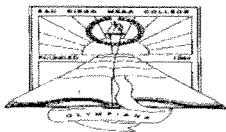## SAN DIEGO MESA COLLEGE
ACADEMIC SENATE MEETING
September 25, 2017: Room MC211 (2:15PM–4:00PM)
AGENDA
First Draft

I. **CALL TO ORDER & WELCOME** by Academic Senate President Kim Perigo:
Parliamentarian – Veronica Gerace/Timekeeper – Inna Kanevsky/Speaker Coordinator – Paul Sykes

II. **APPROVAL OF DRAFT AGENDA**: (1 Minute)

III. **PUBLIC PRESENTATIONS**:
   A. **Campus Equity Week**: Geoff Johnson
   B. **Associated Student Government (ASG) Representative**: (No Report)
   C. **Classified Senate Representative**: President Trina Larson (No Report)

IV. **GUEST(s)**: None

V. **APPROVAL OF DRAFT MINUTES**: September 11, 2017 (2 Minutes)

VI. **OLD BUSINESS**:
   A. **Resolution 17.9.1 – Compensation for Academic Senate's Presidents**: (Fremland)
   B. **Resolution 17.9.2 – Compensation for the Academic Senate**: (Fremland)
   C. **Resolution 17.9.3 – The Academic Senate Affirming the SDCCD Grading System**: (McLeod)

VII. **NEW BUSINESS**:
   A. **New CIC Policies and Procedures**: (Gustin)
   B. **Resolution 17.9.4 – New Tools for Evaluating Librarians**: (Gurganus)

VIII. **SENATE EXECUTIVE OFFICER REPORTS**: 3:15PM
   A. **Vice President: Dina Miyoshi** (5 Minutes)
   B. **Secretary: Inna Kanevsky** (No Report)
   C. **Treasurer: Toni Parsons** (No Report)
   D. **Senator at Large (1): Shannon Shi** (2 Minutes)
   E. **Senator at Large (2): Paul Sykes** (No Report)
   F. **Immediate Past President: Rob Fremland** (No Report)
   G. **President: Kim Perigo** (10 Minutes)

IX. **COMMITTEE REPORTS**: (3:30PM)
   A. **Senate Executive Committees**:
      1. Academic Affairs Committee: Chair Howard Eskew (1 Minute)
      2. Professional Advancement Committee (PAC): Chair Lupe Gonzalez (No Report)
      3. Committee of Chairs (COC): Chair of Chairs Manuel Velez (10 Minutes)
      4. Curriculum Review Committee (CRC): Co-Chair Paula Gustin (1 Minute)
      5. Program Review Committee (PRC): Faculty Co-Chair Position is Vacant (1 Minute) Dina Miyoshi

   B. **Other Committees**:
      1. Basic Skills Committee (BSC): Coordinator Wendy Smith (1 Minute)
      2. The Committee for Diversity Action, Inclusion & Equity (CDAIE): Chair Judy Sundayo (1 Minute)
      3. Mesa College Facilities Committee/District Review of Services Committee: Kim Perigo (1 Minute)
      4. The Catalog Committee: Paul Sykes (2 Minutes)
      5. Other Committee Reports: (1 Minute)

X. **ANNOUNCEMENTS**: (1 Minute)
   A. The next Academic Senate meeting is scheduled for October 9, 2017 in MC 211 @ 2:15PM.
   B. The next Committee of Chairs (COC) meeting is scheduled for October 11, 2017 in MC211B @ 2:30PM.
   C. The first COC Enrollment Management Com. (EMC) meeting is scheduled for September 27, 2017 in MC211B @ 2:30PM.
   D. The "Stand" is now open to provide emergency support to help our students succeed.
      http://www.sdmesa.edu/student-services/student-success-equity/the-stand.shtml
      1. The Stand provides clothes for interviews, snacks and toiletries to our students.
      2. Faculty and Staff can support the "Stand" through monthly payroll deductions. (Johanna Aleman @ jaleman@sdccd.edu)

XI. **ADJOURNMENT**:
This is an open meeting and visitors and observers are welcome. However, because of limited space, we ask that visitors sit in the extra chairs provided against the walls to leave room available at the table for voting Senators and ex-officio members.

SAN DIEGO MESA COLLEGE
ACADEMIC SENATE MEETING
September 11, 2017: Room MC 211 (2:15PM–4:00PM)
AGENDA
First Draft

Present:

Academic Senate President Kim Perigo, Gina Abbiate, Carlynne Allbee, Bill Brothers, Henry Browne, Leslie Cloud, John Crocitti, Donna Duchow, Moe Ebrahimi, Howard Eskew, Rob Fremland, Rob Fremland, Amanda Fusco, Veronica Gerace, Lou Ann Gibson, Guadalupe "Lupe" Gonzalez, Helen Greenbergs, Paula Gustin, Bill Hoefer, Larry Horsman, Holly Jagielinsk, Inna Kanevsky, Candace Katungi, Michael Kidwell, Terry Kohlenberg, Kim Lacher, Jonathan McLeod, Dina Miyoshi, Anthony Reuss, Robert Sanchez, Shannon Shi, Steven Siegel, Dawn Stoll, Paul Sykes, Gwen Ulrich-Schlumbohm, Manuel Velez, Jorge Villalobos, Lauren Wade, Tonya Whitfield, George Ye and guests Chair Chris Sullivan and Professors Jennifer Cost, Pegah Motaleb and Wendy Smith

Absent:

Evan Adelson, Alison Gurganus (Excused), Cesar Lopez, Michelle "Toni" Parsons, Judy Sundayo (Proxy to Anthony Reuss), and Walter "Duane" Wesley

I. **CALL TO ORDER & WELCOME** by Academic Senate President Kim Perigo @ 2:20PM.
Parliamentarian – Veronica Gerace/Timekeeper – Inna Kanevsky/Speaker Coordinator – Paul Sykes

II. **APPROVAL OF DRAFT AGENDA**:
Motion to approve with the relocation of the Curriculum Review Committee Presentation from New Business to the Curriculum Review Committee Report and the removal of Resolution 17.9.4 and New Evaluation Tools for Librarians from New Business:
M/S   Kanevsky/Brothers   **UNANIMOUS**

III. **PUBLIC PRESENTATIONS**:
    A. Associated Student Government (ASG) Representative: (No Report)
    B. Classified Senate Representative: President Trina Larson (No Report)

IV. **GUEST(s)**: None

V. **APPROVAL OF DRAFT MINUTES**: May 10, 2017
Motion to approve:
M/S   Sykes/Fremland   **1 ABSTENTION**
                                                                                                Kanevsky

VI. **ROUND TABLE TOPIC**: None

VII. **OLD BUSINESS**: None

VIII. **NEW BUSINESS**:
    A. Resolution 17.9.1 – Compensation for Academic Senate's Presidents: (Fremland)
      1. Provide the four district Academic Senate Presidents with 12 Month Contracts since they need to attend district and college meetings and complete work on behalf of the Academic Senate during the summer semester.
    Motion to forward the item to the September 25th as Old Business for discussion and potential vote:
    M/S   Frermland/Whitfield   **UNANIMOUS**

    B. Resolution 17.9.2 – Compensation for the Academic Senate: (Fremland)
      1. Provide Academic Senate Executive members with sufficient reassigned time to attend Academic Senate, Academic Senate Exec and their own committee meetings and complete the necessary work on behalf of their respective committees.
        a. American Federation of Teachers (AFT) member Lou Ann Gibson reported the Academic Senate cannot direct AFT to bring a resolution into negotiations with the district. (This was confirmed during the last AFT meeting.)
        b. John Crocitti said many Faculty members need reassigned time.
        c. Helen Greenbergs said the resolution fits the Academic Senate's purview.
    Motion to forward the item to the September 25th as Old Business for discussion and potential vote:
    M/S   Greenbergs/Kanevsky   **1 ABSTENTION**
                                                                                                Crocitti

C. Resolution 17.9.3 – The Academic Senate Affirming the SDCCD Grading System: (McLeod)
   1. Affirms the current San Diego Community College District (SDCCD) Grading System:
      a. Jonathan McLeod reported discussion during the fall 2017 convocation session created concerns.
         • Discussions between Behavioral Sciences and Social Sciences Faculty caused Jonathan to write this resolution to endorse and maintain our current grading system and articulation agreements.
   Motion to forward the item to the September 25th as Old Business for discussion and potential vote:
   M/S   McLeod/Siegel   **UNANIMOUS**

IX. SENATE EXECUTIVE OFFICER REPORTS:
A. Vice President: Dina Miyoshi
   1. <u>Committee on Committees</u>:
      a. Diana reported she is working on creating a current list of the committees with Faculty representation at Mesa College and their current memberships.
      b. Current Committee Chairs: Please send Dina your current committee membership list and let her know if you have Faculty vacancies that need to be filled.
      c. Dina is trying to be more targeted.

B. Secretary: Inna Kanevsky (No Report)

C. Treasurer: Toni Parsons (No Report)

D. Senator at Large (1): Shannon Shi (No Report)

E. Senator at Large (2): Paul Sykes (No Report)

F. Immediate Past President: Rob Fremland
   1. <u>Teach-In</u>: The first fall 2017 meeting is today. (Rob will send email updates.)

G. President: Kim Perigo
   1. <u>PeopleSoft</u>: Campus Solutions (Faculty Resources)
      a. Kim, Rob Fremland and Manuel Velez have met regularly with Vice Chancellor Neault's office to develop the best way Campus Solution can be set-up in order for Faculty to access the resources they need.
      b. All Faculty resources will be accessible through a single portal.
      c. Please keep an eye out for emails regarding Campus Solution training sessions.
      d. There will be a one hour Campus Solution presentation during the October 9th Academic Senate meeting.
      e. Please share this information with Faculty in your department.

   2. <u>AB 1887</u>: Limits travel to states with legislation that limit LGBTQ rights.
      <u>a</u>. Exception List: Kim will send the list to Faculty.

   3. <u>Disciplines Deans/Discipline Faculty Meetings</u>:
      a. The four SDCCD Academic Senate Presidents have requested that Discipline Faculty meetings are scheduled for the spring 2018 FLEX week.
      b. Current Discipline Deans List: Link
         http://www.sdmesa.edu/about-mesa/governance/academic-senate/Discipline%20Deans%202017%202018.pdf

X. COMMITTEE REPORTS:
A. Senate Executive Committees:
   1. <u>Academic Affairs Committee</u>: Chair Howard Eskew
      a. The first fall 2017 meeting is scheduled for 4:15PM today.

   2. <u>Professional Advancement Committee (PAC)</u>: Chair Lupe Gonzalez
      a. Lupe thanked Faculty for submitting their proposals and completions.
      b. The PAC held their first fall 2017 meeting on September 6th.
      c. The next submission deadline is September 13th @ 4:00PM for the September 20th meeting.

   3. <u>Committee of Chairs (COC)</u>: Chair of Chairs Manuel Velez
      a. The Chairs will meet this Wednesday (September 13th) and AFT President Jim Mahler will be in attendance.

   4. <u>Curriculum Review Committee (CRC)</u>: Co-Chair Paula Gustin (PowerPoint Presentation)
      Link: http://www.sdmesa.edu/archives/gov-old/academic-senate/CurriculumAcademicSenate.pdf

   5. <u>Program Review Committee (PRC)</u>: Faculty Co-Chair Position is Vacant (Dina Miyoshi)
      a. The 2017-2018 Program Review has begun. This is the last update year of the current cycle.
      b. Open training sessions will be held the second Fridays of the month during the fall 2017 semester from 11:00PM -12:30PM in SB216.
      c. Other sessions are also scheduled during the fall 2017 semester, focused on specific components.
      d. The dates/times of these sessions can be found on the Program Review website.

B. Other Committees:

1. <u>Basic Skills Committee (BSC)</u>: Coordinator Wendy Smith
   a. The committee is working on Placement and Pathway reform in Math and English.
   b. We have paid professional development for Math and English Faculty.
   c. We have more embedded and hot spot Counselors.
   d. We also have more embedded Tutors

2. <u>The Committee for Diversity Action, Inclusion & Equity (CDAIE)</u>: Chair Judy Sundayo (No Report)

3. <u>Mesa College Facilities Committee/District Review of Services Committee</u>: Kim Perigo
   a. Kim hopes the parking situation is better this semester.
      • There was valet parking available for Faculty during the first two week of this semester.
   b. The committee is trying to work on making sure Faculty has the keys to their classrooms on the first day of the semester.
   c. The committee is also working on changing the formula for the square footage assigned to Mesa College Custodians to better reflect the usage of classrooms at Mesa College and add Custodial positions.

4. <u>Other Committee Reports</u>: (No Reports)

XI. ANNOUNCEMENTS: (1 Minute)

A. The next Academic Senate meeting is scheduled for September 25, 2017 in MC 211 @ 2:15PM.

B. The next Committee of Chairs meeting is scheduled for September 13, 2017 in MC211B @ 2:30PM.

C. Academic Senate President Kim Perigo asked Faculty to help support the "Stand" in its work to provide emergency support to help our students succeed.
   http://www.sdmesa.edu/student-services/student-success-equity/the-stand.shtml
   1. The Stand provides clothes for interviews, snacks and toiletries to our students.
   2. Faculty and Staff can support the "Stand" through monthly payroll deductions. (Johanna Aleman @ jaleman@sdccd.edu)

XII. ADJOURNMENT @ 3:35PM:

Motion to adjourn:

M/S   Fremland/Sykes   **UNANIMOUS**

Resolution 17.9.1 – Compensation for Academic Senate Presidents: (Fremland)

1st Reading: September 11, 2017

Mover: Fremland

Seconded: Whitfield

Whereas Academic Senate Presidents regularly attend district level meetings including but not limited to District Governance Council (DGC), Budget Planning and Development Council, Board of Trustees (BOT) and;

Whereas these meetings occur every month including summer and;

Whereas it is essential, for the purposes of shared governance, that the faculty voice is well represented not only for voting, but for dialog and;

Whereas, in addition to these meetings, there is on-going work of the senate that needs to be attended to year round;

Whereas Academic Senate Presidents are 10 month employees;

Whereas this structure goes against the spirit of shared governance and makes it difficult to encourage faculty to move into these roles;

Be it resolved that the Academic Senates request that the District works with the faculty's bargaining agent to increase the contracts of the Academic Senate Presidents to 12-month contracts;

Be it further resolved that this resolution be submitted to the Academic Senates at our sister campuses (including Continuing Education) and, once passed, be presented to the Board of Trustees.

Presented to the Academic Senate: September 11, 2017

Approved by the Academic Senate:
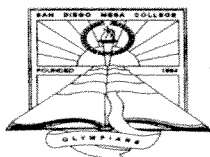
Resolution 17.9.2 – Compensation for the Academic Senate: (Fremland)

1st Reading: September 11, 2017

Mover: Greenbergs

Seconded: Kanevsky

Whereas members of the Senate Executive (exec) committee are typically committee chairs and;

Whereas this results in these faculty members being members of committees beyond that required by and compensated for in the CBA and;

Whereas this additional uncompensated work makes it extremely difficult to recruit faculty into Senate leadership roles and;

Whereas lack of faculty in leadership roles hinders the practice of shared governance and inhibits the college's ability to improve student learning;

Be it resolved that the Academic Senates request that the District increase the amount of reassigned time for each Academic Senate to 3.0 FTEF;

Be it further resolved that the Academic Senate will retain its discretion as to how this reassigned time is to be distributed among its members;

Be it further resolved that this resolution be submitted to the Academic Senates at our sister campuses (including Continuing Education) and, once passed, be presented to the Board of Trustees.

Presented to the Academic Senate: September 11, 2017

Approved by the Academic Senate:
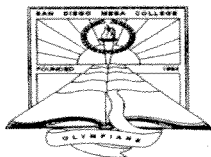
Resolution 17.9.3 – The Academic Senate Affirming the SDCCD Grading System: (McLeod)

1st Reading: September 11, 2017

Mover: McLeod

Seconded: Siegel

Whereas, the matter of grading standards is in the Academic Senate's purview; and

Whereas, with Academic Senate input, the San Diego Community College District uses a Grading System that requires faculty to assign letter grades (A-F, P, NP) on student performance; and

Whereas, the Grading System parallels those of other colleges and universities across the nation; and

Whereas, students aspiring to transfer to other educational institutions and/or seeking employment depend on the grades they receive being acknowledged as creditable;
therefore, be it

RESOLVED, that the San Diego Mesa College Academic Senate reaffirms our approval of the SDCCD Grading System.

Presented to the Academic Senate: September 11, 2017

Approved by the Academic Senate:

**SAN DIEGO
COMMUNITY COLLEGE
DISTRICT**

Book	SDCCD Administrative Procedures
Section	Student Services
Title	Grading and Academic Record Symbols
Number	AP 3910.1
Status	Active
Adopted	March 8, 2017

GRADING AND ACADEMIC RECORD SYMBOLS

1. EVALUATIVE SYMBOLS

Grades from a grading scale shall be averaged on the basis of the point equivalencies to determine a student's grade point average. The highest grade shall receive no more than four (4.0) points, and the lowest grade shall receive 0 points, using only the following evaluative symbols:

Grade	Standard	Grade Points per Unit
A	Excellent	4.0
B	Good	3.0
C	Satisfactory	2.0
D	Passing - Less than satisfactory	1.0
F	Fail	0
P	Pass	N/A
NP	No Pass	N/A
SP	Satisfactory Progress towards completion of the course (Used for non-credit courses only and is not supplanted by any other symbol)	N/A

San Diego Community College District does not use plus (+) or minus (-) grades.

Pass/No Pass (P/NP) is a non-punitive grading system where such units earned will be counted in satisfaction of curricular requirements but will be disregarded in determining a student's grade point average or academic progress.

2. NON-EVALUATIVE SYMBOLS

a. "I" Incomplete

A symbol of "I" Incomplete, may be assigned by an instructor when a student has been unable to complete academic work for unforeseeable emergency and/or justifiable reason at the end of term. A copy of the "Assignment of Incomplete" form will be mailed to the student and the original retained in the District Records Office. A final grade will be assigned when the work stipulated has been completed and evaluated by the instructor, or when the time limit for completion of the work has passed. An "I" must be made up no later than one year following the end of the term in which it was assigned. In the event of unusual, verifiable circumstances beyond the student's control, a petition may be filed in the Office of the Vice President, Student Services for extension of the one-year time limit. Course repetition is not permitted to remove an Incomplete.

b. **"W" Withdrawal**

An official withdrawal from classes may be requested by the student or initiated on his/her behalf by the instructor or Vice President, Student Services.

   i. No record of the class will be entered on the student's permanent record if the official drop is made by the deadline to drop without a "W" being recorded as published in the schedule of classes.

   ii. If the withdrawal is made after the deadline for dropping without a "W," and prior to the deadline for withdrawal published in the class schedule for that session, a "W" will be recorded on the student's permanent record. No exceptions to this policy will be made.

   iii. A student attending a session after the deadline for withdrawal will not be eligible to receive a "W" and must be assigned an academic grade or other administrative symbol by the instructor. Exceptions to this policy are made only under extreme circumstances beyond the control of the student.

   iv. Withdrawal symbols shall be used in the calculation of lack of progress probation and disqualification status.

c. **"MW" Military Withdrawal**

The "MW" symbol may be used to denote withdrawal from a class based upon orders compelling military service. This withdrawal is not calculated in the determination of academic progress.

d. **"IP" In Progress**

A symbol of "IP" (In Progress) will be assigned when a class extends beyond the normal end of a semester or summer session, that is, when the class "carries over" from one term to the next. The appropriate grade, however, shall be assigned and appear on a student's record of the term during which the course is completed. The "IP" will remain on the academic record. The "IP" shall not be used in the calculation of a student's grade point average.

Supersedes: New Procedure

Legal   Title 5, Section 59410

In accordance with federal regulations there are restrictions on enrollment in online classes for students residing outside of California. For more information go to http://www.sdccdonline.net/state_authorizat6ion_enrollment_restrictions.pdf.

Grading System

Unit of Credit: A unit of credit represents one hour of lecture or recitation and two hours of preparation per week, or three hours of laboratory per week for one semester.

Academic Grades

Grades	Standard	Grade Points per Unit
A	Excellent	4
B	Good	3
C	Satisfactory	2
D	Passing — Less than satisfactory	1
F	Fail	0
P	Pass	Units earned not counted in GPA
NP	No Pass	Units not counted in GPA

The grade point average (GPA) is determined by dividing the total grade points earned by the total grade point units completed as listed in the chart above.

Administrative symbols: P/NP—Pass/No Pass; I—Incomplete; W—Withdrawal; IP—In Progress; RD—Report Delayed. Administrative symbols are not used in the computation of GPA. See below for further explanation.

Pass/No Pass (P/NP) is a non-punitive grading system where such units earned will be counted in satisfaction of curricular requirements but will be disregarded in determining a student's grade point average. For more specific information, refer to the discussion of the Pass/No Pass Grading Policy on page 65.

Incomplete: A symbol of "I," Incomplete, may be assigned by an instructor when a student has been unable to complete academic work for unforeseeable emergency and/or justifiable reason at the end of term. A copy of the "Assignment of

Incomplete" form will be mailed to the student and the original retained in the District Records Office. A final grade will be assigned when the work stipulated has been completed and evaluated by the instructor or when the time limit for completion of the work has passed. An "I" must be made up no later than one year following the end of the term in which it was assigned. In the event of unusual, verifiable circumstances beyond the student's control, a petition may be filed in the Office of the Vice President, Student Services for extension of the one-year time limit. **Course repetition is not permitted to remove an Incomplete.**

Withdrawal: An official withdrawal from classes may be requested by the student or initiated on his/her behalf by the instructor or Vice President, Student Services.

The following conditions apply to official withdrawal:

1. No record of the class will be entered on the student's permanent record if the official withdrawal is made by the deadline to drop without a "W" being recorded as published in the schedule of classes.

2. If the withdrawal is made after the deadline for withdrawing without a "W" and prior to the deadline for withdrawal published in the class schedule for that session, a "W" will be recorded on the student's permanent record. No exceptions to this policy will be made. Petitions will not be accepted for exception to policy.

3. A student attending a session after the deadline for withdrawal will not be eligible to receive a "W" and must be assigned an academic grade or other administrative symbol by the instructor. Exceptions to this policy will be made only upon verification of extreme circumstances beyond the control of the student. Petitions requesting exception must be filed in the Admissions Office.

4. Withdrawal (W) symbols will be used in the calculation of lack of progress probation and disqualification status.

5. Students on active duty or reserve duty may petition for a "military" withdrawal. This withdrawal is not calculated in the determination of academic progress and is noted on the student's academic record.

6. Students will be allowed a maximum of three withdrawals in any course.

In Progress: A symbol of "IP," In Progress, will be assigned when a class extends beyond the normal end of a semester or summer session, that is, when the class "carries over" from one term to the next. The appropriate grade, however, shall be assigned and appear on a student's record for the term during which the course is completed. The "IP" will remain on the academic record. The "IP" shall not be used in the calculation of a student's grade point average.

Grade Challenge

Final grades will be issued at the end of each semester. In the absence of mistake, fraud, incompetence, or bad faith, the determination of the student's grade by the instructor shall be final once it has been recorded by the Registrar's Office.

A student may challenge a grade or request a change to his/her academic record within two years from the date of issuance. Requests beyond two years will not be accepted. Students wishing to challenge a grade should first attempt to resolve the challenge informally with the instructor. Grade challenges must be processed under District Procedure 3001.2, Grade Challenge Procedure. Copies of Procedure 3001.2 are available in the Office of the Vice President, Instruction.

Pass/No Pass Grading Policy

Consistent with District policy, a student in good standing may elect to be graded on a Pass/No Pass basis in a course. A grade of "Pass" (P) shall be awarded only for work which otherwise would have received a grade of "C" or better. Work that would have received a "D" or "F" will be graded "No Pass" (NP). The units earned will be counted in satisfaction of program requirements, but will be disregarded in determining a student's grade point average.

IMPORTANT: Students who plan to transfer to a four-year institution should review the Pass/No Pass acceptance policy of the transfer institution prior to petitioning for this grading option. Restrictions in the San Diego Community College District also apply.

Limitations:

1. No more than 12 units of a student's coursework completed in the San Diego Community College District graded on a Pass/No Pass basis will be used to meet Associate Degree requirements.

2. No classes graded on a Pass/No Pass basis may be applied to courses required in the major for graduation.

Conditions:

1. Students who wish to be graded on a Pass/No Pass basis must submit a petition to the Admissions Office or select the Pass/No Pass option online by the deadline date listed in the schedule of classes. **No exceptions to the deadline will be made.**

2. An evaluation on a Pass/No Pass basis may not later be changed to a letter grade nor may the reverse occur. **No exceptions to this condition will be made. Petitions will not be accepted for exception to policy.**

There are courses in which Pass/No Pass grades are used exclusively; these are designated in the catalog course description by the statement "Pass/No Pass Only." In addition, there are courses which cannot be taken on a Pass/No Pass basis; these are designated in the course description by the statement "Letter Grade Only."

Effective Fall 2009, the Credit/No Credit (CR/NC) grading option changed to Pass/No Pass (P/NP).

Standards of Academic Progress

Students are in good academic standing when they have a 2.0 grade point average or higher and have completed at least 61% of the units they have attempted. There are two kinds of probation and disqualification, one based upon GPA (Academic Performance) and the other based upon the number of units completed (Progress Performance).

Certain programs may have more stringent standards for academic progress. Consult the program director for more information.

Students enrolled in the core curriculum of medically-related programs will be governed by the probation and disqualification policies as outlined in the program policy manuals that reflect the tenets of safe medical practice and respond to program accreditation guidelines.
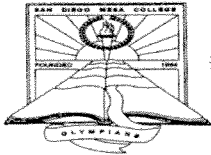
Resolution 17.9.4 – New Evaluation Tools for Librarians: (Gurganus)

1st Reading: September 25, 2017

Mover:

Seconded:

Whereas the evaluation tool for librarians of the San Diego Community College District has not changed for more than 20 years,

Whereas the nature of librarianship has changed dramatically during that time,

Whereas California Education Code § 87663 states, "In those districts where faculty evaluation procedures are collectively bargained, the faculty's exclusive representative shall consult with the academic senate prior to engaging in collective bargaining regarding those procedures";

Resolved: The Academic Senate of Mesa College support the San Diego Community College District Librarians to revised both the guidelines and appraisal tool to be used in the current contract negotiations to be used in future evaluation.

Presented to the Academic Senate: September 25, 2017

Approved by the Academic Senate:

San Diego Community College District College Faculty Appraisal Form
LIBRARIAN

For:_____
(Evaluee's Name)

Domains / Criteria	N/A	Needs Development		Competent		Exceeds Standards
PUBLIC and TECHNICAL SERVICES						
1. Reference	___	[ ]	[ ]	[ ]	[ ]	[ ]
2. Instruction	___	[ ]	[ ]	[ ]	[ ]	[ ]
3. Access Services	___	[ ]	[ ]	[ ]	[ ]	[ ]
4. Technical Services	___	[ ]	[ ]	[ ]	[ ]	[ ]
5. Integrated Library System Administration	___	[ ]	[ ]	[ ]	[ ]	[ ]
COLLECTION MANAGEMENT						
6. Overall Knowledge of the Collection	___	[ ]	[ ]	[ ]	[ ]	[ ]
7. Collection Evaluation & Assessment	___	[ ]	[ ]	[ ]	[ ]	[ ]
8. Collection Selection and De-selection	___	[ ]	[ ]	[ ]	[ ]	[ ]
OPERATIONAL LEADERSHIP						
9. Organizing & Planning	___	[ ]	[ ]	[ ]	[ ]	[ ]
10. Staff Development	___	[ ]	[ ]	[ ]	[ ]	[ ]
SDCCD KNOWLEDGE and INVOLVEMENT						
11. College/District Involvement	___	[ ]	[ ]	[ ]	[ ]	[ ]
12. College/District Policies & Procedures	___	[ ]	[ ]	[ ]	[ ]	[ ]
13. Liaison with Faculty & Administration	___	[ ]	[ ]	[ ]	[ ]	[ ]
14. Timely Response to Administrative Requirements (for Chair/Dean to evaluate)	___	[ ]	[ ]	[ ]	[ ]	[ ]
15. Demonstrated respect for colleagues for the traditional concepts of academic freedom, and for the commonly agreed upon professional ethics	___	[ ]	[ ]	[ ]	[ ]	[ ]
16. Demonstrated sensitivity to the issues of diversity	___	[ ]	[ ]	[ ]	[ ]	[ ]
LIBRARIANSHIP MASTERY						
17. Continuing Education & Professional Involvement	___	[ ]	[ ]	[ ]	[ ]	[ ]
Overall Rating:		Needs Development		Competent		Exceeds Standards
		[ ]	[ ]	[ ]	[ ]	[ ]

Signatures: **Dates:**   **Signatures:**   **Dates:**

_____ _____   _____ _____
Peer Evaluator   Dean

_____ _____   _____ _____
Peer Evaluator (if applicable)   Evaluee

_____ _____   _____ _____
Department Chair   College President

_____ _____
Vice President

San Diego Community College District College Faculty Appraisal Form
ADJUNCT LIBRARIAN

For:_____
(Evaluee's Name)

Domains / Criteria	N/A	Needs Development		Competent		Exceeds Standards
PUBLIC and TECHNICAL SERVICES						
1. Reference	___	[ ]	[ ]	[ ]	[ ]	[ ]
2. Instruction	___	[ ]	[ ]	[ ]	[ ]	[ ]
3. Access Services	___	[ ]	[ ]	[ ]	[ ]	[ ]
4. Technical Services	___	[ ]	[ ]	[ ]	[ ]	[ ]
5. Integrated Library System Administration	___	[ ]	[ ]	[ ]	[ ]	[ ]
COLLECTION MANAGEMENT						
6. Overall Knowledge of the Collection	___	[ ]	[ ]	[ ]	[ ]	[ ]
7. Collection Evaluation & Assessment	___	[ ]	[ ]	[ ]	[ ]	[ ]
8. Collection Selection and De-selection	___	[ ]	[ ]	[ ]	[ ]	[ ]
OPERATIONAL LEADERSHIP						
9. Organizing & Planning	___	[ ]	[ ]	[ ]	[ ]	[ ]
10. Staff Development	___	[ ]	[ ]	[ ]	[ ]	[ ]
SDCCD KNOWLEDGE and INVOLVEMENT						
11. College/District Involvement	___	[ ]	[ ]	[ ]	[ ]	[ ]
12. College/District Policies & Procedures	___	[ ]	[ ]	[ ]	[ ]	[ ]
13. Liaison with Faculty & Administration	___	[ ]	[ ]	[ ]	[ ]	[ ]
14. Timely Response to Administrative Requirements (for Chair/Dean to evaluate)	___	[ ]	[ ]	[ ]	[ ]	[ ]
15. Demonstrated respect for colleagues for the traditional concepts of academic freedom, and for the commonly agreed upon professional ethics	___	[ ]	[ ]	[ ]	[ ]	[ ]
16. Demonstrated sensitivity to the issues of diversity	___	[ ]	[ ]	[ ]	[ ]	[ ]
LIBRARIANSHIP MASTERY						
17. Continuing Education & Professional Involvement	___	[ ]	[ ]	[ ]	[ ]	[ ]
Overall Rating:		Needs Development [ ]	[ ]	Competent [ ]	Exceeds Standards [ ]	[ ]

Signatures: **Dates:**

_____   _____
EVALUEE

_____   _____
DEPARTMENT CHAIR/DESIGNEE

_____   _____
DEAN

PART VIII: Domains and Criteria- Library Faculty

There are five general areas of professional performance in which each tenured/ tenure-track librarian may be evaluated. These five areas are described as "**Domains**." Within each domain there are more specific "**Criteria**," each of which is followed by a general description of expected faculty competence in that area. Criteria that do not apply to a librarian's position may be marked as *not applicable* (NA) on the evaluation form. A listing of several specific behaviors follows each criterion's general description. These behaviors are intended as examples ONLY: they are not the only possible behaviors that indicate competence in any criterion. Moreover, some behaviors may indicate mere competence, whereas others may be suggestive of performance that exceeds standards. The five domains and seventeen criteria are summarized below.

I. PUBLIC AND TECHNICAL SERVICES

   1. Reference

   2. Instruction

   3. Access Services

   4. Technical Services

   5. Integrated Library System Administration

II. COLLECTION MANAGEMENT

   6. Overall Knowledge of the Collection

   7. Collection Evaluation and Assessment

   8. Collection Selection and De-selection

III. OPERATIONAL LEADERSHIP

   9. Organizing and Planning

   10. Staff Development

IV. SDCCD KNOWLEDGE AND INVOLVEMENT

   11. Professional, District, and/or Campus Involvement

   12. College/District Policies and Procedures

   13. Liaison with Faculty and Administration

   14. Timely Response to Administrative Requirements (for Chair/Dean to evaluate).

15. Demonstrated respect for colleagues, for the traditional concepts of academic freedom, and for the commonly-agreed-upon professional ethics.

16. Demonstrated sensitivity to the issues of diversity.

V. LIBRARIANSHIP MASTERY

17. Continuing Education and Professional Involvement

PART IX: Examples of Performance- Library Faculty

I. PUBLIC AND TECHNICAL SERVICES

1. Reference

Effective librarians provide appropriate information and assistance to students.

Examples of behaviors demonstrated by competent librarians may include but are not limited to:

a. Establishing an approachable presence;

b. Encouraging users to use reference services through friendly, helpful demeanor;

c. Actively acknowledging student's needs;

d. Skillfully employing reference interview to determine needs;

e. Determining user's level of ability to use sources and then providing appropriate level of instruction;

f. Using and teaching appropriate search strategies;

g. Referring students to appropriate and/or alternate sources/resources;

h. Answering reference questions accurately and completely.

2. Instruction

Effective librarians deliver organized, well-prepared opportunities for students to become information literate.

Examples of behaviors demonstrated by competent librarians may include but are not limited to:

a. Developing and implementing student learning outcomes;

b. Developing information literacy curriculum;

c. Developing and presenting electronic, face-to-face and/or hybrid tours, class sessions, and for-credit courses on finding, evaluating and/or using information;

d. Implementing different teaching methods and instructional techniques (e.g. problem based learning, group activities, demonstration, hands-on etc.);

e. Illustrating key learning points in several ways;

f. Meeting with department colleagues to discuss library instruction;

g. Matching content to students, based on individual student knowledge levels and learning abilities;

h. Providing individual and group instruction.

3. Access Services

Effective librarians develop and monitor an orderly system for the circulation of print and non-print materials.

Examples of behaviors demonstrated by competent librarians may include but are not limited to:

a. Developing circulation procedures and policies with staff;

b. Developing overdue/fines/holds procedures and policies with staff;

c. Developing a procedures manual with staff;

d. Reviewing all forms with staff to best serve faculty and students;

e. Developing and managing materials reserve system and procedures;

f. Serving as a liaison with faculty and students to resolve concerns/ complaints about services;

g. Leading classified staff in circulation procedures;

h. Developing and managing inter-library loans procedures with staff;

i. Representing staff in automated system discussion and development;

j. Making electronic materials accessible.

4. Technical Services

Effective librarians manage the process of acquiring and creating access to paper and electronic resources.

Examples of behaviors demonstrated by competent librarians may include but are not limited to:

a. Developing and maintaining functional vendor relationships;

b. Demonstrating knowledge of publishing industry and vendors;

c. Monitoring materials budget;

d. Leading classified staff in ordering, receiving, and processing materials;

e. Evaluating and monitoring vendor and/or publisher performance (e.g. fill rates, turn-around time, discounts, etc.);

f. Maintaining accurate records and statistics;

g. Working with district purchasing and campus business office;

h. Cataloging and classifying materials using current standards;

i. Creating access to information using Universal Design for learning standards;

j. Developing a procedures manual with staff;

k. Demonstrating ability to utilize an integrated library system (ILS);

l. Overseeing maintenance of the online public access catalog (a part of the ILS);

m. Providing access to materials in a timely manner;

n. Leading classified staff in processing procedures;

o. Using social media;

p. Creating and maintaining library websites;

q. Gathering and organizing information in electronic formats for ease of access (e.g. LibGuides).

5. Integrated Library System (ILS) Administration

Effective librarians implement and maintain the district-wide ILS.

Examples of behaviors demonstrated by competent librarians may include but are not limited to:

a. Updating and upgrading the district-wide system;

b. Updating and upgrading the system at the campus level;

c. Creating and maintaining functional vendor relationships;

d. Collaborating and communicating between campuses;

e. Collaborating with District IT.

II. COLLECTION MANAGEMENT

6. Overall Knowledge of the Collection

Effective librarians demonstrate a broad working knowledge of the Library/LRC collection in all disciplines and material types.

Examples of behaviors demonstrated by competent librarians may include but are not limited to:

a. Keeping current with additions and deletions to the collection;

b. Keeping current with a general knowledge of location of materials;

c. Demonstrating an awareness of special locations and usage of certain materials;

d. Demonstrating an awareness of the strengths and weaknesses of the collection.

7. Collection Evaluation and Assessment

Effective librarians carefully analyze the strengths and weaknesses of their area of the collection.

Examples of behaviors demonstrated by competent librarians may include but are not limited to:

a. Demonstrating knowledge of state-wide library standards in terms of collection size;
b. Demonstrating knowledge of curriculum offerings of the College, and of current and/or planned changes;
c. Participating in the creation and/or updating of a library collection management guideline in accordance with the American Library Association's Code of Ethics;
d. Reviewing circulation and other library statistics to make more informed decisions regarding development of collection;
e. Reviewing internal materials usage patterns to make more informed decisions regarding development of collection;
f. Consulting relevant review sources;
g. Devising strategy to meet short-term and long-term collection

needs;

h. Ensuring the collection is inventoried periodically.

8. Selection and De-selection

Effective librarians select appropriate materials to support curriculum offerings, while reviewing materials in their respective subject areas and discarding materials no longer in line with the collection development guidelines.

Examples of behaviors demonstrated by competent librarians may include but are not limited to:

a. Selecting materials to meet a range of student knowledge and learning ability levels;

b. Working with class-room faculty to understand curricular needs and to inform librarian decisions;

c. Demonstrating knowledge of library collection development policy;

d. Demonstrating knowledge of the publishing industry (e.g. reputation; specialization, etc.);

e. Demonstrating current subject knowledge in his/her area of selection;

f. Consulting relevant reviews to determine if specific titles are appropriate for the collection.

g. Using social media;

h. Creating and maintaining library websites;

i. Gathering and organizing information in electronic formats for ease of access (e.g. LibGuides).

III OPERATIONAL LEADERSHIP

9. Organizing and Planning

Effective librarians demonstrate the ability to organize and plan library services and facilities to ensure the delivery of the best possible library programs.

Examples of behaviors demonstrated by competent librarians may include but are not limited to:

a. Planning facility space requirements based on student/faculty usage, traffic patterns, etc.;

b. Planning facility hours/services based on student/faculty needs and staffing constraints;

c. Monitoring and expending from all Library/LRC budgets, managing budget transfers, deciding on budget priorities, etc.;

d. Communicating clearly ideas and concepts both verbally and in writing;

e. Meeting and working with other departments on mutual concerns, acquisitions, and delivery of services;

f. Planning the classified, adjunct faculty, and/or work-study student work schedules;

g. Participating in the hiring of, evaluation of, and delegation of duties for classified staff and library faculty;

h. Devising strategies to bolster resources and services.

10. Staff Development

Effective librarians encourage open communication among staff for the benefit of the Library/ LRC program and for each individual's on-going personal development.

Examples of behaviors demonstrated by competent librarians may include but are not limited to:

a. Encouraging staff involvement in college/district events and workshops;

b. Encouraging staff involvement in off-campus workshops/seminars related to work responsibilities;

c. Encouraging staff reading of appropriate professional journals, literature and other forms of professional communication;

d. Training staff in the use of new methods or technologies as appropriate;

e. Inviting outside experts to provide in-service training for staff;

f. Encouraging staff to participate in and/or sponsor "Flex" workshops;

g. Scheduling periodic staff meetings as needed.

IV SAN DIEGO COMMUNITY COLLEGE DISTRICT KNOWLEDGE AND INVOLVEMENT

11. College/District Involvement

Effective librarians represent the Library/LRC by serving on various College and/or District committees and by making a contribution to the governance process.

Examples of behaviors demonstrated by competent librarians may include but are not limited to:

a. Serving on Departmental, College, and District committees;
b. Responding in a timely manner to administration requirements (e.g. budget reports, college reports, etc.);
c. Communicating with staff and peers on College/District issues brought up at committee meetings.

12. College/District Policies and Procedures

Effective Librarians keep current with College and District policies that relate to the Library/LRC, and they interpret these policies to students, staff, faculty, and the community.

Examples of behaviors demonstrated by competent librarians may include but are not limited to:

a. Communicating with peers and staff on College committees;

b. Communicating clearly ideas and concepts, both verbally and in writing;

c. Following College/District policies and procedures.

13. Liaison with Faculty and Administrators

Effective librarians serve as a liaison with faculty and administration for the benefit of both the Library/LRC and the instructional program.

Examples of behaviors demonstrated by competent librarians may include but are not limited to:

a. Participating in relevant college activities;

b. Maintaining professional working relationship with others;

c. Actively seeking input from faculty regarding library resources and services;

d. Providing professional development services (e.g. conducting seminars and workshops on topics of special interest to faculty and staff);

e. Meeting with faculty to discuss library policies and programs;

f. Assisting faculty and staff with their professional development

needs;

    g. Promoting library services and resources to faculty and administrators.

14. Timely Response to Administrative Requirements (for Chair/Dean to evaluate).

Examples of behaviors demonstrated by competent librarians may include but are not limited to:

    a. Submitting scheduling information in a timely manner;

    b. Meeting library, college, and district deadlines for ordering of and payment for resources;

    c. Responding constructively to requests for input on policies and procedures;

    d. Completing and submitting Library Faculty Evaluation materials in a timely way.

15. Demonstrated respect for colleagues, for the traditional concepts of academic freedom, and for the commonly-agreed-upon ethics of the teaching profession.

Examples of behaviors demonstrated by competent librarians may include but are not limited to:

    a. Adhering to the American Library Association Code of Ethics (http://www.ala.org/ala/issuesadvocacy/proethics/codeofethics/codeethics.cfm);

    b. Participating objectively in evaluation of faculty and staff;

    c. Involving classroom faculty in collection development discussions;

    d. Responding to requests in a timely and useful manner;

    e. Collaborating in the organization of resources, such as web design and catalog maintenance;

    f. Collaborating with library faculty colleagues in the selection of resources;

    g. Promoting academic honesty.

16. Demonstrated sensitivity to the issues of diversity.

Examples of behaviors demonstrated by competent librarians may include but are not limited to:

    a. Providing outreach to the college community through library tours, workshops, displays and other activities;

b. Making collection management decisions in an unbiased and balanced manner;

c. Providing accurate and unbiased responses to reference inquiries;

d. Supporting the campus and district diversity initiatives through activities such as involvement in screening committees and special programs;

e. Incorporating an understanding of the diverse academic, socioeconomic, and ethnic backgrounds of community college students, faculty, and staff in every appropriate professional activity.

V LIBRARIANSHIP MASTERY

17. Continuing Education and Professional Involvement

Effective librarians continue to improve their effectiveness by attending classes and workshops, keeping abreast of professional literature, and participating in other learning opportunities, both on and off the job.

Examples of behaviors demonstrated by competent librarians may include but are not limited to:

a. Attending workshops and conferences to stay current;

b. Observing colleagues' classes and/or lectures for new ideas and approaches;

c. Reading pertinent professional publications and communications;

d. Staying abreast of curriculum developments;

e. Sharing with colleagues the knowledge gained from professional development activities;

f. Participating in professional organizations;

g. Applying knowledge gained from professional development activities in daily work environment.