

**FCDC – September 13, 2013**  
**Agenda Items & Clarification**

**Agenda Item #9 New Faculty Seminars** *(and added New Adjunct Orientation)*

Deans and Chairs - Work with your adjuncts to see that they are attending the New Faculty Seminars. Their absences are understandable if there are class conflicts. New Faculty Seminar was an explicit expectation that I have communicated to them during interviews and in the official welcoming letter.

**Feedback from New Adjuncts:** Some new adjuncts said they had been given a syllabus to use as a model. However, the majority of them said they had not been given a course outline of record (COR). Both a syllabus and COR are valuable. However, it is the COR that is the official document. It contains the approved catalog description and student learning outcomes. Make sure that your adjunct faculty have a copy of the COR.

**Agenda Item #6b and #6d Mode A** *(and added Adjunct Evaluation)*

Review of portfolio – The evaluation team reviews the evaluatee’s portfolio. There are required elements in the portfolio. Reference page 40 and 41 of the bargaining agreement about committee expectations and portfolio requirements.

- *The team narrative should include a reference about the portfolio review. This will help with monitoring consistency.*

Assessment narrative – There is a requirement for a “brief narrative summarizing your student learning outcomes and assessment strategies. Your portfolio should reflect your unique contributions.”

Reference page 41 of the bargaining unit agreement about the assessment narrative.

- *The evaluatees are required to include a brief written narrative included by the evaluatee. The team narrative should include a reference about the assessment narrative.*

**Adjunct evaluations** –The 2012 accreditation recommendation asks that we formalize classroom level assessment by all faculty and specifically identified adjuncts. An agreement was reached between CCA and HR that adjuncts would include an assessment, a “brief narrative” as a part of their evaluation process. We need to start helping our adjuncts better understand classroom assessment so that we can phase in this expectation.

- *When you are meeting with adjuncts, it would be a good time to initiate the conversation with classroom assessment. Your feedback will be important in helping us determine appropriate professional development activities.*

**Agenda Item #7 - Faculty Absence Protocols**

**Goals: Implement a consistent absence protocol**

**Notify students of absences in a timely manner**

- The standard protocol for reporting absences is an email to the chair, department assistant and dean.
- Absences forms are to be completed upon the employee’s return to duty.
- Educational administrators are the supervisors for faculty. As supervisors, they are responsible for signing absence forms.

**Best Practices:**

- When possible, the absent faculty member is advised to email students.
- Providing an assignment or reminder of assignments due helps to keep students on track.
- Any referral of students to the library needs to be accompanied by a notice to library staff.

*Grave illness or family emergencies may require sensitivity in working with colleagues. In any case, the dean's office needs to be notified so that doors can be posted, and students notified.*

**New Legislation Closer to Becoming Law**

Our conversation in today's FCDC meeting about AA-T and AS-T degrees and SB440 was timely. If I had checked, my list serves early this morning I could have reported that SB440 had passed and is waiting for the governor signature. By all accounts, he will sign the bill. I included excerpts from an email Janet Fulks sent out this afternoon.

I have underlined parts of the bill's requirements that will require our focused attention.

(b) (1) (A) **As a condition of receipt of state apportionment funds**, a community college district shall develop and grant associate degrees for transfer that meet the requirements of subdivision (a). **A community college district shall not impose any requirements in addition to the requirements of this section, including any local college or district requirements**, for a student to be eligible for the associate degree for transfer and subsequent admission to the California State University pursuant to Section 66747.

(B) **Before the commencement of the 2015–16** academic year, a community college shall create an associate degree for transfer in the major and area of emphasis offered by that college for any approved transfer model curriculum finalized prior to the commencement of the 2013–14 academic year.

(C) A community college shall create an associate degree for transfer in every major and area of emphasis offered by that college for any approved transfer model curriculum approved **subsequent to the commencement of the 2013–14** academic year **within 18 months of the approval of the transfer model curriculum.**

(D) **Before the commencement of the 2015–16** academic year, there shall be the development of at least two transfer model curriculum in areas of emphasis and,

**before the commencement of the 2016–17** academic year, there shall be the development of at least two additional transfer model curriculum in areas of emphasis "

For those of you who want additional information here is the link Janet posted.

[http://www.leginfo.ca.gov/pub/13-14/bill/sen/sb\\_0401-0450/sb\\_440\\_bill\\_20130912\\_enrolled.pdf?utm\\_source=September+13+Weekly&utm\\_campaign=sept+13+weekly&utm\\_medium=email](http://www.leginfo.ca.gov/pub/13-14/bill/sen/sb_0401-0450/sb_440_bill_20130912_enrolled.pdf?utm_source=September+13+Weekly&utm_campaign=sept+13+weekly&utm_medium=email)

This information was sent by Nan Gomez-Heitzeberg via email on 9-13-13.