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ABSTRACT

Designed for use by local academic senates at community colleges in California, this paper describes faculty involvement in governance at the colleges, cites areas of faculty responsibilities, and provides suggestions for increasing faculty participation. Following introductory materials, a brief history is provided of community college faculty involvement in governance and policymaking from 1963 to 1992, reviewing the foundation of local academic senates in 1963 and other key legislation designed to give faculty a voice in governance. Faculty responsibilities and expectations are defined next, covering legal requirements for faculty involvement in ensuring effective hiring processes, effective evaluation and tenure review processes, effective curriculum processes, and faculty involvement in policy development and implementation. The paper then reviews responsibilities of administrators, academic senates, and collective bargaining agents, and suggests four categories of professional activities which higher education faculty perform beyond classroom responsibilities: individual and collective pedagogical development; local and statewide policy development; scholarship; and student/community service. Finally, suggestions are made for promoting greater faculty participation including: (1) establish professional expectations in relation to the four categories; (2) develop mechanisms to promote faculty fulfillment of professional expectations in tenure review and peer evaluation; (3) implement reassigned time policies; (4) create professional development policies using faculty responsibilities criteria for awarding funds; (5) establish sabbatical leave policies with professional expectation components; and (6) implement policies and practices which support new faculty. Excerpts from state educational legislation, and position statements on collegiality and academic senates are appended. (KP)

ED 383 364

A Perspective on Faculty Responsibilities: Suggestions for Local Senates

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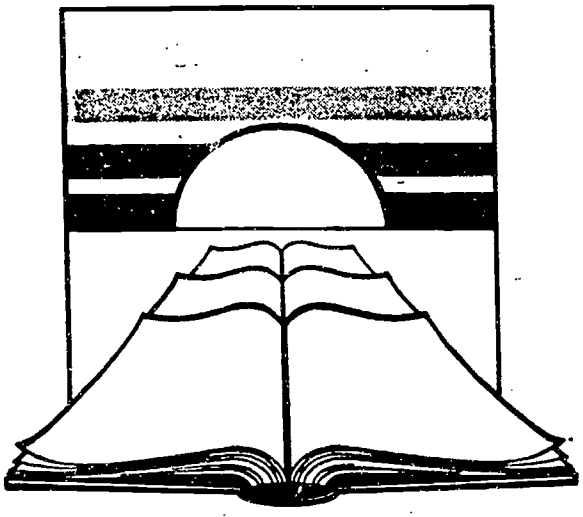

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A Perspective on Faculty Responsibilities: Suggestions for Local Senates

ABSTRACT

This paper was written in response to a Senate resolution, asking for a discussion of faculty responsibilities. The initial paper was written by the 1993-94 Educational Policies Committee, Jim Locke, Chair. That paper was discussed at breakouts at the 1994 Spring and Fall Sessions of the Academic Senate. Based on those discussions and on suggestions made by representatives from faculty organizations who met in December, 1994, the current paper was written by the 1994-95 Educational Policies Committee. The paper was adopted by the 1995 Spring Session. It is hoped that this document will be of use to local senates, who may choose to use or ignore, adopt or adapt, all or parts of the paper. Documents referred to in the paper may be obtained by calling or writing the Academic Senate Office.

The paper begins with a brief history of community college faculty involvement in governance and in establishing policies and procedures at their colleges. The paper then cites areas of faculty responsibilities and discusses the need for administration support and union/senate cooperation. Suggestions are made for positive steps that can be taken to promote greater participation of faculty in these areas of responsibility.

Educational Policies Committee
1994-1995

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A Perspective on Faculty Responsibilities: Suggestions for Local Senates

I. INTRODUCTION, SUMMARY, and HISTORY of THIS DOCUMENT

Introduction and Summary

"A Perspective on Faculty Responsibilities: Suggestions for Local Senates" was written in response to resolutions adopted by the Academic Senate at its 1994 Spring Session. The paper provides a basis for discussion by local senates, working with their collective bargaining units as appropriate, in order to describe and promote greater faculty responsibility, including participation in governance and other activities which ultimately enhance education for our students. The paper attempts to address in a systematic manner, responsibilities of community college faculty, especially as a result of recent legislation (AB 1725) and Board of Governors adopted Title 5 regulations. Appendices to this position paper include selected Title 5 regulations and portions of AB 1725 referring to faculty responsibilities (Appendices A and B). Included also in the paper is a brief history of the growth of community college faculty involvement in governance, along with some supportive, historical documents.

Local senates, working with their collective bargaining units in areas defined by law, may adapt ideas and statements in this paper to meet local needs and requirements. As with all Senate documents, acceptance and distribution of this paper by the Academic Senate for California Community Colleges does not imply that there should be conformity by local senates who may, as with other Senate position papers, use or ignore, adapt or adopt, all or parts of the following discussion.

The focus of this paper is on full-time faculty. For Senate positions on part-time faculty, please consult the Senate position paper "Part-Time Faculty in California Community Colleges" adopted Fall, 1992, and related resolutions adopted at the same session.

In the discussion of faculty responsibilities, this paper refers both to individual faculty responsibilities, as well as to responsibilities that reflect the work of the "collective" faculty in groups, committees, and organizations.

The paper begins with a brief history of community college faculty involvement in governance and in establishing policies and procedures at their colleges. The paper then cites areas of faculty responsibilities and discusses the need for administration support and

union/senate cooperation. Suggestions are made for positive steps that can be taken to promote greater participation of faculty in these areas of responsibility.

History of This Document

This paper began with discussions by the 1993-1994 Educational Policies Committee, chaired by Jim Locke, Senate past president. Draft documents were discussed at both the 1994 Spring and Fall Sessions. At the 1994 Spring Session two resolutions were adopted that serve as the immediate impetus for the current document, which was written in response to the following resolutions:

> 18.1 S94
> Be it resolved that the Academic Senate for California Community Colleges receive the paper "Faculty Ethics: Expanding the American Association of University Professors (AAUP) Ethics Statements," as a guideline regarding community college ethical responsibilities, and
> Be it further resolved that the Academic Senate for California Community Colleges recommend to local senates that they, using their consultation processes, adopt an ethics statement, or revise their existing statement, taking as a point of departure, the recommendations in this expansion of the AAUP Ethics Statement, and
> Be it finally resolved that the Academic Senate for California Community Colleges direct the Executive Committee to prepare for a future session, a breakout discussing implementation of this faculty ethics document.
>
> 18.2 S94
> Be it resolved that the Academic Senate for California Community Colleges urge the Executive Committee to create a joint committee representing the Academic Senate and the statewide bargaining agents (CTA, CFT, Independents) and FACCC to develop implementation strategies for faculty ethics and professional responsibilities at local colleges and bring a position paper on such strategies to a future session.

On December 10, 1994 a joint Senate/organization committee met to carry out the proposal in resolution 18.1 S94.

The following paper represents some of the consensus reached by that committee. In general the committee felt that the emphasis should be on positive motivation to enhance faculty participation in carrying out their responsibilities, using monetary, reassigned time, sabbaticals, load banking and other rewards. It was felt that it would not be in the scope of this paper to deal with colleagues who may not have met their professional responsibilities or who may have behaved in what may be perceived as unethical ways. The paper does not deal with punishment, policing, or threats.

II. BACKGROUND - 1963-1992

Community college faculty leaders at Senate Sessions, Great Teachers Seminars, and other state forums have indicated a lack of consensus and definition of the professional expectations and responsibilities of faculty. These discussions have led to the conclusion that a dedicated core of faculty members has had to assume an ever-increasing role in establishing and carrying out college policies and procedures. This core has been called "the fatigued few" who have accepted the challenges of AB 1725 and recent Board of Governors Title 5 regulations expanding the role of faculty and especially of academic senates. But it has not always been this way. This situation is perhaps ironic to some community college faculty who remember the "K-14 Era" where the "the Principal knows best, teachers teach, and students are pupils" attitude dominated policy making (Vice Chancellor Tom Nussbaum, CCLC Conference, 1990; see References p.12.). Beyond occasional general faculty meetings, faculty meetings concerned discipline, department, or divisional matters. District policy recommendations to local boards were commonly developed by administrators with limited faculty input.

But beginning in 1963 a series of events occurred that gradually changed the responsibilities and expectations of community college faculty. The goal was to promote the "collegial" rather than "secondary" nature of Community Colleges by emphasizing that, like our four-year college colleagues, we too should have a voice in policy and decision making. (See statements on collegiality in Appendices C, D,, and E.)

a. In 1963 the Assembly passed ACA No. 48 giving legal recognition to local academic senates (which already existed on some campuses) and asked that provision be made for establishment of additional academic senates which would have as their purpose representing local college faculty "in the formation of policy on academic and professional matters." Later Title 5 Regulations (1964-1967 and last modified in 1990) identified how local senates would be established and the scope of their duties and responsibilities.
b. In 1969 the Academic Senate for California Community Colleges was formed, and from the very beginning adopted resolutions recommending to local senates areas for faculty responsibility: hiring, peer evaluation, curriculum, grading, diversity, articulation, transfer, and accreditation, among others.
c. In 1975 SB 160, also called the Rodda Bill, was passed by the legislature authorizing collective bargaining for community colleges. A key provision stated that "nothing contained in this chapter shall be construed to restrict, limit, or prohibit the full exercise of the functions of any academic senate or faculty council. . . with respect to district policies on academic and professional matters, so long as the exercise of such functions does not conflict with lawful collective agreements."
d. At the 1988 Spring Session the Academic Senate adopted the American Association of University Professors Statement on Professional Ethics which said that faculty members should "accept their share of faculty responsibilities for the governance of

their institution." This statement also said "faculty members determine the amount and character of the work they do outside their institution with due regard to their paramount responsibilities within it."

e. In 1988 among other important community college reforms, Assembly Bill 1725 established that:
"Faculty members derive their authority from their expertise as teachers and subject matter specialists and from their status as professionals. As a result, the faculty has an inherent professional responsibility in the development and implementation of policies and procedures." Among the areas in which faculty are to be involved are hiring, peer evaluation, tenure, and minimum qualifications and equivalencies.

f. In 1990 the Board of Governors, following a statement in AB 1725 calling for the Board to establish ways to strengthen local senates, adopted new Title 5 regulations giving, for the first time, a list of academic and professional areas in which local senates are to take the lead in policy development. Among these areas are grading, curriculum, degree and certificate requirements, student success, and professional development.(See Appendix B.)

g. In 1992 the Academic Senate for California Community Colleges, working with the Community College League of California (CCLC) and the state leadership of the Trustees and CEOs organizations, developed "Guidelines for Implementation" of the Title 5 regulations strengthening local senates.

III. PROFESSIONAL EXPECTATIONS AND RESPONSIBILITIES

Expectations and roles of full-time faculty in California's community colleges changed with the growth and development of academic senates and SB 160's granting of the option to invoke collective bargaining representation . This faculty "empowerment" brought with it increased responsibility of the faculty in college governance, in maintenance of the quality of the education within the community colleges and in maintenance of an acceptable workload and compensation for the individual faculty members.

Local college policy development and implementation, as well as contract negotiation and monitoring, where applicable, require significant faculty participation. Faculty and academic administrator hiring and evaluation, tenure review, curriculum development and review, shared governance processes, college planning, budget development, and accreditation all place new demands on faculty time. At the system-wide level, there are expanding needs for faculty on Academic Senate for California Community Colleges committees, Chancellor's Office task forces and advisory boards, and in the other state-wide professional groups that need to be aware of, and participate in, the new decision making processes and procedures.

IV. DEFINING FACULTY RESPONSIBILITIES AND EXPECTATIONS

With community college faculty's new roles in institutional leadership, we are faced with

several challenges:

a. defining the faculty's new responsibilities.
b. providing positive motivation for faculty to assume these new responsibilities
c. exploring options that strengthen faculty participation

Faculty Involvement Required by Law

a. Ensuring Effective Hiring Processes

Local academic senates have a specific mandate established by AB 1725 to reach joint agreement with local boards of trustees on the development and procedural implementation of local hiring policy. Significant demands on faculty time are required by faculty participation in the adopted hiring procedures, including the important obligation of understanding and implementing affirmative action regulations and policies. Faculty must also participate in the review of equivalencies to the minimum qualifications for hire, and in college procedures associated with administrative retreat to faculty status.

The challenge is to broadly involve faculty in these responsibilities and ensure the quality of new hires and administrators who are reassigned to the classroom.

b. Ensuring Effective Evaluation and Tenure Review Processes

Where collective bargaining has been established , the local agents have a mandate , in consultation with local academic senates, to develop faculty tenure review and faculty "peer-based" evaluation. These tenure review and evaluation policies and procedures have made the maintenance of professional expectations for California Community Colleges a faculty responsibility. Faculty must accept the responsibility to evaluate colleagues and to view that evaluation as a means for improving instruction. The stress and time that accompany peer evaluation should be acknowledged.

It has been observed that the confluence of the need to assure, to the best of our ability, quality service to students, the individual faculty member's contribution to the profession and the general fiscal health of the college/district has brought many local academic senates and collective bargaining units together to address the hiring, evaluation, and tenure review issues in an integrated manner. The more integrated and effective of these plans, including new faculty mentoring programs, create more demands on faculty.

The challenge is to successfully involve faculty in evaluation and tenure processes which include clear professional expectations of faculty.

c. Ensuring Effective Curriculum Processes

For local academic senates, the community college Board of Governors' regulations (see Appendix B) which implemented the AB 1725 mandate to strengthen local senates as the representative voice of faculty established important responsibilities in curriculum and related matters. The responsibility requires faculty participation in course approval processes which are deliberative and college-wide and assure that courses meet statewide Title 5 requirements. Before the "strengthening senates" regulations, Board of Governors had already adopted Title 5 language requiring that curriculum committees be committees of local academic senates or committees created by agreement with local senates. The primary role of community college faculty in curriculum has finally been established.

For example, the development of critical thinking components for all courses, infusion of multicultural perspectives into courses, writing across the curriculum, prerequisite and assessment reviews, and revisions to courses that maintain articulation to the senior segments, i.e., revisions necessary for meeting the requirements of the Intersegmental General Education Transfer Curriculum, have created significant individual and collective faculty responsibilities. These activities are in addition to the individual faculty member's discipline specific research and analysis, course development, updating, or revision, classroom implementation, and evaluation for effectiveness.

The challenge is to broadly involve faculty in a variety of the collective and individual curriculum-related responsibilities.

d. Ensuring Faculty Involvement in College Policy Development and Implementation

AB 1725 established the necessity of assuring a faculty perspective in the entire range of academic and professional matters of the community colleges. Whether through "primary reliance upon" or "mutual agreement with" academic senates or through agreed-upon, college-wide "shared governance" processes, these agreements have made significant increased demands on both individual and collective faculty.

The challenge is to broadly involve faculty in a wide range of academic policy development and implementation processes.

Other Areas of Faculty Responsibility

Higher education faculty members are expected to serve their students, their communities, and their discipline organization needs beyond their classroom or primary assignments. There are a variety of student and community service activities that are provided by faculty which

can benefit students. Faculty mentor individual students and support campus student organizations and clubs as advisers. At many colleges faculty offer academic advising. Faculty participate in activities designed to enhance the college-to-community relationship. Faculty often offer direct assistance to their communities' needs with their expertise, in such ways as volunteering as speakers at community events. Community college faculty also attend conferences of their professional discipline organizations and participate in the work of these groups; some in California have been elected to state and national offices in these organizations. Serving the needs of students, communities and discipline organizations increase the demands on the individual community college faculty member as well as on the collective faculty.

The challenge is to broadly involve faculty in these service functions as appropriate to the community college mission.

V. ADMINISTRATIVE SUPPORT

AB 1725 established that community colleges need the type of administrator "who can lead, organize, plan and supervise; who understands the needs of faculty and the learning process; and who values institutional governance based upon a genuine sharing of responsibility with faculty colleagues." Many community college Boards of Trustees and administrators have genuinely accepted the importance of shared governance, while some others have resisted the faculty governance roles. Faculty should recognize that colleges need trustees and administrators to function and that at the same time trustees and administrators may need to be educated regarding the implementation of Section 53200-53204 of Title 5 (Strengthening Local Senates). This document is in Appendix B.

The challenge here is for faculty to work with administrators and local boards to achieve full and appropriate faculty participation in local governance.

VI. ACADEMIC SENATE/COLLECTIVE BARGAINING COOPERATION

Academic Senates and, where they exist, collective bargaining agents have clearly defined roles, but they also have some important intersecting spheres of responsibility. AB 1725 originally called for a review of the Education Employees Relations Act and its appropriateness in light of the community college governance mandated by AB 1725. This study was never carried out, and in general, faculty senate and collective bargaining leaders have supported the suspension of this study given the development of the Title 5 regulations strengthening local academic senates and the Academic Senate/CCLC "Guidelines for Implementation of Section 53200-53204 of the Administrative Code of California" mentioned above (Gabriner, 1990; CPER, 1992; see References p.12.). There remain concerns,

however, and the 1993 Fall Session of the Academic Senate for California Community Colleges adopted the following resolution: "Be it resolved that the Academic Senate for California Community Colleges direct the Executive Committee to study relations between local academic senates and their collective bargaining agents, making recommendations and developing a model outlining strategies toward effective collegial relationships between these organizations." (For complete text of this resolution see Appendix F.) The Senate's Relations with Local Senates Committee is preparing a document attempting to meet the intent of this resolution.

VII. A FRAMEWORK PROPOSAL

Community College Faculty Professionalism

Community college faculty members are professionals. Faculty members are self-directed and, to a certain extent, decide the nature and the extent of their professional obligations. At the 1994 Spring Session the Academic Senate received a document entitled "Faculty Ethics: Expanding the AAUP Ethics Statement." This document, a revision of an earlier paper (Spring 1988: "Why the Academic Senate Should Adopt the AAUP Ethics Statement"), was recommended to local senates for their consideration in discussing local ethics policies.

Development of Local Responsibilities of Community College Faculty

It is recommended that local academic senates work with their collective bargaining agents in addressing the issue of faculty responsibilities. Wide distribution by local senates of this paper and the Faculty Ethics paper referred to above may help the discussion. It is recommended that local faculty develop college strategies that provide positive incentives for faculty participation in the many areas of shared governance discussed in this paper.

Given the extraordinary workload demands on California's community college faculty, it is recommended that faculty be given significant flexibility to match their time, current interests, and talents to the specific responsibilities they assume during any particular period. Strategies adopted by the faculty and recommended for college policy should serve to increase the achievement of the individual and collective faculty responsibilities. The ultimate aim of this achievement is improved quality education for our students.

Guidelines for the Definition of Faculty Expectations

Discussions with faculty leadership at breakouts on this topic at sessions of the Academic Senate for California Community Colleges have suggested the following four categories of professional activities which higher education faculty perform beyond their classroom or student-contact responsibilities: (1) individual and collective pedagogical development; (2) local and statewide policy development; (3) scholarship; and (4) student/community service.

There has also been discussion, and disagreement, as to the extent that an individual faculty member should be responsible for involvement within this range of activities. There has been considerable debate at the state level regarding this issue focusing on whether or not faculty should be expected to act adequately in all areas or whether current working conditions of community college faculty make it difficult for every faculty member to perform effectively in each of the areas.

While the four categories may provide a range of acceptable activities within them, it is suggested that the individual faculty member should have considerable choice in the major area(s) where they will concentrate their primary efforts. This strategy would recognize the current high workload for community college faculty, but would also accommodate the faculty member's current interests, abilities, and judgment about what will best benefit their students as a result of the faculty member's professional activities.

1. A Professional Development Category

   This category would consider faculty work devoted to improvement of the skills of our profession. For example, faculty who work to develop their individual pedagogical skills or expertise and work with colleagues to improve the profession through faculty mentoring, workshops, conferences, individual consultation, publication, and serving on the boards of professional discipline organizations would be performing professional activities.

2. A Governance Category

   Governance includes the work that faculty does to develop and implement local and statewide community college policies as well as legislative decision-making about the community colleges. Examples include the development of a statewide policy/legislation expertise and participation in state-wide, district, college, and department committees and local or state-wide governmental activities.

3. A Community College Research Category

   While research is not normally expected of community college faculty, it is recommended that this category allow for consideration of faculty work devoted to classroom-based or wider research appropriate to the community colleges mission and functions. A wide range of possibilities exist and might include scholarly research and dissemination of research focused on improving community college instruction, fulfillment of the community college missions, student assessment, basic skills, multiculturalism, critical reading, writing, and thinking in addition to discipline specific issues. Discipline related and creative research activities are encouraged. Recognition should be given to authoring professional books, articles, and related

materials.

4. Community/Student Services Category

   This category would consider work devoted to the wide range of student or community service activities. Examples include campus student club or organization advising, participation in student mentoring, or working with community organizations that further the educational and/or access goals of the communi colleges.

VIII. ACADEMIC AND PROFESSIONAL RESPONSIBILITIES

The Academic Senate recommends that local senates work with their collective bargaining agents to develop college and district policies which reward and encourage fulfillment of each faculty member's professional responsibilities. It is strongly recommended that incentives be considered as a way to promote participation in the many areas that are now expected of community college faculty.

Some strategies for consideration include:

- establishment of the professional expectations that individual faculty have in respect to the four categories;
- development of mechanisms that promote faculty fulfillment of professional expectations in tenure review and peer evaluation; (see also Academic Senate adopted paper "Toward a Model Four-year Tenure Process, "adopted November, 1990.)
- implementation of reassigned time policies;
- creation of professional development policies using faculty responsibilities criteria for awarding of funds;
- establishment of sabbatical leave policies with professional expectation components;
- criteria for use of flexible calendar time to pursue professional development and activities in the four categories;

- policies and practices which support new faculty in order to promote new faculty understanding of and fulfillment of their professional expectations and responsibilities; and

- development of professional achievement awards that promote excellence beyond basic faculty expectations. (See the Foothill/DeAnza model in Appendix G.) The Foothill/DeAnza model includes monetary rewards using a perpetual fund.

Addressing Administrative Support

Faculty need administrative support in order to effectively participate in the development and implementation of policy on academic and professional matters. This administrative support should include clerical, technical, and other help.

Addressing the Academic Senate/Collective Bargaining Relationship

In working toward a new post-AB 1725 understanding of the community college faculty profession, this paper has focused primarily on ways to help local faculty accept and appreciate their professional responsibility, recognizing the role of collective bargaining in the process. Local senates and collective bargaining units should work toward a mutual understanding of their respective roles in the shared governance arena.

IX. CONCLUSION

This paper has responded to requests for the Academic Senate for California Community Colleges to address the issue of faculty professionalism in the community colleges. The paper has maintained that local academic senates and collective bargaining agents (where they exist) have a shared responsibility to create a body of community college professionalism. It is toward this end that the paper was written. It is hoped that this document will promote local dialogue and provide a suggested framework in which that local dialogue may proceed.

References:

Nussbaum, T., 1990. Community College Governance: Issues for the Year 2000, A presentation at the Community College League of California (CCLC) Conference, November 1990.

Gabriner, Bob, 1990, Letter of Support for Senate Regulations, Community College Council of the CFT, AFT, AFL-CIO, letter of November 15, 1990.

CPER, 1992, Senate-Trustees Pact Ends Criticism over Senate Role in Governance, California Public Employee Relations, Institute of Industrial Relations, UC. Berkeley, no. 95, August, 1992, pages 31-32.

AB 1725 INTENT LANGUAGE

The Expansion of Faculty Responsibilities

(n) It is a general purpose of this act to improve academic quality, and to that end the Legislature specifically intends to authorize more responsibility for faculty members in duties that are incidental to their primary professional duties. It is the intent of the Legislature that, in exercising these increased responsibilities, faculty members are not deprived of their status as employees under Chapter 10.7 (commencing with Section 3540) of Division 4 of Title 1 of the Government Code. It is also the intent of the Legislature that the exercise of this increased responsibility shall not make these faculty members managerial or supervisory employees, as those terms are defined in that chapter.

There has been a great deal of uncertainty as a result of the decision of the United States Supreme Court in National Labor Relations Board v. Yeshiva University, 444 U.S. 672, 63 L. Ed. 2d 115, regarding whether increased faculty involvement in institutional governance and decision making might subject the faculty members to legal challenges in connection with their rights of collective bargaining. This act is intended to enable faculty members who perform the duties described in subdivision (e) of Section 87610.1 of the Education Code to avoid having to choose between collective bargaining and greater participation in these functions by ensuring that increased participation in the tenure system, which occurs as an outgrowth of this act, shall not subject faculty members to losing their status as employees under Chapter 10.7 (commencing with Section 3540) of Division 4 of Title 1 of the Government Code.

Hiring and Ensuring Quality

While the precise nature of the hiring process for faculty should be subject to local definition and control, each community college should, in a way that is appropriate to its circumstances, establish a hiring process that ensures that: (1) Emphasis is placed on the responsibility of the faculty to ensure the quality of their faculty peers.

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Tenure and Ensuring Quality

(w) Faculty tenure fosters academic freedom and should be maintained. For administrators, the need for job security justifies appointments of reasonable duration, but no one should obtain tenure or permanent status in an administrative position. A person should be granted tenure as a faculty member only after it has been determined through a process of evaluation that he or she is, and will likely continue to be, a positive asset to the community college. In other words, the award of tenure should be an affirmative act, rather than the result of default. The faculty's inherent professional responsibility to ensure the quality of their faculty peers requires faculty review to be at the heart of the evaluation process leading to tenure decisions.

Note: Authority cited: Sections 66700 and 70901. Education Code Reference: Sections 70901 and 70902. Education Code.

HISTORY

1. Amendment of NOTE filed 11-1-77: effective thirteenth day thereafter (Register 77. No 45)
2. Amendment of NOTE filed 4-27-83: effective thirteenth day thereafter (Register 83, No 18)
3. Amendment filed 10-30-90 with Secretary of state by Board of Governors California Community Colleges: operative 11-30-90 (Register 90, No. 49) Submitted to OAL for printing only pursuant to Education Code section 70901.5(b).

Article 2. Academic Senates

§ 53130. Availability of Rules and Regulations for Evaluation of Performance.

The governing board of a community college district shall adopt and cause to be printed and made available to each academic employee of the district reasonable rules and regulations providing for the evaluation of the performance of academic employees in their assigned duties.

NOTE: Authority cited: Sections 66700 and 70901. Education Code. Reference: Section 70901. Education Code.

HISTORY

1. Adoption of section submitted to OAL for printing only pursuant to Government Code section 11343.8 (Register 91, No. 23).

§ 53200. Definitions.

For the purpose of this subchapter:

(a) "Faculty" means those employees of a community college district who are employed in positions that are not designated as supervisory or management for the purposes of article 5 (commencing with section 3540) of chapter 10.7 of division 4 of title 1 of the Government Code, and for which minimum qualifications for hire are specified by the Board of Governors.

(b) "Academic senate," "faculty council," and "faculty senate" means an organization formed in accordance with the provisions of this subchapter whose primary function is, as the representative of the faculty, to make recommendations to the administration of a college and to the governing board of a district with respect to academic and professional matters. For purposes of this subchapter, reference to the term "academic senate" shall also constitute reference to "faculty council" or "faculty senate."

(c) "Academic and professional matters" means the following policy development and implementation matters:

(1) Curriculum, including establishing prerequisites and placing courses within disciplines

(2) Degree and certificate requirements

(3) Grading policies

(4) Educational program development

(5) Standards or policies regarding student preparation and success

(6) District and college governance structures, as related to faculty roles

(7) Faculty roles and involvement in accreditation processes, including selfstudy and annual reports

(8) Policies for faculty professional development activities

(9) Processes for program review

(10) Processes for institutional planning and budget development, and

(11) Other academic and professional matters as mutually agreed uponbetween the governing board and the academic senate.

(d) "Consult collegially" means that the district governing board shall develop policies on academic and professional matters through either or both of the following methods, according to its own discretion:

(1) Relying primarily upon the advice and judgment of the academic senate; or

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

§ 53201. Academic Senate or Faculty Council.

In order that the faculty may have a formal and effective procedure for participating in the formation and implementation of district policies on academic and professional matters, an academic senate may be established at the college and/or district level.

NOTE: Authority cited: Sections 66700 and 70901. Education Code. Reference: Sections 70901 and 70902. Education Code.

HISTORY

1. Amendment filed 2-10-78; effecuve thirtieth day thereafter (Register 78, No. 6).
2. Amendment of NOTE filed 4-27-83; effective thirtieth day thereafter (Register 83, No. 18).
3. Amendment filed 10-30-90 with Secretary of State by Board of Governors, California Community Colleges; operative 11-30-90 (Register 90, No. 49). Submitted to OAL for printing only pursuant to Education Code section 70901.5(b).

§ 53202. Formation; Procedures; Membership.

The following procedure shall be used to establish an academic senate:

(a) The full-time faculty of a community college shall vote by secret ballot to form an academic senate.

(b) In multi-college districts, the full-time faculty of the district colleges may vote on whether or not to form a district academic senate. Such vote shall be by secret ballot.

(c) The governing board of a district shall recognize the academic senate and authorize the faculty to:

(1) Fix and amend by vote of the full-time faculty the composition, structure, and procedures of the academic senate.

(2) Provide for the selection, in accordance with accepted democratic election procedures, the members of the academic senate.

(d) The full-time faculty may provide for the membership and participation of part-time faculty members in the academic senate.

(e) In the absence of any full-time faculty members in a community college, the part-time faculty of such community college may form an academic senate.

NOTE: Authority cited: Sections 66700 and 70901. Education Code. Reference: Sections 70901 and 70902. Education Code.

HISTORY

1. Amendment filed 2-10-78; effective thirtieth day thereafter (Register 78, No. 6).
2. Amendment filed 4-27-83; effective thirtieth day thereafter (Register 83, No. 18).
3. Amendment filed 10-30-90 with Secretary of State by Board of Governors, California Community Colleges; operative 11-30-90 (Register 90, No. 49). Submitted to OAL for printing only pursuant to Education Code section 70901.5(b).

§ 53203. Powers.

(a) The governing board of a community college district shall adopt policies for appropriate delegation of authority and responsibility to its college and/or district academic senate. Among other matters, said policies, at a minimum, shall provide that the governing board or its designees will consult collegially with the academic senate when adopting policies and procedures on academic and professional matters. This requirement to consult collegially shall not limit other rights and responsibilities of the academic senate which are specifically provided in statute or other regulations contained in this part.

(b) In adopting the policies and procedures described in subsection (a), the governing board or its designees, shall consult collegially with representatives of the academic senate.

(c) While in the process of consulting collegially, the academic senate shall retain the right to meet with or appear before the governing board

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with respect to the views, recommendations, or proposals of the senate. In addition, after consultation with the administration of the college and/or district, the academic senate may present its views and recommendations to the governing board.

(d) The governing board of a district shall adopt procedures for responding to recommendations of the academic senate that incorporate the following:

(1) In instances where the governing board elects to rely primarily upon the advice and judgment of the academic senate, the recommendations of the senate will normally be accepted, and only in exceptional circumstances and for compelling reasons will the recommendations not be accepted. If a recommendation is not accepted, the governing board or its designee, upon request of the academic senate, shall promptly communicate its reasons in writing to the academic senate.

(2) In instances where the governing board elects to provide for mutual agreement with the academic senate, and agreement has not been reached, existing policy shall remain in effect unless continuing with such policy exposes the district to legal liability or causes substantial fiscal hardship. In cases where there is no existing policy, or in cases where the exposure to legal liability or substantial fiscal hardship requires existing policy to be changed, the governing board may act, after a good faith effort to reach agreement, only for compelling legal, fiscal, or organizational reasons.

(e) An academic senate may assume such responsibilities and perform such functions as may be delegated to it by the governing board of the district pursuant to subsection (a) of this section.

(f) The appointment of faculty members to serve on college or district committees, task forces, or other grounds dealing with academic and professional matters, shall be made, after consultation with the chief executive officer or his or her designee, by the academic senate. Notwithstanding this subsection, the collective bargaining representative may seek to appoint faculty members to committees, task forces, or other groups.

NOTE: Authority cited: Sections 66700 and 70901, Education Code. Reference: Sections 70901 and 70902, Education Code.

HISTORY

1. Repealer and new section filed 10-30-90 with Secretary of State by Board of Governors, California Community Colleges; operative 11-30-90 (Register 90, No. 49). Submitted to OAL for printing only pursuant to Education Code section 70901.5(b). For prior history, see Register 81, No. 3.

§ 53204. Scope of Regulations.

Nothing in this subchapter shall be construed to impinge upon the due process rights of faculty, nor to detract from any negotiated agreements between collective bargaining representatives and district governing boards. It is the intent of the Board of Governors to respect agreements between academic senates and collective bargaining representatives as to how they will consult, collaborate, share or delegate among themselves the responsibilities that are or may be delegated to academic senates pursuant to these regulations.

NOTE: Authority cited: Sections 66700 and 70901 Education Code. Reference: Sections 70901 and 70902, Education Code.

HISTORY

1. Repealer and new section filed 10-30-90 with Secretary of State by Board of Governors, California Community Colleges; operative 11-30-90 (Register 90, No. 49). Submitted to OAL for printing only pursuant to Education Code section 70901.5(b). For prior history, see Register 83, No.18.

§ 53205. Duties Assigned by Administration and Governing Board.

NOTE: Authority cited: Sections 66700, 71020, 71062 and 71079, Education Code. Reference: Sections 71079 and 72292, Education Code.

HISTORY

1. Amendment filed 1-16-81; effective thirtieth day thereafter (Register 81, No. 3).
2. Amendment of NOTE filed 4-27-83; effective thirtieth day thereafter (Register 83, No.18).
3. Repealer filed 10-30-90 with Secretary of State by Board of Governors, California Community Colleges; operative 11-30-90 (Register 90, No. 49). Submitted to OAL for printing only pursuant to Education Code section 70901.5(b).

§ 53206. Academic Senate for California Community Colleges.

(a) In order that the community college faculty of California may have a formal and effective procedure for participating in the formation of state policies on academic and professional matters, an Academic Senate for the California Community Colleges has been established through ratification by local academic senates or faculty councils.

(b) The Board of Governors recognizes the Academic Senate of the California Community Colleges as the representative of community college academic senates or faculty councils before the Board of Governors and Chancellor's Office.

NOTE: Authority cited: Sections 66700, 70901, and 71079, Education Code. Reference: Sections 70901 and 70902, Education Code.

HISTORY

1. New section filed 5-9-78; effective thirtieth day thereafter (Register 78, No. 19).
2. Amendment filed 4-27-83; effective thirtieth day thereafter (Register 83, No. 18).
3. Amendment of section submitted to OAL for printing only pursuant to Government Code section 11343.8 (Register 91, No. 23).

Academic Senate for California Community Colleges

STATEMENT OF POSITION ON COLLEGIALITY

(Presented at the 1978 Fall Meeting)

BACKGROUND

Directly resulting from recent collective bargaining legislation is a focusing of attention on the employment relations between the governing boards and faculties of community colleges. While this focusing is understandable, it nevertheless tends to obscure the relationship between these governing boards and faculties regarding the educational process, which process is the functional essence of community colleges.

Central to the question of governance as it relates to community colleges is the collegiate nature of these institutions. The historical roots of the community college system in California lie more in the secondary education system than in the university systems which has given some the erroneous view that community college should be governed as nothing more than an extra two years of high school. Present day reality demands more than historical genesis as a determiner of position of community colleges in California's educational structure.

While recognizing the unique position and function of the community college, curriculum parallels, funding patterns, and certification requirements (i.e. expertise in subject matter rather than teaching techniques as the credentialing criterion) all emphasize the greater similarity of community colleges to the college and university systems than to secondary education. With that greater similarity in function and structure comes a recognition of the need for a similarly effective mode of governance. This position statement is to reaffirm that collegiality which is the essential and foundational element of the relationship, in regard to educational functions between faculty and the governing board, with the administration as its agent, in any collegiate institution.

DEFINITION

Collegiality is a philosophy and practice of governance unique to a college or university. It clearly recognizes the final authority of the governing board required to carry out its accountability to the district electorate and to appropriate elements of state and federal government.

Collegial governance directs to the faculty the primary responsibility for the educational functions of the college within the bounds of basic policy issued by the governing board. Requirements on the institution and the student relating to courses, certificates and degrees; curriculum content and articulation; methods of instruction; and academic and professional standards are included is these educational functions.

While collegiality does not direct to the faculty the primary responsibility in the establishment of the budget, it recognizes the value of participation by the faculty in budgetary matters, particularly those matters impacting areas for which the faculty has primary responsibility.

POSITION

It is the position of the Academic Senate for California Community Colleges to accept the foregoing definition of collegiality and collegial governance and to encourage and assist local senates to actively seek and accept this definition and the attendant responsibilities.

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COLLEGIALITY AND ACADEMIC SENATES
The Academic Senate Fall Conference 1980
by
Leon P. Baradat

To begin with, I'd like to describe the Academic Senate in historical terms. In fact, the Academic Senate is a modern version of the oldest of collegiate institutions. Originally, a college was a gathering of scholars who came together to study and to teach. The college and the faculty were indistinguishable; the faculty was the college. Colleges, in other words, began as colective enterprises. They were cooperative efforts to do education; indeed, the Latin word from which college stems is "collegium" meaning partnership.

These early colleges were governed by the faculty members themselves. Although they had leaders, the basic decisions were made by the group. Gradually these governing bodies began to institutionalize, becoming academic senates. Consequently, the Academic Senate reaches far back into the medieval period and is, in fact, one of Western Civilizations oldest democratic institutions. Democracy, it is clear, is fundamental to the concept of higher education in Western Civilization.

Although informally administered at first, colleges gradually became more complex. As their problems and structure became more complicated and intricate, m,ore and more professorial time was being absorbed by administrative duties. Finally, the need for full-time administrators became compelling.

This development stimulated a separating process. Most faculty remained in the classroom, while a few gravitated toward full-time administrative functions. Those who became administrators were drawn to that role by their administrative talent, their leadership ability, their fund raising prowess, because they were poor teachers and unhappy in the classroom, or for a multitude of other reasons.

This separating process was slow and drawn out. Until recently, it was thought essential that college administrators must have been teachers prior to assuming their administrative role. Indeed, it has not been until the past decade that we have witnessed the development of a significant number of administrators who have had little or no teaching experience. This development is, I submit, a rather sobering fact . . . one which we should regard with caution and suspicion.

In any event, the point is that professional and full-time administrators are a relatively recent development in higher education, while faculty governance has existed since the beginning of colleges themselves. Even today, however, universities do not entirely accept the concept of professional administrator. University presidents are drawn from the ranks of eminent professors. They are full time, but not permanent, since they are on loan from their teaching department. Hence, while they are full-time administrators, they are not professional

administrators. Only at the community college do we find the professional administrator an accepted component in higher education.

Aggravating the struggle for control between the two principals was the fact that their perspectives grew to be very different as their role in the college became dissimilar. While the faculty remained concerned with their classroom and the intricacies of developing and conveying knowledge, administrators became concerned with broader, less particular aspects of education. The gap dividing them widened into a chasm which at times seems virtually unbridgable.

Nowhere in higher education is the gap between administrator and teacher greater than at the community colleges. The faculties at the universities and the four-year colleges, buttressed by history and tradition, have surrendered as little deliberative authority as possible to their administrations, reserving ultimate control of the institution to the teaching staff.

The situation is radically different in the two-year institutions. The existence of professional administrators, coupled with the evolution of the community college from the secondary system, has stifled faculty governance to the extent that, until recently, claims that faculty should have more than a perfunctory, supportive role in developing educational policy were viewed as radical and even seditious.

Administrators, developing authoritarian bureaucratic structures, have jealously husbanded power, denying a meaningful policy-making function to the faculty thus detracting from the collegial model. Faculty have been too timid, or perhaps too lazy, to demand and assume their rightful role. Or, perhaps, community college faculty and administration have not understood the traditional and appropriate role of a collegiate faculty. After all, unless one has a particular interes in it, how would one be exposed to the traditions of collegiate governance? In my view, of course in the history and philosophy of higher education should be a requirement for a community college credential. We owe it to the profession to be aware of the full implications of the positions we hold.

During the last decade, the community colleges movement away from the secondary system built momentum and velocity until now it is inexorably gravitating toward the collegiate model. Collegiality, however, no longer means simply faculty governance. Surely no reasonable person could deny that the administration rightfully plays a crucial role in the development of educational policymaking. Today, collegiality must mean shared governance. Yet faculty in community colleges has long been denied its rightful place in the governing process. Hence, the faculty is now demanding its share.

The administration, for so long dominant in the area of policy formulation, has come to think this power rightfully its own. Consequently, faculty actions to the contrary have been resisted as unreasonable and impertinent. And, as the Academic Senates become increasingly assertive regarding their rights under the collegial model, the anxiety level will grow, thus making conflict likely if not inevitable.

Title 5 specifically grants faculties the right to organize Academic Senates to represent them on academic and professional matters before the administrators and the Board of Trustees. It goes on to give the Academic Senate the right to bring matters of concern to the Board of Trustees, and it requires the Board to respond to the Academic Senate. In addition to Title 5, SB160, the law creating collective bargaining in community colleges, specifically states that nothing in its provisions is to hinder or limit the Academic Senates.

These legal protections are indeed extensive. They accord about as much legal recognition and protection to Academic Senates as can be reasonably expected. If the Academic Senates are not as strong as one would wish vis-a-vis the administration and Board, the reason must lie somewhere other than in legal prescriptions. The problem stems from a lack of awareness and acceptance. Most Boards, administrators, and, indeed, most faculty are not cognizant of the Academic Senate's rights and authority under the law. Once aware, many Boards and administrations, hoping to continue their dominance at the community college, refuse to accept the rightful role of a college faculty.

Clearly an educational task lies before us. We must educate our faculty, our administrators, and our Boards of Trustees on the matter of collegiality until it is an understood and accepted feature in community college education.

Ideally, the Academic Senate should become a second and equal advisory arm to the administration, helping the Board of Trustees select enlightened educational policy. As the faculty representative on academic and professional affairs, the Academic Senate should be the central institution in educational policy. It should be the parent institution of committees dealing with educational policy, curriculum, and scholarship, admissions, grading, graduation, articulation, and professional development, etc. Similarly, faculty, through the Academic Senate should dominate accreditation teams and processes. All too often, however, we find these committees dominated by administrators. That is, all of these educational matters are dominated by non-teaching personnel.

But now faculty is awakening to its rightful role, which means more work and more responsibility for faculty. These remarks no doubt sound like heresy to persons who perceive their faculty role as limited to teaching classes, sponsoring campus clubs, and supporting the athletic teams.

The positive aspects of collegiality must be emphasized. Administration, Boards and faculty must be educated about collegiality until it is understood and accepted.

Clearly the time to act has come. Basic policy is in flux and may impact our profession for the next decade. Local campuses will be asked to implement the Board of Governor's policies on grading and credit/non-credit, and they are going to have to adjust to CSUC's new policy regarding General Education. In addition, the quality of our transfer programs, the quality of our degrees, and the comprehensive mission of the community college have been questioned.

But we can address these issues and help shape our future. We have the right by law and tradition to do so. Success in these endeavors demands that the individual faculty member participate. The level of commitment demanded of faculty by advanced collegiality will require time, energy and patience. But the result will certainly be a rich harvest of benefits for education. These are exciting times. We can make a significant contribution to education and to the teaching profession itself. Therefore, I invite you in the vernacular—Let's go for it! Let's insist on collegiality as the correct mode of conduct. Let's raise our profession to a new height. let us assume the leadership in developing educational policy to which history and law entitle us.

THE ROLE OF THE ACADEMIC SENATE IN THE CONTEMPORARY COMMUNITY COLLEGE

Carmen Decker

In order for us to understand the legitimacy of our function and to appreciate our present position in the policy-making circles of higher education in California, it is necessary to be familiar with the history of the development of our Academic Senate and the history of faculty governance in American colleges and universities. It is instructive to remember that the statewide Academic Senate was formed in 1968-69, and it was not until 1978 that we became legally recognized by the Board of Governors. In 1978, the Board of Governors amended Title V of the Administration Code to include a section on "Academic Senate for California Community Colleges." The amendment consists of only two short paragraphs, but these two paragraphs recognize, give legal status to, and delineate the functions of the statewide Academic Senate. The sections state that,

"a) In order that the community college faculty of California may have a formal and effective procedure for participating in the formation of state policies on academic and professional matters, an Academic Senate for the California Community Colleges has been established through ratification by local academic senates or faculty councils.

b) The Board of Governors recognizes the Academic Senate of the California Community Colleges as the representative of community college academic senates or faculty councils before the Board of Governors and the Chancellor's Office."

The recognition of the Academic Senate by the Board of Governors was an important step, and one that placed our Senate on an equal standing with the senates of the other two segments of California public higher education.

A cursory review of the patterns of governance in European and American colleges and universities shows that the faculty, the administrators, and the regents, governors or trustees have competed as sources of authority in education. Each of these three groups has waxed and waned in its influence over the colleges throughout various historical periods. However, even though each of the sources of authority has experienced periods of ascendancy, there does not appear to be any long-term tendency to displace any of the authorities, or to give total control to any of them. Nevertheless, within American universities in the last century, the tendency has been to give campus administrators greater authority in the administration of the campus, and the delegation to the faculty of authority over education matters. This division of labor in university decision-making was made possible by the acceptance of the idea of collegiality, a concept that assumed that the individuals who served as campus administrators were collegues who were temporarily on loan from academic departments in order to perform the administrative functions. The concept of collegiality, therefore, assumed that administrators were first and foremost academicians, not career administrators, and that the interaction between administrators and faculty was one based on a peer relationship, not a hierarchical relationship of superior to subordinate. The administrative-faculty partnership was one based upon mutual respect for each other as members

of the academic profession, and not as a relationship of employer-employee, or boss-worker. Disagreements between the faculty and university administrators were treated as professional matters in the collegial atmosphere, which was reflective of the division of labor and functions that was accepted by both parties.

I am sure that everyone has noticed a recent trend in our colleges and universities away from the collegial model, and in its place has emerged an assumption of authority and decision-making by individuals who are not members of the academic profession. It would not be fair to say that this is a universal trend, but we do see it happening at an alarming rate. Where it is occurring, the pattern seems to be one where the governing board hires administrators who are imbued with a managerial mentality, i.e., the campus is viewed as an industrial system that is managed to produce with the greatest amount of efficiency and cost consciousness. Programs and courses that are not "profit producing" are eliminated, and if the instructional program of the college threatens to interfere with other more productive uses of the campus facilities, then even the instructional program may be curtailed. The need for additional funds for our campuses is very real, but we must resist the temptation to increasingly use our facilities for non-educational purposes.

What has happened to educational values and goals under the managerial mentality? Who is upholding the traditional values of the academic profession? The answer is, quite simply, the Academic Senate, the senate on each campus and our collective efforts at the statewide level. Collective bargaining has emerged as a necessary protection against the adversarial mentality of the modern managers in areas of working conditions. But the Academic Senate retains its obligation to defend academic and educational values by involving ourselves in the formation of educational policy at every level. It is important to note that in the contemporary context, the Academic Senate is more necessary, is more vital, than in any period of the history of education. The collegial relationship still exists, but all too often today it exists only among faculty members, who themselves are threatened with exclusion from a meaningful involvement in the decision-making process of the college.

The current structure and directions of authority and decision-making in higher education are not comforting, but neither should we despair. Past experience tells us that the pendulum will once swing in our direction, because the more remote our colleges and universities become from the wisdom available from the professional community of academics, the more essential our educational values and goals will become. In the meantime, we must defend the long-range interests of our colleges and our communities by defending our values and by participating in educational policy decisions at every opportunity. We have learned to be adaptive as we have moved from crisis to crisis over the last few years, and I would be remiss if I did not warn you that there are surely more crises to come in the next few years, but we are capable of meeting each of these as they come. We are confronted each year with new challenges to our authority, but each time we must redouble our efforts, because to do less would be a disservice to those who have gone before us, but especially to those who will inherit what we will have created.

November, 1984

REFERENCES

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Baradat, Leon P. (1980), "Collegiality and Academic Senates", The Academic Senate Fall Conference, Los Angeles.

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Appendix F

1993 Fall Session of the Academic Senate for California Community Colleges

Resolution 12.3 F93 Local Senates: Senate-Union Relations

Whereas AB 1725 mandates duties which are incidental to faculty's professional responsibility, and

Whereas AB 1725 recognizes local academic senates as the representative voice on all academic and professional matters, and

Whereas Title 5, Section 53204, mandates that a district's governance policy cannot impinge upon collective bargaining agents, and

Whereas faculty's interest is best served when academic senates and collective braining agents work collegially toward the greater good and welfare of faculty,

Therefore be it resolved that the Academic Senate for California Community Colleges direct the Executive Committee to study relations between local academic senates and their collective bargaining agents making recommendations and developing a model outlining strategies toward effective collegial relationships between these organizations.

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From Foothill/DeAnza District Contract

Article 38
PROFESSIONAL ACHIEVEMENT AWARDS

The Faculty Association and the Board recognize and affirm the goal of creating an environment that fosters and rewards growth, service, and excellence. Thoughtful, reflective engagement of the goal is important to the spirit of the Professional Achievement Awards. To this end, the following procedures are adopted.

38.1 The purpose of the Professional Achievement Award is to reward excellence in the performance of the faculty employee's principal duties. In addition, the faculty employee shall, in applying for the award, demonstrate continued professional growth and special service to the College or District.

The award shall be granted by the Board itself only after application by the faculty employee, the Board's review of his or her eligibility under the criteria set forth in this article and the recommendation of the President, in-consultation with the appropriate Division Dean, and Vice President, on the basis of his/her professional judgment.

38.2 Each regular, grant-funded, or categorically-funded faculty employee who has served at least one full year at the top step of the appropriate salary schedule and has completed at least four years of service within the District shall be eligible to apply for a Professional Achievement Award.

38.2.1 Application may be made on or before July 1 following the end of the fourth year.

38.2.2 If granted by the Board, the award shall be payable in a single installment during the following Fall Quarter.

38.2.3 Application for subsequent awards may be made during the fourth year of the current award according to the timeline indicated in subsection 38.2.1.

38.2.4 In the event a Professional Achievement Award is not granted by the Board, the faculty employee may file a new application on or before July 1 of the following calendar year.

38.3 To request a Professional Achievement Award a faculty employee shall file with the Division Dean or appropriate Supervisor a written application on the PAA application form (a copy of this form is contained in this *Agreement* as Appendix I). The application shall include:

38.3.1 Appropriate professional growth activities, as described in Section 38.4, engaged in during the four years of the report period; and

38.3.2 Special service to the District, as described in Section 38.5, during the four-year report period; and

38.3.3 Current evaluations, including administrative, peer and student, as specified in Article 6 of this *Agreement*, verifying excellence in the performance of principal duties. In addition, a self-evaluation which reflects thoughtful assessment of one's professional growth shall be included.

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38.6.2 The second Professional Achievement Award shall entitle the faculty employee to receive an additional $1,500 (i.e., a total of $2,500). After the second award has been received for four years, the faculty employee shall be eligible to apply for a third award.

38.6.3 The third Professional Achievement Award, and each award thereafter, shall entitle the faculty employee to receive an additional $1,750 per year (i.e., a total with the third award of $4,250). After the third award, and each subsequent award has been received for four years, the faculty employee shall be eligible to apply for an additional award.

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