



Faculty Professional Development Committee Agenda	Wednesday, February 26, 2019 L-201 2:15 - 3:45 p.m.
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Type of Meeting: Regular
Please Review/Bring: Agenda packet

COMMITTEE MEMBERS

- Kristine Oliveira, Chair
- Duane Rumsey, Administrative Council Member
- Gary Roggenstein, Administrative Council Member
- Dr. Irit Gat, Administrative Council Member
- Dr. Ken Shafer, Faculty Member
- Jane Bowers, Faculty Member
- Dr. Rona Brynin, Faculty Member
- Dr. Zia Nisani, Faculty Member
- L. Denise Walker, Faculty Member – Susan Snyder, Proxy
- Mark Hoffer, Faculty Member
- Dr. Liette Bohler, Tenure Evaluation Coordinator
- Greg Krynen, Technical Liaison
- John Wanko, Faculty Union Rep
- Dr. De’Nean Coleman-Carew, Faculty Member
- Dr. Jeffery Cooper, Faculty Member
- Dr. Barbara Fredette, Faculty Member
- Tiesha Klundt, Faculty Member
- Michelle Hernandez, Confidential Management/Supervisory/Administrators
- Rochelle Guardado, Adjunct Faculty Representative
- Monica Carreon, Classified Representative
- ASO Member – VACANT

Guests: Heidi Williams, Proxy for Kristine Oliveira

Items	Person	Action
I. Opening Comments from the Chair	Kristine Oliveira	
II. Open comments from the Public	All	
III. Approval of Agenda	All	The agenda was approved with amendments: <ul style="list-style-type: none"> • Discussion Item: Extend FLC and FPD Event Proposal Period to Monday, March 11, 2019 by 8:00 a.m. • Remove Action Item – Spring Opening Day evaluation
IV. Approval of Minutes	Kristine Oliveira	A. February 13, 2019 Meeting Minutes were approved with amendments

V. Discussion Items	Kristine Oliveira	<p>A. Extend FLC and FPD Event Proposal Period to Monday, March 11, 2019 by 8:00 a.m.</p> <p>B. Sabbatical Committee</p> <ul style="list-style-type: none"> ○ Sabbatical Policy V.#.16 (including attached email w/previous sabbatical recipients, sample written report, sample presentation slides to Board of Trustees). Admin chain will support process of getting on the Board agenda. <p>C. Resolution proposal for responsibilities formerly performed by FPDC Coordinator Revised by committee</p> <p>D. 2018-19 Subcommittee goals realignment Revised by committee. Tabled.</p> <p>E. 2018-19 Subcommittee goals, ongoing and new</p> <ul style="list-style-type: none"> ● FLC Mark Hoffer review March 2019 ● Receive Instructional exchange program <p>F. Spring Opening Day evaluation Read and discuss for next meeting</p>
VI. Action Items	Kristine Oliveira	<p>A. Extend FLC and FPD Event Proposal Period to Monday, March 11, 2019 by 8:00 a.m. - approved</p> <p>B. Sabbatical Committee decision - approved</p> <p>C. Resolution proposed for responsibilities formerly performed by FPDC Coordinator Send to Senate President</p> <p>D. 2018-19 Subcommittee goals realignment</p> <p>E. 2018-19 Subcommittee goals, ongoing and new Approved for publication on FPDC website</p> <p>F. Spring Opening Day evaluation</p>
VII. Information Items		
VIII. Adjournment		
Next Meeting Date: March 13, 2019		



Faculty Professional Development Committee Draft Minutes	Wednesday, February 27, 2019 L-201 2:15 - 3:45 p.m.
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Type of Meeting: Regular
Please Review/Bring: Agenda packet

COMMITTEE MEMBERS

- Kristine Oliveira, Chair
- Duane Rumsey, Administrative Council Member
- Gary Roggenstein, Administrative Council Member
- Dr. Irit Gat, Administrative Council Member *ABSENT*
- Dr. Ken Shafer, Faculty Member *ABSENT*
- Jane Bowers, Faculty Member *ABSENT*
- Dr. Rona Brynin, Faculty Member
- Dr. Zia Nisani, Faculty Member
- L. Denise Walker, Faculty Member – Susan Snyder, Proxy
- Mark Hoffer, Faculty Member
- Dr. Liette Bohler, Tenure Evaluation Coordinator
- Greg Krynen, Technical Liaison
- Nate Dillon, Faculty Union Rep *ABSENT***
- Dr. De’Neen Coleman-Carew, Faculty Member Audrey Moore, Proxy
- Dr. Jeffery Cooper, Faculty Member *ABSENT* **John Wanko, Faculty Union Rep Proxy for Jeff Cooper**
- Dr. Barbara Fredette, Faculty Member
- Tiesha Klundt, Faculty Member
- Michelle Hernandez, Confidential Management *ABSENT*
- Rochelle Guardado, Adjunct Faculty Representative
- Monica Carreon, Classified Representative *ABSENT*
- ASO Member – VACANT

Guests: Heidi Williams, Proxy for Kristine Oliveira

Items	Person	Action
I. Opening Comments from the Chair	Kristine Oliveira	
II. Open comments from the Public	All	
III. Approval of Agenda	All	Approved with amendments: <ul style="list-style-type: none"> ● Discussion Item: Extend FLC and FPD Event Proposal Period to Monday, March 11, 2019 by 8:00 a.m. ● Remove Action Item – Spring Opening Day evaluation
IV. Approval of Minutes	Kristine Oliveira	A. February 13, 2019 Meeting

Approved: March 13, 2019 Faculty Professional Development Committee Meeting

		Minutes were approved with amendments
V. Discussion Items	Kristine Oliveira	<p>A. Extend FLC and FPD Event Proposal Period to Monday, March 11, 2019 by 8:00 a.m.</p> <p>B. Sabbatical Committee</p> <ul style="list-style-type: none"> o Sabbatical Policy V.3.16 (including attached email w/previous sabbatical recipients, sample written report, sample presentation slides to Board of Trustees). Admin chain will support process of getting on the Board agenda. o Review Sabbatical Proposal revision from Christine Mugnolo <p>C. Resolution proposal for responsibilities formerly performed by FPDC Coordinator Revised by committee</p> <p>D. 2018-19 Subcommittee goals realignment Revised by committee. Tabled.</p> <p>E. 2018-19 Subcommittee goals, ongoing and new</p> <ul style="list-style-type: none"> ● FLC Mark Hoffer review March 2019: fire ● Receive Instructional exchange program <p>F. Spring Opening Day evaluation Read and discuss for next meeting</p>
VI. Action Items	Kristine Oliveira	<p>A. Extend FLC and FPD Event Proposal Period to Monday, March 11, 2019 by 8:00 a.m. - approved</p> <ul style="list-style-type: none"> a. fire publication approved <p>B. Sabbatical Committee decision – approval for Christine Mugnolo with minor revisions</p> <p>C. Resolution proposed for responsibilities formerly performed by FPDC Coordinator Send to Senate President</p> <p>D. 2018-19 Subcommittee goals realignment</p> <p>E. 2018-19 Subcommittee goals, ongoing and new Approved for publication on FPDC website</p> <p>F. Spring Opening Day evaluation</p>
VII. Information Items		
VIII. Adjournment		
Next Meeting Date: March 13, 2019		

FPDC AGENDA for 27 FEB 2019

Opening Comments from the Chair

Open Comments from the Public

Approval of Agenda

- *Discussion Item: Extend FLC and FPD Event Proposal Period to Monday, 11 March 2019, by 8 AM*
- ~~Action Item: Spring Opening Day evaluation~~

Approval of Minutes: 13 February 2019

Discussion Items

- *Extend FLC and FPD Event Proposal Period to Monday, 11 March 2019, by 8 AM*
- Sabbatical Committee
 - Sabbatical Policy V.3.16 (including attached email w previous sabbatical recipients, sample written report, sample presentation slides to the Board of Trustees)
 - Review Sabbatical Proposal revision from Christine Mugnolo
- Resolution proposal for responsibilities formerly performed by FPDC Coordinator
- 2018-19 Subcommittee goals realignment (incl. attached Proposed structural revision to FPDC meetings)
- 2018-19 Subcommittee goals, ongoing and new
- Spring Opening Day evaluation

Action Items

- Sabbatical Committee decision
- Resolution proposal for responsibilities formerly performed by FPDC Coordinator
- 2018-19 Subcommittee goals realignment
- 2018-19 Subcommittee goals, ongoing and new
- ~~Spring Opening Day evaluation~~

Information Items

Next Meeting: 13 March 2019 at 2:15 PM

**Faculty Professional Development
Committee
Minutes**

Wednesday, February 13, 2018
L-201
2:15 - 3:45 p.m.

Type of Meeting: Regular
Please Review/Bring: Agenda packet

COMMITTEE MEMBERS

Kristine Oliveira, Faculty Chair
 Duane Rumsey, Administrative Council Member - ABSENT
 Gary Roggenstein, Administrative Council Member - ABSENT
 Dr. Irit Gat, Administrative Council Member
 Dr. Ken Shafer, Faculty Member
 Jane Bowers, Faculty Member - ABSENT
 Dr. Rona Brynin, Faculty Member
 Dr. Zia Nisani, Faculty Member
 L. Denise Walker, Faculty Member – Susan Snyder, Proxy - ABSENT
 Mark Hoffer, Faculty Member
 Dr. Liette Bohler, Tenure Evaluation Coordinator
 Greg Krynen, Technical Liaison - ABSENT
 John Wanko, Faculty Union Rep
 Dr. De’Nean Coleman-Carew, Faculty Member – Audrey Moore, Proxy
 Dr. Jeffery Cooper, Faculty Member - ABSENT
 Dr. Barbara Fredette, Faculty Member
 Tiesha Klundt, Faculty Member
 Michelle Hernandez, Confidential Management/Supervisory/Administrators
 Rochelle Guardado, Adjunct Faculty Representative
 Monica Carreon, Classified Representative
 ASO Member – VACANT

Items	Person	Action
I. Opening Comments from the Chair	Kristine Oliveira	<ul style="list-style-type: none"> At the beginning of Fall 2018, the Academic Senate Coordinator discontinued performing duties as the FPD Coordinator, and stopped taking notes at the FPDC meetings, and then secretly changed a part of FPD Mentorship policy on the website. In particular, the discontinuance of notetaking during meetings has put a considerable strain upon this subcommittee and has redirected our attention to mitigating the impact of that loss of support. Therefore in today's meeting, I would like to tie up any loose ends that we have immediately before us specifically sabbatical, spring mentorship, and Mark Hoffer's FLC document, "fire." After that point, I would like to turn our attention to firming up our FPD Handbook, website, affirming FPDC processes that are already in place. At that point, I would like to continue to finalize the Standard 2 policy for faculty curated student performances, revise the Mentorship program, continue to discuss the Center for Teaching and Learning, and to prepare for this year's Professional

		<p>Milestones in addition to setting next year's FPD events calendar, then coding events for themes. Thank you, committee, for your flexibility and commitment to the faculty's professional development program. We've made a significant impact on our program, supporting our colleagues' professional growth and service to the community, and I am incredibly proud of our accomplishments over these last 2.5 years. I intend on running for faculty chair of this committee again. I believe in the importance of the work that we do together in FPDC, and I'm thankful for the chance to work with all of you.</p>
II. Open comments from the Public	All	<ul style="list-style-type: none"> • Error in invitations for FPDGreg suggests going to your own gmail calendar, and there you will find the invitations. Kristine will update the invitations. • AVID Summer Institute: July 17-19 in Denver. Contact Michelle Hernandez. 3day Intensive. Title V funded.
III. Approval of Agenda	All	passes
IV. Approval of Minutes – 11/28/2018 Meeting	Kristine Oliveira	<i>TABLED</i>
V. Discussion Items	Kristine Oliveira	<p>A. Sabbatical</p> <ul style="list-style-type: none"> • Discussion closed. CONFIDENTIAL. • Sabbatical Policy – <i>TABLED</i> <p>B. Ongoing Projects</p> <ul style="list-style-type: none"> • Faculty Learning Communities - <i>TABLED</i> • Mentorships – there are no spring apps • 2019 Professional Milestones Symposium – apparently Zia applied twice. Follow up w/Zia. We have three tentative applicants. Kristine to follow up with tentative speakers and the applicants. • Faculty-curated student performances for Standard 2 credit - - <i>TABLED to next meeting</i> <p>C. Non-authorized FPDC policy changes on website and loss of FPDC coordinator</p> <ul style="list-style-type: none"> • The work that was previously performed by the coordinator is critical work to the functioning of the subcommittee. • The FPDC recognizes a need for the duties to be fulfilled as it was prior to August 2018. Agenda, notes during meetings, and and responds to faculty questions regarding the program. • The committee would like to pick up the issue of the Agenda and Minutes responsibilities at the next minute • The responsibilities of the chair have expanded with the absence of an acting coordinator, and the committee recognizes that the new meeting responsibilities are conflicting with members' abilities to achieve committee goals. The committee will pick up the discussion at the next meeting. <p>D. Goals revision</p> <ul style="list-style-type: none"> • 2018-19 Goals List <p>1. <u>Update FPD Program Structure and Criteria</u></p> <ol style="list-style-type: none"> a. Committee: Investigation into required hours per Standard for the 60 total required for full-time faculty b. Kristine: Develop criteria for Student Equity events as Standard 1 c. Zia: Develop criteria for Division-sponsored Standard 1 events

		<p>d. Nate: Investigate student performance umbrella agreement</p> <p>e. Liette: Investigate Committee policy regarding proxies for Senate committees</p> <p>2. <u>Formal Communications Strategy</u></p> <p>a. Kristine: Develop communications strategy with the office for Marketing and Public Information</p> <p>b. Barbara & Zia: Ongoing summer work for coding and sorting of FPD events</p> <p>3. <u>Update Systems Functions</u></p> <p>a. Ken & Greg: Meaningful evaluation of the FPD program</p> <p>b. Ken & Greg: Investigation into a 3-year process to update the FPD Contract system</p> <p>E. Handbook revision strategy</p>
VI. Action Items	Kristine Oliveira	<p>A. Sabbatical – revisions to go author for revision for next meeting of the FPDC</p> <p>B. FLC - <i>TABLED</i></p> <p>C. FPDC policy change - <i>TABLED</i></p> <p>D. Loss of FPDC coordinator - <i>TABLED</i></p> <p>E. Goals revision - <i>TABLED</i></p>
VII. Information Items		<p>A. 2018-19 Goals List:</p> <ul style="list-style-type: none"> • <u>Update FPD Program Structure and Criteria</u> <ol style="list-style-type: none"> 1. Committee: Investigation into required hours per Standard for the 60 total required for full-time faculty 2. Kristine: Develop criteria for Student Equity events as Standard 1 3. Zia: Develop criteria for Division-sponsored Standard 1 events 4. Nate: Investigate student performance umbrella agreement 5. Liette: Investigate Committee policy regarding proxies for Senate committees • <u>Formal Communications Strategy</u> <ol style="list-style-type: none"> 1. Kristine: Develop communications strategy with the office for Marketing and Public Information 2. Barbara and Zia: Ongoing summer work for coding and sorting of FPD events • <u>Update Systems Functions</u> <ol style="list-style-type: none"> 1. Ken and Greg: Meaningful evaluation of the FPD program 2. Ken and Greg: Investigation into a 3-year process to update the FPD Contract system
VIII. Adjournment		
Next Meeting: February 27, 2019		

absence of the unit member from the assigned duties for the purpose of permitting the unit member to assume the duties of the position to which the unit member has been elected. In those instances wherein the Board approves a request submitted under this policy, the Board will indicate the specific conditions under which the unit member is to be authorized to be absent. Furthermore, such approval will not eliminate the requirement that the unit member submit to the Superintendent/President in advance of any absence the Trip Request form of the District which not only provides insurance coverage by the District during the absence of a unit member but which insures that the administration is made aware of the manner in which the on-campus assigned duties of the unit member are to be covered during the unit member's absence.

- 3.14.7 During the period of absence attributed to the responsibilities of the elected office, the unit member shall continue to receive the unit member's regular salary from the District.

3.15 Military Leave

- 3.15.1 The Board shall grant a military leave of absence to any contract or regular unit member ordered to active duty.
- 3.15.2 A unit member on leave for thirty (30) days or less shall receive rights and benefits, including salary, as though he/she had remained in the employment of the District.
- 3.15.3 A unit member on extended military leave (more than thirty (30) days) who has been in continuous service of the District for not less than one (1) year immediately prior to active duty, shall be entitled to receive his/her salary for the first thirty (30) calendar days of active duty.
- 3.15.4 Military service shall not affect the classification of the unit member. Such service shall not be applied as service required as a condition of regular status, nor shall it be construed as a break in continuity of service for any purpose.
- 3.15.5 Within six (6) months following honorable discharge, the unit member shall be entitled to return to the position held by him/her at the time of entrance into service at a salary to which the unit member would have been entitled had he/she remained with the District.

3.16 Sabbatical Leave

3.16.1 Purpose

Sabbatical leave provides unit members with opportunities for professional growth and development, which in turn enhance their service to the District.

3.16.2 Eligibility

An applicant for sabbatical leave must have rendered contract or regular service in the District for at least six (6) consecutive academic years immediately preceding the sabbatical leave, and not more than one (1) such leave shall be granted in any six (6) year period.

3.16.3 Leave Period

Sabbatical leave may be granted for a period of time not to exceed one (1) year. A semester sabbatical shall fall within the semester dates as indicated on the District calendar.

3.16.4 Number of Leaves

The maximum number of leaves to be granted each year shall be determined by the Staff Development Committee within the limits of available funds for that academic year.

3.16.5 Calculation of Cost of Sabbatical Leave

The cost of a sabbatical leave shall be calculated according to the following formulas:

One Semester Sabbatical Leave:

Cost = Salary of replacement + benefits of replacement

One Year Sabbatical Leave:

Cost = Salary of replacement + benefits of replacement - 40% of sabbatical instructor's salary

*SALARY= _____ x _____
no. of hours to be replaced adjunct/overload rate (Step I/M.A.)*

OR

Placement on faculty salary schedule for full-time temporary replacement.

*BENEFITS = Adjunct instructor's salary x benefits' percentage**

OR

(Salary x benefits' percentage) + current District insurance for full-time temporary replacement*

*Benefits' percentage equals the current percentages paid by the District for unemployment insurance, worker's compensation, Medicare and STRS or social security contribution.

3.16.6 Compensation

Unit members on a one (1) semester or less sabbatical leave shall receive one hundred percent (100%) of the salary and fringe benefits which the unit member would have received had the unit member remained in active service. Unit members on a one (1) year sabbatical leave shall receive sixty percent (60%) of full salary and one hundred percent (100%) of applicable fringe benefits. If the sabbatical candidate elects to apply to the State Teacher's Retirement System (STRS) for service credit for the remaining forty percent (40%), upon approval of STRS, the unit member and the District will pay their proportionate share of the STRS contribution. Unit members at less than 100% shall receive compensation and benefits in proportion to their non-sabbatical load.

3.16.7 Individual unit members are responsible for the amount of interest accrued as calculated by STRS when purchasing additional retirement credit units.

3.16.8 Approved Activities for Sabbatical Leave

All categories shall be considered to be of equal importance.

Category I: The activity in this category expands professional knowledge, competence, and instructional or administrative effectiveness of the applicant. The purpose is to

provide the opportunity for growth and development regarding new information, insights, and ideas occurring in the applicant's discipline or area of expertise.

Category II: The activity in this category deals with retraining unit members in new areas of teaching support services or administrative competence. The purpose of retraining reflects the changing needs of the institution and shifting student enrollment patterns.

Category III: The activity in this category shall relate to the long-range needs of the District, or a particular Division or program. Eligible proposals may include, but are not limited to, curriculum development, program planning and implementation, academic and vocational programs, student evaluation, or other specific projects which have a direct productive impact on the instructional and service programs of the District.

A proposal should present activities which meet the goals of one (1) or more of the three (3) categories. These activities could include enrollment in specific credit courses, degree-granting programs, industrially based non-credit programs, government or industrial employment, independent research, study and travel, or other activities which can be justified as beneficial and contributory to professional growth of the applicant and the District.

3.16.9 Return From Sabbatical Leave

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

- a) All evidence necessary to establish that the project was completed;
- b) A written report to be examined by the committee as to adequacy, which is to be filed in the District library;
- c) An oral presentation to the Board of Trustees, college staff, and community members.

3.16.10 Every unit member granted a sabbatical leave shall agree to return to the employ of the District for a period of service which is equal to twice the period of leave.

3.16.11 Sabbatical Leave Committee

The Professional Development Committee shall serve as the Sabbatical Leave Committee. When a member of the committee submits a proposal, that member shall vacate committee membership for the current year and an alternate unit member, selected by appropriate procedures, shall complete the term office.

3.16.12 Applications

Applications for sabbatical leave shall be evaluated by the Sabbatical Leave Committee. Applicants will be given an opportunity to appear before the Committee.

3.16.13 Applicants whose applications are denied shall be informed in writing of the reasons for denial. Such applicants will be allowed one (1) week to revise the application and to resubmit for reconsideration.

3.16.14 The Sabbatical Leave Committee shall make a report to the Superintendent/President. The report will include a summary of all applications and identification of those to be recommended for funding in order of priority. The prioritized list as submitted by the committee to the Superintendent/President is to be considered as final and is not subject to revision.

3.16.15 The criteria for evaluation depends on the category selected and may include:

- a) Specificity of goals
- b) Benefit to the District, division, or department
- c) Impact on instruction or service to students
- d) Appropriateness of the length of sabbatical leave required
- e) Urgency
- f) Justification for retraining
- g) Proposed project's ability to meet stated goal.
- h) Contribution to professional growth

3.16.16 The committee shall not use the amount of potential service time remaining after the required bonded period as a criterion for granting a proposal.

3.16.17 Application Information for Sabbatical Leave: An application shall contain the following features:

- a) A one (1) page abstract summarizing the proposal;
- b) A comprehensive description of the purposes, goals and importance of the proposed leave according to one (1) or a combination of the three (3) categories;
- c) A detailed description of the schedule of activities to be undertaken;
- d) A statement, which addresses how the leave will improve the unit member's professional competence and performance as well as the contribution to the educational and community programs at Antelope Valley College and a description of how the applicant professionally qualifies for the proposed program;
- e) A statement of the effect on the program caused by the absence of the unit member, i.e., can the departmental continuity be assured if the sabbatical is granted?
- f) A description of the factors, which make it desirable that the leave be taken in the coming year rather than another time;
- g) A justification of the length of leave in relation to the scope of the proposal;
- h) An explanation of why the proposal should not be a part of the unit member's on-going responsibility therefore, not requiring a leave;
- i) An explanation of the necessary materials and facilities needed to complete the proposal and the access the applicant has to them;
- j) An explanation if the applicant will earn an income in addition to receiving sabbatical leave pay;
- k) An explanation if the proposal includes travel of how the travel component is clearly necessary to the sabbatical leave project.

3.16.18 Sick Leave during Sabbatical Leave: In the event of an illness which would interrupt and cause failure to complete the project, the unit member shall submit a request to the Superintendent/President to change from sabbatical leave status to sick leave status. This request shall be accompanied by a letter of explanation from the physician and submitted to the Superintendent/President within ten (10) working days if in the United States or within three (3) weeks if outside the United States of the date noted on the physician's letter.

3.16.19 Grievability: No grievance may be filed in regard to any decision of the Committee other than for alleged procedural violation.

3.17 Overload Banked Leave: *See Appendix E, page 120 for forms.*

Any contract or regular unit member is eligible to participate in this program.



Kristine Oliveira <koliveira@avc.edu>

Question about procedure for returning to work after Sabbatical

6 messages

Kristine Oliveira <koliveira@avc.edu>

Thu, Jan 31, 2019 at 6:49 PM

To: Tina McDermott <tmcdermott@avc.edu>, Rachel Jennings <rjennings@avc.edu>, Sherri Xiaoyu Zhu <szhu@avc.edu>, Kathryn Mitchell <kmitchell18@avc.edu>
Cc: Lisa Karlstein <lkarlstein@avc.edu>

Hi women--

I'm reaching out to you today because there is a gap in institutional knowledge that I need to remedy regarding faculty's return from Sabbatical. The VP of Academic Affairs handled the process of for the FPDC since I came on board as the Chair. Currently, the Academic Senate Coordinator is insisting that Lisa Karlstein, the returning Sabbatical recipient, complete the requirements by the middle of the first week of the spring semester. However, the Collective Bargaining Agreement indicates that she has 60 days to get the following items to the FPDC.

According to Article V:

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

- (a) all evidence necessary to establish that the project was completed;
- (b) a written report to be examined by the committee as to adequacy, which is to be filed in the District library;
- (c) an oral presentation to the Board of Trustees, college staff, and community members.

3.16.10 Every unit member granted a sabbatical leave shall agree to return to the employ of the District for a period of service which is equal to twice the period of leave.

Tina, Rachel, and Sherri, could you tell me:

1. What evidence did you supply, and to whom, that functioned as proof that the sabbatical was completed?
2. What did you submit to the committee?
3. Which month did you present to the Board, and how did Bonnie help you with that process?

Kathryn, do you know if there is an archive of sabbatical reports in the library that we could reference?

I've cc'ed Lisa Karlstein (hi, Lisa!) since she is returning this Monday for the spring semester, and I want to shorten the distance that this information must travel.

Thanks, all. See you Monday if not before.

--KO

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Kristine Oliveira
Faculty Professional Development Committee Chair
Asst. Professor of English
APL 221F

Kathryn Mitchell <kmitchell18@avc.edu>

Fri, Feb 1, 2019 at 12:48 PM

To: Kristine Oliveira <koliveira@avc.edu>

Hi Kristine,

I don't know if anyone ever kept up with the sabbatical reports. There should be copies in the Board minutes since returning faculty are required to make a brief presentation to the Board. Rarely did recipients ever submit reports to the committee, and we were always busy so we moved on. Nancy may have a few filed in the Senate office, but it was not consistently followed.

Sorry I'm not much help.

Kathryn

[Quoted text hidden]

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Kathryn Mitchell
Rhetoric & Literacy, Faculty
English Dept. Chair
kmitchell18@avc.edu

Sherri Xiaoyu Zhu <szhu@avc.edu>
To: Kristine Oliveira <koliveira@avc.edu>

Mon, Feb 4, 2019 at 12:14 AM

Hi Kristine,

My sabbatical was in the spring semester of 2016. I returned in the fall and submitted a report of my research. My presentation in front of the Board was in October (if I remember correctly). My memory of the process is a little fuzzy because it's been a while. Bonnie was very helpful and supportive during the process.

Best,
Sherri

On Thu, Jan 31, 2019 at 6:49 PM Kristine Oliveira <koliveira@avc.edu> wrote:
[Quoted text hidden]

Kristine Oliveira <koliveira@avc.edu>
To: Kathryn Mitchell <kmitchell18@avc.edu>

Wed, Feb 13, 2019 at 8:04 AM

Thank you, Kathryn. That was very helpful.

KO
[Quoted text hidden]

Kristine Oliveira <koliveira@avc.edu>
To: Sherri Xiaoyu Zhu <szhu@avc.edu>

Wed, Feb 13, 2019 at 8:07 AM

Hi Sherri—

Do you happen to have a copy of the report that you submitted?

Thanks for helping me to understand what we've done in the past. Without Bonnie, we have a gap in our institutional knowledge, as I don't want that to be an opportunity to rewrite practice.

Ko
[Quoted text hidden]

Sherri Xiaoyu Zhu <szhu@avc.edu>
To: Kristine Oliveira <koliveira@avc.edu>

Thu, Feb 14, 2019 at 8:48 AM

Hi Kristine,

Attached please find my report. I hope it helps!

Best,
Sherri
[Quoted text hidden]

 **Teaching Critical Thinking Board Presentation (Sept. 2016).docx**
24K

Teaching Critical Thinking Across Curriculum

Sherri Zhu, Ph.D.

9/28/2016

I conducted a search project during my sabbatical leave in the spring semester of 2016. I made some exciting and eye-opening discoveries regarding teaching critical thinking across curriculum and completed a report of 84 pages. I studied what is in common in teaching critical thinking in different disciplines as well as what is unique in each discipline, such as language arts, math, science, engineering, history, and nursing. I look forward to sharing these discoveries and knowledge with the AVC community through Faculty Professional Development presentations, teaching my courses, and conversations with my colleagues and students. I shall summarize the report as follows:

Even though we distinguish ourselves from other species of animals by having the ability to think, our thinking is severely flawed, which suffer many “intellectual original sins.” These sins are our bad thinking habits such as bias, egocentric and sociocentric tendencies, prejudice, fear, etc. If we want to get rid of these sins and acquire intellectual virtues, we need to develop an ability to think critically.

If we do not develop critical thinking abilities, the mind would move on the track of its own, that is, move according to its instincts, unexamined beliefs and experiences. This will inevitably lead to disasters and cause suffering to the thinker himself, the people around him, and sometimes the entire society.

As educators, we should strive to contribute to a more rational and civilized society by educating students who are intellectually virtuous rather than vicious because many intellectual sinners together would result in an uncritical, unjust, dangerous world.

The intellectual virtues include intellectual humility, intellectual courage, intellectual empathy, intellectual integrity, intellectual perseverance, faith in reason, and intellectual sense of justice.

The definition of critical thinking highlights three crucial dimensions of critical thought: 1) the perfections of thought; 2) the elements of thought; and, 3) the domains of thought.

Critical thinking is disciplined, self-directed thinking which exemplifies the perfections of thinking appropriate to a particular mode or domain of thought. It comes in two forms. If disciplined to serve the interests of a particular individual or group, to the exclusion of other relevant persons and groups, it is sophistic or weak sense critical thinking. If disciplined to take into account the interests of diverse persons or groups, it is fair-minded or strong sense critical thinking.

Since our human nature determines that we can learn through either the logical capacities or the irrational propensities. The former, the higher order learning, leads to genuine understanding, and is goal of education, but the latter, the lower order learning, is an obstacle rather than an aid to education.

Lower order learning is a form of training rather than education. It doesn't help students to grow into independent thinkers who have genuine knowledge and insight but rather skilled robots who repeat what the teacher or textbook said. They can hardly mature intellectually or morally. Lower order learning is shown in didactic lectures, extensive coverage of content, mindless drill, and student passivity.

As educators, we should focus on the rational capacities of students' minds and design instruction to help students grasp the logicalness of what they learn. Higher order learning multiplies comprehension and insight, and it stimulates and empowers.

Knowledge cannot exist without critical thinking because knowledge depends on thought. Knowledge is produced, analyzed, comprehended, organized, evaluated, maintained, and transformed by thought. Rote memorization is not equivalent to knowledge because it is not comprehended or justified through thought.

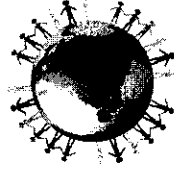
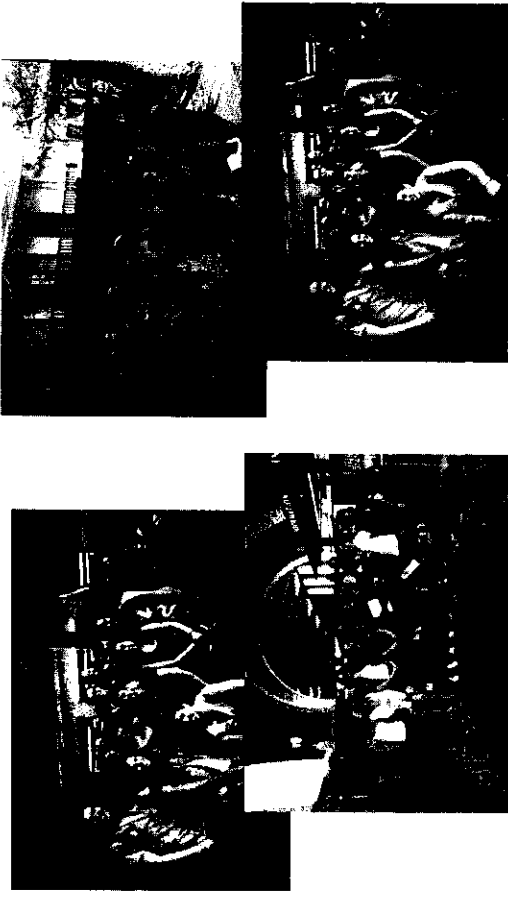
Since all knowledge exists in and through critical thought, all the disciplines are modes of thought. We know a subject, not to the extent that we can recall sentences from the textbooks of that subject, but only to the extent that we can think critically required by that particular subject. For example, we know science only to the extent that we can think scientifically.

As instructors, if we sacrifice thought to gain coverage, we sacrifice knowledge at the same time, because students' passing course without learning how to think in a specific mode required by that subject, students have not learned anything, not even knowledge.

Genuine education transforms the whole person by transforming one's basic modes of thinking. As teachers, we need to guide students to think their way through the content of the course, and help them appreciate the intellectual standards and values that underlie rational learning by designing activities, assignments, and exams.

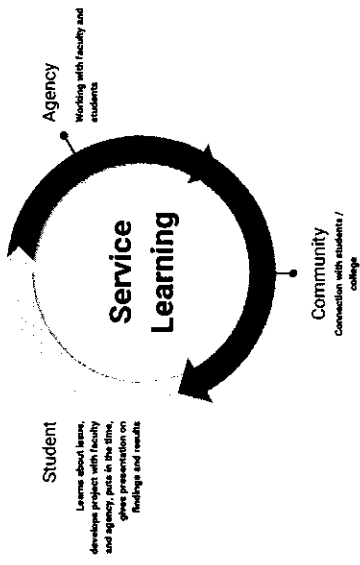
SABBATICAL Spring 2018 - Tina Leisner McDermott

**Communication Studies Beyond the Classroom:
Service Learning and Community Based Education**



What is Service Learning?

- ILO #3 - Global Consciousness
- Community based learning with focus on social justice / civic engagement
- Merging volunteer projects with specific course outcomes
- Benefits student, non-profit agency, and the community in a pedagogically concrete and meaningful way

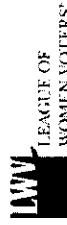


How I researched it

- Researched extant literature in the field of Service Learning
- Interviewed experienced faculty at universities and colleges in California and Louisiana by phone and in person
- Interviewed directors of Centers for Public Engagement by phone and in person / COC Connection
- Interviewed agencies that work with colleges
- Made connections with agencies in and around the Antelope Valley as potential partners
- Developed 10 projects for Communication Studies detailed in proposals that include learning outcomes, specific assignments, and semester schedules

10 Projects - for example...

- Voter Education and Registration
Comm 101 (Honors)
- SAVES Palmdale Food Bank Interviews
Comm 103 (Honors Contract)
- Friends Outside
Comm 107



Possibilities for Future

- FLC Social Justice
- Expand in Communication Studies
- Expand to other disciplines

Thank you for giving me the opportunity to do this!



Kristine Oliveira <koliveira@avc.edu>

Clarification of Duties

2 messages

Ed Knudson <eknudson@avc.edu>

To: Van Rider <vrider@avc.edu>, Nancy Masters <nmasters@avc.edu>, Kristine Oliveira <koliveira@avc.edu>, Duane Rumsey <drumsey@avc.edu> Wed, Feb 20, 2019 at 5:54 PM

Cc: Patricia McClure <pmcclure@avc.edu>

Good Evening,

To clarify a few things as questions continue to arise. Nancy's job description is to support the Senate, under the supervision of the college President. There are many duties assigned to the position, among them "other duties as assigned"...admittedly these are limited but it does exist.

It is not possible for the Senate Coordinator (Nancy) to attend all Senate Sub Committee meetings. She does however, have the capacity to conform meeting minutes and publish and distribute agendas and minutes. Also to assist with the distribution of materials, coordination of meeting calendars, and other support activities.

Senate officers and Sub Committee Chairs have reassigned time afforded them that is equivalent to 5-hours per week of committee work per 3-LHE reassigned. This equates to 80-hours of work per semester, per each 3-LHE of reassigned time. The reassigned time is compensable work. The subcommittees meet at least bi-weekly during the active, primary terms (Fall and Spring semesters).

Nancy will continue to be available to support the Senate as she has, and to support the sub committees as described above.

Thank you for your understanding and cooperation.

Ed

Ed Knudson
President
Antelope Valley College

**Kristine Oliveira** <koliveira@avc.edu>

To: Ed Knudson <eknudson@avc.edu>

Thu, Feb 21, 2019 at 1:01 PM

Cc: Van Rider <vrider@avc.edu>, Nancy Masters <nmasters@avc.edu>, Duane Rumsey <drumsey@avc.edu>, Patricia McClure <pmcclure@avc.edu>

Thank you, Ed, for taking time to offer clarification.

I am glad to see that we are on the same page about the role of the Academic Senate Coordinator areas of responsibilities, particularly as they relate to the FPD Committee. Last semester presented a challenge since the shift in the FPD Coordinator areas of responsibility, as part of the Academic Senate Coordinator role, were not clearly and succinctly communicated. I do respect that the Academic Senate Coordinator answers directly to you, the president of the college.

What is still unclear is how the subcommittee is to adjust to the change in the role of the faculty chair and the scope of the work that the subcommittee performs, such that there is an increase in the administrative tasks that the subcommittee is now responsible for. This semester, we are in the process of tabling a few goals in order to prioritize the decision-making process for determining how the subcommittee should move forward from here. Together, we will continue to problem-solve. Transparency is important to trust and productivity, and I am committed to faculty's professional development and to the health of our participatory governance processes.

--Kristine

[Quoted text hidden]

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Kristine Oliveira
Faculty Professional Development Committee Chair
Asst. Professor of English
APL 221F

Proposed solution to loss of FPDC Coordinator supports

- FPDC Faculty Chair takes emails for decision-making regarding the various FPD programs. The Academic Senate Coordinator fields FPD Handbook questions and questions about FPD protocols relevant to the AS Coordinator areas of responsibilities.
- FPDC Faculty Chair identifies relevant program deadlines, and the Academic Senate Coordinator double-checks those dates relative to the Chancellor's Office, Academic Senate, and AVC administrative deadlines.
- In conjunction with the members of the FPD Committee, the FPDC Faculty Chair makes necessary changes to the FPD Handbook and to the FPDC pages in alignment with the above division of labor, excluding the subcommittee minutes and agendas.
- The FPDC will continue to forward meeting notes, relevant documents, and recordings to the Academic Senate Coordinator for processing into minutes. If the subcommittee decides to record their meetings, no attribution will be made to the speakers.
- Work with IT for an FPDC email address that is accessible to the FPDC Chairs and to the Academic Senate Coordinator.

Proposed structural revision to FPDC meetings:

- Collection method for meeting notes will fall within acceptable guidelines for the Academic Senate, including but not limited to handwritten, typed, scanned, photographed, or voice recorded notes.
- All files for the subcommittee will be contained in a shared folder for the FPDC and the Academic Senate Coordinator for the purpose of making communication more efficient for the processing of the Minutes and for policy development.
- In the last 10 minutes of every meeting, the FPDC will collaborate on the agenda for the following meeting and distribute responsibilities.
- Agenda will be distributed to the members of the subcommittee and to the Academic Senate Coordinator by 12:00 PM on the Monday immediately prior to the 2nd and 4th Wednesday of every month when the FPDC regularly meets.

2018-19 FPDC Goals

1. Ongoing projects

- a. Mentorships:
 - i. Year-long: Dr Ed Beyer mentoring Kristine Oliveira: Developing a workbook for faculty who are considering applying to doctoral programs
 - ii. Fall: Kristine Oliveira and Sawsan Farrukh: Survival guide for new teachers
- b. Faculty Learning Communities:
 - i. Tina McDermott: Social justice pedagogy
 - ii. Mark Hoffer: Power of narrative
 - iii. Dr Darcy Wiewall and Dr Zia Nisani: Center for Undergraduate Education
- c. Professional Milestones Symposium:
 - i. Addition of Last Lecture for retiring faculty
 - ii. Investigation into addition of a faculty-curated Student Symposium (Honors, research)
 - iii. Symposium runs like a conference with clear entrance and exit times for grouped presentations

2. Goals 2018-2019

- a. Update FPD Program Structure and Criteria
 - i. Investigation into required hours per Standard for the 60 total required for full-time faculty --Committee lead
 - ii. Develop criteria for Student Equity events as Standard 1: Kristine Oliveira
 - iii. Develop criteria for Division-sponsored Standard 1 events: Dr Zia Nisani
 - iv. Investigate student performance umbrella agreement: Nate Dillon
 - v. Investigate Committee policy regarding proxies for Senate committees: Dr Liette Bohler
- b. Formal Communications Strategy
 - i. Develop communications strategy with the office for Marketing and Public Information: Kristine Oliveira
 - ii. Ongoing summer work for coding and sorting of FPD events: Barbara Fredette and Dr Zia Nisani
- c. Update Systems Functions
 - i. Meaningful evaluation of the FPD program: Greg Krynen and Dr Ken Shafer
 - ii. Investigation into a 3-year process to update the FPD Contract system: Greg Krynen and Dr Ken Shafer

Faculty-curated Student Performances for Standard 2 Credit

The goal of the Faculty-curated Student Performances program for Standard 2 credit is to support students' contribution to the community of learners at AVC, to contributing to students' diverse learning experiences, and to promoting the intellectual, athletic, and creative growth of our students as lifelong learners, as well as to fostering the spirit of collaboration across stakeholder divides.

Program Learning Outcomes

1. Supports students in their growth as lifelong learners and community members.
2. Fosters collaboration between faculty and students, deepening students' commitment to their academic goals.
3. Increases community involvement within and across college stakeholders as well as connecting AVC with other academic and community groups beyond our college.

The Faculty-curated Student Performances Program is committed to the mission of Antelope Valley College to provide quality institution and to promote the success of a diverse community of learners, in alignment with the college's Institutional Learning Outcomes.

Institutional Learning Outcomes (ILOs)

3. Community/Global Consciousness

- Understands and applies personal concepts of integrity, ethics, self-esteem, lifelong learning, while contributing to the well being of society and the environment.
- Demonstrates an awareness and respect of the values of diversity, complexity, aesthetics and varied cultural expressions.

4. Career and Specialized Knowledge

- Demonstrates knowledge, skills, and abilities related to student educational goals, including career, transfer, and personal enrichment.

Program Guidelines

- The FPD page links to published event pages from participating areas.
 - Participating areas are responsible for maintaining the currency of their events pages.

- The coordinating faculty member makes the FPD Sign-in sheet available to participants and submits the completed sign-in sheet to the Senate Office.
- Student performances that fall outside of these guidelines may be claimed as Standard 3 FPD credit.
 - AVC student performances that are not published on the AVC website or through the AVC Marketing Office
 - Let's think about: If we are going to put umbrellas into standard 2, then we need to be careful that we are aligned with the guidelines of the Chancellor's Office.

STANDARD 2: College Colloquia, Committees, and Campus Activities

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

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

- Standard 2 may be satisfied through participation in college colloquia and field trips and any other events listed in the Faculty Professional Development Program Calendar.
- A standard AVC Trip Request is required for all out-of-district travel and *must* be approved by the appropriate Dean *prior* to travel. If you are using the request for flex credit only, you are not required to obtain additional signatures other than that of your Dean. Maintain one copy for your records and forward one copy to the Senate office.
- Faculty Academy and college colloquia presenters and coordinators may also claim preparation hours within this standard in accordance with the guidelines set forth in this book.
- Faculty must sign-in at the beginning of the event and sign-out upon leaving the event in order to receive professional development credit.
- Standard 2 may also be satisfied through participation in campus shared governance committees, program review, and the tenure and evaluation

process.

- **Faculty may attend faculty-curated student performances for Standard 2 FPD credit.**

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

Faculty members earning reassigned time for committee work may *not* claim those hours toward fulfillment of their professional development obligation. The following activities are eligible in this standard:

Second Shared Governance Campus Committee	up to 20 hours
Accreditation Standard Faculty Co-Chair	20 hours
Accreditation Team Member	10 hours
Honors Option Advisor	up to 20 hours
Participation in the Faculty Mentorship Program	up to 20 hours each, 40 hours max.
Participation in a Faculty Learning Community	up to 20 hours
Participation in Work with Outcomes, beyond collection	up to 10 hours
Program Review Comprehensive Report work	10 hours
Program Review Annual Report work	5 hours
Student Club Advisor	up to 20 hours
Tenure Team Member of Probationary Faculty (1st – 3rd year)	10 hours per committee
Tenure Team Member of Probationary Faculty (4th year)	5 hours per committee

Tenure Team Member of Tenured Faculty	5 hours per committee
Tenure Chair of Tenured Faculty	10 hours per committee
Database Facilitators (.5 hours/section)	up to 20 hours

The following activities are eligible in this standard only in lieu of being paid:

Tenure Chair of Probationary Faculty (1st – 3rd year)	20 hours per committee
Tenure Chair of Probationary Faculty (4th year)	10 hours per committee
Adjunct Faculty Evaluations	8 hours max. per evaluation - 10 hours