Academic Senate
A G E N D A
March 23, 2005
3:00 p.m. - BC214

1.0 Call to Order
   1.1 Approval of Minutes – March 9, 2005 (pgs 2-6)
   1.2 Approval of Agenda

2.0 Information
   2.1 Memorial Service for Richard Armstrong, March 20, 2 pm

3.0 Hearing/Discussion
   3.1 Faculty Job Description (possibly a report by AP)
   3.2 College Plan: What role does the Senate want to play?
   3.3 Library: What does a future Academic Library look like?
   3.4 Resolution on Sustainability: Request for support from student coalition. (pgs 7-10)
   3.5 The proposed FPDC guidelines -dated 3/3/05. (pgs 11-20)

4.0 Action
   4.1 Policy 1900 re: Faculty Load
       M/S To approve the recommended revision for section #1910 of Policy #1900 with recommended paragraph changes (Garey/Chesher)

   4.2 AAUP Statement
       M/S To adopt/endorse the AAUP statement as policy and/or a statement of philosophy (Chesher/Molloy)

5.0 Reports
   5.1 President’s Report
       A) Meeting with Committee Chairs
       B) Reorganization status
       C) Grievance Policy (possibly a discussion item)
       D) Academic visits: Robert O. Collins and Richard Falk

   5.2 EVP Report
       A) 6-week Winter Intersession: Status Report (pgs 21-22)
       B) SBCC Bond Measure

   5.3 Committee Liaison Report
       A) CPC Report (Tom Garey
       B) Other

6.0 Adjourn
1.0 Call to Order
   1.1 Approval of Minutes – February 23, 2004
      M/S/C To approve the Minutes of the Academic Senate, 3-9-05 (Chesher/Frankel)
   1.2 Approval of Agenda – so approved

2.0 Information
   2.1 Reception for newly tenured faculty, EVP’s office, 3-17-05 at 3:00 p.m.
      Deans, FEC chair, newly tenured faculty and their Department chairs, and Senate
      President are invited. Newly tenured faculty are: Cynthia Bower, Catherine Carroll,
      Stephen DaVega, David Elliott, Linda Lowell, Jason Miner, Bronwen Moore, Lou
      Spaventa, Michael Stinson, Rossette Strandberg, and Melanie Eckford-Prossor.
   2.2 Lecture by Professor Robert O. Collins: Sudan & Darfur, 3-11-05, BC Forum
      1:15 p.m. Professor Collins, ret. UCSB, is an expert on Sudan and Darfur, and will
      be giving a lecture in the BC Forum this Friday. All are welcome.
   2.3 Concern expressed about increasing number of returning Vets.
      As a general concern this item was presented as a means of soliciting input if anyone
      observes someone in need of special attention. Comments:
         • Excellent students and mature beyond their years - responsible
         • Where might they be directed for someone to talk to?
   2.4 Blake Barron, Division Rep for Sciences, announced the sudden passing of
      Richard Armstrong, a long-time faculty member in the Biological Sciences
      department, and thanked everyone for their condolences. The college-wide memorial
      scheduled for Richard will be announced once plans are finalized.
   2.5 Academic Senate Area C meeting announcement: The Area C meeting will be
      held at Pasadena City College on March 19.

3.0 Hearing/Discussion
   3.1 Policy 1900—revision re: EVP’s role in signing off on increased load
      #1910 is the only section recommended for change from the previously approved revisions.
      After further review the recommendations were as follows:
         • Revise Paragraph A - change 18 TLUs to 21 TLUs
         • Eliminate Paragraph B
• Paragraph C becomes Paragraph B
• Paragraph D becomes Paragraph C

M/S To approve the recommended revision for section #1910 of Policy #1900 with paragraph changes (Garey/Chesher)

3.2 AAUP Statement – Jim Chesher
The question was raised: To whom/where should this go?
• Post it on the website
• Attach it to the Faculty Freedom of Expression policy (which establishes rights) as an expression of the corresponding responsibilities.

Suggestion: Provide all faculty members, including adjunct, with this information. Have the Senate and HRLA create guidelines for what the information packet should contain for new and existing faculty. Send suggestions for the contents of the packet to Senate President for the next meeting.

Recommendation: Have the Board approve and include/append it to the Academic Freedom Policy.

Concern: If this is adopted, someone could argue that the policy had been violated, which may result in it leading to disciplinary action. Would this document better serve as a “philosophy of responsibilities” for faculty rather than an official policy?

Suggestion: Submit to HRLA for input on the implications of having the statement be part of policy, as opposed to a philosophical, non-policy statement.

M/S To adopt/endorse the AAUP statement as policy and/or a statement of philosophy (Chesher/Molloy)

3.3 Faculty Award of the Month – Mary Lawson
The Faculty Recognition Committee on March 4, 2005 recommended the following recipients for the Faculty Award of the Month (aka FAM): Carol Diamond, Gerry Lewin, Peter Naylor, Kathy O’Connor, Jerry Pike, and Rosette Strandberg.

M/S/C To move this item to Action (Garey/Baron)

4.0 Action
4.1 Faculty Enrichment Committee: Recommendation for By-Laws Change
The Committee recommends the name be changed to: Faculty Professional Development Committee (FPDC). They are also recommending an adjustment to the “Functions and Responsibilities” and “Membership” sections.

M/S/C To approve the Faculty Enrichment Committee’s recommendation for the By-Laws change, including the Committee’s name to: FPDC, the Faculty Professional Development Committee (Garey/Schultz)

4.2 Sabbatical Leave Recommendations
Information missing from previous list: Dean Nevins – Abstract and Summary of Expected Outcomes (pgs 17-18)

M/S/C To approve the Sabbatical Leave Committee’s Fall 05–Spring 06 recommendations for Jan Anderson, Christopher Bates, Barbara Bell, Charles Grogg,
Susan Mantyla, Dean Nevins, Michele Peterson and Curtis Solberg
(Frankel/Broderick)

4.3 Faculty Award of the Month (FAM) Fall 05-Spring 06
M/S/C To adopt the Faculty Recognition Committee’s FAM recommendations for Fall 2005 and Spring 2006. The recipients are: Carol Diamond; Gerry Lewin; Peter Naylor, Kathy O’Connor; Jerry Pike, and Rosette Strandberg.
(Frankel/Garey)

5.0 Reports
5.1 President’s Report
A) IV Action Group
Once Chancellor Yang has had an opportunity to review and make recommendations, the final report from the three co-chairs of the Isla Vista Work Group will be available. The report should be viewed as UCSB taking responsibility to affect a change in the culture of Isla Vista rather than assigning the University any blame. As a reminder to all that the death of an SBCC student was the impetus for the formation of the group, the student is mentioned throughout the report.
B) Parking Work Group
Tom Mahoney has agreed to be chair of the Parking sub-committee. The purpose of the sub-committee is to review suggestions and make recommendations concerning parking. The role of the temporary sub-committee is a supportive one, offering suggestions and recommendations to those in authority. It is not a faculty responsibility to create a plan.
C) CPC Status
The CPP reports are in the hearing stage in CPC, where each area of the college is proposing ways that great efficiency could be achieved and/or revenues could be generated. The proposals will be ranked according to:
- Which recommendations can be done immediately
- Which recommendations need further study/investigation
- Which recommendations are not going to be implemented in the near future
D) Grievance process review
A meeting with the sub-committee members will be held March 18, 2004, in DM 134 at 2:30 p.m. The recommendation that went forward from the initial meeting was that there be agreement on a set of principles:
- Ideally streamline the various grievance procedures/policies into a single policy
- If there needs to be more than one policy, they must be consistent and not contradictory to each other, as is currently the case
- Use clear language
The goal is to have a substantive policy that focuses on the problems identified/observed in the past.
E) Hayward Award
Peter Haslund reported that he was in attendance at the Board of Governor’s Hayward award ceremony in Sacramento last Monday, as one of the award’s recipients.

5.2 Committee Liaison Reports
A) Evaluation of 16 week calendar – Jan Schultz
An initial evaluation of the 16-week calendar is complete, and their recommendation was forwarded to the senate. Student surveys were collected last spring, as part of the original implementation agreement that the new calendar would be evaluated in 2 years. P&R compiled a summary of the results, and based on favorable comments from the survey, P&R feels no further evaluation is necessary.

Another item P&R is working on is the 6-week intersession. All Divisions have been contacted and the consensus is that the intersession is universally unacceptable to most of the faculty. A report should be available within the next few weeks.

P&R is now requesting Division input about the committee restructuring proposal.

B) Disciplines List Review – Kathy O’Connor
It was reported that the new CAC chair selection process has been completed. Ignacio Alarcon was elected CAC chair for three years beginning Fall 05.

M/S/C That the Academic Senate endorse the CAC’s selection and recommendation of Ignacio Alarcon as chair for three years beginning Fall 05 (Schultz/Bell)

Please review the additions/revisions requests to the Disciplines/Minimum Qualifications list. Every three years, the State Academic Senate gives faculty an opportunity to make additions to the list or revise existing information. If you disagree with any of the recommendations or if you want to endorse a proposal please send comments (on or before 4/4/05) to Kathy O’Connor, who will be your voting representative regarding these additions/revisions requests to the list. Please review the information with your Divisions and advise them of the implications and importance of this information.

C) ITC report – Kathy O’Connor
Re: Final Recommendations for Procedure for replacement of Computers
This procedure was developed through consultation with ITC & DTC. Even though procedure and process guidelines have been developed for departments to follow in choosing and requesting computers, IRD had recommended that faculty should be able to choose any platform. The DTC recommends and approves the following (from handout):

1. If you have a PC and wish to have PC replacement, it will automatically occur when it is time for renewal, to be handled through IRD.
2. If you have a MAC and wish a MAC replacement, it will automatically occur when it is time for renewal, to be handled through IRD.
3. If you have a PC and wish a MAC, a justification based on instructional need, will have to be submitted to ITC who then decides on a case-by-case basis.
4. If you have a MAC and wish a PC replacement, notify your ITC rep of the requested change and the change will take place when there is an automatic renewal of your computer.

D) New Guidelines: FE Committee – Janet Shapiro
The proposed guidelines (dated 3/3/05) from the FPDC were handed out. Because this is a substantive change, it has been brought to the Senate before implementation. The request/proposal is also for an ongoing editing process, to allow for an open and flexible environment, by allowing changes to be made to the online guidelines for immediate referral and then submit the changes as an information item to the Academic Senate.

The substantive change: The reference to the number of hours per day that can be credited toward professional development. The District cannot require faculty to do more than 6 hours per day. The District has the freedom to allow/decide what regulations are put in place regarding limits on hours per day – for example - if faculty chooses to go beyond the current 6 hours. The proposed change: to allow faculty attending all day conferences to claim all the hours rather than just the 6 currently allowed. Clarifications, concerns, revisions and requests once guidelines are approved should go directly to the FPDC chair.

Areas in need of clarification:
1) FPD credit for Curriculum Development – routine vs major development (K. O'Connor to draft recommendations)
2) FPD for learning new software products (E. Frankel to draft recommendation).

E) Student Success sub-committee – Kathy Molloy
The CTL sub-committee has met three times to review a number of proposals. Department chairs were asked to respond to questions such as:
• What do you see as problems that stand in the way of some of your students in terms of them being successful?
• If resources were not a problem what would you like to see to help address some of those problems?

Responses from the Department chairs will be helpful in realizing if these issues are being targeted.

Concern: What happens after the proposals are ready for recommendation?

The goal, for the Student Success sub-committee, is to identify successful practices at SBCC and recommend that the “best practices” be adopted from our successes rather than implement the recommendations/plan from another campus.

6.0 Adjourn
Santa Barbara City College  
Student Sustainability Coalition  

Cover Page for the Academic Senate  
Resolution on Sustainability & The Design & Construction of High Performance Schools  

This cover page is in response to Dr. Peter Haslund asking,  
“Why the Student Sustainability Coalition feels this resolution should be passed?”  

We feel this Resolution on Sustainability has many local and global benefits. Some of our main motivations and reasons for writing this resolution are listed as follows:  

1) **Health**: This resolution will support *human health* through the use of *non-toxic materials* in buildings reducing negative health effects of indoor air pollution on students and staff, as well as construction workers. It will improve *environmental health* on a local level while helping mitigate the loss of *biological diversity* locally and globally. It will also help secure the vitality and continued supply of natural resources such as clear air, water, food, shelter, and medicine.  

2) **Awareness**: This resolution will raise student, staff, and administrative awareness regarding environmental issues and will help create a more “*ecoliterate*” populace, while educating community members about appropriate technology, ecological design, and the *interconnected, interdependent* nature of life on earth in a global 21st century community. This increased ecological awareness helps people see and care more about the impact they have in our world.  

3) **Justice**: People say “sustainability” is a “*21st Century term for justice,*” and we (SSC) strongly support this notion. Statistically, poor inner city children are exposed to the most environmental pollution, and we feel a responsibility to speak out on their behalf. It is the responsibility of the affluent communities to invest and support a more *environmentally just way of living* in order for others to *simply live*. As communities like Santa Barbara act as a model to the world it is important that we set a good example promoting *ethical products and services* that don’t support slave labor, pollute the environment, destroy natural resources, etc.  

4) **Security**: We’ve heard this word used a lot since September 11, 2001, however this resolution will *truly improve the security of our local community*. Reliable air, water, food, and energy supplies are among the most vital elements for any community to be secure. By producing *energy locally* and through a network of *decentralized* sources (e.g. solar, fuel cells, etc.) we can greatly reduce the threat and potential impact of a terrorist attack on a centralized power source. We saw recently that one freeway closure from a mudslide can instantly stop incoming food supplies for hundreds of families, so we should *localize our food supplies* as much as possible. Most of Southern California *depends on* channeling water from Northern California for water needs and we can greatly improve *local water security* with simple appropriate technologies like rain catchment, water conservation, and other ecological designs.
Santa Barbara City College  
Student Sustainability Coalition  
Accomplishments and Current Projects

The SSC is a campus club that has a vision to create a model for sustainability at SBCC!!!

1.) **Food Scrap Composting**- Facilitated a cooperation between the Environmental Horticulture Science department and the School of Culinary Arts (HRC) to compost food scraps from the kitchen into the lifescape.

2.) **Recycling System Improvements**- Organized and facilitated a meeting between Julie Hendrix and the City of Santa Barbara, Solid Waste Department, which resulted in a $15,000 grant from the City to improve recycling systems at SBCC. New lids are ordered and on their way so we are a couple weeks away from having a new recycle system on the SBCC campus.

3.) **Education for Sustainable Living Program**- Organized an 8 week panel lecture series focusing on “Creating a Sustainable Future: Ecology, Ethics & Design.” Each lecture so far has had approximately 150 to 200 community members, usually approximately 50 to 75 being students. We have a goal of raising over $8,000 for this lecture series to cover speaker fees, promotional material, film production costs, and student honorariums (to participate in a weekend retreat), and have already raised approximately $6,000 and are nearing our goal in pledges.

4.) **2 Unit Biology 291**- We organized an SBCC accredited class for students to attend the lecture series, utilizing the existing format of Seminars in Biology giving students a valuable understanding of sustainability while taking part in positive social change. 35 students are now getting credit learning about sustainability while participating in Action Research Teams as well.

5.) **Action Research Teams (ART’s)**- We formulated many different group projects for the students in the Bio 291 class and based them on the research and campaigns of the SSC. We currently have about 8 Action Research Teams working on a range of issues. The Action Research Teams are required to pick a topic (e.g. transportation, recycling, organic food, grant writing, etc.) do research, document what they find and learn, and formulate a plan of action. They then take the necessary steps to carry out their plan and the students are required to present their findings, successes, failures, and any other insights at the end of the semester.

6.) **Resolution on Sustainability**- Working in collaboration with the Student Senate we successfully wrote and unanimously passed a “Resolution on Sustainability and The Design and Construction of High Performance Schools” through the Associated Student Body. We have also presented this to the Board of Trustees and now seek support from the Academic Senate.

7.) **Media**- In addition, over the last year we have had about 4 articles in the “Channels” paper discussing our members, our projects, our classes, and/or our campaigns. SSC members have also written guest columns in an attempt to raise student awareness. We’ve also placed class advertisements in local newspapers like the “Independent”, “HopeDance”, “SB News Press”, etc.
Resolution on Sustainability & The Design & Construction of High Performance Schools

Whereas, Students are entitled to a safe and healthy school environment, and studies have indicated that student achievement is greater and attendance higher when the learning environment is naturally lit, comfortable and well maintained;

Whereas, Schools should employ design and construction strategies that minimize operating costs, including energy and water efficiency;

Whereas, Santa Barbara City College is a large property owner and within its campuses has a large impact on the Santa Barbara regional environment, including air quality through vehicle use and energy use and generation, and water through potable and irrigation uses and stormwater runoff into creeks, beaches, and the Pacific Ocean;

Whereas, Schools that are designed to meet the above criteria incorporate environmental design features that provide a context for learning,

Therefore, A collaborative effort should be taken where Santa Barbara City College staff, local city and local state agencies, as well as local community organizations work together to implement the most appropriate practices and technologies currently available to maintain social, economic, and ecological health and vitality;

Therefore, Current and future SBCC development should reflect this model and establish a criteria with three priority areas:

a) Student performance and staff health and well being, through measures such as daylighting, use of non toxic-emitting materials and sound insulation or isolation to minimize noise and enhance acoustical quality in the classroom;

b) Operating costs minimization, through energy and water efficiency; and

c) Minimizing the impact of District operations on the environment, through, for example, the installation and/or purchase of renewable energy resources such as solar power, and maximizing the beneficial use of stormwater runoff with all appropriately available methods; and

Therefore, The Santa Barbara City College Academic Senate urges the Board of Trustees to further resolve this important subject matter, while endorsing participation in and directing students and staff to pursue partnerships which further our common goal of High Performance Schools, including Federal, State and Utility programs that provide sustainable design financial incentives;

1 The title of this resolution, the priority areas herein, and the general format are all modeled from a resolution written and passed by the Los Angeles Unified School District. http://www.ciwmb.ca.gov/GreenBuilding/
Therefore, The proposed goals (1, 2, & 5) and steps (3 & 4) for achieving an ecologically sustainable community college are to:

1) Measure and reduce the “ecological footprint”\(^2\) of Santa Barbara City College 50% by the year 2011, achieving a goal of neutral environmental impact by the year 2025;

2) Produce 15% of campus energy needs onsite by the year 2010 with clean and renewable energy sources, such as solar energy, while 25% of energy purchased from the grid be produced by clean, green, and renewable energy sources;

3) Establish a “Green Fund” for Santa Barbara City College where all environmental funding, such as donations and grants, can be directed to campus sustainability projects, and any capital that is saved from appropriate technologies, such as photovoltaics, can then be cycled back into the “Green Fund” to sustain campus greening;

4) Establish an Office of Sustainability by spring of 2006 where all campus greening projects and environmental issues can be directed and coordinated with at least one full time job as Director of Campus Sustainability to research and write grants, provide educational resources to students and staff, prioritize environmental projects and funding, and prepare regular updates and recommendations to the Board of Trustees. This position will pay for itself through improved resource efficiency and grants.

5) Increase awareness by establishing a campus “ecoliteracy”\(^3\) goal to demonstrate and educate SBCC students about ecology\(^4\) and the environment through educational interperatives and any other appropriate programs. Such as:

a) providing educational kiosks around campus to teach students about recycling, ecological restoration, alternative energy, and environmental design;

b) student led interdisciplinary Action Research Teams (ART’s) enabling students to gain valuable experiential knowledge researching sustainability while designing, creating, and applying tangible change;

c) provide “ecoliteracy” material to all new students at orientation and/or registration explaining these campus “greening” programs and SBCC’s commitment to human and environmental health;

Therefore, May it be the expressed goal of the Academic Senate to officially “Green” Santa Barbara City College, creating a model for high performance schools, ecological literacy, socially responsible consumption, and sustainable development, while making a significant contribution to the health and vitality of our local and our global community.

\(^2\) Ecological footprint is a measure to compute the demands placed on nature from individuals to nations.

\(^3\) “Ecoliteracy” (ecological literacy)- “Eco” is from the Greek “oik” (os) meaning “house,” denoting “eco-literacy” as the knowledge of ones house or home.

\(^4\) Ecology- The interdependent and interconnected relationships existing between organism and their environment.
Overview:

The purpose of Faculty Professional Development (formerly called ‘Flex’) is to provide time for faculty to participate in development activities that are related to “staff, student, and instructional improvement.” (Title 5, sec. 55720). The Faculty Professional Development calendar allows faculty the time to work individually or with groups to achieve such improvement.

Individual activities are a part of faculty/staff improvement as long as a connection can be established to the improvement of instruction and instructional support at the college.

The Faculty Professional Development Committee (FPDC) of the Academic Senate, in cooperation with the Director of Faculty Professional Development, will be the oversight body for determining the appropriateness of all Faculty Professional Development activities.

The following guidelines have been developed by FPDC, approved by the Senate, and serve as a base for determining which activities are approved for faculty development credit.

Please Note: Faculty are encouraged to forward to the FPDC your recommendations for changes or additions to these guidelines. The FPDC will review the guidelines and your recommended changes throughout the year. The FPDC will submit the FPDC approved edits to Academic Senate as an information item at the first March Senate Meeting of each year.
SUMMARY LIST OF APPROVED FPD ACTIVITIES

CONFERENCE, COMMUNITY ACTIVITY

1. Attend conferences, courses, seminars, workshops, and arts events.
2. Prepare for and present SBCC workshops.
3. Create and implement professional workshops, presentations, exhibitions, or theatre events.
4. Participate in public or private school district outreach and education projects.
5. Visit private businesses, public institutions, or commercial sites.
6. Participate in community business at the state or national level.

INSTRUCTIONAL ACTIVITY

7. Learn how to develop technology mediated instructional support materials.
8. Create technology mediated instructional and instructional support materials.
9. Develop curricula.
10. Provide supplemental instructional support in campus learning labs.
11. Develop instructional media.
12. Review articulation of courses or other cooperative agreements.

DEPARTMENTAL, COLLEGE ACTIVITY

13. Collaborate with members of SBCC departments or other educational institutions.
14. Train or plan for institutional, departmental or program needs.
15. Write grant proposals.
16. Participate in committees or sponsor clubs above and beyond contract requirements.
17. Mentor faculty.
18. Re-design physical facilities that are integral to educational tasks.

INDIVIDUAL ACTIVITY

19. Write for publication.
20. Create original works as they relate to the discipline.
21. Research in one's field or a related field.
22. Observe a colleague's teaching or counseling.
23. Gain the knowledge needed for effective service in campus leadership.
DETAILED LIST OF APPROVED FPD ACTIVITIES

CONFERENCE, COMMUNITY ACTIVITY

1. Attend conferences, courses, seminars, workshops, and arts events.

   Examples:
   a. Colloquia or symposia.
   b. Participation in 4sbccfaculty.org and 4faculty.org.
   c. Professional conferences.
   d. SBCC FPD workshops.
   e. Exhibitions or performing arts events.

   Notes:
   • If the conference conflicts with your teaching schedule or other campus responsibilities as outlined in the job description, classroom instruction hours must be subtracted from the FPD hours.
   • Activities must be related to the faculty member’s job responsibilities.

2. Prepare for and present SBCC workshops for new, continuing, and adjunct faculty.

   Examples:
   a. New faculty orientation.
   b. FPD workshops.

   Notes:
   • FPD credit for preparation equals up to three hours per one hour of presentation.
   • FPD credit for presentation equals the number of hours of presentation.
   • If educational support faculty claim FPD credit for presentations scheduled during regular work time, such time must be made up at a later date.

3. Create and implement professional workshops, presentations, exhibitions, or theatre events.

   Examples:
   a. Plan and present exhibitions.
   b. Perform, produce, or direct performing arts events.
   c. Develop and implement presentation at professional conference.
   d. Coordinate conference.

   Notes:
• FPD credit is given for both preparation and presentation as noted in 2 above.
• FPD credit is not granted if the presenter is compensated.

4. Participate in educationally related organizations, projects or outreach projects.

Examples:
  a. Participate in SBCC Preview Night
  b. Provide extracurricular programs for K-12 students
  c. Work with college and high school faculty and staff in offering dual enrollment courses
  d. Tutor, mentor, or provide demonstrations in High School as a volunteer
  e. Develop course offerings as part of the college’s Dual Enrollment Program.
  f. Collaborate with other school districts for the purpose of improving academic achievement.
  g. Serve on Boards of educationally related organizations.

5. Visit private businesses, public institutions, or commercial sites.

Examples:
  a. Marine Tech visits to commercial diving enterprises
  b. AMDN/LVN visits to hospitals

Notes:
• The purpose may be to acquire information, identify needs, and form partnerships, or other activities to enhance, expand or create courses or programs.

6. Participate in community college business at the state or national level.

Examples:
  a. California State Academic Senate
  b. Community college associations and commissions.
  c. Chancellor’s Office task forces.

Notes:
• FPD credit is not granted if the faculty member is compensated

INSTRUCTIONAL ACTIVITY

7. Learn how to develop technology mediated instructional support materials.
Examples:
   a. Web pages
   b. Campus Pipeline
   c. WebCT
   d. Vista
   e. PowerPoint
   f. email
   g. computer software for classroom instruction

8. Create technology mediated instructional and instructional support materials.

   Examples:
   a. Word processing
   b. multimedia authoring presentations
   c. Spreadsheets
   d. Internet access
   e. Statistical analysis
   f. Database

Notes:
   • Work in consultation with the Faculty Resource Center or the Staff Resource Center.

9. Develop curricula.

   Examples:
   a. Develop a new course on campus.
   b. Develop non-traditional methods of delivery.

Notes:
   • Time spent for research and development is FPD, but revising materials for
     existing courses is not FPD, unless those changes are significant enough to
     require CAC approval.

10. Provide supplemental instructional support in campus learning labs.

   Examples:
   a. Volunteer tutoring in math lab

Notes:
   • This must be above and beyond fundamental job responsibilities (such as office
     hours, review sessions, and student counseling/advising.)
11. Develop instructional media.

Examples:
   a. Produce special topic videos, power point or slide presentations
   b. Write storyboards or scripts for multimedia presentations
   c. Write workbooks and lab manuals

Notes:
- Activities are appropriate as long as there is no financial compensation for the development.
- Routine revisions or updates to existing materials are not FPD.

12. Review articulation of courses or other cooperative agreements.

Notes:
- Cooperative agreements should relate to the California State University, the University of California systems, private institutions and other community colleges, or to local public school districts.

DEPARTMENTAL, COLLEGE ACTIVITY

13. Collaborate with members of SBCC departments or other educational institutions.

Examples:
   a. Coordinate FPD activities between departments.
   b. Plan, prepare, and coordinate learning communities and develop interdisciplinary courses.
   c. Meet with department to review curriculum, texts, or support materials.
   d. Develop inter-segmental educational tools.

Notes:
- Adjunct faculty may include participation in departmental meetings as an FPD activity
- For contract faculty, attendance at their own regularly scheduled department meetings is not FPD

14. Train or plan for institutional, departmental or program needs.

Examples:
   a. Research programs and processes at other institutions for the purpose of program improvement.
Notes:
- Activities should occur at times that do not conflict with one's teaching/working schedule
- The content should be beyond the scope of routine meetings.

15. Write grant proposals.

Notes:
- Grant proposals should relate to instructional or institutional purposes,
- PD credit is not granted if the writer is compensated

16. Participate in committees, or sponsor clubs above and beyond contract requirements.

Notes:
Attending employee benefit or retirement workshops are not considered FPD.

17. Mentor faculty.

Examples:
- b. Provide orientation to college, department, or specific courses
- c. Share expertise
- d. Provide professional support

Notes:
- Regular orientation of adjunct faculty is considered a responsibility of department chairs and is not FPD.
- Both mentor and mentee receive PD credit.

18. Re-design physical facilities that are integral to educational tasks.

Examples:
- a. Coordinate with buildings and grounds and with administration or architectural firms for planning any structural changes.

Notes:
- Routine maintenance of general campus facilities, moving, painting, cleaning or reorganizing office furniture or files are not FPD.

INDIVIDUAL ACTIVITY

17
19. Write for publication.

**Examples:**
- Journal articles
- Magazine articles
- Scholarly books
- Web pages

**Notes:**
- The writing must be submitted and/or published in order to complete the FPD hours.
- The topic must be related to the writer's discipline.
- FPD credit is not granted if the writer is compensated.

20. Create original works as they relate to the discipline.

**Examples:**
- Compose music
- Paint
- Sculpt
- Write essays, short stories, novels, poetry
- Produce film

**Notes:**
- PD credit is not granted if the artist is compensated.

21. Research in one's field or in a related field.

**Examples:**
- Collect and analyze own data
- Identify and evaluate published materials for college use
- Analyze books that relate to one's profession,
- Read journals, books, monographs, periodicals or view videos or software related to the discipline.

**Notes:**
- PD credit is not granted if the faculty member is compensated.
- Results of research will be made available to department, library, or college.
22. Observe a colleague's teaching or counseling to 1) prepare for teaching a course in a different specialty area, 2) learn successful teaching or counseling techniques, or 3) prepare for team teaching and interdisciplinary curriculum revisions.

Examples:
   a. Job shadow a colleague.
   b. Observe colleague at other institutions.

Notes:
   • New faculty members are encouraged to observe faculty in their departments.
   • Evaluation of faculty within your department is not FPD.
   • Evaluation of faculty outside your department is FPD.

23. Gain the knowledge needed for effective service in campus leadership positions, such as, Faculty Senate President, department chair, and chairs of senate committees.

Examples:
   a. Train in leadership skills, personnel policies and procedures, and department operation
   b. Train in knowledge of institutional policies, college governance, accreditation, articulation, and inter-departmental relationships.

Notes:
   • Leadership service that receives compensation may not be included for FPD credit.

Additional activities may be considered for Faculty Professional Development by approval of the Professional Development Committee, provided the activities meet the Title V Guidelines.

Please note that the following activities CANNOT be counted for Faculty Professional Development credit:

1) Preparation required to teach or perform the services on a day-to-day basis, such as writing syllabi, reading and/or grading of student papers, preparing class lectures or handouts. These are a part of a faculty member's contractual obligation,
2) Activities for which a faculty member receives compensation.
3) Activities that would conflict with assigned teaching hours or responsibilities as outlined in the job description (such as attendance at conferences or presentations or visits to business or commercial sites). NOTE: If a faculty
member is approved for conference attendance during teaching time, such in-class time must be subtracted from the FPD hours. NOTE: If an educational support faculty member claims FPD credit during scheduled working hours such time must be made up at a later date.

4) Travel time to and from conferences and meetings.

5) Moving, painting, cleaning or reorganizing office furniture or files.

6) Evaluation of faculty within your department.

7) Attendance at regularly scheduled department or division meetings. NOTE: Adjunct faculty may claim FPD credit for attending regularly scheduled department or division meetings.

8) Fundamental requirements as outlined in a faculty job description.
Karolyn and Judy- we received this email from Jack. Am forwarding it to you guys, since P&R is actively dealing with this issue. Jan

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>>> Jack Friedlander 3/16/2005 7:50 AM >>>
At this past of my Spring In-Service Day presentation to the faculty and staff, I described the rationale for asking the college community to conduct a complete evaluation and assessment of the viability of implementing a six-week winter intersession. My intent was to introduce the concept of adding a six-week winter intersession with the expectation that each department and unit of the college would devote the time required to evaluate the potential benefits to students and the college as well as the costs of this academic calendar option. I did not place a time line on when a decision had to be made about this proposal. What I did say was that in no way would we add a six-week winter intersession next year.

While I am requesting that faculty, staff, and students gather and discuss information on the pros and cons of this proposal, I have not established a time line on when a decision had to be made. It is essential that we allow as much time as required to conduct a complete assessment of this proposal. My intent has and continues to be to work closely with the Academic Senate as the primary governance body to evaluate this proposed change in the academic calendar. Since adding a six-week winter intersession would affect every unit of the college, I have asked each area of the institution to assess this proposal as well.

The following is a list of community colleges that I am aware of that have implemented a six-week winter intersession along the lines of the one I proposed we consider:

Pasadena College
Riverside College
Santa Monica College
El Camino College
Glendale College
East Los Angeles City College
L.A. City College
L.A. Harbor College
Pierce College
L.A. Southwest College
L.A. Valley College
West L.A. College

I recommend that you contact your counterparts at two or more of these colleges to learn more about their experiences with the six-week winter intersession. Please work with your dean and members of your department to coordinate your efforts to gather information about the experiences your counterparts are having with the six-week winter intersession. This would enable us to have an informed discussion of this academic calendar option.

Please let your dean or me know if you need any additional information about the six-week winter intersession proposal that I am asking to have evaluated.