be included.

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

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

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

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

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

4.4.7   SEMESTER SEVEN REPORT

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

4.5 Grievance of decision to terminate employment

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

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

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

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

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

5.0 Evaluation Process for Temporary Faculty

5.1 Full-time Temporary Faculty

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

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

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

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

5.2. Part-time Temporary Faculty (Adjunct)

5.2.1 Rationale and Procedures:

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

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

c. Adjunct faculty who teach short term courses and instructional TV will meet with the evaluator and establish a timeline appropriate to the course. The timeline will be submitted either to the supervising educational administrator or to appropriate vice president by a quarter of the way through the course.

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

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

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

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

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

5.2.2 Timeline for Adjunct Faculty Evaluation:

Weeks 1-4 Each division dean will notify adjunct faculty scheduled for evaluation of the name of her/his evaluator and provide the faculty with a copy of the evaluation process.

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

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

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

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

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

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

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

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

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

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

A recommendation to reevaluate in less than three years must specify when the evaluation is to be done (i.e., the following semester, in two semesters, etc.) In cases where the evaluee will be removed from the pool as a result of the evaluation, the evaluator/evaluation team and vice president when appropriate meet with the evaluee to discuss the report.

5.2.3   Re-evaluation in less than three years

If the faculty member is being re-evaluated in less than three years, the re-evaluation shall follow the provisions of this article. Any faculty member serving as an evaluator must be a different faculty member than the one involved in the original evaluation. The evaluator shall receive a copy of the previous

APPENDIX – H

GOVERNANCE GLOSSARY OF TERMS

Academic Senate

An organization representing faculty, whose primary function is to consult collegially with the governing board of a district and/or the administration of a college as their representative. The role of the academic Senate constitutes a delegation of authority; by regulation local governing boards are required to consult collegially with the academic Senate on academic and professional matters. (Title 5 §53200-53201) (Ed Code §70901)

Ad-Hoc

A group of individuals working on a one-time task

College Coordinating Council (CCC)

The College Coordinating council is a governance group of campus constituent leaders, established to respond to changing conditions in the institution within a participatory governance framework.

College-Wide Participatory Governance Committee

A committee that functions under the operating guidelines of the College Coordinating Council.

Consensus

A decision-making process used to resolve conflict creatively and with general agreement. Complete unanimity is not the goal. Each individual should accept the group's decision on the basis of logic and feasibility.

Constituent

Individual members of any represented group.

Effective Participation of Faculty Outside of Academic and Professional Matters

Faculty shall be provided with opportunities to participate on matters affecting them. (Title 5 §51023)

Effective Participation of Staff

Staff shall be provided with opportunities to participate in the formulation and development of district and college policies and procedures. Governing boards should solicit input of staff on matters affecting them. Delegation of authority does not extend to staff. The policies and procedures of the governing board shall ensure that the recommendations and opinions of staff are given every reasonable consideration. (Title 5 §51023.5)

Except in unforeseeable, emergency situations, the governing board shall not take action on a matter having a significant effect on staff until it has provided staff with an opportunity to participate in the formulation of the policy or procedure or the joint development of recommendations regarding the action.

Governing board procedures shall ensure that at the district and college levels, recommendations and positions developed by staff are given every reasonable consideration. (Title 5 §51023.5)

Effective Participation of Students

Students shall be provided an opportunity to participate in the formulation and development of district and college policies and procedures that have or will have a significant effect on students. This right includes the opportunity to participate in processes for jointly developing recommendations to the governing board regarding such policies and procedures. Delegation of authority does not extend to students.

Except in unforeseeable, emergency situations, the governing board shall not take action on a matter having a significant effect on students until it has provided students with an opportunity to participate in the formulation of the policy or procedure or the joint development of recommendations regarding the action.

Governing board procedures shall ensure that at the district and college levels, recommendations and positions developed by students are given every reasonable consideration. (Title 5 §51023.7)

Exceptional Circumstances

The regulations do not define the terms "exceptional circumstances" and "compelling reasons," and these terms are not intended to have a legal definition. These terms mean that Boards must usually accept Senate recommendations in relation to academic and professional matters. In instances where a recommendation is not accepted, the Board's decision must be in writing, based on a clear and substantive rationale which puts the explanation for the decision in an accurate, appropriate, and relevant context. (Title 5 §53203 - d.2).

Participatory Governance

Effective participatory governance includes collectively sharing ideas and formulating good recommendations to present to Boards of Trustees or their designee. It is the responsibility of the Board to focus on the needs and best interests of the district as a whole.

Participatory governance is not effective when the participating entities interpret their roles to include final approval of policies, procedures or budgets. (May 19, 1999 Report to the Consultation Council on the Effectiveness of Faculty, Staff and Student Participation in College and District Governance.)

Recommendations

Committee makes a "decision" of what to recommend to appropriate bodies (i.e., Academic Senate, College President, or Board of Trustees). (Title 5 §53203(d).)

Senate Standing Committee

A committee formed by the Academic Senate on academic and professional matters assigned to it.

Subgroup

A group of individuals assigned by the Strategic Planning and Budget Council to formulate recommendations relating to a designated institutional function or interest including Human Resources, Facilities, Communication, Educational Master Plan, Budget Subcommittee, and Finance.

Taskforce

A group carrying out a specific task.

Title 5

The California Code of Regulations specific to education. (California Code of Regulation 1/99 Update).