



**OFFICERS & EXECUTIVE COMMITTEE**

President	<b>Pete Marcoux</b>	VP Faculty Development	<b>David Vakil</b>
Compton Educational Center	<b>Saul Panski</b>	VP Finance and Special Projects	<b>Lance Widman</b>
VP Curriculum Chair	<b>Janet Young</b>	VP Legislative Action	<b>Chris Wells</b>
VP Educational Policies	<b>Evelyn Uyemura</b>	Secretary	<b>Claudia Striepe</b>

**Senate Mailing List**

<u>Adjunct</u>		<u>Health Science &amp; Athletics</u>		<u>Academic Affairs</u>
<b>Kate McLaughlin</b>	07/08	<b>Tory Orton (sharing)</b>	6/07	<b>Quajuana Chapman</b>
<b>Annette Owens</b>	07/08	<b>Kim Bailly (sharing)</b>		<b>Dr. Francisco Arce</b>
<u>Behavior &amp; Social Sciences</u>		<b>Tom Hazell</b>	09/10	<u>Associated Students Org.</u>
<b>Maria Brown</b>	June 2010	<u>Humanities</u>		<b>Vivian Amezcua</b>
<b>Emily Rader</b>	June 2010	<b>Lyman Hong</b>	6/07	<b>Vincent Armstrong</b>
<b>Lance Widman</b>	8/09	<b>Peter Marcoux</b>	6/08	<u>Board of Trustee, Area 5</u>
<b>Michael Wynne</b>	7/08	<b>Evelyn Uyemura</b>	6/08	<b>Miss Maureen O'Donnell</b>
<b>Janet Young</b>		<b>Adrienne Sharp</b>	09/10	
<u>Business</u>		<b>Matt Kline</b>	09/10	<u>President/Superintendent</u>
				<b>Dr. Thomas Fallo</b>
<b>Halamka, Dagmar</b>		<u>Industry &amp; Technology</u>		<u>Public Information</u>
<b>Jay Siddiqui</b>	09/10	<b>Patty Gebert</b>		<b>Ann Garten</b>
<u>Compton Educational Center</u>		<b>Ed Hofmann</b>	6/07	<u>The Union</u>
<b>Saul Panski</b>	08/09	<b>Douglas Marston</b>		<b>Editor</b>
<b>Estina Pratt</b>	08/09	<b>George Rodriguez</b>	6/07	<u>VP Administrative Services</u>
<b>Arthur Flemming</b>	08/09	<b>Lee Macpherson</b>		<b>Dr. Jeff Marsee</b>
<b>August Hoffman</b>	08/09	<u>LRC</u>		<u>VP Student Services</u>
<b>Darwin Smith</b>	08/09	<b>Claudia Striepe</b>	6/08	<b>Dr. Jeanie Nishime</b>
<u>Counseling</u>				
<b>Kate Beley</b>	6/07	<u>Mathematical Sciences</u>		
<b>Ken Gaines</b>	6/08	<b>Massoud Ghyam</b>	6/08	
<b>Lisa Raufman</b>	6/08	<b>Judy Kasabian</b>	6/08	
		<b>Greg Scott</b>	6/09	
<u>Fine Arts</u>		<b>Susan Tummers</b>	6/08	
<b>Ali Ahmadpour</b>	6/09	<b>Marc Glucksman</b>	6/10	
<b>Jason Davidson</b>	6/09	<u>Natural Sciences</u>		
<b>Chris Wells</b>	6/09	<b>Chas Cowell</b>	6/06	
<b>Mark Crossman</b>	09/10	<b>Kamran Golestaneh</b>	6/09	
		<b>Teresa Palos</b>	6/08	
		<b>David Vakil</b>	6/08	



## **SENATE'S PURPOSE (from the Senate Constitution)**

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1. To provide an organization through which the faculty will have the means for full participation in the formulation of policy on academic and professional matters relating to the college including those in Title 5, Subchapter 2, Sections 53200-53206. *California Code of Regulations*. Specifically, as provided for in Board Policy 2510, and listed below, the “Board of Trustees will normally accept the recommendations of the Academic Senate on academic and professional matters of:
    - (1) Curriculum, including establishing prerequisites and placing courses within disciplines
    - (2) Degree and certificate requirements
    - (3) Grading policies
    - (4) Educational program development
    - (5) Standards and policies regarding student preparation and success
    - (6) District and college governance structures, as related to faculty roles
    - (7) Faculty roles and involvement in accreditation process, including self-study 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 upon between the Board of Trustees and the Academic Senate.”
  2. To facilitate communication among faculty, administration, employee organizations, bargaining agents and the El Camino College Board of Trustees.
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### **Education Code §87360 (b) requires that**

Hiring criteria, policies and procedures for new faculty members shall be developed and agreed upon jointly by representatives of the governing board, and the academic senate, and approved by the governing board.<sup>1</sup>



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**Academic Senate Meeting Schedule  
 12:30pm-2pm, Alondra Room**

**Spring**

- February 19
- March 4
- March 18
- April 1
- April 15
- May 6
- May 20
- June 3

**CEC Faculty Council Meeting Schedule  
 2:00-3:00, CEC Board Room**

- February 21, 2008
- March 6, 2008
- March 20, 2008
- April 3, 2008
- April 17, 2008
- May 8, 2008
- May 22, 2008
- June 5, 2008



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# Committees

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## Senate

<u>NAME</u>	<u>CHAIR</u>	<u>DAY</u>	<u>TIME</u>	<u>ROOM</u>
<u>COMPTON FACULTY COUNCIL</u>	Saul Panski	Thursdays	2:00-3:00	CEC Board
<u>CURRICULUM</u>	Janet Young	2 <sup>nd</sup> & 4 <sup>th</sup> Tues.		
<u>EDUCATION POLICIES</u>	Evelyn Uyemura	1 <sup>st</sup> & 3 <sup>rd</sup> Thur	12:45-1:45	MBBM 131
<u>PLANNING &amp; BUDGETING</u>	Arvid Spor, ???	1 <sup>st</sup> & 3 <sup>rd</sup> Thur	1:00 – 2:30	Alondra
<u>FACULTY DEVELOPMENT</u>	Dave Vakil	2 <sup>nd</sup> & 4 <sup>th</sup> Tues	12:45 – 2:00	ADM 127
<u>LEGISLATIVE ACTION</u>	Chris Wells	1 <sup>st</sup> Thursday	12:45 – 1:30	
<u>CALENDAR</u>				
<u>ACADEMIC TECHNOLOGY</u>	Jim Noyes, Virginia Rapp			

















Campus

**ACCREDITATION**

Arvid Spor, Susie Dever

**BOARD OF TRUSTEES**

William Beverly

Mondays

4:30

Board

**COLLEGE COUNCIL**

Tom Fallo

Mondays

1:00-2:00

Adm. 127

**DEAN'S COUNCIL**

Francisco Arce

Thursdays

**CAMPUS TECHNOLOGY**

John Wagstaff

**ENROLLMENT MANAGEMENT**

**SLOs**

Jenny Simon, Lars Kjeseth

## ACADEMIC SENATE MINUTES

April 1st , 2008

Attendance (X indicates present, exc indicates excused, pre-arranged absence)

### Behavioral & Social Sciences

Brown, Maria  
Rader, Emily - X  
Widman, Lance X  
Wynne, Michael X  
Janet Young X

### Business

Halamka, Dagmar  
Saddiqui, Junaid X

### Counseling

Beley, Kate X  
Gaines, Ken X  
Raufman, Lisa/V. Ragfold

### Fine Arts

Ahmadpour, Ali X  
Davidson, Jason  
Wells, Chris X  
Crossman, Mark

### Health Sciences & Athletics

Hazell, Tom X  
Orton, Tory/Victoria (sharing)  
Stanbury, Corey  
Kim Baily (sharing)  
McGinley, Pat (sharing) X  
Moon, Mary (sharing)

### Humanities

Hong, Lyman X  
Marcoux, Pete X  
Uyemura, Evelyn X  
Kline, Matt X  
Adrienne Sharp excused

### Industry & Technology

Gebert, Pat X  
Hofmann, Ed X  
MacPherson, Lee X  
Marston, Doug X  
Rodriguez, George

### Learning Resources Unit

Striepe, Claudia X  
Vince Robles X

### Mathematical Sciences

Ghyam, Massoud  
Kasabian, Judy X  
Scott, Greg  
Tummers, Susan X  
Marc Glucksman X

### Natural Sciences

Cowell, Chas  
Golestaneh, Kamran  
Palos, Teresa  
Vakil, David X

### Adjunct Faculty

Kate McLaughlin X  
Owens, Annette X

### ECC CEC Members

Fleming, Art  
Hoffman, August  
Panski, Saul  
Pratt, Estina  
Smith, Darwin

Ex Officio Attendees: Francisco Arce, Jeanie Nashime,  
Guests and/Other Officers: Vincent Armstrong, Arvid Spor, Quajuana Chapman, Dipte Patel, Barbara Perez

Unless noted otherwise, all page numbers refer to the packet used during the meeting, not the current packet you are reading now.

The third Academic Senate meeting of the Spring 2008 semester was called to order at 12:35pm.

Approval of last Minutes:

A motion to approve the minutes of the Academic Senate meeting of March 18th was made by Mr. Widman and seconded by Ms. Uyemura, and passed.

**REPORTS OF OFFICERS**

President's report – Pete Marcoux (henceforth PM)

PM reported that at the **College Council** meeting on Monday the shortfall of approximately \$2 million due to miscalculated property taxes had been downgraded to \$1 million.

Student parking – which, while looking satisfactory for this semester, is expected to worsen next semester. There is talk of temporarily paving over the practice soccer field for extra parking, and having the soccer team use the stadium and track field. A question was raised as to the continuing shuttle service from Alondra Park, and the answer was that the shuttles were only intended to run for the first 6 weeks of the semester, and have now stopped as the student population has dropped. The shuttles will run again for the first 6 weeks of the Fall semester. Someone also noted that the Park parking shuts at 5pm and Dr. Nishime confirmed this saying that the college parking was deemed adequate after this hour.

The talk in Sacramento is of NOT increasing student fees in the Fall. Mr. Vakil asked about the possibility of leveraging a student health fee if that proved to be the case.

A committee is to be formed to look at the Student Code of Conduct as it pertains to plagiarism. Please let PM know if you are interested in serving on this committee.

The issue of including the SLO core competencies with the College mission statement is to be examined.

It is almost time for conduction **elections for the Senate President Elect**. Mr. Wells will be handling these elections. There is also some release time for the president Elect. May 6<sup>th</sup> is the last day for nominations, and the election will be held on May 20<sup>th</sup>. The last Senate meeting of the semester will also be on May 20<sup>th</sup> due to Finals Week (unofficial name).

The **State Plenary** week- long session will be held in April. One can find all the resolutions on the Senate website <http://www.asccc.org/Events/sessions/spring2008/materials.html> where you will also find the Disciplines list and other great resources.

The next Academic Senate meeting will be on April 15<sup>th</sup>. PM will distribute the packet at the meeting because of the preceding Spring Break.

Compton Education Center report - Saul Panski (SP)

No report.

Curriculum Committee report – Janet Young (JY)

At the March 25, 2008 CCC meeting, Lars Kjesth was unanimously elected as Chair of the College Curriculum Committee. He will serve as Chair Elect in Fall 2008 and will begin his term as CCC Chair in Fall 2009.

The Committee reviewed courses from the Business Division. In addition, the committee reviewed and refined several CCC forms for CurricuWare.

Curriculum Advisor, Quajuana Chapman, has returned from maternity leave. The Curriculum Committee are happy to have her back and the Senate congratulated her on the birth of her son..

Educational Policies Committee report – Evelyn Uyemura (EU)

BP & AP 4250 Probation (p 19-21 of packet) will have its first reading.

The committee had hoped to have all the Academic Standards done, but there has been some misunderstanding regarding the symbol for excessive W's. The committee will meet again on the 17<sup>th</sup> April.

Faculty Development Committee report – Dave Vakil (DV)

The last committee meeting was devoted to **Mentoring**. The committee is still in the planning stages. Mr. Vakil asked whether YOU would be willing to help develop a faculty mentoring system? There are many tasks for subcommittees to undertake. Mr. Ahmadpour volunteered. Ms. Uyemura suggested also getting adjunct faculty involved as mentors.

**Distinguished Adjunct Faculty Award** – Mr. Vakil reported that the administration is not moving forward on this initiative despite being unanimously approved by the Senate in September.. Mr. Vakil will try one more time then he will drop the matter. Questions were asked about the reason for the opposition – the answer given was “a lack of urgency”, and also about the possibility of opening the Distinguished Faculty Award (currently restricted to full- time faculty) to all. The committee had thought about opening the award to all, but decided that part- time faculty, who were on campus for such a comparatively tiny part of the day, would have very little chance of actually winning – hence the decision to give them their own award. Mr. Widman said he was not happy with the attitude reflected in an answer like a lack of urgency”. Mr. Vakil said that Dr. Fallo had come up with the idea for the current award, which comes with a purse of \$1000. Dr. Nishime asked whether the proposed Part- Time award was also expecting a monetary component. Mr. Vakil said that it was a hope, rather than an expectation. Dr. Naishime asked whether the Academic Seante could not raise the money, and Mr. Vakil said that was an idea to consider along with other options like asking the Foundation, the Union, etc. Mr. Widman noted that he was sensitive to issues regarding part- timers as he had serves on a negotiating team for part-timers and saw how difficult it was for them to get recognition.

Finance and Special Projects/ PBC (Planning and Budgeting Committee) – Lance Widman (LW)  
(p 22-23 of packet) shows the Approved Planning and Budget Development Calendar. Compton will have a separate calendar.

Mr. Widman made another plea for an alternate to serve with him on the PBC. It is not an assignment for the short term and the learning curve is steep, but that is why an interested person is needed NOW. In the absence of such experience and background, the interests of faculty in critical budget and planning decisions will not be well served.

Mr. Widman also reported on the Council of Deans meeting.

(p 24-25 of packet) Council of Deans 3/6 meeting Minutes, please note:

Regarding II B, Grade Change Procedures, it is **STRONGLY** recommended that faculty keep copies of both Grade and Attendance Rosters for 18 months in the event of a grade change request.

II E, AS report.

III A, Health Center concerns from the Counseling Division regarding their being asked to deal with issues they feel they do not have the requisite training to handle.

pp 26-41, Accreditation Standards, see College Council discussions, 3/17 minutes, #4, p. 7 of this agenda. The intent is that these Standards be part of an on-going assessment by campus committees to be incorporated into every day college operations, rather than a once every 4 or so year accreditation event.

Council of Deans, 3/20: Mr. Widman raised the issue of faculty involvement, and the lack thereof, in the decisions regarding building modification/construction plans. There was widespread agreement among the Deans that such participation was woefully lacking **PRIOR TO**

decisions being made. As happened in the Beh./Soc. Sci Division, as well as the Counseling Division, faculty and Deans were informed of the decisions that had already been made, rather than playing a part in the making of those decisions. This raised the question of Shared governance, or lack thereof.

Legislative Action report – Chris Wells (CW)

No report.

**SPECIAL COMMITTEE REPORTS**

No reports.

**UNFINISHED BUSINESS**

Technical Assistance – Pete Marcoux (PM)

PM asked for a motion to seek assistance to assure effective participation in District and College Governance: Advisory Assistance. (p 42-45 of packet) regarding Current BP 2510 (p 46-48 of packet) and Current AP 2510 (p 49-52 of packet) A letter/e-mail to Dr.Arce from PM regarding this matter can be found on p 53 of packet.

Mr. Widman made the motion, and was seconded by Mr. Hazell.

Mr. Wells asked if the proposed request for Assistance was limited to 2510. PM replied in the affirmative.

Ms. Uyemura asked about the implications of asking for assistance at this time. Would it look bad with the upcoming accreditation visit just around the corner? Would it be reported in papers like the Daily Breeze and thus provide negative publicity? PM said he had been assured that it would NOT affect accreditation negatively. Is the Board of Trustees aware that the Senate is contemplating this step? PM answered that he was not sure, but that Dr. Arce was the liaison with the Board and he may have told them. Mr. Wells said that this was the lowest/gentlest form of assistance. PM wondered if he should take the matter off the table until the State Plenary Session was over? Mt. Wells was of the opinion that he should not. Ms. Bealy felt that it was not just the language of 2510 that was at fault, but the process. Mr. Widamn agreed with Mr. Wells that we should move ahead, but advised moving slowly and keeping all options open. Mr. Ahmadpour said that he personally felt we had good campus interaction between administration and faculty at ECC, and wondered how ECC stood in this regard compared to other campuses. PM said there was only anecdotal evidence. Mr. Vakil thought the Senate should authorize PM to move forward pending further information from the Plenary Session. PM said there was no timeline to adhere to and said that he would bring further developments to the Senate before submitting anything. Mr. Wells asked for the final wording of the motion and PM made a friendly amendment to the powerpoint to read:

**Motion: to seek assistance to assure effective participation in District and College Governance: Advisory Assistance. *The Eboard will bring all documentation to the Senate for approval prior to submission.*** The motion passed unanimously.

Faculty Hiring Resolution

(p 54 of packet)

This was the 2<sup>nd</sup> reading of the resolution. Mr. Wells said that we still needed to find out why the original prioritized list was not followed. He felt that the College should follow the list or provide an explanation as to its reasoning. There was a motion to accept the resolution, made by Ms. Uyemura and seconded by Ms. Bealy, and the item was thrown open for discussion. Ms. Uyemura asked for some background. Mr. Widman reported that there was a list of 35 ranked positions submitted to Administration, who decided to

fill 22 of them. The second ranked position was that of a journalism teacher, but it was not authorized, and no explanation was ever given. As hiring procedures are currently written, there is no obligation for the President to explain his reasons. PM asked whether this was something the Senate should concern itself with, is this a 10+1 item? Mr. Vakil asked Mr. Wells what he was trying to achieve with the resolution. Ms. Perez said that no actions had been taken that violated current policy. The faculty made recommendations, but these recommendations were further looked at in light of the needs of the college. Dr. Arce noted that the college had started publicizing the voting so that all could see how things played out. He noted that if one looked at how the committee members voted, it often bore no relation to the preparatory analysis. Mr. Wells wondered why the committee was then needed if their opinions were not valued. It was noted that Dr. Fallo did indeed take note of most of the recommendations. Dr. Arce felt that Dr. Fallo was responding to the overall needs of the campus, and took careful consideration of the preparatory arguments, Mr. Wells replied that the Committee did likewise. Ms. Uyemura felt that as the hiring Procedures were up for change, perhaps we should not follow up on this at this time. A vote was taken concerning those in favor of passing the resolution. 2 voted for passing the resolution, 5 abstained and the majority were in favor of NOT passing the resolution.

### **NEW BUSINESS**

#### **Faculty Hiring Procedure**

(p 55- 78 of packet)

Dr. Perez noted that in November of 1990 or 1991 these faculty hiring procedures were approved. This is the latest of several attempts to rewrite and revise them. This is the first reading.

The timelines still need work, and there are still problems with budget identification and campus-wide approval process. There was a question about separating out teaching and non-teaching positions. Dr. Perez said that modifications had already been made for counselors and librarians. There is also a recommendation to put Compton faculty/staff on ECC hiring committees. The statement of Confidentiality has been appended to the document. Job announcements will be posted via an on-line application system and all our ECC positions are advertised in the Registry, the Chronicle, etc, and sent to all community Colleges and universities. Ms. Uyemura had a question regarding the confidentiality statement wording as it pertained to the relationship to the applicant. Dr. Perez said that so long as a hiring committee member informed the Chair ahead of time and were questioned about bias, one could, following the aforementioned discussion having a positive outcome, still be a member of the hiring committee. Mr. Wells noted that one often has to sign the confidentiality agreement before seeing the applications. Dr. Perez advised notifying the Chair as soon as one was aware of any conflict, ie: acting in good faith. Dr. Perez, Ms. Uyemura, PM, Mr. Wells, and Dr. Simon had met previously to discuss the procedures. Please send comments and concerns to PM or Dr. Perez.

### **AGENDA ITEMS FOR NEXT MEETING:**

The meeting was adjourned at 2:00 pm.

*Cs/ecc2008*



EL CAMINO COLLEGE  
Office of the President  
Minutes of the College Council Meeting March 31, 2008

Present: Vivian Amezcua, Thomas Fallo, Ann Garten, Pete Marcoux, Jeff Marsee, Leo Middleton, Jeanie Nishime, Barbara Perez, Susan Pickens, Gary Robertson, Angela Simon, Luukia Smith, and Arvid Spor.

1. Budget update – we are now facing a \$1 million issue rather than \$2 million issue as previously reported. Each operating area on campus has been given a 5% cut list which we hope we won't have to implement.
2. College Council will not meet next Monday, April 7<sup>th</sup>.
3. Parking – in addition to Alondra Park there has been discussion about using the Galleria and our soccer field for additional student parking. The soccer field would be used for one year and would be reverted back for fall classes 2009. We may offer students free parking as an incentive for parking off campus.
4. We will schedule a Facilities Steering Committee at our next meeting. Angela has requested that the meeting be on either the second or fourth Monday of the month.
5. BP 5137- Distribution and Exhibition of Posters, Bulletins, Newspapers, Pamphlets, Circulars, Handbills, Broadcast and Electronic Media, and any Promotional Materials on Campus – will be brought back on April 14<sup>th</sup>.
6. BP 4040 – Library Services – will go to the Board in April.
7. BP 4045 – Textbooks and Instructional Materials will go to the Board in April.
8. BP 2510 – Participation in Local Decision Making – task force is meeting on Wednesday.
9. BP 4100.1 – Catalog Rights – is being presented at the Academic Senate for a vote.
10. Student discipline issues are being reviewed in relation to BP 5500 – Standards of Student Conduct. Mary Dowell gave her legal issues update regarding plagiarism which Jeanie has. The Chancellor's Office states that you can only fail a student for the plagiarized assignment – and not for the whole course.
11. ECC Vision/Mission Statement – Peter suggested putting the core competencies in the statement. The core competencies are listed below in item number 14. We will discuss this on April 14.
12. The Del Fox Luncheon had to be cancelled due to low receipts.
13. President Fallo has another communication to send to Board members that addresses Board member communication. There is advice for the Board that if they want to communicate they can set up a chat room. It would be an opportunity for people to communicate with Board members. This information will be in the next Board packet.
14. El Camino College Core Competencies:  
Students completing a course of study at El Camino College will achieve the following core competencies:

I. Content Knowledge: Students possess and use the knowledge, skills and

- abilities specific to a chosen discipline, vocation or career.
- II. Critical, Creative and Analytical Thinking: Students solve problems, make judgments and reach decisions using critical, creative and analytical skills.
  - III. Communication and Comprehension: Students effectively communicate in written, verbal and artistic forms to diverse audiences. Students comprehend and respectfully respond to the ideas of others.
  - IV. Professional and Personal Growth: Students exhibit self-esteem, responsible behavior and personal integrity. Students are reflective and intellectually curious; they continue to improve themselves throughout life.
  - V. Community and Collaboration: Students appreciate local and global diversity and are respectful and empathetic during personal interactions and competitions. Students effectively collaborate and resolve conflicts. They are responsible, engaged members of society, who are willing and able to assume leadership roles.

Agenda for the April 14, 2008 Meeting:

- 1. Minutes of March 31, 2008
- 2. Team Reports
- 3. Policy 5137 – Distribution and Exhibition of Posters, Bulletins, Newspapers, Pamphlets, Circulars, Handbills, Broadcast and Electronic Media, and any Promotional Materials on Campus (Core Competencies – inclusion)
- 4. Review ECC Vision/Mission Statement – to complete College Council Goal C
- 5. Board Policy Status Reports – VP's

**CALIFORNIA COMMUNITY COLLEGES  
CHANCELLOR'S OFFICE**

1102 Q STREET  
SACRAMENTO, CA 95811-6549  
(916) 445-8752  
HTTP://WWW.CCCCO.EDU



December 19, 2007

Ardon Alger, Faculty Senate President  
Jon Ausubel, English Professor  
Marie Boyd, Librarian  
Diana Cosand, Biology Professor  
Chaffey College Faculty Senate  
Chaffey Community College District  
5885 Haven Avenue  
Rancho Cucamonga, CA 91737-3002

Re: May Instructors Assign Incomplete or Failing Grades  
for the Purpose of Discouraging Cheating by Students?  
**Legal Opinion 07-12**

Dear Professors Alger, Ausubel, Boyd and Cosand:

On October 17, 2007, you wrote to Chancellor Woodruff requesting a legal opinion on two issues regarding the ability of a faculty member to penalize a student for suspected cheating or academic dishonesty. Specifically, you asked:

1. May an instructor discourage cheating by giving a student a grade of "Incomplete" in response to an egregious cheating incident? The instructor would not change the Incomplete to a passing grade until the student completed a module designed to discourage cheating.
2. May a faculty member issue an F grade to a student at any time during the semester, after census, when a cheating incident occurs?

For the reasons which follow, we conclude that neither of these practices is permissible.

Before turning to your specific questions, we will first briefly review the principles we discussed in Legal Opinion L 95-31 concerning using grading practices to punish students for suspected cheating or academic dishonesty. In that opinion we observed that "an instructor would be justified in giving a student a failing grade on a particular assignment or examination if the student were found to have plagiarized in preparing that assignment or cheated on the particular examination." However, we went on to conclude that "an instructor cannot automatically give a student an 'F' grade for the entire course where the student is only known to have cheated or plagiarized with respect to one of several assignments that count toward the final grade."

We reached that conclusion for two reasons.

First, we noted that under title 5, section 55002(a)(2)(A) the grading of courses is to be based on "measurement of student performance in terms of the stated course objectives" and "demonstrated proficiency in subject matter." We then illustrated the consequences of these requirements by saying "If a student legitimately gets 'A's' on assignments which account for 90% of the grade in a course, then he or she has certainly demonstrated a high degree of proficiency in the subject matter even if plagiarism or cheating is discovered in connection with one assignment worth 10% of the grade."

Second, we indicated that allegations of cheating should be handled through the student discipline process because,

"Plagiarism and cheating are serious allegations and, especially where a student is to be penalized for such conduct, he or she is probably entitled to some level of due process. At a minimum this should include the right to know the evidence on which the charges are based and the opportunity to present countervailing evidence or testimony. The student disciplinary process provides a mechanism for ensuring that these procedural requirements have been met." <sup>1</sup>

If an instructor mistakenly believes that a student has cheated on one of several assignments and gives the student an F on that assignment, the student may still be able to pass the course if he or she completes other assignments with sufficiently high scores, so long as the disputed assignment is not weighted so heavily that it effectively determines the grade in the entire course. However, assigning a student a failing grade in the entire course has more serious consequences because the grade will be recorded on the student's transcript and be factored into his or her GPA. If passing the course is a prerequisite to enrollment in another course or program, the stakes are even higher. In these circumstances we think students should be accorded the due process protections afforded by the student disciplinary process.

These principles remain as true today as they did 12 years ago when Legal Opinion 95-31 was written. We now proceed to apply them to the questions you have posed.

You first ask if it might be possible for an instructor to give a student thought to have cheated an Incomplete and require that the student complete a "module" designed to discourage cheating before the incomplete is removed.

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<sup>1</sup> How due process requirements apply in the context of higher education and what type of procedural safeguards are required are complex issues. "The very nature of due process negates any concept of inflexible procedures universally applicable to every imaginable situation." (*Cafeteria Workers v. McElroy* (1961) 367 U.S. 886, 895) It may even be that student disciplinary procedures in use at some community colleges go beyond whatever minimal requirements may be imposed by due process considerations.

However, we need not address these issues in this opinion. Since we conclude that the regulations of the Board of Governors do not permit the proposed practices, determining whether the practices would be constitutionally permissible is unnecessary.

Title 5, section 55023(e) describes the "I" symbol as follows:

"Incomplete: Incomplete academic work for unforeseeable, emergency and justifiable reasons at the end of the term may result in an 'I' symbol being entered in the student's record. The condition for the removal of the 'I' shall be stated by the instructor in a written record. This record shall contain the conditions for the removal of the 'I' and the grade assigned in lieu of its removal. . . . A final grade shall be assigned when the work stipulated has been completed and evaluated, or when the time limit for completing the work has passed."

It is not at all clear that the "I" symbol can be used to address cheating as you suggest. The language quoted above from section 55023 stipulates that this symbol is used to denote "Incomplete academic work," but in the scenario you describe, there is no indication that the student has failed to complete the academic work for the course. We assume the theory is that if a student cheated on an assignment, he or she has not "completed" that assignment because the submitted material does not demonstrate that the student has actually achieved the learning objective related to that assignment. However, this cannot be what the regulation means because, if an Incomplete could be assigned whenever a student has not demonstrated mastery of a particular part of the curriculum, it could be applied anytime a student gets an F on a particular assignment.

Moreover, section 55023 also says that the incomplete academic work must be the result of "unforeseeable, emergency and justifiable reasons." A case could be made that cheating is a "justifiable reason" for giving a student an Incomplete, but the wording of the regulation suggests that all three conditions must be met and it is difficult to see how cheating could be characterized as an "emergency."

Finally, even if section 55023 could be construed to permit use of the Incomplete in the way you suggest, we think the proposal would nevertheless suffer from the defects we discussed in Legal Opinion L 95-31. It still involves penalizing a student for alleged misconduct without affording him or her any opportunity to rebut the allegations. Further, asking the student to complete a module designed to discourage cheating means that this part of his or her grade will not be based on an evaluation of the extent to which he or she has achieved the learning objectives of the course. It would, therefore, be inconsistent with the grading standards required by section 55002.

Your second question essentially asks if the instructor can immediately assign an F grade to a student while the course is still in progress if the student is suspected of cheating. This approach, though creative, is also impermissible for several reasons.

First, section 55002(a)(2)(A) also says that the grading for a course "culminates in a formal, permanently recorded grade based upon uniform standards." This reflects the universal understanding that grades are to be awarded at the end of a course and that grading should be uniform. Grading one student after six weeks of the course and others at the end of the course can hardly be said to involve uniform application of grading practices.

Second, you again propose to simply award an F grade, albeit prematurely, to a student who has cheated on a particular assignment, regardless of the quality of the work done by the student on other assignments up to that point in time. This is unacceptable for the same reasons discussed in Opinion 95-31.

Finally, giving a student an F grade for the entire course before it has concluded amounts to involuntarily dropping the student from the course. However, this is only permissible in limited circumstances. Subdivision (l) of section 55003 permits a student to be enrolled in a course pending confirmation that he or she meets a prerequisite and dropped if it is later determined that the prerequisite was not met. It then goes on to provide that “[o]therwise a student may only be involuntarily removed from a course due to excessive absences or as a result of disciplinary action taken pursuant to law or to the student code of conduct.”

We recognize that student cheating is a problem and that faculty are justifiably interested in seeking ways to discourage it. However, we remain convinced that unless and until the Board of Governors changes its policies on grading, it is not permissible to give a student either a failing grade or an incomplete because a student has cheated on a particular assignment. Moreover, whether a student has actually cheated is a factual question which is best resolved through an adjudicatory process according students a reasonable measure of due process. Absent such safeguards, faculty would simply be imposing punishment on student conduct they believe is improper without any reliable process for confirming that this belief is accurate. A faculty member who was disciplined for alleged plagiarism in preparation of an academic paper without any opportunity to have such allegations objectively reviewed would no doubt strenuously object to such a procedure.

If you have any further questions, you may call Assistant General Counsel Ralph Black at (916) 327-5692.

Sincerely,

Steven Bruckman,  
Executive Vice Chancellor and General Counsel

Ralph Black  
Assistant General Counsel

RB/rs/fr

cc: Diane Woodruff, Chancellor  
Carole Bogue-Feinour, Vice Chancellor for Academic Affairs

L 07-12

## BP 4250 Probation, Dismissal, and Readmission

Reference: Ed. Code Section 70902 (b) (3)

Title 5, Section 55031, 55032, 55033, 55034

El Camino College has two types of probation: Academic Probation and Progress Probation. The purpose of probation is to encourage a student having academic difficulties to seek appropriate guidance and support in formulating and achieving goals.

### 1. Placement on Academic Probation

A student who has attempted at least 12 semester units, as shown by the academic record, will be placed on Academic Probation when the grade point average for total units attempted at El Camino College is less than 2.0.

### 2. Removal from Academic Probation

A student will be removed from Academic Probation when the cumulative grade point average is 2.0 or higher in total units attempted at El Camino College.

### 3. Placement on Progress Probation

A student who has enrolled in 12 or more semester units as shown by the official academic record will be placed on Progress Probation if entries of “W/XW,” “I,” “NC” and/or “NP” account for 50% or more of the total units attempted. Courses dropped prior to the “No Notation” deadline are not considered “units attempted” and do not receive entries as “W/XW” “I,” or “NC/NP.”

### 4. Removal from Progress Probation

A student will be removed from Progress Probation when the percentage of entries of “W/XW,” “I,” “NC” and/or “NP” drops below 50% of the total units attempted.

### 5. Dismissal Because of Academic Probation

A student on Academic Probation will be dismissed if the student earned a cumulative grade point average of less than 1.75 in all graded credit units attempted in each of 3 consecutive semesters. Terms shorter than 16 weeks will not be considered a semester. A semester in which the student does not take any courses will not be counted as a semester.

### 6. Dismissal Because of Progress Probation

A student on Progress Probation will be dismissed if the percentage of units in which the student has been enrolled for which entries of “W/XW,” “I,”



“NC and/or “NP” remains at or above 50% for three consecutive semesters. Terms shorter than 16 weeks will not be considered a semester. A semester in which the student does not take any courses will not be counted as a semester.

7. Appeal of Probation or Dismissal

A student who believes that there are extenuating circumstances that warrant an exception to the probation and dismissal standards set forth in this policy may submit a written appeal in compliance with administrative procedures.

8. Readmission Following Dismissal

A student who has been dismissed may return after sitting out at least one 16 week semester. A readmitted student will remain on probation until the cumulative average is above 2.0 and/or the percentage of “W/XW,” “I,” and “NC/NP” entries is below 50%.



**PLANNING & BUDGETING COMMITTEE**

**April 3, 2008**

**1:00 – 2:30pm**

**Location: Alondra Room**

Facilitator: Arvid Spor

Note Taker: Lucy Nelson

**STATEMENT OF PURPOSE**

*The Planning and Budgeting Committee serves as the steering committee for campus-wide planning and budgeting. The PBC assures that the planning and budgeting are interlinked and that the process is driven by the institutional priorities set forth in the Educational Master Plan and other plans adopted by the college. The PBC makes recommendations to the President on all planning and budgeting issues and reports all committee activities to the campus community.*

**Members**

- |  |   |
|--|---|
| <input type="checkbox"/> Arvid Spor, Chair (non-voting)      | <input type="checkbox"/> Cheryl Shenefield, Administrative Services |
| <input type="checkbox"/> Miriam Alario, ECCE                 | <input type="checkbox"/> Susan Taylor, ECCFT                        |
| <input type="checkbox"/> Christina Jack - ASO                | <input type="checkbox"/> Harold Tyler, Management/Supervisors       |
| <input type="checkbox"/> Thomas Jackson, Academic Affairs    | <input type="checkbox"/> Lance Widman, Academic Senate              |
| <input type="checkbox"/> Dawn Reid, Student & Community Adv. |   |

**Attendees**

- |  |  |   |
|--|--|---|
| <input type="checkbox"/> Luis Mancía – Alt., ECCE        | <input type="checkbox"/> Regina Smith – Alt., SCA    | <input type="checkbox"/> Janice Ely – Support     |
| <input type="checkbox"/> Ken Key – Alt., ECCFT           | <input type="checkbox"/> Bo Morton – Alt., Mgmt/Sup. | <input type="checkbox"/> Jeff Marsee – Support    |
| <input type="checkbox"/> _____ – Alt., Acad. Senate      | <input type="checkbox"/> _____ - Alt ASO             | <input type="checkbox"/> Jeanie Nishime – Support |
| <input type="checkbox"/> Tom Lew – Alt., Ac. Affairs     | <input type="checkbox"/> Francisco Arce – Support    | <input type="checkbox"/> John Wagstaff – Support  |
| <input type="checkbox"/> Rocky Bonura – Alt., Adm. Serv. | <input type="checkbox"/> Peter Marcoux – Support     |   |

**AGENDA**

1. Approval of Minutes for 3/20/08 ----- All PBC participants ----- 1:00 p.m.
2. Application Process Discussion ----- All PBC participants ----- 1:15 p.m.
3. Adjournment -----2:30 p.m.

Handouts from prior Board of Trustees meetings:

1. Update of 2-year (FTES) Recovery Program
2. 2008-09 Budget Assumptions

**EL CAMINO COLLEGE**  
**Planning & Budgeting Committee**  
**Minutes**  
**Date: March 20, 2008**

**MEMBERS PRESENT:**

- |   |   |
|---|---|
| <input checked="" type="checkbox"/> Alario, Miriam – ECCE                 | <input checked="" type="checkbox"/> Spor, Arvid – Chair             |
| <input checked="" type="checkbox"/> Jack, Christina – ASO                 | <input checked="" type="checkbox"/> Taylor, Susan – ECCFT           |
| <input checked="" type="checkbox"/> Jackson, Tom – Academic Affairs       | <input type="checkbox"/> Tyler, Harold – Management/Supervisors     |
| <input checked="" type="checkbox"/> Reid, Dawn – Student & Community Adv. | <input checked="" type="checkbox"/> Widman, Lance – Academic Senate |
| <input type="checkbox"/> Shenefield, Cheryl – Administrative Svcs.        |   |

**OTHERS ATTENDING:** Francisco Arce, Ken Key, Jeff Marsee, Jeanie Nishime, Regina Smith, Gary Turner, John Wagstaff

**Handouts:**

- Planning & Budget Development Calendar (3/19/08)
- 08-09 Impact of Budget Cut Proposal to Categorical Programs
- CalWORKs Funding – Impact Data 2008-09 Reductions
- Application Process for Special Contract Funds 2008-2009

The meeting was called to order at 1:05 p.m.

**Approval of March 6, 2008 Meeting Minutes**

1. Page 1 – clarification of Item #2 from the February 7<sup>th</sup> meeting minutes: Is summer 2007-08 or summer 2008-09 the last summer ECC can/will/plans to borrow FTES? ECC will report 19,300 FTES this 2007-08 fiscal year with 3% growth, 700 FTES borrowed from summer 2007-08, and 1800 FTES borrowed from summer 2008-09. There will be no FTES to borrow from summer 2009-10 for 2008-09. Will report actual enrollment and will return to fall, winter, spring, and summer cycle in 2008-09. If there is no 3% growth next year, approximately 18,900 FTES will be reported. The goal is to eventually return to a summer, fall, winter and spring cycle. The suggestion was made to amend the minutes to read: “Fiscal year 2008-09 will report actual FTES enrollments beginning fall semester through summer.”
2. Page 2, Item #4 – “tentative budget review (insert *by PBC*) needs to be completed by the end of April.” This clarifies the minutes.
3. Page 1, Item #4 – PBC has not received the updated version of the budget assumptions as board approved. This second request for the update will be reflected in the meeting minutes.
4. Page 2, Item #3c, *Process Improvement* (Application Process Discussion) – changing ‘to’ to ‘or’ in sentence makes significant change in indicator meaning and requires further discussion. Delete ‘primarily directed towards Administrative Services’ – was just a reflection of previous meeting dialog. *Process Improvement* refers to any operational function area and not exclusive to Administrative Services.
5. Minutes of March 6, 2008 were approved as amended.

**Budget Update:**

1. The state continues to revise estimated projections and anticipated collections for this year. It was recently discovered that two state counties (Sonoma and Orange) had greatly miscalculated projected revenue from local taxes which will impact community colleges this fiscal year. Based on anticipated revenue in this year’s budget, budget reduction is estimated around \$1 million. Recommendation for this year’s budget was not to cut funding and the shortfall will be absorbed by the College.

2. 2008-09 department budgets are projected to be reduced by 5%, about \$.5 million. ~~File 15/2008~~ recommendation for next year is to work with a deficit budget.

### **Proposed Budget Cuts to Categorical Programs:**

1. Chief Student Services Officers (CSSOs) were asked to complete grid to provide a clear picture how budget cut proposals will impact their categorical programs.
2. Most programs will sustain a 4% cut, but some programs are projected to receive higher cuts: DSPS - 9%, CalWORKs - 10%, and BFAP (financial aid augmentation) - 13%. Cuts are devastating to programs and will impact the most vulnerable student population.
3. ECC was one of first campuses to combine EOP&S, CalWORKs, and CARE because CalWORKs received 50% funding cut at that time. An additional 10% cut plus the 5% cuts in departmental funds will be more devastating to program.
4. Projected overall college budget cuts to be around 3%-4% for next year. Lack of COLA is largest revenue loss.

### **Application Process Discussion:**

1. Application title corrected to "Application Process for Special *Contract* Funds 2008-2009."
2. Page 1, Focus #3, Indicator (a) – discussion took place about changing 'to' to 'or' alters the indicator. The original intent was to show the outcome of improving processes was improved customer satisfaction. Dialog at the last meeting suggested there may be other outcomes other than customer satisfaction. Customer satisfaction surveys indicate that improving processes did not always improve customer satisfaction, but the ultimate goal is to raise customer satisfaction. If changed to 'or', there are clearly two separate indicators: "Utilize an accountability system that improves departmental processes" and "Raise customer satisfaction of the services provided." Application process can be modified in the future. The decision was made to leave indicator as is.
3. Page 1, Focus #4 Program Development – at the last meeting, discussed moving "up to three years" to the end of the Purpose statement and change last sentence of Purpose statement to: "This additional money allows the college to fund new or revitalized high impact plans that are one-time or short-term (up to three years)." Program Development statement will be reworded: "Funding to support program or curriculum development."
4. Page 1, #4 (a), - same wording used in Program Development statement is repeated in this indicator. Indicator (a) was a result of program review process or advisory committee input – intended to measure what's being done with curriculum. Indicator (a) relates to 'what are we not doing, what will work' and indicator (b) asks what will it cost and how to use funds to implement program if it works (FTES driven). Indicator (a) will be reworded: "Meet the needs of students, business, industry and/or government." An opinion was expressed to keep the word "community."
5. Page 1, #4 (b) – add "or revised" after 'created.'
6. Page 3 – ARCC indicators do not have to address all proposals. Why are ARCC indicators (check-off section) and not other indicators emphasized on form? Gives the writer the opportunity to show program has greater impact than just focus area indicator(s) described in part 'c' in the *Statement of Need*. A suggestion was made to add (*all areas must be addressed*) after *Statement of Need*. A suggestion was made to underline 'if any' – "Which ARCC indicator(s) if any does your proposal address?"
7. A comment was made that the form appears to be "burdensome" but not suggesting submission of one-line requests. New programs requesting special contract funds require more accountability. Other opportunities are available if someone does not want to go through this funding request process. This process is also a learning tool because it contains elements of writing proposals.

8. Does this process connect with Plan Builder? Programs requesting special contracts may be entered in Plan Builder, but the software may not be broad enough to capture the specific information needed by the application process. Plan Builder might be modified in the future to accommodate this process. Plan Builder is a tool used to link planning to budget. How do we avoid duplicating processes? The application process is not on the planning and budget development calendar. In a sense, PBC will review plans through this process and potentially again in Plan Builder.

The next meeting is scheduled on April 3, 2008.

Meeting adjourned at 2:30 p.m.

Note taker: Lucy Nelson

## EL CAMINO COLLEGE TENURE-TRACK FACULTY HIRING PROCEDURES

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NOTE: The Superintendent/President is responsible for the implementation of the hiring procedures as jointly agreed upon by the Academic Senate and the Board of Trustees in accordance with the Education Code, Section 87360.

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### I. Definition of Terms

A. "VP" is vice president.

B. "VPAA" is Vice President of Academic Affairs

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C. "Position(s)" refers to both new and replacement position(s).

D. "AS" is the Academic Senate.

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E. "EEO" is Equal Employment Opportunity Officer

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F. "EER" is Equal Employment Opportunity Representative

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Deleted: "AAR" is affirmative action representative.

### II. Position Identification Process

A. The VPAA will initiate the position identification process in a timely manner.

1. The VPAA and the President of the Academic Senate shall establish the criteria to rank and make recommendations.
2. The process shall be completed by November.

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B. Division Approval

1. Positions to be requested are identified jointly by the division dean and full-time faculty.
  - a. Input will be requested from each division by the appropriate VP before proposals for new or replacement positions are submitted by the deans to the appropriate VP. This input should come from existing division councils or a committee consisting of the dean and all interested faculty in the division.
  - b. All pertinent data shall be reviewed by the division councils and made available to any faculty member requesting it.

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C. Budget Identification

1. Any position to be funded by the District's unrestricted general fund must be requested through the position identification process.
2. Faculty positions to be funded by grant and categorical funds other than the general fund shall be exempt from this process.
3. Any time at which categorical funds expire or a grant anticipates the use of general funds, the position must go through the position identification process and shall be considered new.

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D. Campus-Wide Approval

1. The Faculty Position Identification Process Committee will be convened by the AS President and the VPAA. The committee will prioritize and recommend faculty positions to the Superintendent/President for announcement. The committee will consist of the Council of Deans and an equal number of faculty appointed by the AS President.
2. The Superintendent/President will identify positions to be announced before the end of the current calendar year. At the request of the Senate, the Superintendent/President or designee will address issues concerning the approved list.

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E. After the official announcement of positions, the Superintendent/President may fill additional positions on a temporary or permanent basis due to unanticipated circumstances, such as programmatic needs, legal considerations, resignations, late retirements, or death. The Superintendent/President will meet with the appropriate Vice President, Academic Senate President and President of the Federation regarding these positions.

**III. Screening Committee**

A. Selection

The division dean or designee will be initially responsible for identifying the members of the screening committee in compliance with Section III-B.

B. Composition

1. Division dean or designee
2. Where there is a director with specific program responsibility over the position to be hired, he/she will either be the dean's designee or a voting member of the committee.
3. Three (3) or more full-time faculty members from the discipline, one of whom must be tenured, or if not enough faculty from the discipline are available the dean and Division Council may recruit additional committee members. Such recruits may come from the division full-time faculty, retired faculty, adjunct faculty, or a neighboring college. At least two committee members should be or have been instructors in the discipline. These committee members shall be approved by a majority of the tenured faculty in the discipline.
4. One (1) full-time faculty member from outside the division approved by the committee and the division dean is recommended
5. One(1) full-time faculty member from the Compton Education Center is recommended.
6. At the discretion of the faculty in the discipline, non-faculty may be appointed with voting or non-voting status.
7. One (1) non-voting EER appointed by the EEO in consultation with committee members and the division dean. Every attempt will be made to have a faculty EER serve on every faculty screening committee. However, in the event no faculty member is available, either a representative from management or classified staff will be appointed.

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8. The division dean or designee will normally serve as the committee chair subject to the approval of the committee. The committee may select an alternate chair in consultation with the appropriate VP. The responsibilities of the chair include, but are not limited to the following:

- a. Follow procedures specifically outlined in the Federation contract and the Education Code, Section 87360 Hiring Procedures.
- b. Forward to Human Resources the names of the committee members and the chair.
- c. Work with committee members' schedules to call timely meetings and accommodate faculty teaching schedules where possible.
- d. Review committee members' responsibilities, screening procedures, equal employment opportunity guidelines and conditions of privacy and confidentiality.
- e. Arrange for training in screening procedures and equal employment opportunity for any committee member who has not received it recently.
- f. Assure that the paper screening, preliminary interview and final interview calendar are completed and forwarded to Human Resources in a timely manner.
- g. Coordinate the committee's development of the interview questions and activities (if appropriate), and paper screening criteria with the committee and forward the results to Human Resources.
- h. Secure applicant packets from Human Resources in a timely manner.
- i. Review Human Resources procedures enclosed with the applicant packets.
- j. After candidates are selected for interviews, develop interview schedule and send follow-up confirmation letters.
- k. Complete reference checks, coordinate with Human Resources to verify qualifications and salary placement, notify interviewees of final selection status and prepare appropriate documents for final interview.
- l. Upon completion of the interview process and agreement with the Superintendent/President on the selection of the candidate, the chair and/or dean will extend an offer to the selected candidate and apprise the committee and Human Resources of the outcome and reconvene the committee if necessary.
- m. Notify interviewees not selected.
- n. Return applicant packets, with all completed forms and committee member's notes, to Human Resources no later than 2 weeks after the final interviews are completed.
- o. Appropriate clerical support will be provided to the designated chair by the division.

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9. A Statement of Confidentiality and Conflict of Interest (Appendix A) will be read by either the chair or EER to the screening committee whose names will be listed on back of the statement and placed as a record in the recruitment file. A presentation on screening and hiring practices will also be made to committee members. Screening and interviewing are confidential processes and all related actions are subject to laws and regulations of equal and fair employment.



Committee members are required to maintain the highest degree of confidentiality and to remain unbiased throughout the process.

**Deleted:** At the discretion of the faculty in the discipline, non-faculty may be appointed with voting or non-voting status.¶  
<#>The majority of the committee members shall be tenured faculty from the discipline or from then division, if not enough faculty are available from the discipline.¶  
The requirement for faculty to be tenured may be waived when deemed necessary by a majority of tenured faculty in the discipline or in the division if no tenured faculty are available from the discipline.

#### IV. Job Announcement

##### A. Job announcements will:

1. be developed by the faculty of the discipline and the division dean or designee. A standardized form provided by Human Resources will meet all legal requirements.
2. include sufficient detail so as to clarify:
  - a. minimum qualifications.
  - b. desirable qualifications.
  - c. departmental needs.
  - d. type of activity (if appropriate) required during the interview.
  - e. tentative interview week(s).
  - f. the interview expenses the college may pay.
3. be released within 20 working days after positions are approved by the Superintendent/President.

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##### V. Application Period

- A. Announced positions will be actively advertised for a minimum of 40 days prior to the screening committee's selection of candidates to interview; however, the position may remain open until filled.
- B. A database of applicants will be maintained for 18 months, and applicants will be notified of part-time and other full-time openings in their respective disciplines.
- C. During the application period, the screening committee will:
  1. Discuss college hiring practices regarding non-discrimination, conflict of interest, and confidentiality.
  2. Determine paper screening criteria. In addition to qualifications stated on the job announcement, paper screening criteria may include:
    - a. Training and/or work experience
    - b. Recency of training and/or work experience
    - c. Evidence of updating of skills
    - d. Teaching experience
    - e. Continued professional growth
  3. Identify tentative interview dates.
  4. Develop preliminary interview questions.
  5. Develop a description of the activity (if appropriate) to be requested of each interviewee. A teaching demonstration is required for all teaching positions.
- D. The questions and activities will be forwarded to the Vice President of Human Resources for review.

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<#>paper screening criteria. In addition to qualifications stated on the job announcement, paper screening criteria may include:¶  
a. training and/or work experience.¶  
b. recency of training and/or work experience.¶  
c. evidence of updating of skills.¶  
e. teaching experience.¶  
f. continued professional growth. ¶  
<#>tentative interview week(s).¶

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**Deleted:** Applications of candidates determined to be qualified, once filed, are valid for an opening in the discipline for two academic years starting with the one in which the position is filled. Implementation of this item is subject to adequate resources and staff. At such time procedures will be developed jointly with all appropriate constituencies.

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**Deleted:** Develop a description of the activity (if appropriate) to be requested of each interviewee. A teaching demonstration is required for all teaching positions.

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E. Applications will be released to the screening committee following submission of the preliminary interview questions.

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**VI. Screening Process**

**A. Screening**

1. Human Resources will screen for all required materials, which include the application form, the applicable degree transcripts, and the resume. The office will also prescreen the applications for all minimum qualifications, contingent upon funding and staffing. Human Resources will notify the chair that the completed applications packets on individual applicants who meet the minimum qualifications are available for screening.
2. Prior to the committee’s screening of applications, the EEO or designee will analyze the composition of the applicant pool to ensure that any failure to obtain projected representation for any monitored group is not due to discriminatory recruitment procedures.
3. If the EEO identifies problems with the recruitment process that result in an adverse impact, the EEO will meet with the screening committee and the Vice President of Human Resources and shall take effective steps to address them.

**Deleted:** Contingent upon funding. Personnel will prescreen the applications for all minimum qualifications. Personnel will also screen for all required materials, which include the application form, the highest degree transcripts, and the resume. Personnel will notify the chair that the completed application packets on individual applicants who meet the minimum qualifications are available for screening.

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**Deleted:** must prescreen the applications to certify either that the applicant pool is sufficiently diverse or that sufficient effort has been made to obtain an appropriate applicant pool in accordance with the District’s Affirmative Action Plan.

**B. Timelines for Review of Applications**

1. Human Resources will normally forward applicant pools to the EEO or designee within 7 working days of the end of the advertising period.
2. The EEO will have 5 working days to review the diversity of the applicant pool and, if approved, forward the applications to the screening committee. In the absence of the EEO, the Vice President of Human Resources will make the determination.
3. All committee members must review the applications before the meeting to select the interviewees.
4. The committee will agree as to which candidates to interview and schedule interviews (according to the job announcement) in a timely manner not to exceed 1 month after the applications become available for review.
5. The chair or representative will contact the candidates to be interviewed. Inquiry shall be made to determine if the candidate requires any accommodation of a disability. Arrangements will be made in conjunction with the Special Resource Center such as wheelchair accessibility, interview location, interpreter or reader for alternate print formats.

**Deleted:** If the applicant pool is not certified for screening, the AAO must present written justification to the screening committee

**Deleted:** <#>In the event that there is a determination that the applicant pool lacks sufficient diversity, the AAO will meet with the screening committee and the Director of Personnel to discuss the problem and determine the next step(s) in reannouncement.¶

**Deleted:** Applications are to be forwarded by Personnel to the AAO within 7 working days of the end of the advertising period.

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**Deleted:** and will have a minimum of 5 and a maximum of 7 working days in which to do so. If over 60 applications are received the screening committee may elect to extend the screening period a maximum of an additional 7 working days

**Deleted:** in consultation with the AAR/AAO

**Deleted:** within 2 weeks after the applications are

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**C. Evaluation of Candidates**

1. Screening committee members must be present for all interviews to participate in the committee decision.
2. Committee members will document to screening/interview/evaluation process as specified by Human Resources.
3. Evaluation of the candidates may be based on:
  - a. knowledge of subject area.
  - b. communication ability (written and verbal as applicable).
  - c. ability to stimulate interest in the discipline among community college students.

- d. teaching ability.
- e. ability to work with students of widely diverse backgrounds and abilities
- f. experience.
- g. ability and willingness to contribute to college community.
- 4. The screening committee will select candidates to be sent to the final selection committee. If fewer than 3 acceptable candidates are identified, justification must be provided by the screening committee. The screening committee, at its option, may rank the candidates.
- 5. The screening committee will determine how references of the top candidates will be checked and the reference checks will be done prior to the final interview. The following information will be submitted to the Superintendent/President by noon the day before the final interview is scheduled:
  - a Job specification for the position
  - b List of questions asked during the initial interview process and any other written materials associated with that process.
  - c Names of participants in pre-screening interview and names of participants for the finals.
  - d Entire applicant file for each applicant scheduled for interview.
  - e Written summary of the ethnic and gender diversity of the applicant pool, applicant pool identified for interview, and candidate pool selected for final.
  - f Summary of current full-time faculty or staff, whichever is applicable to the vacant position in the area by gender and ethnicity.
  - g Documentation that summarizes reference check feedback and any othr relevant personnel information.
- 6. Candidates interviewed for a full-time position but not hired may, at the discretion of the screening committee, be hired for an adjunct or full-time temporary faculty position based on the interview for the full-time position.

**Deleted:** Candidates will be chose by the the

**Deleted:** and

**Deleted:** They may be sent in ranked order at the screening committee's discretion

**Deleted:** The dean or designee and a committee member selected by the screening committee will jointly check the references of the top candidates

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## VII. Final Selection Process

### A. Composition of Final Selection Committee

- 1. President
- 2. 1 or 2 vice presidents
- 3. Dean or designee or director (whichever served on the screening committee) as determined by the screening committee.
- 4. 2 faculty members from the screening committee, selected by the screening committee
- 5. 1 equal employment opportunity representative

**Deleted:** non-voting affirmative action

### B. Selection of Final Candidate(s)

- 1. During an open and collaborative assessment of each candidate, the screening committee's ranking of the candidates will be reviewed.
- 2. Following this assessment, each committee member will rank the candidates. In the event the Superintendent/President does not support the majority, further discussion will occur.

**Deleted:** After an open and collaborative assessment of each candidate, the committee will select the candidate(s) to recommend to the Board of Trustees. At some point in the discussion the screening committee's ranking of the candidates will be reviewed.

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3. Following adequate discussion, the Superintendent/President will select the candidate(s) to recommend to the Board of Trustees.

4. In the event no selection is made, a meeting will be held between the Superintendent/President or designee and the screening committee to inform them of the results and to discuss the alternatives.

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Deleted: <#>The selected candidate(s) will be recommended to the Board of Trustees by the Superintendent/President.¶

Deleted: Affirmative Action

**VIII. Affirmative Action**

A. The procedures detailed in this document include steps required for compliance with the District's Equal Employment Opportunity Plan.

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B. Responsibilities (not included above) of the EEO as they pertain to the faculty hiring procedures are:

1. To serve as a resource regarding legal aspects to the EERs and the screening committees.

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2. To validate that each member of the screening committee has completed the specified in-service training in compliance with the District's Equal Employment Opportunity Plan.

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Deleted: Affirmative Action

3. To review and validate the hiring process with the EER. To certify the applicant pool.

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C. The responsibilities (not included above) of the EER are to:

1. To monitor the process, record and take notes.

Deleted: Provide the AAR and the screening committee with general ethnic and gender statistics of the applicant, interview, and final selection pools. No information will be provided by individual applicant name.¶

2. To serve as a resource to the screening committee regarding appropriate methods of screening and interviewing.

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Deleted: Work with the AAO to determine if the applicant pool represents diversit

3. To advise the screening committee of inconsistencies or inappropriate screening or interviewing activities.

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4. To consult with the EEO regarding unresolved problems relating to potential violations.

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D. In the event the EEO determines that there is a violation of equal employment opportunity procedures in the screening or interview process:

1. The EEO will meet with the appropriate VP and in writing notify the committee members of the violation and that the process will be temporarily stopped.

2. Within 5 working days a meeting will be held to review the alleged violation.

3. The Superintendent/President, with the recommendation of the EEO, will make the final determination regarding the continuation, revision, or termination of the process.

4. Justification for terminating or altering the process will be given to the committee members.

**IX. Review and Revision**

A. Any exceptions to the procedures stated in this document require mutual agreement among the ASC, the Federation and the administration.

- B. Resolution of a unique situation not covered by the procedures will require joint agreement among the ASC, the Federation and the administration.
- C. Review and revision will be done at the request of the ASC, the Federation or the administration.
- D. Revisions must be mutually agreed upon by all parties; until such agreement is reached, the current procedures will remain in effect.

E. If any committee member feels that the process has been compromised, he/she should report the concern to either the Vice President of Human Resources or the Director of Staff and Student Diversity.

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F. The President of the ASC, the President of the Federation and/or the District, in consultation with the Superintendent/President, may temporarily suspend the hiring process. Immediately upon suspension of the process a joint committee of the ASC, the Federation, and the administration will be formed to review an allegations and make a recommendation to the Superintendent/ President. The Superintendent/President, with the recommendation of the committee, will make the final determination regarding the continuation, revision, or termination of the process. Justification for terminating or altering the process will be given to the screening committee.

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The Assessment of Learning Committee Presents:

# Assessment of Student Learning Week

April 21-25, 2008

Tuesday, April 22	SLO Assessment Fair I	12:00p-2:00p	Compton Center (Exact Location TBA)
Wednesday, April 23	SLO Assessment Fair II	4:00p-6:00p	East Lounge, Student Activities Center, ECC
Thursday, April 24	SLO Assessment Fair III	1:00p-3:30p	East Lounge, Student Activities Center, ECC
Friday, April 25	Assessment of Student Learning Mini-Conference <i><u>(See the back of this flyer for more information).</u></i>	9:00a-2:00p	ECC Alondra Room

Collect your Colleagues!

Come to a Fair!

Complete the next step in your Assessment Cycle!

- **Refreshments:** Snacks, coffee and Zen tea will be available!
- **Dedicated work space for SLO development:** Bring your colleagues and work on your own SLO assessment proposal or report. There will be **tables (!)** **chairs (!)** and even **outlets (!)** for your laptops.
- **Expert Advice:** Consult with the **SLO coordinators** or **Assessment of Learning Committee members** for ideas and advice on completing your own assessment cycle.
- **SLO Assessment Poster Session:** See examples of completed SLO assessment cycles completed by your ECC colleagues.
- **Updated SLO Assessment Handbook:** Pick up an updated ECC SLO Assessment handbook.

*Registration is not required for the fairs.*



The Assessment of Learning Committee Presents:

# 

Mini-Conference  
 Friday, April 25, 2008  
 East Dining Room  
 9:00am-2:00pm

9:00-9:45am	Sign-in and morning refreshments
10:00-11:00am	ECC Faculty Panel—presentations by faculty who have completed an SLO assessment cycle
11:15-12:30pm	Break-out Sessions—workshops and informational talks given by campus faculty from various disciplines
12:30-1:15pm	Lunch
1:15-2:00pm	"State of SLOs and Assessments" Lars Kjeseth and Jenny Simon, SLO Assessment Coordinators
2:00-3:00pm	Hands-on workshop to write SLOs and assessment plans (one hour extra flex credit)

- ❖ Get up to 5 hours of flex credit! (4 hours for the conference; one hour for the hands-on workshop.)
- ❖ Lunch included!
- ❖ Experience workshops and informational talks by ECC faculty!
- ❖ Learn about what is happening on campus in the area of SLOs and assessments!
- ❖ And most of all... zen out with your colleagues...



***Registration required for the mini-conference.***

You may register at [Online](#),  
or by phone at Ext 3872.

[Remember to identify the program title, date and time.](#)

