



OFFICERS & EXECUTIVE COMMITTEE

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

Senate Mailing List

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



SENATE'S PURPOSE (from the Senate Constitution)

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.

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.¹



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Academic Senate Meeting Schedule	CEC Faculty Council Meeting Schedule
12:30pm-2pm, Alondra Room	2:00-3:00, CEC Board Room
<u>Spring</u>	
- February 19	February 21, 2008
- March 4	March 6, 2008
- March 18	March 20, 2008
- April 1	April 3, 2008
- April 15	April 17, 2008
- May 6	May 8, 2008
- May 20	May 22, 2008
- June 3	June 5, 2008



Committees

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 nd & 4 th Tues.		
<u>EDUCATION POLICIES</u>	Evelyn Uyemura	1 st & 3 rd Thur	12:45-1:45	MBBM 131
<u>PLANNING & BUDGETING</u>	Arvid Spor, ???	1 st & 3 rd Thur	1:00 – 2:30	Alondra
<u>FACULTY DEVELOPMENT</u>	Dave Vakil	2 nd & 4 th Tues	12:45 – 2:00	ADM 127
<u>LEGISLATIVE ACTION</u>	Chris Wells	1 st Thursday	12:45 – 1:30	
<u>CALENDAR</u>				
<u>ACADEMIC TECHNOLOGY</u>	Jim Noyes, Virginia Rapp			

Campus

<u>ACCREDITATION</u>	Arvid Spor, Susie Dever			
<u>BOARD OF TRUSTEES</u>	William Beverly	Mondays	4:30	Board
<u>COLLEGE COUNCIL</u>	Tom Fallo	Mondays	1:00-2:00	Adm. 127
<u>DEAN'S COUNCIL</u>	Francisco Arce	Thursdays		
<u>CAMPUS TECHNOLOGY</u>	John Wagstaff			
<u>ENROLLMENT MANAGEMENT</u>				
<u>SLOs</u>	Jenny Simon, Lars Kjeseth			

ACADEMIC SENATE MINUTES

March 18th , 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

Business

Halamka, Dagmar

Saddiqui, Junaid X

Counseling

Beley, Kate X

Gaines, Ken

Raufman, Lisa/V. Ragfold

Fine Arts

Ahmadpour, Ali X

Davidson, Jason

Georges, William

Wells, Chris X

Crossman, Mark X

Berney, Dan

Health Sciences & Athletics

Hazell, Tom X

Orton, Tory/Victoria (sharing)

Sinopoli, Louis / Makaru, Roy

Stanbury, Corey

Kim Baily (sharing)

McKinley, Pat (sharing) X

Moon, Mary (sharing)

Humanities

Hong, Lyman X

Marcoux, Pete X

Uyemura, Evelyn X

Kline, Matt X

Adrienne Sharp X

Ex Officio Attendees: Francisco Arce, Jeanie Nashime, Janet Young

Guests and/Other Officers: Vincent Armstrong, Dr. I. Drew (Dean's Rep), Vince Robles (Library), Arvid Spor

Industry & Technology

Gebert, Pat X

Hofmann, Ed X

MacPherson, Lee X

Marston, Doug X

Rodriguez, George

Learning Resources Unit

Striepe, Claudia X

Mathematical Sciences

Ghyam, Massoud

Kasabian, Judy X

Scott, Greg

Tummers, Susan

Marc Glucksman X

Natural Sciences

Cowell, Chas X

Golestaneh, Kamran

Palos, Teresa X

Vakil, David X

Adjunct Faculty

Almos, Carolyn

Robertson, Gary

Kate MaLaughlin X

Owens, Annette X

ECC CEC Members

Fleming, Art

Hoffman, August

Panski, Saul X

Pratt, Estina

Smith, Darwin

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

The second Academic Senate meeting of the Spring 2008 semester was called to order at 12:33pm.

Approval of last Minutes:

A motion to approve the minutes of the Academic Senate meeting of December 4th, 2007 was made by Mr. Vakil and seconded by Mr. Siddiqui, and passed. PM asked that the section referring to enrollment management in the printed minutes be dropped from the online minutes as we did not actually discuss that section. D. Conover had noted the misspelling of her name, this will be corrected for the online minutes.

REPORTS OF OFFICERS

President's report – Pete Marcoux (henceforth PM)

PM reported that at the College Council meeting on Monday 17th March, Dr. Fallo had announced an unexpected shortfall of approximately \$2 million due to miscalculated property taxes. This worked out to \$1.25 million for last year and \$.75 million for this year. This figure may increase. The College Council also noted that a Compton representative is needed for the ECC College Council and that an ECC representative is needed for the Compton Provost Council. The Council noted that the Standards of Student Conduct needed investigation, particularly the area dealing with Plagiarism. Please send ideas and comments to PM or Arvid Spor. Arvid Spor provided the Council with a brief Draft Accreditation Overlay [pg 11 of packet] The idea behind this is that the committees would be assessing standards by way of constant self- study. This would garner much evidence for future Accreditation teams, and make the college aware that accreditation is “systemic and continuous”. Guidelines for Title V Part I are currently under review before posting to the Chancellor’s website [pg 12 of packet] If you have any ideas or find any articles related to this please forward them to PM or Janet Young.

The Academic Senate E-Board met with Dr. Arce re: Resolutions. Dr. Arce will only respond to Resolutions forwarded since September 2007. Resolution BP 2510, forwarded on Nov 20, 2007 is still under discussion. PM wondered whether the Academic Senate wanted to revisit the old resolutions? Specifically the Resolution on Compton Partnership of Oct 17, 2006 and the Resolution on Music Library of Feb 20, 2007. It was decided to put this item on the Agenda for the next Academic Senate meeting. PM noted that the Academic Senate President Elect were due to be held on May 20th. Nominations would close on May 6th. The nominees must be current senators. PM needs a Nomination Chair.

PM commended the classified staff on doing a tremendous job re: creating a sense of community on campus. The staff have now developed plans for another hike. The Hike Committee is looking for faculty tour guides to accompany the hikes giving mini- lectures on local fauna, flora, geographic formations, and/or oceanography.

Compton Education Center report - Saul Panski (SP)

SP noted that Compton was hosting a Career Transfer Fair today, and that it seemed to be successful. SP hoped that the Schedule Development would be finalized next week. SP reported that the CFT Candidate Forum was being held at the Compton campus. They will be recommending endorsements for election next fall. SP reported on two new administrative hires for the Compton campus. Firstly, a new Director of Admissions and Records, and secondly, a Dean of Academic Programs - Dr. Susie Dever.

Curriculum Committee report – Janet Young (JY)

JY reported that the Curriculum Committee had reviewed 41 proposals, including some from Fine Arts, Business and Math., and had added 11 new online courses.

JY said that the certificate conversion project is complete, and provided an Overview handout detailing the Certificates of Achievement and Certificates of Accomplishment by Division and the number of certificates in each Division. This information will be reflected in the next catalog.

The Curriculum Committee reviewed its first course (a Dance course) via the Curricuware software, and JY reported that it was a good experience. JY will develop Curricuware training soon.

Educational Policies Committee report – Evelyn Uyemura (EU)

EU reported that the Committee had dealt with Probation Dismissal at their last meeting, and that this needed further refining. The Committee is close to finishing the Policy on Academic Standards. EU met with VP's and the College Council and noted that there are still loose ends regarding the Policy on Grade Change, and that this might need to be redone. EU also noted a concern re: the aforementioned policy from the Division Office staffs in that they feel this Policy would create more work for the Division Office staff instead of for Admissions and Records. Mr. Widman noted that the staffing issue was exacerbated because the college cannot allow student workers passwords to access student records as this would be a security issue. The State limits password access to 5 persons – this is explicitly stated in their Policy. Mr. Widman felt it should also be noted in ECC procedures. EU noted that the Committee is also working on incorporating Title V language, and agrees that this should be incorporated into the Policy or Procedure. EU noted that the second reading of the Library Policy would occur later in the Academic Senate meeting.

Faculty Development Committee report – Dave Vakil (DV)

[pg 22-23 of packet] DV reported that the last minutes of the Committee are in the packet. The next meeting of the Faculty Development Committee will be on Tuesday March 27th. The Committee will be talking about mentorship and the possibility of a campus- wide mentorship program.

Finance and Special Projects/ PBC (Planning and Budgeting Committee) – Lance Widman (LW)

[pg 25-27 of packet] 2/7 PBC Minutes, reported at the 3/4 AS meeting (see AS minutes, p.5)

[pg 28-29 of packet] 1/3 PBC Minutes, reported at the 2/19 AS meeting.

[pg 30-34 of packet] details the Draft of the Application Process for the Special Contract Funding of \$3 million, discussions were started at the 3/6 meeting and will continue at the 3/20 meeting. A question was raised as to whether this Special Contract money had to be spent in a certain time, and whether it was one- time- only funding. LW replied that matters were moving very slowly, and that it was possibly not merely one- time – only funding.

[pg 35-36 of packet] show the Planning and Budget Development Calendar which was approved at the 3/6 PBC meeting. This calendar is to be used only at ECC. Compton will develop its own calendar, although ours may be sent to Compton for use as a template.

LW reported on the 3/6 Council of Deans meeting. The Grade Change Policy was Board approved, but, according to Evelyn Uyemura, will probably need to be redone. LW restated a concern noted earlier re” the work on grade changes now being done through the Division offices and creating more work for the staff. LW noted that faculty should keep copies of attendance sheets as well as copies of grades as attendance sheets could be important in deciding whether a grade change is justified.

Mr. Ahmadpour asked if there had been any discussion of the Student Resolution re: Health Center at the meeting. LW said that President Fallo was reluctant to add extra fees (for instance for the Student Health Center) as there is a strong likelihood of the course fees going back up to \$26 per unit. All this is still under discussion. Mr. Armstrong asked if the meeting had mentioned an exact dollar amount for Health Center fees. LW said that the Health Center issued has only been discussed and garnered support in the Academic Senate. It has been further discussed in the

past, but no exact amount for fees was ever settled on. Dean Drew said that his office might have some older, discussed numbers. Mr. Ahmadpour wished to insert a comment about the lack of activism on the War on campus. He noted that the government is spending billions on the war, and yet there is no protest on campus. PM suggested he speak to student bodies on campus.

Legislative Action report – Chris Wells (CW)

CW reported on AB 591 which states that the part- time faculty teaching load moves from 60% to less than 67%.

SPECIAL COMMITTEE REPORTS

Enrollment Management – Emily Rader (ER)

[pg 38 of packet] ER stated that she is reporting on behalf of Mr. Robin Dreizler, Chair of the Subcommittee.

Outreach Ambassadors: currently 15 ECC students provide outreach on campus (as seen during Welcome Week and the Chancellor's recent visit) and off campus at college fairs and high school classroom presentations.

Prospective Student online form: has been successful in collection 10 – 15 potential students daily.

Working Adult Outreach : a calendar of activities has been printed and distributed.

The Subcommittee is working with the Foundation to distribute scholarships to each of the district high schools.

Six outreach Counselors are currently providing or scheduling matriculation services onsite at 15 high schools.

There are approx. 30 classes offered on high school campuses this spring.

Senior Day is scheduled for Friday, May 23rd. If anyone would like to participate in planning the event please contact Mr. Dreizler x3487 or via [ecchs@elcamino.edu/](mailto:ecchs@elcamino.edu)

Space Day is scheduled for Saturday, April 19th. This activity targets middle school students.

An Outreach Manual is 95% complete and will be used as a program/services reference guide for anyone doing outreach.

Many programs on- campus are doing significant amounts of outreach: Athletics, EOP&S, CARE CalWORKS, Career & Technical Education, Women in Technology, Honors Transfer, Financial Aid, Inglewood Center, Special Resources Center, and the Teacher Education Program, to name a few.

There is still space on relevant subcommittees for more participation. If interested please contact Robin Dreizler or Arvid Spor.

Accreditation – Arvid Spor (AS)

AS reported that the Committee Chairs are looking at the 4 standards in light of the bullets that highlight specific issues that the visiting teams will be looking at. If the standards have not addressed these issues, then they should be made a planning item for the future. Once the Chairs have finished going over the document it will be released to the campus at large for comment. Then the editor will write an introduction and finalize the document for the Board by May. AS asked the faculty please to read the document and give input. PM asked about the date of the visiting team site visit. AS replied that the teams will be here for 4 or 5 days around the 5th or 6th of October. They will mainly be looking at the documentation for proof of compliance. The site visits validate that we have documentation to prove we are meeting the standard. It is highly unlikely the teams would visit classrooms. Mr. Panski had a question re: the liaison for Compton. Dr. Arce is the liaison for both campuses. The 4 or 5 day visit will include examination of both El Camino and Compton. Dr. Arce noted that the visiting team would probably send a few members of the team over to Compton for an afternoon or so.

[pg 39 of the packet] provided by SLO Committee chairs Lars Kjeseth and Jenny Simon, show the results of the Spring Flex Day SLO workshops. Progress has been made, but the college still has a way to go. AS

noted that not shown on the chart provided by Lars and Jenny is the information relating to degrees and certificates. Dr. Arce noted that the college is definitely behind in this area. A question was raised as to whether there was a particular number that should be reached in order to be said that one has met the standard. Dr. Arce replied that that was not the issue so much as providing evidence that each course has developed SLO's and is in evidence assessment mode. Jenny and Lars are also planning another SLO Assessment Week to get this information to the wider campus. The plan is to get the Assessment Committee to work with each Division to make sure SLO's have been developed and to begin assessment. Deans need to ensure that these activities are ongoing. Mr. Hazell asked whether there was SLO software. Software does exist, but ECC does not have it at this time. Mr. Cowell noted that all faculty have received a copy of "Changes to Contract" and he had seen that it includes a self evaluation section, including a section on faculty students meeting SLO's. Does this mean it MUST be included in the self- evaluation? Ms. Rader cited "Changes to Contract" Appendix J section 25.

Mr. Panski raised a concern on the communication of SLO information to the Compton Center campus. Compton is not well informed on the SLO process. It was noted that the information is on the SLO webpage (under the umbrella of Academic Affairs) and there is a zip file for each Division of all SLO progress thus far. Mr. Panski said Compton faculty were not aware of this. It was noted that some departments have close collaboration with their Compton colleagues, but it was a good reminder to ensure the two campuses work even more closely. Dr. Arce said that the website is still in development, and should be made more public and open. There will also be an Assessment week at Compton, with a Compton coordinator. Mr. Panski noted that he was glad to hear it as he had heard Compton would only have one day. Clear communication is obviously needed. SLO's need to be on the syllabus at Compton re: FCMAT. Dr. Arce said that each faculty member at ECC was developing SLO's and Compton faculty should do the same. Ms. Rader said that while many did work on Flex day to develop SLO's, many were not there (part-timers, etc). Ms. Rader noted that the Administration has a way to go to advertise the material and make it accessible. Dr. Arce agreed, but pointed out that this was a FACULTY driven process. Ms. Uyemura said that it was easy to say that faculty must develop SLO, but easier said than done. For instance, in her area of ESL there are ten classes, SLO's are not easy to develop and meant working with others which was difficult to arrange. SLO's need to be simple. This coordination of effort would be a good task for the SLO coordinators. Mr. Ahmadpour shared what his area had done, which was to construct a generic SLO for each general class. Mr. Wells reminded all about the prior Senate discussion not to use SLO's in faculty evaluation as per SLO principle 6. Mr. Cowell noted that this was his earlier point, and which had the higher authority – the contract or SLO principle 6? A question was raised as to the consequences of not being compliant re: SLO's. Ms. Striepe said that one consequence was that colleges were put on Accreditation warning. She further noted that the Administration and faculty were both to blame for the state of affairs re: SLO's. Admin. For not allowing release time to faculty (though Jenny and Lars have 33% release time) to work on this during an already bad staffing situation where many faculty are already stretched thin; and faculty for not taking the matter more seriously up until now. For instance, the last SLO Assessment week had an extremely low faculty turnout. It was wondered if Jenny and Lars could be invited back to Senate for more discussion on the topic. Mr. Panski noted that Compton had taken a more systematic approach in that they required and new course going through Curriculum, or any older course undergoing revision, to be accompanied by SLO's. He suggested that ECC did not have a regular system in place as yet.

PM closed the discussion by noting that Senate members should begin ringing the "warning bells" in each Division re: SLO's, especially as Accreditation is near and accountability is in the Contract now.

Associated Students – Vincent Armstrong (VA)

VA reported that the Committee are still planning their goals. VA noted that only .5% of students on campus vote, typically the community college average is 2%. Some community colleges have introduced voting online, but the main problem is that many students are uninformed on the issues. This is an issue that the Committee wishes to tackle.

UNFINISHED BUSINESS

Board Policy 4040 Library Policy – Evelyn Uyemura (EU)

[p19 of packet] At the last Senate meeting the Academic Senate made a motion to affirm their acceptance of the Library Policy of April 3, 2007. In addition, a point 9 had been added to the Procedures concerning the formation of a Library Advisory Board. As the procedures move forward with the policy, and seeing as there had been a change made to the procedures with the addition of point 9 (Library Advisory Board) it had been decided to bring this back for the second reading and vote at this Senate meeting. The item was thrown open for discussion. Ms. Rader asked about the creation and formation of the proposed Library Advisory Board. Mr. Robles answered that this was a new idea, and an attempt to be collaborative with an already largely collaborative faculty body. Nothing was written in stone. Mr. Marcoux noted it was easier to change Procedures than Policies. Ms. Uyemura saw the Advisory Board as an attempt to recruit faculty input. Mr. Panski said faculty collaboration was also an important Accreditation issue. Dr. Arce agreed that it was an Accreditation issue. He noted that faculty input was already sought, but this would be a little more formal. Mr. Wells wondered whether the term Faculty should be inserted. Ms. Striepe noted that the Advisory Board need not be made up ONLY of faculty, and hence this would not be desirable. The Library might wish staff or Administrators to sit on the Advisory Board as well. PM asked for the vote to be taken on the Policy and Procedures as written and it passed unanimously.

Technical Assistance – Pete Marcoux (PM)

PM reported that Dr. Fallo said he would not co- request Technical Assistance. As noted last week, Assistance can still be sought at the request of one of the parties. Mr. Widman remarked that it was probably more of a red- flag re: cooperation without the co- request. He urged that we go ahead and request Assistance. PM suggested we ask for Assistance regarding BP 2510. Please not [pg 14 of packet] the section on Advisory Assistance. PM wants to focus here. It was suggested we table the discussion and vote next meeting. PM will also include BP2510 as voted by the Board in the next packet. Mr. Vakil asked whether there had been any response by Dr. Fallo as to his decision not to co-request. Dr. Arce replied that in Dec/January the College Council had recommended the formation of a Taskforce to study matters pertaining to BP 3510, and the Academic Senate had agreed to this. PM replied that the Senate had only agreed to points regarding Student representation.

AGENDA ITEMS FOR NEXT MEETING:

- **Hiring Resolution**

The Academic Senate eboard has arranged a meeting with Barbara Perez, so this item is tabled until the next meeting.

- Faculty role in building plans
- Modifications to new rules regarding Sabbatical leaves [pg 40 of packet]
- Technical Assistance

The meeting was adjourned at 2:00 pm.

PUBLIC COMMENT

Ms. Rader reminded the Senate of the Indian Fry Bread sale events this week Thursday and next week Wednesday from 11 am to 2 pm.

Cs/ecc2008

EL CAMINO COLLEGE
Office of the President
Minutes of the College Council Meeting March 17, 2008

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

1. It was reported that we do have parking spots across the street – we will ask that Jeff confirm this information with Chief Port.
2. A Compton representative to College Council has not been appointed. There was a suggestion to have meetings by teleconference. Francisco will check with Howard Story to learn what options are available to us.
3. College Council will not meet Monday, April 7th during spring break.
4. Goal G – Incorporate the spirit of Accreditation in every day college operations. Arvid, Francisco, and Susie reviewed the main committees on campus and their purposes. An Accreditation overlay to campus committee listing was provided. The listing shows campus collegial consultation committees that are linked to at least one of the four accreditation standards. The idea is for each committee to review the standard(s) associated with the committee to best determine how to merge the framework of the standard into that of the committee's regular operations. Arvid and Francisco will prepare a statement to encourage committees to do so. Arvid will provide information from accreditation to committee chairs. It was noted that we may have to change objectives of some committees to include some language of accreditation.
5. 2007-2008 College Council Goals and timeline updates
 - a. Review Board Policy and Administrative Procedure 2510 and Define Collegial Consultation and Shared Governance. Dr. Arce and Mr. Marcoux will head a sub committee for this goal. Francisco will call a meeting.
 - b. Resolve how to get information out and responses back to College Council (process). The sub committee for this goal will include Dr. Arce, Dr. Dever, and Ms. Garten. Ann will call a meeting.
 - c. Review annually – El Camino Community College District – Vision Statement, Mission Statement, Statement of Philosophy, Statement of Values, Guiding Principles & Strategic Goals for 2007-2010. There was a request that core competencies be added to this list – Arvid will review. This will be added as an agenda item and completed.
 - d. Build a sense of (campus) community. This has been assigned to a sub committee consisting of Ms. Casper and Ms. Smith. There have been some activities. Luukia has met with Tom and Barbara. Luukia will call another meeting.
 - e. Increase awareness on campus of College Council function. This will be included in the sub committee discussion with item “a.” There was a

- suggestion to include a report of College Council activities/goals in the President's Newsletter once a semester. It was decided that Ann will do that.
- f. Complete seven policies. A "score card" will be developed listing completed policies. See below for listing.
 - g. Incorporate the spirit of Accreditation in every day college operations. There was a suggestion to use the term "culture of evidence and assessment." A sub committee consisting of Dr. Arce, Dr. Dever, and Dr. Spor will rephrase this goal. See item 4 above for update on this goal.
6. Review of Policies being completed by College Council in 2007-2008 time frame:
1. 2510 – Participation in Local Decision Making – reviewed by College Council – second reading & adoption by Board on November 19, 2007.
 2. 4231 – Grade Change – reviewed by College Council – second reading & adoption by Board on December 17, 2007. CCLC has suggested some changes to the policy and procedure in light of the grade fraud issues. Jeanie will have Bill Mulrooney review and make a recommendation.
 3. 4100.1 – Catalog Rights – first reading by Board on March 10, 2008.
 4. 4045 – Textbooks – reviewed by College Council –ready to go to the Board in April.
 5. 1200 – The El Camino College Mission, Philosophy, Values and Guiding Principles – updated and posted to web.
 6. 5138 – Standards of Student Conduct – distributed on March 3, 2008. The direction is to send through as a procedure and glean a policy from that. The Academic Senate requested that they be given authority to look at cheating and plagiarizing piece. Sean has some information he will provide. President Fallo will also check with attorney to see if there are any changes to Ed Code or Title 5.
 7. 5137 – Distribution and Exhibition of Posters, Bulletins, Newspapers, Pamphlets, Circulars, Handbills, Broadcast and Electronic Media, and any Promotional Materials on Campus – distributed on March 3, 2008. This will be sent through area councils and the Senate and will be brought back on March 24th.
 8. 4040 – Library Services – distributed March 3, 2008. This will be brought back on March 24th.

Agenda for the March 24, 2008 Meeting:

1. Minutes of March 17, 2008
2. Policy 5137 – Distribution and Exhibition of Posters, Bulletins, Newspapers, Pamphlets, Circulars, Handbills, Broadcast and Electronic Media, and any Promotional Materials on Campus
3. Policy 4040 – Library Services
4. Review ECC Vision/Mission Statement – to complete College Council Goal C
5. College Council Goal Status Reports
6. Board Policy Status Reports – VP's
7. College Council Composition

EL CAMINO COLLEGE STRATEGIC PLAN 2007 THROUGH 2010

Vision Statement

El Camino College will be the College of choice for successful student learning, caring student services and open access. We, the employees, will work together to create an environment that emphasizes people, respect, integrity, diversity and excellence. Our College will be a leader in demonstrating accountability to our community.

Mission Statement

El Camino College offers quality, comprehensive educational programs and services to ensure the educational success of students from our diverse community.

Statement of Philosophy

Everything El Camino College is or does must be centered on its community. The community saw the need and valued the reason for the creation of El Camino College. It is to our community that we must be responsible and responsive in all matters educational, fiscal and social.

Statement of Values

Our highest value is placed on our students and their educational goals, interwoven in that value is our recognition that the faculty and staff of El Camino College are the College's stability, its source of strength and its driving force. With this in mind, our five core values are:

People – We strive to balance the needs of our students, employees and community.

Respect – We work in a spirit of cooperation and collaboration.

Integrity – We act ethically and honestly toward our students, colleagues and community.

Diversity – We recognize and appreciate our similarities and differences.

Excellence – We aspire to deliver quality and excellence in all we do.

Guiding Principles

The following guiding principles are used to direct the efforts of the District:

El Camino College must strive for distinction in everything the College does—in the classroom, in services and in human relations. Respect for our students, fellow employees, community and ourselves, must be our underlying goal.

Cooperation among our many partners including other schools and colleges, businesses and industries, and individuals is vital for our success.

Access and success must never be compromised. Our classrooms are open to everyone who meets our admission eligibility and our community programs are open to all. This policy is enforced without discrimination and without regard to gender, ethnicity, personal beliefs, abilities or background.

Strategic Initiatives

1. Offer excellent educational and student support services:
 - a) Enhance college services to support student learning using a variety of instructional delivery methods and services.
 - b) Maximize growth opportunities and strengthen programs and services to enhance student success.
 - c) Strengthen partnerships with schools, colleges and universities, businesses and community-based organizations to provide workforce training and economic development for our community.
2. Support self-assessment, renewal, and innovation:
 - a) Use student learning outcomes and assessment to continually improve processes, programs and services.
 - b) Use research-based evidence as a foundation for effective planning, budgeting and evaluation processes.
3. Modernize the infrastructure to support quality programs and services:
 - a) Use technological advances to improve classroom instruction, services to students and employee productivity.
 - b) Improve facilities to meet the needs of students and the community for the next fifty years.



Contacts:

Scott Lay, President/CEO

(916) 444-8641

(916) 213-2232 cell

Theresa Tena, Director of Fiscal Policy

(916) 441-0353

(916) 849-5618 cell

March 18, 2008

**Media Advisory
FOR IMMEDIATE RELEASE**

**Community Colleges Experience Surprise \$84.4 million Cut
*Mid-year Announcement Highlights Unfair Treatment of
Largest Higher Education Segment***

Community colleges across California learned late last week of a statewide cut of \$84.4 million that has left community college officials across the state scrambling to balance their budgets, with only three months left in the fiscal year. The cut reduces general support by \$72 per full-time student, or about 1.5% of the colleges' general per student funding.

“Unlike the midyear cuts that the Legislature acted on earlier this year, this is a truly three-quarter year cut, which significantly limits the options our colleges have to keep the impact away from students,” said John Romo, board chair of the Community College League of California (League) and President of Santa Barbara City College. In the announcement last week, Romo’s college was informed of a \$1.1 million cut.

The surprise is primarily due to a drop in property tax revenue, which was announced by the state last Thursday. The annual state-approved community college budget includes a mix of the state’s General Fund and expected local property tax revenues. A similar shortfall is expected to occur for K-12 schools; however, under state law any shortfall in property taxes is automatically backfilled to K-12 schools by the state’s General Fund, but not to community colleges.

-- continued--

“We will continue to seek equitable treatment with legislation to ensure that student access and success is maintained,” said Scott Lay, President and Chief Executive Officer of the League. “In previous years, the Legislature has stepped up and agreed to fulfill the budgetary promise made at the beginning of the year, and we hope they will do it again.”

“The property tax situation could actually get worse with the April payment deadline approaching,” said Theresa Tena, Director of Fiscal Policy for the League. “If it does and the Legislature doesn’t act to offset the cuts, summer school classes will likely be cut and important student support services will be reduced, which will make it more difficult for students to complete their educational goals on time.”

The cuts are in addition to the \$31 million cut from the community college budget by the Legislature during February budget-balancing actions. While some colleges intend to use state-required reserve funds to backfill the drop in property taxes, the action will exacerbate the impact of proposed cuts for the 2008-09 fiscal year.

Attached: Impact of \$84.4 million cut on community college districts.

###

Estimated District Impact of Surprise \$84.4 Million Cut

ALLAN HANCOCK	\$716,091	OHLONE	\$646,507
ANTELOPE VALLEY	\$838,422	PALO VERDE	\$200,127
BARSTOW	\$215,639	PALOMAR	\$1,418,361
BUTTE	\$792,446	PASADENA AREA	\$1,663,409
CABRILLO	\$874,947	PERALTA	\$1,521,987
CERRITOS	\$1,222,681	RANCHO SANTIAGO	\$2,132,611
CHABOT-LAS POSITAS	\$1,306,283	REDWOODS	\$385,647
CHAFFEY	\$1,092,473	RIO HONDO	\$975,270
CITRUS	\$854,417	RIVERSIDE	\$2,047,775
COAST	\$2,613,812	SAN BERNARDINO	\$1,069,512
COMPTON	\$406,024	SAN DIEGO	\$2,933,676
CONTRA COSTA	\$2,160,618	SAN FRANCISCO	\$2,491,892
COPPER MT.	\$161,976	SAN JOAQUIN DELTA	\$1,249,043
DESERT	\$572,453	SAN JOSE-EVERGREEN	\$1,133,003
EL CAMINO	\$1,479,993	SAN LUIS OBISPO	\$704,010
FEATHER RIVER	\$157,763	SAN MATEO	\$1,630,484
FOOTHILL-DEANZA	\$2,441,646	SANTA BARBARA	\$1,139,804
GAVILAN	\$407,428	SANTA CLARITA	\$1,066,893
GLENDALE	\$1,142,439	SANTA MONICA	\$1,643,963
GROSSMONT-CUYAMACA	\$1,359,515	SEQUOIAS	\$683,403
HARTNELL	\$507,747	SHASTA-TEHAMA-TRINITY	\$546,512
IMPERIAL	\$521,521	SIERRA	\$1,102,335
KERN	\$1,566,506	SISKIYOU	\$223,934
LAKE TAHOE	\$183,274	SOLANO	\$682,510
LASSEN	\$165,743	SONOMA	\$1,454,650
LONG BEACH	\$1,571,854	SOUTHWESTERN	\$1,153,472
LOS ANGELES	\$7,497,473	STATE CENTER	\$2,044,567
LOS RIOS	\$3,920,997	VENTURA	\$1,882,191
MENDOCINO-LAKE	\$276,050	VICTOR VALLEY	\$709,754
MERCED	\$695,267	WEST HILLS	\$444,864
MONTEREY PENINSULA	\$559,690	WEST KERN	\$294,957
MT. SAN ANTONIO	\$2,045,074	WEST VALLEY-MISSION	\$1,200,263
MT. SAN JACINTO	\$789,537	YOSEMITE	\$1,245,959
NAPA VALLEY	\$457,487	YUBA	\$640,017
NORTH ORANGE COUNTY	\$2,444,811		
			\$84,383,459

**ADMINISTRATIVE SERVICES****Area Council****January 29, 2008****PRESENT:**

<input checked="" type="checkbox"/> Arlene Bautista	<input type="checkbox"/> June Curtis	<input checked="" type="checkbox"/> Jeff Marsee	<input type="checkbox"/> Valerie Wagner
<input checked="" type="checkbox"/> Francis Baylen	<input checked="" type="checkbox"/> Mike Dalton	<input type="checkbox"/> Carlos Mena	<input type="checkbox"/> Lisa Webb
<input type="checkbox"/> Neal Bennett	<input type="checkbox"/> Momi Elliott	<input checked="" type="checkbox"/> Linda Mobley	<input checked="" type="checkbox"/> Dean Whetham
<input type="checkbox"/> Dan Cahill	<input checked="" type="checkbox"/> Miriam Ifill	<input checked="" type="checkbox"/> Nina Oshio	<input checked="" type="checkbox"/> Marcia Williams
	<input checked="" type="checkbox"/> Donna Manno	<input checked="" type="checkbox"/> Patrick Papetti	

Minutes: The minutes of November 27 were approved.

E-Mail Policy Input:

- Miriam Ifill: They discussed it in their meeting.
- Patrick Papetti: They discussed at their meeting. What about the freedom of speech issue? Generally, they feel the policy is fine right now.
- Michael Dalton: They don't see all the controversial E-mails, so they don't feel there is a problem.
- Linda Mobley: If someone is abusive, deal with them on an individual level. Why punish everyone else?
- Donna Manno: Page 5 of the policy says that this is not the place for personal bantering. If employees are unhappy, they should go to their supervisor. This is a work E-mail system, and it is to be used for announcements, not discussions. Information needs to be sent out on what is proper E-mail etiquette.
- Jeff Marsee: E-mail has become the office water cooler. What is proper use of E-mail, listservs, etc.? Corporations are dealing with this issue also because there is the potential for litigation. This issue is to be kept open, and more discussion at department levels is needed. This will be an agenda for the next meeting. Committee members are to take this back to their departments. Questions to address.
 1. Is the water cooler approach an appropriate use for E-mail and listserv?
 2. Should the listserv be open for all employees to use?

Comments:

- Linda Mobley: Make the listservs available to certain groups only (like managers, etc.)
- Mike Dalton: The water cooler approach can have positive effects like bonding, etc.
- Donna Manno: Ann Garten has set up something on the Web that might be used to post personal items.

Food Services: Copies of the minutes from the December 13 Food Services Committee were shared with the group. Three subcommittees were formed. Site visits have identified potential vendors when ECC goes out to bid in the spring. The menu subcommittee has been inactive but will now be gearing up. The third subcommittee will work on the Request for Proposal (RFP). Noted:

- The food services module was delivered, but the venting is not working, so it can't be used. The cafeteria will stay open.
- There is a desire to open the West lounge in the Student Activities Center as a quiet study area. They already have wireless set up there. Gaming won't be permitted.
- Common Grounds will be selling Starbucks coffee in the spring.
- Several students in a Geography I class have expressed an interest in organic food, and they have been invited to join the committee. Anyone who wants to participate is welcome.

Indicators: Administrative Services areas have been working on performance indicators based on process performance issues for the last six months. The indicators have value not only for improving service but they also hold the potential to draw funding. The Compton engagement brought in \$3 million in appropriation, and they are now discussing using the \$3 million for other things like funding processes that are identified as a result of the indicators. The deadline is in six weeks, and Plan Builder probably won't be up in time. Committee members are to go back to their departments and find out what their indicators are.

90 Day Review: The next 90 Day Review will be held at the end of February or the first week in March. The cornerstone of the agenda will be indicators – each presenter is to present his/her indicators. HR will do a presentation from the classified perspective. Recommendations for Can Do nominations can be submitted now

Police Dept. Merger: The Police Officer Association (POA) at Compton will merge with the ECC Police Department. It was necessary for them to decertify themselves from their union in order to join ECC's. It is planned to have this on the February Board agenda. The officers will go back to the Compton union after Compton gets its accreditation back.

Division Reports:

- Donna Manno:
 - In spite of providing topics based on what people said they wanted, there is low attendance at workshops. Suggested reasons:
 - (1) People are overwhelmed with work and can't get away to workshops.
 - (2) What people say they want may be different from what they will sign up for.
 - The Emergency Preparedness workshop got excellent reviews.
 - Copies of the flyer for Classified Professional Development Day on Friday, April 4, were shared with the group. Based on feedback from last time, the presentations will be shorter this time (1 ½ hrs.).
- Jeff Marsee: Compton has hired Carol Reese as their new Chief Business Officer.
- Linda Mobley: Does that mean that Compton's business people will be returning to Compton? Answer: Eventually.
- Francis Baylen: ITS is consumed with getting all the equipment in the Humanities Building up and running.
- Arlene Bautista: Campus Police volunteered to help with the sex assault workshop, but they were never contacted. It was suggested that they contact Rocky Bonura .
- Nina Oshio:
 - The Assistant Director of Community Education position will be announced.
 - The Orange County Federal Credit Union will be the new third party administrator for TSAs.
 - The Benefits Committee is looking into changing the vision plan to increase the eyeglass frame allowance; however, this could increase the cost of the plan.
- Dean Whetham: The new Central Plant is partially on line.

Agenda for Next Meeting:

- E-mail input
- Indicators

Meeting adjourned at 9:35

3/27/2008

Marcoux, Peter

From: Mulrooney, Bill
Sent: Friday, March 14, 2008 12:22 PM
To: Nishime, Jeanie; Arce, Francisco; Marcoux, Peter; Uyemura, Evelyn; Goldberg, Don; Lew, Tom; Dever, Susan
Subject: FW: Title 5, Part 2 Regulation Changes Regarding Withdrawals, Section 55024 and Course Reputation, Sections 55040-55045

FYI

Subject: Title 5, Part 2 Regulation Changes Regarding Withdrawals, Section 55024 and Course Reputation, Sections 55040-55045

STATE OF CALIFORNIA**DIANE WOODRUFF, CHANCELLOR**

CALIFORNIA COMMUNITY COLLEGES
CHANCELLOR'S OFFICE

1102 Q STREET
 SACRAMENTO, CA 95811-6549
 (916) 445-8752
[HTTP://WWW.CCCCO.EDU](http://www.cccco.edu)



Chief Student Services Officers
 Chief Business Officers
 Articulation Officers

From: Carole Bogue-Feinour
 Vice Chancellor, Academic Affairs

Date: March 14, 2008

Subject: Title 5, Part 2 Regulation Changes Regarding Withdrawals, Section 55024 and Course Reputation, Sections 55040-55045

In this memo, I will provide some clarification regarding Title 5, part 2 changes that affect withdrawals and credit course repetition. Proposed changes in these areas have raised a number of questions regarding implementation. While guidelines will be provided for these sections and other sections in part 2 if they are approved by the Board of Governors, some clarification for these areas has been requested at this time.

Withdrawal

The new amendment to Section 55024 adds subdivision (a)(9) which generally limits students to receiving no more than four "Ws" as a result of withdrawal from the same credit course. Districts may adopt more restrictive policies and procedures permitting additional withdrawals based on student petition demonstrating extenuating circumstances. Section (a)(10) was added to reflect the policy in section 58509 that requires that students withdrawing due to fire, floods, and other extraordinary conditions not be penalized by receiving a "W." Districts may claim apportionment for a student receiving a "W" for the same credit course four times only, pursuant to Section 58161.5.

Credit Course Repetition

Sections 55040 through 55045 have been reorganized in order to clarify when credit course repetition may be allowed.

- Section 55040 lists all circumstances permitting course repetition. Later sections provide greater detail

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regarding the various circumstances.

- Section 55041 focuses on courses which are, by their nature, repeatable without respect to circumstances of a particular student. This section also distinguishes between “activity” courses and lecture courses when the content changes each time the course is offered. Note that foreign language courses, ESL courses and non-degree applicable basic skills courses are not considered “activity courses.”
- Section 55042 discusses circumstances under which a student may be permitted to repeat a course which is not otherwise repeatable in an attempt to alleviate substandard academic work previously recorded on a student’s transcript. District policy may permit the student to repeat the course to alleviate a substandard grade. If the student repeats the course and receives another substandard grade, district policy may permit the student to repeat the course one additional time in order to alleviate substandard work.
- Section 55043 addresses situations where a district may permit or require a student to repeat a course due to a significant lapse of time.
- Section 55044 addresses repetition of variable unit open-entry/open-exit courses. Language was added to permit repetition of a portion of the curriculum to alleviate substandard academic work.
- Section 55045 permits a student to petition for the opportunity to repeat a course regardless of what grade he or she previously received, but only if the district finds there were extenuating circumstances which affected the previous grade.

Principles

Questions raised have to do with withdrawal regulations and the way they interact with credit course repetition regulations. The withdrawal regulation restricts the number of “Ws” that students can receive whereas the repetition regulations control the number of times students can enroll in the same credit course. Please consider the following principles:

1. The credit course repetition regulations only apply when a student has completed a course and received a grade. Before that point is reached, a student can re-enroll and withdraw and receive W as controlled by Section 55024, and the district can claim apportionment based on Section 58161.5. However, once the student completes the course, he or she can only re-enroll as permitted by the credit course repetition regulations.
2. Once the credit course repetition regulations apply, the number of permitted repetitions will depend on a number of variables including whether the course itself is repeatable, what grade the student received, whether there are extenuating circumstances, and whether there has been a significant lapse of time.
3. Repetition due to extenuating circumstances requires the student to provide documentation of valid reasons. Repetition due to a significant lapse of time is only appropriate when recency is a prerequisite. Districts should permit repetitions for extenuating circumstances and significant lapse of time only when exceptional situations are documented and should not consider them as additional automatic repetitions for students.
4. When the course is repeatable by its nature i.e., without respect to circumstances of a particular student, districts must count the grades in the GPA. In other situations when repetition occurs, districts may disregard a previous grade when calculating GPA but they are not required to do so. When the language indicates that districts may disregard the grade, the decision is up to the district in terms of how it writes its policy and the circumstances.
5. Districts which consider that these rules are too lenient have the option of imposing stricter limits.

Interaction of Withdrawals and Course Repetitions

Please consider a couple of scenarios which address withdrawals and credit course repetitions. Neither of the scenarios involves extenuating circumstances or a significant lapse in time.

1. Student takes a non-repeatable course and receives an F the first time. Then (absent extenuating circumstances or a significant lapse of time), the student re-enrolls to alleviate the F.
 - If student receives a C or better, he or she may not repeat the course again to further improve the grade.
 - If student receives a D, the student may be allowed to repeat the course one more time to alleviate the D. If the student receives a D for the second repetition, he or she may not repeat the course again.

The student cannot re-enroll more than twice because there’s no authorization for repetition beyond the two times allowed to alleviate substandard academic work – absent making a case for

3/27/2008

extenuating circumstances or lapse of time.

2. Student takes the non-repeatable course, withdraws with a W, and then he or she wants to take it again. Now the credit course repetition regulations don't apply because the student hasn't yet completed the course. In fact, he or she can take the class four times and withdraw without ever completing the course and the credit course repetition regulations still won't apply.
 - If the college does permit a fifth re-enrollment, it could even allow the student to withdraw again under extenuating circumstances, although the college would forgo apportionment if a fifth W is granted to the student.
 - Suppose that the student enrolls a fifth time, remains in the credit course and gets an F. At this point, the credit course repetition regulations do apply, and he or she can now take the course again in an attempt to alleviate substandard work. Assume that the student receives another substandard grade. In this case the student can repeat the course one more time to alleviate that substandard work. Let's assume that this time the student receives at least a C since this is the last time he/she can take the course. In this scenario, which doesn't involve any extenuating circumstances or lapse of time issues, the student has been able to take the course seven times (albeit only completing it three times): four Ws, followed by F, followed by substandard grade, followed by standard grade. The district has been able to claim apportionment each time.

Note, however, that if a student received two Ws in a course and then re-enrolls and gets a substandard grade, the maximum number of times this student can take the course is reduced because, as in the first scenario, the moment the student completes the course and receives a grade, the credit course repetition regulations come into play.

In summary, there isn't a single universal limit for taking a course and for collecting apportionment under the proposed regulations. The number of times the student can take the credit course and the number of times the district can claim apportionment are critically dependent on what happens when the student first takes the course and when the student first gets a grade in the course.

The two examples above address withdrawals with a W and substandard grades in non-repeatable courses. In most cases, however, students enroll in non-repeatable courses and receive passing grades. Should they wish to repeat them, they can only do so if they demonstrate extenuating circumstances or if there is a significant lapse of time - - or the district will not be able to collect apportionment.

Guidelines will be prepared for these sections and other sections in Part 2. Please contact Chuen Chan, LeBaron Woodyard, or Stephanie Low should you have any questions about sections addressed herein. Thank you so much.

cc Linda Michalowski
Chuen Chan
LeBaron Woodyard
Stephanie Low



EL CAMINO COLLEGE INTER-OFFICE MEMORANDUM

Curriculum Office

March 18, 2008

TO: Dr. Francisco Arce, Vice President of Academic Affairs
Mr. Pete Marcoux, Academic Senate President

FROM: Janet Young
College Curriculum Committee Chair

SUBJECT: CERTIFICATE CONVERSION PROJECT OVERVIEW

The Certificate Conversion Project is complete. I will apprise the deans of the number of certificates that will need to be presented to LOWDL and/or the System Office. I will also inform them that Cathy Brinkman, Interim Director of Workforce Development, is prepared to offer assistance as needed. Cathy has already given the CCC a presentation regarding the process that must be followed.

Below are two charts. The first chart outlines the certificates of achievement and indicates the number of certificates offered in each division along with the number of certificates that will need to be submitted to LOWDL and /or the System Office for approval. Per the advisement of Stephanie Low, Curriculum Specialist in the System Office, these certificates will be listed as "approval pending" in the 2008-2009 catalog.

The second chart outlines the Certificates of Accomplishment. Only one of the eleven certificates in this category is new. The others were existing certificates.

Certificates of Achievement Overview			
Division	Number of Certificates	Certificates Requiring LOWDL Recommendation	Certificates Requiring System Office Approval
Behavioral and Social Sciences	7	0	1
Business	18	4	4
Fine Arts	13	1	2
Health Sciences and Athletics	2	0	0
Humanities	1	0	0
Industry and Technology	42	9	9
Mathematical Sciences	1	0	0
Natural Sciences	1	0	0
Total	85	14	16

Certificates of Accomplishment Overview	
Industry and Technology	10
Health Sciences and Athletics	1
Total	11

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,"

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Deleted: <#>A student who is on Academic Probation will be limited to no more than 12 units in any semester of 16 weeks or more, and no more than 4 units in any session shorter than 16 weeks (i.e. winter or summer session). ¶

↝A student who is registered for more than the allowable units at the time of receiving notice of Academic Probation should consult an ECC counselor about the advisability of withdrawing from one or more classes in order to lower the academic load to no more than 12 units. The decision to withdraw is left to the discretion of the student and counselor, taking into account the likelihood of student success in each enrolled course.¶

<#>A student who is on Academic Probation must see a counselor prior to registering for subsequent semesters.¶

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Deleted: <#>The deadlines for "No Notation" will be as follows: ¶

<#>16 week term: Students must ... [1]

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“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.

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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.

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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%.

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¶
In order to be reinstated, the student may meet with an ECC counselor to discuss the circumstances that led to academic or progress difficulties and the steps that have been taken to overcome these difficulties and to plan a course of study in accordance with the student’s goals and ability. Alternatively, the student may submit a written appeal to the Director of Admissions explaining the circumstances that led to academic difficulties and the steps that have been taken to overcome these difficulties, or other extenuating circumstances. ¶
¶
¶

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¶
A student who has been dismissed and readmitted may petition to apply any accredited college work completed elsewhere while in absence from ECC, and this work may be used to improve the cumulative average.¶
¶
A student who withdraws from ECC voluntarily while on probation will be readmitted in the same status that existed at the time of withdrawal. However, the student may petition to apply any accredited college work completed elsewhere while in absence from ECC, and this work may be used to improve the cumulative average and remove the student from probation.¶
¶
RIGHT OF PETITION¶
¶
A student may appeal probation or dismissal status by petition if the s... [4]

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The deadlines for “No Notation” will be as follows:

16 week term: Students must withdraw prior to the close of the third week of classes.

8 or 9 week term: Students must withdraw prior to the close of the second week of classes.

6 week or shorter term: Students must withdraw prior to the close of the first week of classes.

For the purposes of this policy, a week is defined as a period of Sunday through Saturday with at least 3 days of campus-wide instruction as scheduled in the El Camino College calendar. The deadline for Withdrawal with No Notation will be clearly indicated in the Schedule of Classes.

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if the cumulative grade point average in all units attempted is less than 1.75.

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A student who has been dismissed and readmitted may petition to apply any accredited college work completed elsewhere while in absence from ECC, and this work may be used to improve the cumulative average.

A student who withdraws from ECC voluntarily while on probation will be readmitted in the same status that existed at the time of withdrawal. However, the student may petition to apply any accredited college work completed elsewhere while in absence from ECC, and this work may be used to improve the cumulative average and remove the student from probation.

RIGHT OF PETITION

A student may appeal probation or dismissal status by petition if the student believes that an error has been made or that there were extenuating circumstances. The student must provide documentation to support the petition. The petition should be filed in the Admissions Office.

Planning & Budget Development Calendar

3/27/2008

Dates	Activity	Responsible
October – December	<ol style="list-style-type: none"> 1. Review/Revise Planning Priorities 2. Identify Budget Development Assumptions 	Planning & Budgeting Committee (PBC)
January - February	<ol style="list-style-type: none"> 1. Determine preliminary revenue estimates 2. Determine Highest Priority Action Plans 3. Begin Assessment of Key Budget Issues—Including the Funding of High Priority Planning Initiatives 	Vice President of Administrative Services PBC
February 28 th	<ol style="list-style-type: none"> 1. Prioritized plans in ECC Plan Builder entered and made available to Area VP 2. Assessment of current year special contract funding outcomes 	Deans/Directors
March - April	<ol style="list-style-type: none"> 1. <u>Instructional Costs</u>--Vice President Academic Affairs determine enrollment targets, sections to be taught, and full-time/adjunct FTEF 2. <u>Institutional Costs</u>—PBC identifies mandatory instructional costs including: <ul style="list-style-type: none"> ✓ Full-time salaries ✓ Benefits ✓ Utilities ✓ Legal and contract obligations ✓ GASB 3. <u>Department & Operating Costs</u> <ul style="list-style-type: none"> ✓ Vice Presidents Develop Line Item Budgets for Operational Areas ✓ Continue Assessment of Key Budget Issues 	Vice Presidents with Cabinet approval PBC & Vice President of Administrative Services (services and benefits) Cabinet for full-time positions Vice Presidents
March 31 st	<ol style="list-style-type: none"> 1. Prioritized plans in ECC Plan Builder made available to Cabinet and PBC 2. Assess outcomes from prior year funding cycle 	Vice Presidents
April 15 th	<ol style="list-style-type: none"> 1. Tentative budget information completed for PBC review 	Vice Presidents

Planning & Budget Development Calendar

3/27/2008

April	<ol style="list-style-type: none"> 1. Proposed tentative budget is reviewed for approval 2. All planning and budget assumptions are finalized 	<p>PBC</p> <p>Cabinet</p>
May	President submits tentative budget to Board of Trustees for first reading presentation.	President
June	Tentative Budget is presented to Board	President
July	Tentative Budget is rolled into active status (purchasing can begin)	Accounting
July/August	Final revenue and expenditure adjustments are made to budget	<p>PBC</p> <p>Cabinet</p>
August	<ol style="list-style-type: none"> 1. Review and discussion of the final budget assumptions by the President with the PBC 2. Line item review by PBC 	<p>PBC</p> <p>President</p> <p>Fiscal Services</p>
September	Final Budget Submitted to Board	President



EL CAMINO COLLEGE
Office of the Vice President – Academic Affairs

NOTES – COUNCIL OF DEANS
6 MARCH 2008

Present: M. Callahan, K. Curry, I. Drew, L. Gallucci, D. Goldberg, T. Jackson, C. Lee, T. Lew, G. Miranda, W. Morris, B. Mulrooney, J. Nishime, W. Olson, D. Patel, V. Rapp, S. Rodriguez, J. Schwartz, J. Shankweiler, R. Smith, J. Wagstaff, S. Warriar, L. Widman

I. INFORMATION ITEMS

- A. Notes of 2/21/08: Distributed.

II. DISCUSSION/ACTION

- A. MIS Submission Process: S. Warriar gave a presentation on the MIS submission process and explained the importance of providing accurate information the first time and the impact of “re-submits” of prior term data. It was recommended that the MIS information also be presented to the admin assistants.
- B. Grade Change Procedure: The following was discussed concerning the new policy and procedure in which the College was mandated to improve the process:
- Students should be encouraged to discuss grade change request with his/her instructor for a resolution. If the student does not want to discuss this with the instructor or cannot agree, he/she has a right to petition according to the state law based on incompetency, mistake, bad faith or fraud.
 - If a faculty member does not have back up records, it can be obtained through Mayda Angel-Reatiga in the Records Office.
 - B. Mulrooney distributed a copy of the grade change guidelines that will be available to students in Admissions & Records and the division offices.
 - If a student does not recall the class or section number, the library has copies of past class schedules with this information. Students can also access the Portal to retrieve this information unless there is a hold on their records due to non-payment, etc.
 - Admissions Office will continue to mail the postcards regarding the outcome of the student’s grade change. A notation will be included on the postcard that a grade can be appealed through the Vice President-Academic Affairs within 14 days.
 - The most common request for a grade change is a W or no grade listed on records. This is likely due to the “no show” report not submitted in a timely manner. It was recommended when this procedure is reviewed again, administrative assistants be included in the meeting to make suggestions in the policy and procedure.
- C. Principals’ Breakfast: J. Nishime reported that the Principal’s Breakfast will be held once a year in the future. A separate breakfast will be held for high school counselors.
- D. Access to Datatel & Passwords: J. Wagstaff reported the College maintains strict security of its computer systems. It was noted in the past, there has been several incidences of unauthorized entrance where passwords were given to others, including students. Do not give out or share your password (BP 6160).

- E. Academic Senate Update: L. Widman provided an update of the last Academic Senate meeting on 3/4/08:
- The Executive Board will meet with B. Perez to review the faculty hiring procedures adopted by the Senate three years ago.
 - Resubmission of SLO reassessment principles. Approved with one change in the assessment of student learning will not be included in faculty evaluation but gauged how well students are doing.
 - BP 4040 – Library services was approved by the Senate last spring. Concern was expressed about the removal of the library bill of rights policy.
 - Online teaching policy affects Senate and Federation issues. The Senate will work through Distance Education Committee to review issues.
 - The Academic Senate may request technical assistance from a program with the state Academic Senate regarding shared governance on the campus. This will be discussed at the next Academic Senate meeting.
 - Student government provided a resolution to open the health center during the summer session. There is some concern about expanding services with additional fees until the state budget is resolved.

III. OTHER

- A. Counseling: When the Health Center is closed during the winter and summer sessions, students that may need psychological services go to the Counseling Office. There is concern that the counselors are trained as academic counselors and not equipped to assist these students. This issue may need to be discussed at PBC in which funds can be set aside for psychological services when the Health Center is closed.
- B. Commencement Regalia: H. Tyler announced that the last day to order commencement regalia is Friday, March 7.

Standard I: Institutional Mission and Effectiveness

The institution demonstrates strong commitment to a mission that emphasizes achievement of student learning and to communicating the mission internally and externally. The institution uses analyses of quantitative and qualitative data and analysis in an ongoing and systematic cycle of evaluation, integrated planning, implementation, and re-evaluation to verify and improve the effectiveness by which the mission is accomplished.

A. Mission

The institution has a statement of mission that defines the institution's broad educational purposes, its intended student population, and its commitment to achieving student learning.

1. The institution establishes student learning programs and services aligned with its purposes, its character, and its student population.
2. The mission statement is approved by the governing board and published.
3. Using the institution's governance and decision-making processes, the institution reviews its mission statement on a regular basis and revises it as necessary.
4. The institution's mission is central to institutional planning and decision making.

B. Improving Institutional Effectiveness

The institution demonstrates a conscious effort to produce and support student learning, measures that learning, assesses how well learning is occurring, and makes changes to improve student learning. The institution also organizes its key processes and allocates its resources to effectively support student learning. The institution demonstrates its effectiveness by providing 1) evidence of the achievement of student learning outcomes and 2) evidence of institution and program performance. The institution uses ongoing and systematic evaluation and planning to refine its key processes and improve student learning.

1. The institution maintains an ongoing, collegial, self-reflective dialogue about the continuous improvement of student learning and institutional processes.
2. The institution sets goals to improve its effectiveness consistent with its stated purposes. The institution articulates its goals and states the objectives derived from them in measurable terms so that the degree to which they are achieved can be determined and widely discussed. The institutional members understand these goals and work collaboratively toward their achievement.

3. The institution assesses progress toward achieving its stated goals and makes decisions regarding the improvement of institutional effectiveness in an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation. Evaluation is based on analyses of both quantitative and qualitative data.
4. The institution provides evidence that the planning process is broad-based, offers opportunities for input by appropriate constituencies, allocates necessary resources, and leads to improvement of institutional effectiveness.
5. The institution uses documented assessment results to communicate matters of quality assurance to appropriate constituencies.
6. The institution assures the effectiveness of its ongoing planning and resource allocation processes by systematically reviewing and modifying, as appropriate, all parts of the cycle, including institutional and other research efforts.
7. The institution assesses its evaluation mechanisms through a systematic review of their effectiveness in improving instructional programs, student support services, and library and other learning support services.

Standard II: Student Learning Programs and Services

The institution offers high-quality instructional programs, student support services, and library and learning support services that facilitate and demonstrate the achievement of stated student learning outcomes. The institution provides an environment that supports learning, enhances student understanding and appreciation of diversity, and encourages personal and civic responsibility as well as intellectual, aesthetic, and personal development for all of its students.

A. Instructional Programs

The institution offers high-quality instructional programs in recognized and emerging fields of study that culminate in identified student outcomes leading to degrees, certificates, employment, or transfer to other higher education institutions or programs consistent with its mission. Instructional programs are systematically assessed in order to assure currency, improve teaching and learning strategies, and achieve stated student learning outcomes. The provisions of this standard are broadly applicable to all instructional activities offered in the name of the institution.

1. The institution demonstrates that all instructional programs, regardless of location or means of delivery, address and meet the mission of the institution and uphold its integrity.¹
 - a. The institution identifies and seeks to meet the varied educational needs of its students through programs consistent with their educational preparation and the diversity, demographics, and economy of its communities. The institution relies upon research and analysis to identify student learning needs and to assess progress toward achieving stated learning outcomes.
 - b. The institution utilizes delivery systems and modes of instruction compatible with the objectives of the curriculum and appropriate to the current and future needs of its students.¹
 - c. The institution identifies student learning outcomes for courses, programs, certificates, and degrees; assesses student achievement of those outcomes; and uses assessment results to make improvements.

2. The institution assures the quality and improvement of all instructional courses and programs offered in the name of the institution, including collegiate, developmental, and pre-collegiate courses and programs, continuing and community education, study abroad, short-term training courses and programs, programs for international students, and contract or other special programs, regardless of type of credit awarded, delivery mode, or location.^{1, 2}
 - a. The institution uses established procedures to design, identify learning outcomes for, approve, administer, deliver, and evaluate courses and programs. The institution recognizes the central role of its faculty for establishing quality and improving instructional courses and programs.
 - b. The institution relies on faculty expertise and the assistance of advisory committees when appropriate to identify competency levels and measurable student learning outcomes for courses, certificates, programs including general and vocational education, and degrees. The institution regularly assesses student progress towards achieving those outcomes.
 - c. High-quality instruction and appropriate breadth, depth, rigor, sequencing, time to completion, and synthesis of learning characterize all programs.
 - d. The institution uses delivery modes and teaching methodologies that reflect the diverse needs and learning styles of its students.¹
 - e. The institution evaluates all courses and programs through an on-going systematic review of their relevance, appropriateness, achievement of learning outcomes, currency, and future needs and plans.

- f. The institution engages in ongoing, systematic evaluation and integrated planning to assure currency and measure achievement of its stated student learning outcomes for courses, certificates, programs including general and vocational education, and degrees. The institution systematically strives to improve those outcomes and makes the results available to appropriate constituencies.
 - g. If an institution uses departmental course and/or program examinations, it validates their effectiveness in measuring student learning and minimizes test biases.
 - h. The institution awards credit based on student achievement of the course's stated learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education.
 - i. The institution awards degrees and certificates based on student achievement of a program's stated learning outcomes.
3. The institution requires of all academic and vocational degree programs a component of general education based on a carefully considered philosophy that is clearly stated in its catalog. The institution, relying on the expertise of its faculty, determines the appropriateness of each course for inclusion in the general education curriculum by examining the stated learning outcomes for the course.

General education has comprehensive learning outcomes for the students who complete it, including the following:

An understanding of the basic content and methodology of the major areas of knowledge: areas include the humanities and fine arts, the natural sciences, and the social sciences.

- a. A capability to be a productive individual and life long learner skills include oral and written communication, information competency, computer literacy, scientific and quantitative reasoning, critical analysis/logical thinking, and the ability to acquire knowledge through a variety of means.
 - b. A recognition of what it means to be an ethical human being and effective citizen: qualities include an appreciation of ethical principles; civility and interpersonal skills; respect for cultural diversity; historical and aesthetic sensitivity; and the willingness to assume civic, political, and social responsibilities locally, nationally, and globally.
4. All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core.

5. Students completing vocational and occupational certificates and degrees demonstrate technical and professional competencies that meet employment and other applicable standards and are prepared for external licensure and certification.
6. The institution assures that students and prospective students receive clear and accurate information about educational courses and programs and transfer policies. The institution describes its degrees and certificates in terms of their purpose, content, course requirements, and expected student learning outcomes. In every class section students receive a course syllabus that specifies learning objectives consistent with those in the institution's officially approved course outline.
 - a. The institution makes available to its students clearly stated transfer-of-credit policies in order to facilitate the mobility of students without penalty. In accepting transfer credits to fulfill degree requirements, the institution certifies that the expected learning outcomes for transferred courses are comparable to the learning outcomes of its own courses. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements as appropriate to its mission.
 - b. When programs are eliminated or program requirements are significantly changed, the institution makes appropriate arrangements so that enrolled students may complete their education in a timely manner with a minimum of disruption.
 - c. The institution represents itself clearly, accurately, and consistently to prospective and current students, the public, and its personnel through its catalogs, statements, and publications, including those presented in electronic formats. It regularly reviews institutional policies, procedures, and publications to assure integrity in all representations about its mission, programs, and services.
7. In order to assure the academic integrity of the teaching-learning process, the institution uses and makes public governing board-adopted policies on academic freedom and responsibility, student academic honesty, and specific institutional beliefs or worldviews. These policies make clear the institution's commitment to the free pursuit and dissemination of knowledge.
 - a. Faculty distinguish between personal conviction and professionally accepted views in a discipline. They present data and information fairly and objectively.
 - b. The institution establishes and publishes clear expectations concerning student academic honesty and the consequences for dishonesty.

- c. Institutions that require conformity to specific codes of conduct of staff, faculty, administrators, or students, or that seek to instill specific beliefs or worldviews, give clear prior notice of such policies, including statements in the catalog and/or appropriate faculty or student handbooks.
8. Institutions offering curricula in foreign locations to students other than U.S. nationals operate in conformity with standards and applicable Commission policies²

B. Student Support Services

The institution recruits and admits diverse students who are able to benefit from its programs, consistent with its mission. Student support services address the identified needs of students and enhance a supportive learning environment. The entire student pathway through the institutional experience is characterized by a concern for student access, progress, learning, and success. The institution systematically assesses student support services using student learning outcomes, faculty and staff input, and other appropriate measures in order to improve the effectiveness of these services.

1. The institution assures the quality of student support services and demonstrates that these services, regardless of location or means of delivery, support student learning and enhance achievement of the mission of the institution.^{1, 2}
2. The institution provides a catalog for its constituencies with precise, accurate, and current information concerning the following:
 - a. General Information
 - Official Name, Address(es), Telephone Number(s), and Web Site Address of the Institution
 - Educational Mission
 - Course, Program, and Degree Offerings
 - Academic Calendar and Program Length
 - Academic Freedom Statement
 - Available Student Financial Aid
 - Available Learning Resources
 - Names and Degrees of Administrators and Faculty
 - Names of Governing Board Members
 - b. Requirements
 - Admissions
 - Student Fees and Other Financial Obligations
 - Degree, Certificates, Graduation and Transfer

- c. Major Policies Affecting Students
 - Academic Regulations, including Academic Honesty
 - Nondiscrimination
 - Acceptance of Transfer Credits
 - Grievance and Complaint Procedures
 - Sexual Harassment
 - Refund of Fees
 - d. Locations or publications where other policies may be found
3. The institution researches and identifies the learning support needs of its student population and provides appropriate services and programs to address those needs.
- a. The institution assures equitable access to all of its students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery method.¹
 - b. The institution provides an environment that encourages personal and civic responsibility, as well as intellectual, aesthetic, and personal development for all of its students.
 - c. The institution designs, maintains, and evaluates counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function.
 - d. The institution designs and maintains appropriate programs practices, and services that support and enhance student understanding and appreciation of diversity.
 - e. The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.
 - f. The institution maintains student records permanently, securely, and confidentially, with provision for secure backup of all files, regardless of the form in which those files are maintained. The institution publishes and follows established policies for release of student records.
4. The institution evaluates student support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.

C. Library and Learning Support Services

Library and other learning support services for students are sufficient to support the institution's instructional programs and intellectual, aesthetic, and cultural activities in whatever format and wherever they are offered. Such services include library services and collections, tutoring, learning centers, computer laboratories, and learning technology development and training. The institution provides access and training to students so that library and other learning support services may be used effectively and efficiently. The institution systematically assesses these services using student learning outcomes, faculty input, and other appropriate measures in order to improve the effectiveness of the services.

1. The institution supports the quality of its instructional programs by providing library and other learning support services that are sufficient in quantity, currency, depth, and variety to facilitate educational offerings, regardless of location or means of delivery.¹
 - a. Relying on appropriate expertise of faculty, including librarians and other learning support services professionals, the institution selects and maintains educational equipment and materials to support student learning and enhance the achievement of the mission of the institution.
 - b. The institution provides ongoing instruction for users of library and other learning support services so that students are able to develop skills in information competency.
 - c. The institution provides students and personnel responsible for student learning programs and services adequate access to the library and other learning support services, regardless of their location or means of delivery.¹
 - d. The institution provides effective maintenance and security for its library and other learning support services.
 - e. When the institution relies on or collaborates with other institutions or other sources for library and other learning support services for its instructional programs, it documents that formal agreements exist and that such resources and services are adequate for the institution's intended purposes, are easily accessible, and utilized. The performance of these services is evaluated on a regular basis. The institution takes responsibility for and assures the reliability of all services provided either directly or through contractual arrangement.
2. The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.

Standard III: Resources

The institution effectively uses its human, physical, technology, and financial resources to achieve its broad educational purposes, including stated student learning outcomes, and to improve institutional effectiveness.

A. Human Resources

The institution employs qualified personnel to support student learning programs and services wherever offered and by whatever means delivered, and to improve institutional effectiveness. Personnel are treated equitably, are evaluated regularly and systematically, and are provided opportunities for professional development. Consistent with its mission, the institution demonstrates its commitment to the significant educational role played by persons of diverse backgrounds by making positive efforts to encourage such diversity. Human resource planning is integrated with institutional planning.

1. The institution assures the integrity and quality of its programs and services by employing personnel who are qualified by appropriate education, training, and experience to provide and support these programs and services.
 - a. Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority. Criteria for selection of faculty include knowledge of the subject matter or service to be performed (as determined by individuals with discipline expertise), effective teaching, scholarly activities, and potential to contribute to the mission of the institution. Institutional faculty play a significant role in selection of new faculty. Degrees held by faculty and administrators are from institutions accredited by recognized U.S. accrediting agencies. Degrees from non- U.S. institutions are recognized only if equivalence has been established.⁴
 - b. The institution assures the effectiveness of its human resources by evaluating all personnel systematically and at stated intervals. The institution establishes written criteria for evaluating all personnel, including performance of assigned duties and participation in institutional responsibilities and other activities appropriate to their expertise. Evaluation processes seek to assess effectiveness of personnel and encourage improvement. Actions taken following evaluations are formal, timely, and documented.
 - c. Faculty and others directly responsible for student progress toward achieving stated student learning outcomes have, as a component of their evaluation, effectiveness in producing those learning outcomes.

- d. The institution upholds a written code of professional ethics for all of its personnel.
2. The institution maintains a sufficient number of qualified faculty with full-time responsibility to the institution. The institution has a sufficient number of staff and administrators with appropriate preparation and experience to provide the administrative services necessary to support the institution's mission and purposes.
3. The institution systematically develops personnel policies and procedures that are available for information and review. Such policies and procedures are equitably and consistently administered.
 - a. The institution establishes and adheres to written policies ensuring fairness in all employment procedures.
 - b. The institution makes provision for the security and confidentiality of personnel records. Each employee has access to his/her personnel records in accordance with law.
4. The institution demonstrates through policies and practices an appropriate understanding of and concern for issues of equity and diversity.
 - a. The institution creates and maintains appropriate programs, practices, and services that support its diverse personnel.
 - b. The institution regularly assesses its record in employment equity and diversity consistent with its mission.
 - c. The institution subscribes to, advocates, and demonstrates integrity in the treatment of its administration, faculty, staff and students.
5. The institution provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on identified teaching and learning needs.
 - a. The institution plans professional development activities to meet the needs of its personnel.
 - b. With the assistance of the participants, the institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement.
6. Human resource planning is integrated with institutional planning. The institution systematically assesses the effective use of human resources and uses the results of the evaluation as the basis for improvement.

B. Physical Resources

Physical resources, which include facilities, equipment, land, and other assets, support student learning programs and services and improve institutional effectiveness. Physical resource planning is integrated with institutional planning.

1. The institution provides safe and sufficient physical resources that support and assure the integrity and quality of its programs and services, regardless of location or means of delivery.
 - a. The institution plans, builds, maintains, and upgrades or replaces its physical resources in a manner that assures effective utilization and the continuing quality necessary to support its programs and services.
 - b. The institution assures that physical resources at all locations where it offers courses, programs, and services are constructed and maintained to assure access, safety, security, and a healthful learning and working environment.
2. To assure the feasibility and effectiveness of physical resources in supporting institutional programs and services, the institution plans and evaluates its facilities and equipment on a regular basis, taking utilization and other relevant data into account.
 - a. Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment.
 - b. Physical resource planning is integrated with institutional planning. The institution systematically assesses the effective use of physical resources and uses the results of the evaluation as the basis for improvement.

C. Technology Resources

Technology resources are used to support student learning programs and services and to improve institutional effectiveness. Technology planning is integrated with institutional planning.

1. The institution assures that any technology support it provides is designed to meet the needs of learning, teaching, college-wide communications, research, and operational systems.
 - a. Technology services, professional support, facilities, hardware, and software are designed to enhance the operation and effectiveness of the institution.
 - b. The institution provides quality training in the effective application of its information technology to students and personnel.

- c. The institution systematically plans, acquires, maintains, and upgrades or replaces technology infrastructure and equipment to meet institutional needs.
 - d. The distribution and utilization of technology resources support the development, maintenance, and enhancement of its programs and services.
2. Technology planning is integrated with institutional planning. The institution systematically assesses the effective use of technology resources and uses the results of evaluation as the basis for improvement.

D. Financial Resources

Financial resources are sufficient to support student learning programs and services and to improve institutional effectiveness. The distribution of resources supports the development, maintenance, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability. The level of financial resources provides a reasonable expectation of both short-term and long-term financial solvency. Financial resources planning is integrated with institutional planning.

- 1. The institution relies upon its mission and goals as the foundation for financial planning.
 - a. Financial planning is integrated with and supports all institutional planning.
 - b. Institutional planning reflects realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements.
 - c. When making short-range financial plans, the institution considers its long-range financial priorities to assure financial stability. The institution clearly identifies and plans for payment of liabilities and future obligations.
 - d. The institution clearly defines and follows its guidelines and processes for financial planning and budget development, with all constituencies having appropriate opportunities to participate in the development of institutional plans and budgets.
- 2. To assure the financial integrity of the institution and responsible use of financial resources, the financial management system has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision making.

- a. Financial documents, including the budget and independent audit, reflect appropriate allocation and use of financial resources to support student learning programs and services. Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately.
 - b. Appropriate financial information is provided throughout the institution.
 - c. The institution has sufficient cash flow and reserves to maintain stability, strategies for appropriate risk management, and realistic plans to meet financial emergencies and unforeseen occurrences.
 - d. The institution practices effective oversight of finances, including management of financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations or foundations, and institutional investments and assets.
 - e. All financial resources, including those from auxiliary activities, fund-raising efforts, and grants are used with integrity in a manner consistent with the mission and goals of the institution.
 - f. Contractual agreements with external entities are consistent with the mission and goals of the institution, governed by institutional policies, and contain appropriate provisions to maintain the integrity of the institution.⁵
 - g. The institution regularly evaluates its financial management processes, and the results of the evaluation are used to improve financial management systems.
3. The institution systematically assesses the effective use of financial resources and uses the results of the evaluation as the basis for improvement.

Standard IV: Leadership and Governance

The institution recognizes and utilizes the contributions of leadership throughout the organization for continuous improvement of the institution. Governance roles are designed to facilitate decisions that support student learning programs and services and improve institutional effectiveness, while acknowledging the designated responsibilities of the governing board and the chief administrator.

A. Decision-Making Roles and Processes

The institution recognizes that ethical and effective leadership throughout the organization enables the institution to identify institutional values, set and achieve goals, learn, and improve.

1. Institutional leaders create an environment for empowerment, innovation, and institutional excellence. They encourage staff, faculty, administrators, and students, no matter what their official titles, to take initiative in improving the practices, programs, and services in which they are involved. When ideas for improvement have policy or significant institution-wide implications, systematic participative processes are used to assure effective discussion, planning, and implementation.
2. The institution establishes and implements a written policy providing for faculty, staff, administrator, and student participation in decision-making processes. The policy specifies the manner in which individuals bring forward ideas from their constituencies and work together on appropriate policy, planning, and special-purpose bodies.
 - a. Faculty and administrators have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise. Students and staff also have established mechanisms or organizations for providing input into institutional decisions.
 - b. The institution relies on faculty, its academic senate or other appropriate faculty structures, the curriculum committee, and academic administrators for recommendations about student learning programs and services.
3. Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution. These processes facilitate discussion of ideas and effective communication among the institution's constituencies.
4. The institution advocates and demonstrates honesty and integrity in its relationships with external agencies. It agrees to comply with Accrediting Commission standards, policies, and guidelines, and Commission requirements for public disclosure, self study and other reports, team visits, and prior approval of substantive changes. The institution moves expeditiously to respond to recommendations made by the Commission.
5. The role of leadership and the institution's governance and decision-making structures and processes are regularly evaluated to assure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as the basis for improvement.

B. Board and Administrative Organization

In addition to the leadership of individuals and constituencies, institutions recognize the designated responsibilities of the governing board for setting policies and of the chief administrator for the effective operation of the institution. Multi-college districts/systems clearly define the organizational roles of the district/system and the colleges.⁶

1. The institution has a governing board that is responsible for establishing policies to assure the quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. The governing board adheres to a clearly defined policy for selecting and evaluating the chief administrator for the college or the district/system.
 - a. The governing board is an independent policy-making body that reflects the public interest in board activities and decisions. Once the board reaches a decision, it acts as a whole. It advocates for and defends the institution and protects it from undue influence or pressure.
 - b. The governing board establishes policies consistent with the mission statement to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them.
 - c. The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity.
 - d. The institution or the governing board publishes the board bylaws and policies specifying the board's size, duties, responsibilities, structure, and operating procedures.
 - e. The governing board acts in a manner consistent with its policies and bylaws. The board regularly evaluates its policies and practices and revises them as necessary.
 - f. The governing board has a program for board development and new member orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office.
 - g. The governing board's self-evaluation processes for assessing board performance are clearly defined, implemented, and published in its policies or bylaws.
 - h. The governing board has a code of ethics that includes a clearly defined policy for dealing with behavior that violates its code.
 - i. The governing board is informed about and involved in the accreditation process.

- j. The governing board has the responsibility for selecting and evaluating the district/system chief administrator (most often known as the chancellor) in a multi-college district/system or the college chief administrator (most often known as the president) in the case of a single college. The governing board delegates full responsibility and authority to him/her to implement and administer board policies without board interference and holds him/her accountable for the operation of the district/system or college, respectively.

In multi-college districts/systems, the governing board establishes a clearly defined policy for selecting and evaluating the presidents of the colleges.

2. The president has primary responsibility for the quality of the institution he/she leads. He/she provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.

The president plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution's purposes, size, and complexity. He/she delegates authority to administrators and others consistent with their responsibilities, as appropriate.

- a. The president guides institutional improvement of the teaching and learning environment by the following:
- establishing a collegial process that sets values, goals, and priorities;
 - ensuring that evaluation and planning rely on high quality research and analysis on external and internal conditions;
 - ensuring that educational planning is integrated with resource planning and distribution to achieve student learning outcomes; and
 - establishing procedures to evaluate overall institutional planning and implementation efforts.
- b. The president assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies.
- c. The president effectively controls budget and expenditures.
- d. The president works and communicates effectively with the communities served by the institution.

**ASSISTANCE TO ASSURE EFFECTIVE PARTICIPATION
IN DISTRICT AND COLLEGE GOVERNANCE**

(A Joint Program of the Academic Senate and Community College League)

The Academic Senate of the California Community Colleges and the Community College League of California have joined together to offer a program of assistance for local colleges and districts. The purpose of the program is to help districts and colleges successfully implement state law and regulations that call for effective participation by faculty, staff and students in district and college governance. The services offered will be most effective if used before major conflicts arise and prior to a heightened level of local unilateral action by any the parties involved in the local decision-making process.

The jointly-sponsored program does not replace the individual services offered by the League to trustees and chief executive officers and by the Academic Senate to local faculty. Yet it is recognized that challenges to improve local decision making processes can be aided by the mutual support of the statewide organizations. Because the services are carried out by volunteers of the League and Academic Senate, the services will not always be available on short notice and scheduled assistance should be arranged well in advance.

The program includes four distinct services that are available. Local college and district CEOs and faculty leaders who are interested in assistance should meet together to consider the services and to agree mutually on what assistance would be most beneficial. Although the program is intended to be flexible so that a mix of the four services or optional services may be available, the League and Academic Senate may not be able to help with some requests which vary too much from the four defined services or from the goal of improving the effectiveness of participation in governance.

The president of the Academic Senate and executive director of the League are available at this early stage to answer questions and to help in identifying the best approach. These two persons will reach agreement as to whether the mutual request for assistance can be carried out. No joint service will be provided unless there is a written request for assistance signed by the college president or district chancellor and local academic senate president.

This joint program is coordinated and implemented by the Executive Director of the League and President of the Academic Senate under policies established by their respective boards.

Each district or college using the service is expected to reimburse the travel expenses for the assistance team members.

The following provides a summary of the four services available within the assistance program: 1) informational presentation, 2) advisory assistance, 3) issue resolution and 4) special workshops and presentations.

INFORMATION PRESENTATION

The **informational presentation** service is intended to provide a basic overview of the state law, state regulations and guidelines concerning shared governance. The presentation is done by a representative of the League and Academic Senate and takes approximately two hours. Handouts are provided, good practices highlighted and questions answered.

This service is best used at a college or district where there are no significant issues of conflict but a recognition that many participants in local shared governance roles are new and need an orientation or refresher on the required processes.

ADVISORY ASSISTANCE

The **advisory assistance** service is intended to provide a facilitated and structured opportunity to identify possible areas of conflict or different interpretations of the law and regulations and to develop ways to resolve the differences.

The service is conducted by one to two representatives of the Academic Senate and League over four to six hours. The time includes a basic overview presentation for all interested parties and separate meetings with the faculty and with the trustees and administration.

A written advisory report is provided by the assistance team to the district or college within six weeks of the visit. The advisory report seeks to clarify the key issues identified by the team in its visit, makes recommendations for addressing the issues and suggests who might be responsible for embarking on the solutions.

ISSUE RESOLUTION

The purpose of the **issue resolution** service is to provide mediation assistance to a college or district when the parties have reached a stalemate and are unable to resolve their differences on a major issue. This service will not be provided unless the local board, chief executive officer and academic senate agree in advance and are committed and open to address seriously the recommendations of the assistance team.

Prior to the six to eight hour visit of one to two representatives from the League and Academic Senate, focused discussions and investigation occur to clearly delineate in writing the issue to be resolved and the approach to be used. During the visit there will be focused interviews with individuals and groups.

A written advisory report is provided by the assistance team within eight weeks of the visit. Prior to the formal presentation of the written report, the local parties involved will be given an opportunity to clarify, correct or refine the recommendations or statements in the report. The assistance team will return to the college or district to present the report and to answer questions publicly. In addition a follow-up training session to provide guidance on implementing the recommendations will be provided if requested.

SPECIAL WORKSHOPS AND PRESENTATIONS

The fourth service involves **special workshops and presentations** on topics that help local personnel better understand particular issues and various aspects of effective decision-making processes. These jointly presented workshops are designed under the direction of the President of the Academic Senate and the Executive Director of the League, working with local college representatives.

**AB1725 Implementation
ASSISTANCE REQUEST
(Academic and Professional Concerns)**

This form is intended to provide faculty and administrators in California community colleges with a way to request the initiation of a process which may assist colleges in resolving perceived problems in the implementation of AB1725 mandates. It is hoped the form will be filed jointly by the Chief Executive Officer, on behalf of the local governing board, and the local academic senate president. However, a request form submitted by one will be sufficient to initiate the process.

Name(s) _____

Title(s) _____

College _____

College Phone _____ Email Address _____

Best time to Call _____

Areas of Concern (Check appropriate area):

- | | |
|--|--|
| <input type="checkbox"/> Shared Governance | <input type="checkbox"/> Budget Process |
| <input type="checkbox"/> Curriculum | <input type="checkbox"/> Disciplines |
| <input type="checkbox"/> Minimum Qualifications | <input type="checkbox"/> Hiring |
| <input type="checkbox"/> Equivalence | <input type="checkbox"/> Tenure |
| <input type="checkbox"/> Peer Review | <input type="checkbox"/> Evaluation of Administrator |
| <input type="checkbox"/> Administrative Retreat Rights | <input type="checkbox"/> Other (please specify) |

Request for Actions: On a separate page briefly explain the nature of the problem, how you have tried to solve it, and the individual(s) involved.

Please mail or fax this form to:

Community College League of California
2017 O Street
Sacramento, CA 95814
Fax: (916) 444-2954
Email: cclc@ix.netcom.com

or Academic Senate for California
Community Colleges
910 K Street, Suite 300
Sacramento, CA 95814
Fax: (916) 323-9867 Email: asccc@ix.netcom.com

Board Policy 2510 Participation in Local Decision Making

The Board is the ultimate decision-maker in those areas assigned to it by state and federal laws and regulations. In executing that responsibility, the Board is committed to its obligation to ensure that appropriate members of the District participate in developing recommended policies for Board action and administrative procedures for Superintendent/President action under which the District is governed and administered.

Each of the following shall participate as required by law in the decision-making processes of the District:

Academic Senate(s) Title 5, Sections 53200-53206.)

The Board or its designees will consult collegially with the Academic Senate, as duly constituted with respect to academic and professional matters, as defined by law. Procedures to implement this section are developed collegially with the Academic Senate.

The Board will normally accept the recommendations of the Academic Senate on academic and professional matters as defined by Sub-Chapter 2, Section 53200, et seq., California Administrative Code, Title V, and as listed below:

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.

The Board of Trustees designates the Vice President-Academic Affairs as the liaison to the Academic Senate for the items listed above.

If the District Governing Board of Trustees disagrees with the recommendation of the Academic Senate, representatives of the two bodies shall have the

obligation to meet and reach mutual agreement by written resolution, regulation, or policy of the Governing Board.

Nothing in this policy shall be construed to impinge upon the due process rights of faculty, nor to detract from any negotiated agreements between the Federation of Teachers and the District. Written notification shall be given to the El Camino College Federation of Teachers by the District at the beginning of discussions between the Academic Senate and the District on academic and professional matters.

Staff (Title 5, Section 51023.5)

Classified staff shall be provided with opportunities to participate in the formulation and development of District policies and procedures that have a significant effect on staff. The opinions and recommendations of the Police Officers Association (POA), El Camino Classified Employees (ECCE) and confidential groups will be given every reasonable consideration.

Students (Title 5, Section 51023.7)

The Associated Students shall be given an opportunity to participate effectively in the formulation and development of District policies and procedures that have a significant effect on students, as defined by law. The recommendations and positions of the Associated Students will be given every reasonable consideration. The selection of student representatives to serve on District committees or task forces shall be made after consultation with the Associated Students.

The Board of Trustees shall recognize the Associated Student organization as provided by Education Code Section 76060, as the representative body of the students to offer opinions and to make recommendations to the administration of the College and to the Board of Trustees with regard to District policies and procedures that have or will have a significant effect on students. The District policies and procedures that have or will have a “significant effect on students” include the following:

1. Grading policies;
2. Codes of student conduct;
3. Academic disciplinary policies;
4. Curriculum development;
5. Courses or programs which should be initiated or discontinued;
6. Processes for institutional planning and budget development;
7. Standards and policies regarding student preparation and success;
8. Student services planning and development;
9. Student fees within the authority of the district to adopt; and

10. Any other District and College policy, procedure, or related matter that the Board of Trustees determines will have a significant effect on students.

The Board of Trustees shall give reasonable consideration to recommendations and positions developed by students regarding district and college policies and procedures pertaining to the hiring and evaluation of faculty, administration, and staff.

Except for unforeseeable emergency situations, the Board shall not take any action on matters subject to this policy until the appropriate constituent group or groups have been provided the opportunity to participate.

Nothing in this policy will be construed to interfere with the formation or administration of employee organizations or with the exercise of rights guaranteed under the Educational Employment Relations Act, Government Code Sections 3540, et seq.

Reference:

Education Code Section 70902(b)(7); Title 5, Sections 53200 et seq.,
(Academic Senate), 51023.5 (staff), 51023.7 (students)

Replaces Board Policy 3605

El Camino College

Adopted: 7/15/02

Amended: 11/19/07

ADMINISTRATIVE PROCEDURE 2510

COLLEGIAL CONSULTATION

I. Purpose

The College Consultation Procedure functions within the mandates of AB 1725, the Education Code and Title 5 regulations; collective bargaining agreements, and policies of the El Camino Community College District Board of Trustees. The process allows for recommendations to the Superintendent/President through a defined structure which uses the College Council as a coordinating body for all items. The Academic Senate has primary responsibility for making recommendations in the area of academic and professional matters.

II. Statement

Consultation at El Camino College involves a collaborative process in which members of major campus constituencies play an appropriate part by making recommendations to the Superintendent/President in accordance with the Education Code, Assembly Bill 1725, Title 5 and policies adopted by the El Camino Community College District Board of Trustees. It also provides an opportunity to resolve issues having campus-wide impact.

- A. Faculty. In accordance with Title 5 and approved Board of Trustees policy, the process assigns primary recommendation responsibility for academic and professional matters to the Academic Senate. The process welcomes ideas and suggestions from all faculty members. Recommendations from the Academic Senate are shared with the College Council.
- B. Classified. Confidential. Administrative. The consultation process involves forwarding ideas and recommendations having campus-wide impact from consultation committees, councils and task forces to College Council for review and/or information. This provides effective participation in the development of recommendations that ultimately may result in policy.
- C. Students. The consultation process promotes ways through which students may have a significant impact on the way El Camino College functions. Students are encouraged to participate in campus-wide activities and organizations. Students select their representative to the College Council. That representative has an equal standing with the representatives from other campus-wide constituencies.
- D. Backaround.
1. Education Code Section 70902(b) (7) authorizes the Board of Governors to:

- a. Ensure faculty, staff and students the right to participate effectively in district and college governance;
 - b. Ensure the right of academic senates to assume primary responsibility for making recommendations in the areas of curriculum and academic standards.
- 2. Assembly Bill 1725 authorizes:
 - a. Responsibility for faculty members in duties that are incidental to their primary professional duties;
 - b. Faculty involvement in institutional governance and decision making;
 - c. Staff development among college groups to facilitate collegial consultation awareness, roles and responsibilities.
- 3. Title 5 states the requirements for governing boards to:
 - a. Require effective participation of students and staff in development of recommendations to the governing board;
 - b. Consult collegially with the Academic Senate on academic and professional matters.

III. Role and Functions of the College Council

The role of the College Council is to bring together all constituent groups to facilitate development and understanding of college-wide recommendations.

Through representatives from campus constituencies, the College Council:

- 1. Reviews recommendations from committees designated as Collegial Consultation committees;
- 2. Serves as the primary, non-bargaining source for discussion and communications regarding campus-wide issues and policies;
- 3. Provides feedback to the Superintendent/President regarding such issues as planning, policy development and coordination, campus and council priorities;
- 4. Focuses on broad issues, not day-to-day administration of the College;
- 5. Operates on a consensus-building basis or a majority vote in an advisory capacity;
- 6. Supports and abides by areas governed by collective bargaining agreements;
- 7. Supports and abides by areas involving professional activities legally delegated to the Academic Senate;

8. Ensures that major recommendations of the College are consistent with the educational mission of the College;
9. At all times focuses on students.

IV. Membership and Process of Colleeae Council

College Council membership consists of the one representative each from the Associated Student Body, Academic Senate, El Camino College Federation of Teachers, El Camino Classified Employees, Police Officers Association, Confidential employees and Management. Each member has one vote should voting become necessary. The three vice presidents complete the College Council and have one vote among them.

The Superintendent/President of El Camino College serves as Chair of the College Council, facilitates the meetings, determines whether consensus exists, and receives recommendations of the council. The agenda is published before each meeting. All actions and recommendations are communicated to the Area and Division Councils, committees, and constituencies through the representational membership.

V. Colleial Consultation Groups

Collegial consultation groups shall include the Academic Senate, Area Councils, Division Councils, the Planning and Budgeting Committee, and other councils, committees and task forces as formed by the President and deemed necessary to the consultation process. Collegial consultation groups are created and organized to make recommendations to the College Councilor to decide issues within their purview.

The Academic Senate makes recommendations regarding academic and professional matters as specified in AB 1725 and El Camino Community College District board policy, and shares those recommendations with the College Council.

The College Council is supported by three Area Councils - Academic Affairs, Student and Community Advancement, and Administrative Services. These are in turn supported by their respective Division Councils, departments and committees.

The Planning and Budgeting Committee is a collegial consultation standing committee which also sends its recommendations .to the College Council for review.

From time-to-time other committees or task forces may be created by the President and designated as collegial consultation groups.

VI. Committee Appointments

The Academic Senate, after consulting with the Superintendent/President or designee, shall appoint faculty members to serve on committees, task forces or other groups dealing with academic and professional matters as specified in AS 1725 and El Camino Community College District board policy. Unless specified in a contractual agreement, other committee appointments are made by the Superintendent/President or designee in consultation with constituent organizations.

VII. Communication

The College Council, the Academic Senate and all other designated collegial consultation committees, councils, and task forces will communicate with College constituents through the promulgation of widely distributed minutes.

A list of all consultation committees showing membership and communication channels, ie., telephone extensions and e-mail addresses are available on the El Camino College Infonet.

The College Council will review and evaluate its operations and all other committee, council and task force operations annually.

Hi Dr. Arce,

I wanted to clarify a couple of things from yesterday's meeting that I didn't get a chance to:

1. The Senate & the Technical Assistance form encourages that both parties submit the form but "a request form submitted by one will be sufficient to initiate the process." <http://www.asccc.org/Resources/Tech.htm>
 - a. I think the administration feels that there is not a problem, which is, from the viewpoint of the faculty, symptomatic of the problem. Only one of us seeking help raises a red flag with many parties.
 - b. The biggest issue is as I stated, BP & AP 2510. In fact, I believe the root of all the conflict is either the policy itself or the interpretation of the policy, especially the part you quoted making the VPAA the "representative" or "liaison" of the board. It is safe to say that the Senate's and the Administration's interpretation of the regulations and ECC's subsequent policy relating to this differ greatly. I think the technical assistance, specifically the Advisory Assistance (they break it down into four categories), is appropriate for us because: "The advisory assistance service is intended to provide a facilitated and structured opportunity to identify possible areas of conflict or different interpretations of the law and regulations and to develop ways to resolve the differences." <http://www.asccc.org/Resources/Tech.htm> You and I have both agreed on numerous occasions that for the most part ECC does a pretty good job with collegial consultation but we do get bogged down when there is conflict. I feel Technical Assistance will provide us some relief with this central disagreement.
 - c. This situation has gone on too long. For at least five years I have heard past ECC Senate presidents talk about this same issue. I would like to settle this and move on. I think the college can only become better by putting this issue behind us and get clarification once and for all. Neither the administration nor the Senate are going to convince either party to accept their position; a third party seems to be the only solution. I would rather ECC be able to choose the third party rather than the Accreditation body or worse, a court, decide. If you look at the stories involving the schools who are on warning, probation etc, with Accreditation, many of them list lack of collegial consultation as a problem area. As Mark, the State Senate President remarked, it is better to use Technical Assistance before the problem escalates. If this issue is not remedied it can and probably will escalate. No one wants this.

Draft January 6, 2008
Faculty Hiring

Whereas The Academic Senate of El Camino College values the collegial consultation process and the contractual obligations based upon The Agreement between El Camino College District and El Camino College Federation of Teachers.

Whereas Board policy 2510 Participation in Local Decision Making states in part:

The Board will normally accept the recommendations of the Academic Senate on academic and professional matters as defined by Sub-Chapter 2, Section 53200, et seq., California Administrative Code, Title V

Whereas 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.

Whereas The Agreement between El Camino College District and El Camino College Federation of Teachers in Appendix M-1 states in part:

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, in AB 1725.

C. Campus-Wide Approval

1. A joint Academic Senate/administration committee will be convened by the appropriate VP for final identification of positions recommended for announcement. The composition of this committee will be at least 50% appointed by the ASC.

Whereas The committee was convened and made a prioritized list of positions recommended for announcement.

Therefore The Academic Senate of El Camino College recommends that the hiring of new faculty be authorized as prioritized by the committee.

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

Deleted: "AAO" is affirmative action officer.

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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.

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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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EL CAMINO COLLEGE TENURE-TRACK FACULTY HIRING PROCEDURES

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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B. Division Approval

1. Positions to be requested are identified jointly by the division dean and full-time faculty.

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C. Budget Identification

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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.

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.
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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.

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III. Screening Committee

A. Selection

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B. Composition

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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.
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EL CAMINO COLLEGE TENURE-TRACK FACULTY HIRING PROCEDURES

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

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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.
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EL CAMINO COLLEGE TENURE-TRACK FACULTY HIRING PROCEDURES

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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.

Deleted: in consultation with the Director of Personnel and/or the AAO

Deleted: Personnel will be used, with blanks for areas which may vary depending on the nature of the position

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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.

Deleted: <#>Prior to finalizing the job announcement, the screening committee must determine the following items:¶
<#>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.

Deleted: Develop interview questions.

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.

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

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: <#>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

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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 other 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.

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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

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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.¶

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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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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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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 ad 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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EL CAMINO COMMUNITY COLLEGE

Screening/Interviewing Committee Member Statement of Confidentiality and Conflict of Interest

Committee for: _____ Date: _____

This statement is to be read to committee members whose names are listed on the back of this statement, which will be placed as a record in the recruitment file.

As members of a screening/interviewing process for El Camino Community College District, you act as agents of the District and understand that you are participating in a confidential process. All actions related to this process are subject to the laws and regulations relating to equal and fair employment practices.

Confidentiality and Conflict of Interest

It is critical that all selection committee members, and those associated with the selection process, maintain the highest degree of confidentiality to preserve the integrity of the process. You agree not to release information to any non-authorized person regarding:

1. written materials turned in by the applicant or evaluations made by the committee members about applicants;
2. oral discussions by or about applicants or committee members during or following the interview process; and,
3. any information that relates to the selection process.

You understand that by serving as a committee member you will immediately contact the committee chairperson in the event that you realize that you have a relationship by blood or marriage to any applicant for this position, or if you have a personal or financial relationship with the applicant.

You will notify the committee chair immediately if, for any reason, you cannot be fair or remain unbiased toward all applicants involved in this process.

ADVISEMENT

Committee members are provided all rights as stated in California Government Codes 825 and 995, but may be held personally responsible for any unauthorized disclosure of information. If asked questions about the process, you will refer them to the Human Resources Office.

SUMMARY

As a committee member you agree to comply with the selection process and understand that the Equal Employment Representative or a Human Resources Administrator may stop the process at any time based on alleged discrimination against one or more candidates, or if deviation from District employment procedures has occurred. The selection process will not resume until the District Equal Employment Officer reviews the allegations and recommends appropriate remedies (Title 5, California Administrative Code, Section 53026).