

# **PASADENA CITY COLLEGE**

## **FACULTY HANDBOOK**

**2011-2012**

**Prepared by the  
Academic Senate of the  
Pasadena Area Community College District Pasadena City College  
1570 East Colorado Boulevard  
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### **ACCREDITATION**

Pasadena City College is accredited by the Accrediting Commission for Community and Junior Colleges of the Western Association of Schools and Colleges (10 Commercial Boulevard, Suite 204, Novato, CA 94949, (415) 5060234), an institutional accrediting body recognized by the Commission on Recognition of Postsecondary Accreditation and the U.S. Department of Education. Accreditation reports are available in the Pasadena City College Library.

### **CAMPUS LOCATION**

The Pasadena City College main campus occupies a 53 acre site centrally located in Pasadena at 1570 East Colorado Boulevard (between Hill and Bonnie Avenues). The Community Education Center is located at 3035 East Foothill Boulevard in Pasadena. The Child Development Center is located at 1324 East Green Street, just west of the main campus. Courses offered through Continuing Education and the Office of Economic Development is offered at other sites throughout the Community College District.

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# Welcome

## To Pasadena City College

### Why A New Handbook?

The last Faculty Handbook was published in 1981, so it's about time that it be revised. The old one contained much information that is now part of the PCC-FA contract, itself a hefty document.

But much of what faculty need to know about the workings of the college isn't contained in the contract. The contract doesn't, for example, advise faculty about what to include in a course syllabus, about what resources there are on campus for both faculty and students, about how to apply for change in rank, about what procedures a student must follow to appeal a grade, and about the role of the academic senate in the shared decision making process at the college.

This revised handbook does contain information about these and other matters. In organizing this information, we first present information that new faculty, in particular, will find useful—information about how to find out about the courses they will teach, about getting a parking permit and e-mail account, about putting together a course syllabus, about checking course enrollments before the opening day, about how to handle problem students.

After this, we include information useful to all faculty members, even those who have been around for awhile. Those of us working on this document often found ourselves ignorant about the changes in the services on campus. Media Services was the place you went to pick up films you had reserved for a class. Now it advertises itself as “a one-stop shopping place for all multimedia needs,” offering such services as help in designing online courses, Web production services, and help in producing videos for your class.

Like most handbooks, this one has appendices filled with material that most people never look at unless they need to. Here we include such things as a sample course syllabus, instructions on how to advance in rank at the college, the college's faculty hiring procedure, and the college's shared governance agreement, showing how the Academic Senate functions as a shared governance unit.

Finally, as with all handbooks of this sort, this one will need updating from time to time, thus the loose-leaf pages. We hope that some of you will look at this from time to time and let us know your thoughts—where we have scored well, as well as where we need to improve. Though my name appears at the bottom, I wish to recognize the contributions of Kay Dabelow, Ahni Armstrong and Patricia Lynn, who searched out much of the information that appears within.

Edward Martinez, President (2010-2012)  
Jim Bickley, President (2008-2010)  
Academic Senate

# COLLEGE HISTORY

## A BRIEF HISTORY OF PASADENA CITY COLLEGE

In 1924, in response to this community's need for higher education facilities, one year of college work was added to the program offered by Pasadena High School. Soon after, another year was added. In 1928, Pasadena High School and Pasadena Junior College merged into a four-year junior college with grades 11 to 14 inclusive.

By 1946, increased enrollment justified the establishment of a second four-year junior college – John Muir. In 1947 the official names of the two schools became Pasadena City College and John Muir College.

During the school year 1953-54, the Board of Education modified the school system organization from the 6-4-4 to the 6-3-2-2 plan and combined the two junior colleges into a single college, Pasadena City College, to serve freshmen and sophomores. Thus, the present college is heir to the development of junior college-level work in Pasadena since 1924.

In 1966, local voters in affected communities approved a greater Pasadena Area Junior College District, effective July 1, 1967. The name was changed to the Pasadena Area Community College District on Sept. 10, 1970.

Well over one million individuals have taken classes at Pasadena City College since its formation. Today, enrollment has grown to 30,000 students. A number of new buildings were added during the 1990s. By 2010, several other campus buildings will be replaced or refurbished through a \$150 million facilities bond approved by district voters in 2003.

PCC has made unique contributions to its community over the years. The Observatory on campus was dedicated by Albert Einstein. PCC's registered nursing program, founded in 1953 as one of only five pilot programs in the nation, continues to address the need for qualified nurses in Southern California. The Artist-in-Residence program, which brings prominent professionals to work with and teach PCC students, will again be offered this spring.

Career and technical and academic programs have evolved with the times, supporting the development of radio and television, film making, dentistry, computer science, journalism, business, industrial and consumer product design, manufacturing, home construction, military and aviation science, music, fashion technology and much more.

The Community Education Center has showcased the college's commitment to vocational and basic skills education. Similarly, the PCC Child Development Center has strengthened PCC's involvement in early childhood education.

In Fall, 2002, the college modified its academic structure to reflect a more contemporary and accessible view of its offerings. The former Communications, Music and Art divisions were blended into two new divisions. Visual Arts and Media Studies incorporate classes in the arts, photography, computer-aided graphic design and journalism. Performing and Communication Arts

includes music and dance as well as debate and speech pathology. At the same time, English and Languages became separate divisions; the life and physical sciences merged into a Natural Sciences division, and Health Sciences combined the practical trades of Nursing, Dentistry, Medical Assisting and others.

The college today actively fosters partnerships with other institutions of higher learning. The Teacher Preparation Program at PCC creates educational pathways to Cal State LA, UC Riverside, Mount St. Mary's and Pacific Oaks to help students earn both a bachelor's degree and teaching credential within four years. The Transfer Center at PCC now welcomes more than 100 public and private colleges to campus each year. The Center's *FAST TRACK* program also helps high school students enroll in PCC classes in order to accelerate their transfer to four-year institutions.

For more information about the history and evolution of Pasadena City College, visit the college website [www.pasadena.edu](http://www.pasadena.edu), or consult the official history book of the college, "*Pasadena City College: A History Commissioned on the Occasion of the 75th Anniversary.*" The paperback book is available in the PCC Campus Bookstore.

# **COLLEGE ORGANIZATION**

## **THE PASADENA AREA COMMUNITY COLLEGE DISTRICT ORGANIZATION**

The Pasadena Area Community College District is a single college district geographically located in the western San Gabriel Valley of Los Angeles County. It is comprised of the communities represented by the following school districts: Arcadia, a portion of El Monte, La Cañada Flintridge, Pasadena, Rosemead, San Marino, South Pasadena and Temple City. It is governed by an elected seven-member Board of Trustees representing the seven trustee areas and a Student Trustee elected by the student body. The Superintendent-President of the college is the chief administrative officer of the District. The map below shows the communities of the college district along with the seven trustee areas.

The college's main campus is a 53 acre site on Colorado Boulevard in Pasadena. A satellite campus, the Community Education Center, located three miles east of the college and also in Pasadena, primarily houses the district's noncredit programs. The college also operates a Child Development Center, located two blocks to the west of the main campus. The college enrolls over 25,000 credit and about 5,000 noncredit students. Approximately 68 percent of the enrollment is drawn from outside the district's boundaries, including out-of-state and international students. The college employs 384 tenured/tenure track faculty, 44 administrators, 370 classified support employees, and 723 adjunct faculty.

# BOARD OF TRUSTEES 2011-2012

Geoffrey Baum, Vice-President	Area 1
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Ms. Berlinda Brown	Area 3
William E. Thomson, President	Area 4
Ms. Linda Wah	Area 5
John H. Martin, Board Clerk	Area 6
Dr. Anthony Fellow	Area 7
Alexander Soto	Student Trustee
Dr. Mark W. Rocha, Board Secretary Superintendent/President Pasadena City College	

## ADMINISTRATION

Dr. Mark W. Rocha	Superintendent/President	
Dr. Jacqueline Jacobs	Vice-President	Instruction
Robert Miller	Vice-President	Educational Services
Dr. Richard van Pelt	Vice-President	Administrative Services
Dr. Benedict Lastimado	Vice-President	Human Resources
Dwayne Cable	Vice-President	Information Technology
Dr. Robert Bell	Vice-President	Student and Learning Services

## INSTRUCTION

### Division Deans

Business and Computer Technology	Gary Woods
Community Education Center	Rick Hodge
Engineering and Technology	Vacant
English	Amy Ulmer
Health Sciences	Barbara Freund
Kinesiology, Health and Athletics	Vacant
Languages	Theodore Young
Library Services	Mary Ann Laun
Mathematics	Charles Hogue
Natural Sciences	David Douglass
Performing and Communication Arts	James Arnwine
Social Sciences	Michael Finkenbinder
Visual Arts and Media Studies	Joe Futtner

**STUDENT & LEARNING SERVICES**

Associate Dean, Counseling and Student  
Success Services

Assistant Dean, Extended Opportunity Programs  
and Services

Assistant Dean, Scholarships and Financial Aid

Assistant Dean, Special Services

Assistant Dean, Student Affairs

Cynthia D. Olivo

Kathleen M. Rodarte

Kim Miles

Kent T. Yamauchi

Scott W. Thayer

# MISSION OF THE COLLEGE

## PASADENA AREA COMMUNITY COLLEGE DISTRICT POLICY

Title: College Mission

Policy No. 0200

Legal Authority: California Education Code Section 70902

It is the policy of the Pasadena Area Community College District to undertake the mission set forth in the following statement:

The mission of Pasadena City College is to provide a high quality, academically robust learning environment that encourages, supports and facilitates student learning and success. The College provides an academically rigorous and comprehensive curriculum for students pursuing educational and career goals as well as learning opportunities designed for individual development. The College is committed to providing access to higher education for members of the diverse communities within the District service area and to offering courses, programs, and other activities to enhance the economic conditions and the quality of life in these communities.

At Pasadena City College we serve our students by:

- Providing courses and programs, in a variety of instructional modalities, which reflect academic excellence and professional integrity;
- Fostering a dynamic and creative learning environment that is technologically, intellectually and culturally stimulating;
- Challenging our students to participate fully in the learning process and encouraging them to be responsible for their own academic success;
- Respecting them as individuals who may require diverse and flexible learning opportunities;
- Supporting organizational practices that facilitate student progress towards their goals; and
- Encouraging and supporting continuous learning and professional development in those who serve our students: faculty, staff, managers, and administrators.

# **INSTITUTIONAL CORE VALUES**

As an institution committed to successful student learning in an environment of intellectual freedom, Pasadena City College is guided by the following essential, enduring and shared values:

## **A PASSION FOR LEARNING**

*We recognize that each one of us will always be a member of the community of learners.*

## **A COMMITMENT TO INTEGRITY**

*We recognize that ethical behavior is a personal, institutional and societal responsibility.*

## **AN APPRECIATION FOR DIVERSITY**

*We recognize that a diverse community of learners enriches our educational environment.*

## **A RESPECT FOR COLLEGIALITY**

*We recognize that it takes the talents, skills and efforts of the entire campus community, as well as the participation of the broader community, to support our students in their pursuit of learning.*

## **RECOGNITION OF OUR HERITAGE OF EXCELLENCE**

*We recognize that we draw upon the college's rich tradition of excellence and innovation in upholding the highest standard of quality for the services we provide to our students and community.*

# INSTITUTIONAL LEARNING OUTCOMES

**1. Communication:** Use language and non-verbal modes of expression appropriate to the audience and purpose.

## **Competencies:**

1.1 **Reading:** Read and comprehend written material critically and effectively at the appropriate program level.

1.2 **Writing:** Write in a clear, coherent, and organized manner, at the appropriate academic level, to explain ideas, to express feelings, and to support conclusions, claims, or theses.

1.3 **Speaking:** Speak in an understandable and organized fashion to explain ideas, to express feelings, and to support conclusions, claims, or theses.

1.4 **Listening:** Listen actively, respectfully, and critically to the substance of others' comments.

1.5 **Observing** (Visual Literacy): Decode and interpret visual messages, construct meaning from visual images, and produce meaningful visual communication.

**2. Cognition:** Use critical thinking skills to analyze, synthesize, and evaluate ideas and information.

## **Competencies:**

2.1 **Problem Solving:** Identify and analyze real or potential problems and develop, test, and evaluate possible solutions, using the scientific method where appropriate.

2.2 **Creative Thinking:** Formulate ideas and concepts in addition to using those of others.

2.3 **Quantitative Reasoning:** Use appropriate program level mathematical concepts and methods to understand, analyze, and explain issues in quantitative terms.

2.4 **Application:** Apply knowledge and skills to appropriate contexts and transfer knowledge and skills to new and varied situations.

2.5 **Resource Management:** Identify, organize, and allocate resources effectively.

**3. Information Competency:** Utilize research skills necessary to achieve educational, professional, and personal objectives.

## **Competencies:**

3.1 **Information Literacy:** Use print materials, personal communications, observations, and electronic media to locate, retrieve, and evaluate information. Understand the ethical, social and legal issues surrounding the use of information.

3.2 **Technological Competency:** Apply technology effectively to locate, interpret, organize and present information.

3.3 **Research Proficiency:** Conduct research and present findings effectively.

**4. Social Responsibility:** Demonstrate sensitivity to and respect for others and participate actively in group decision making.

**Competencies:**

4.1 **Teamwork:** Use skills needed for participation in group efforts to seek effective results.

4.2 **Respect for Diversity:** Demonstrate an understanding of and respect for the feelings, opinions, and values of other people and cultures.

4.3 **Effective Citizenship:** Demonstrate responsibility for being an informed, ethical, and active citizen of the local community, California, the nation, and the world.

5. **Personal Development:** Demonstrate self-management, maturity, and growth through practices that promote physical, mental, and emotional well-being.

**Competencies:**

5.1 **Ethics and Values:** Demonstrate an understanding of ethical issues and values required to make sound judgments and decisions.

5.2 **Aesthetic Appreciation:** Create or show appreciation for artistic and individual expression.

5.3 **Self-Understanding/Development:** Demonstrate increased self-awareness, self-insight, and personal growth. Perform learned skills competently.

# STUDENT LEARNING OUTCOMES

## **What are Student Learning Outcomes?**

Student learning outcomes (aka student learning goals) are an important part of the teaching and learning process. They are the “knowledge, skills, attitudes and habits of mind that students take with them from a learning experience.” (Suskie 2004)

Student learning outcomes (SLOs) define what students can do when they have completed a course, a certificate or a degree. SLOs are the goals and skills that students have achieved through their study. The five college core competencies are the student learning outcomes for our A.A. and A.S. degrees and the general education sequence. The college is in the process of defining SLOs for every occupational degree, certificate and course.

Students must demonstrate competency in the SLO to pass the course or be awarded the certificate or degree.

## **What are the benefits of having SLOs?**

**For students:** They provide clear and concise statements of the expected knowledge and/or attitudes they are supposed to demonstrate at the end of the course, program, or degree. SLOs inform the student of the expected outcome and the criteria upon which they are going to be assessed. Therefore, SLOs help to make learning visible to the student.

**For instructors:** SLOs give us the opportunity to grow as professionals as we reflect on how our activities in the classroom support the outcomes of the course. Because assessment is a key component of the SLO process and provides us with valuable feedback to inform and guide future teaching and learning, the process of developing SLOs is dynamic and not static; as a result, a SLO may undergo many revisions as we continuously evaluate the students’ learning.

## **Where can assistance for developing and assessing SLO’s be obtained?**

For additional information regarding the development of SLO’s, rubrics, etc. Please refer to SLOARC Online from the PCC website.

# FUNCTIONS OF THE COLLEGE

## **General Education**

General education provides students with the knowledge, attitudes and skills needed to be effective individuals in our society. Pasadena City College has established graduation requirements that are intended to achieve the objectives of general education. In addition to class work, students are also encouraged to participate in student government, public and departmental forums, radio and television presentations, concerts, art gallery exhibits and other College-sponsored events.

## **College Transfer**

Students may qualify for transfer with Junior status to an accredited college or university if they follow the lower division pattern of study required of them by the four-year institution, and transfer with a minimum of 60 transferable units. Acceptance to a particular college or university depends upon conditions at the four-year institution, which are subject to change.

## **Career and Technical Education**

The Office of Career and Technical Education supports the expansion of area businesses and industries, and economic growth in the community by promoting educational programs, training, and services that contribute to a quality workforce.

Career and Technical Education provides leadership and coordination for all vocational education programs offered at Pasadena City College. PCC's many career programs prepare students for entry-level employment, as well as occupational skills upgrading for those already employed. The curricula are developed in coordination with industry advisory committees that provide input to ensure the training is consistent with industry standards.

Responsibilities also include coordination of articulation between PCC's occupational programs and area high schools. The office administers federal programs for career and technical education and job training and manages special grants and projects related to occupational programs and economic development services.

## **Basic Skills**

Basic skills are those foundation skills in reading, writing, mathematics, and English as a Second Language (ESL), as well as learning and study skills that are necessary for students to succeed in college-level work. In the community college context, basic skills students, as defined by the state, are those whose math and/or English skills are more than one level below transfer.

Several terms are used interchangeably to refer to basic skills education across California community colleges, such as developmental, pre-collegiate, and remedial education. Community colleges are urged to shift away from using the term "remedial education" because such a term implies that something is wrong with the student. At PCC, basic skills courses are taught in the English, Math, and Languages Divisions and at the Community Education Center (CEC). The Languages Division offers credit ESL courses while the CEC offers non-credit ESL courses.

### **Noncredit Education**

The College offers a variety of courses to meet the needs of students who do not desire or need to obtain college unit credit. The Community Education Center offers noncredit (state funded) classes, and Extended Learning offers fee-based classes. These classes are open to the community and are designed to provide learning opportunities, including personal interest, cultural enrichment and recreational enjoyment.

### **Community Education Center**

The Community Education Center (CEC) provides noncredit education, training, and services designed to continuously improve California's workforce. The Center offers vocational, technical, and academic courses including High School Diploma Program, GED, Business Office Systems, Printing Technology, Apparel Skills, Fashion Retail, ESL, Adult Basic Education, Parent Education, enrichment classes for Seniors and disabled students, and a wealth of support programs. The cosmetology credit program is offered at the Center. The Community Education Center is a satellite center to the main campus, with shuttle services to and from the main campus every 20 minutes. It is located at 3035 East Foothill Boulevard, Pasadena, CA, 91107. For more information, call (626) 585-3000.

### **Extended Learning**

Extended Learning operates the fee-based program designed for the community at large. Classes are primarily; geared toward adults and are complemented by Youth College offerings for those under 18. Classes are held on and off campus and because grade credit is not earned. Extended Learning is a self-supporting entity of the College and is not funded by taxpayer dollars. For additional information or to register, please visit the website at [pcclearn.org](http://pcclearn.org), or call (626) 585-7608.

### **Pasadena City College Foundation**

Incorporated as a nonprofit, charitable, public-benefit foundation in 1979, the Pasadena City College Foundation exists to ensure the growth and development of Pasadena City College.

The PCC Foundation raises money through donations in addition to accepting designated in-kind gifts all of which benefit the collage and enable it to better serve the students of the Pasadena Area Community College District.

The Board of Directors of the PCC Foundation is composed of citizens from the community and representatives of the College. The PCC Foundation is organized as a 501(c)(3). For further information, please call (626) 585-7065.

# I. FREQUENTLY ASKED QUESTIONS ABOUT ACADEMIC AND STUDENT POLICIES

## 1. Can an instructor drop students for missing the first day of class?

Yes, if a student does not show up for the first class meeting, an instructor must drop the student unless the student has made prior arrangements with the instructor. Students may also be dropped from not attending the second class session. Even though this information is in the College Catalog, it is recommended to put this information in your course syllabus. Since parking is especially a problem the first week of class, you probably want to wait until near the end of the class period before dropping the no-shows and adding new students.

## 2. When should an instructor add students to the class?

For the majority of classes, a computerized WAITING LIST system will be in effect for closed classes.

If the student attempts to register for a closed class, they will be asked whether or not they wish to be placed on the waiting list for that class, if space on the waiting list is available. If they so choose, they will be provisionally enrolled in the class. Students must pay any associated fees, may not register for a conflicting section or another section of the same course, and **must attend the first class meeting**. There, the instructor will tell the student if they have been moved from the waiting list to fully enrolled status or, if not; whether they may return the next time the class meets.

Until the Sunday before the session begins, as space in the class becomes available, students on the waiting list will be moved to fully enrolled status in the order in which they registered.

The instructor will determine whether or not to add students from the official “wait list” for the class. Some will add students the first day after dropping those who failed to attend. Student must be added in sequential order from the “wait list”. Some instructors have found that if they wait until the next class before adding students—especially if they give an assignment the first day—that only a few of the students wanting to get in will return. This is one method for finding out which of the students trying to add your class will actually stay with the class. Research has shown that students who add classes during the first week are often those who later drop the class or perform poorly in the class. Classes may not be added after Saturday of the second week for 16-week classes. Short term classes will have different course add deadlines. Additional information can be found in the College Catalog.

## 3. Is an instructor responsible for officially withdrawing a non-attending student from the course?

Yes, instructors are required to drop students who “have not appeared in class or who are judged to be inactive by the census date—which is Sunday before the third Monday of the semester. Census periods for short-term courses vary. Drops are now done exclusively online. Additional information can be found in the College Catalog.

#### **4. When can an instructor drop a student from class for non-attendance?**

Instructors may drop students for non-attendance after they miss the equivalent of two weeks of instruction. For short-term courses, “students may be dropped after missing 11% of the total class hours.” Additional information can be found in the College Catalog.

#### **5. When is the final date that an instructor can drop a student from class?**

The final date to drop a regular semester-length class, whether initiated by student or instructor, is Friday of the 11<sup>th</sup> week of the semester. Short-term and intersession classes will have different dates. Refer to the semester Schedule for Classes for specific deadlines.

Students may voluntarily drop a class through the college website or telephone registration system, or by obtaining a class add/drop form from the counseling or division office, or the Registration Office. The completed form must be processed by the Registration Office.

For a number of reasons, it is good practice to drop non-attending students. Of course, it is ultimately the student’s responsibility to drop a class they are not longer attending. Additional information can be found in the College Catalog.

#### **6. When must an instructor excuse a student’s absence from class?**

Actually, the College has no written policy on excused absences; however, most instructors will allow make-up work for students who miss class because of a religious holiday or because they are participating in a college sponsored activity. Students should notify the instructor in advance that they will be absent.

#### **7. Does an instructor have to give students make-ups if they missed class?**

You are not required to give make-up exams or other make-up work, and some instructors don’t. However, you might consider having a policy of giving make-ups if a student missed class due to extenuating circumstances or because of participating in a college sponsored activity. The student, of course, should be responsible for requesting a make-up (by phone before the work is due or the test is given).

#### **8. Is an instructor required to give students a detailed syllabus?**

The PCC-FA (Pasadena City College – Faculty Association) contract requires that instructors give students detailed information about the “course objectives, student learning outcomes, content, attendance expectations, examinations, and the basis for assigning grades.” (PCC-FA Contract – Appendix Ten). Each division requires that faculty give students a syllabus containing the above information, a copy of which is kept in the division office. Though the contract doesn’t require it, you should give students your policies regarding cheating and plagiarism. (For a sample syllabus containing a policy on cheating and plagiarism, see Appendix Two).

**9. If an instructor catches a student cheating on a test or plagiarizing an assignment, what sorts of penalties can the student be given?**

Cheating and plagiarism have always been prohibited at the college. Instructors have a number of ways of handling these problems. It is common practice for instructors to give an “F” grade on a test or an assignment when a student has either cheated on a test or plagiarized an assignment. Whatever your policy is, you should let students know at the beginning of your class, both verbally and in writing. Since some forms of plagiarism are more subtle than others, it would be worthwhile to spend some time discussing the topic in class.

Besides your own class policies, students should know that the Student Conduct Code clearly prohibits both cheating and plagiarism and suggests a number of disciplinary sanctions for these and other prohibited activities. A copy of this Conduct Code is printed in the College Catalog.

**10. Do students have the right to appeal a grade assigned by an instructor?**

The quick answer is yes, but the California Education Code supports the instructor as the final authority in assigning grades: “In any course of instruction in a community college district for which grades are awarded, the instructor of the course shall determine the grade to be awarded each student . . .” (Section 55760(a), California Code of Regulation). Mistakes do happen, however, and students have the right to appeal a grade received for a course. When an instructor has made a mistake, the matter is usually settled informally between the student and the instructor, sometimes with the assistance of the division dean.

Sometimes, however, a student may claim that the wrong grade was given because of other reasons, such as “fraud, bad faith, or incompetence,” the only other grounds upon which a student may appeal a grade. This doesn’t happen often at the College, but the student has the right to file such an appeal if not satisfied with the results of the informal consultation process. Keeping accurate records is the best way to insure that disputes over grades stay at the informal level, or if they go beyond, that you have documentation for the grade you assigned. Additional information on the Grade Appeal process can be found in the College Catalog.

**11. Does an instructor have to give a final exam or schedule a class activity during the final exam period?**

The answer to this question isn’t as clear-cut as the statement in the College Catalog, which says: “Final semester examinations are required in each course. All students must take [these] examinations at the scheduled time and place” (College Catalog). However, though you must meet with your students at the scheduled time and place, you are not required to give a final on that day. Most faculty do, but some classes substitute final exams with projects, particularly performance classes. In short, you must meet with your students during the final exam period, but you aren’t required to give a final exam on that day. The final exam schedule is printed in the Schedule of Classes. Permission must be obtained from the division dean, in advance, if the final exam is not to be given at the designated time and place indicated in the Schedule of Classes.

## **12. Can an instructor remove a student from class for inappropriate or unsafe behavior?**

Yes, you may request that a student or students leave a class if they are disrupting the class, a violation of the Student Code of Conduct.

- a. **Drop for Unsafe Performance** — A student whose classroom, clinical, or laboratory actions are dangerous to the health or welfare of the student or other persons may be dropped from the class.
- b. **Drop for Unsatisfactory Conduct or Citizenship** — A student may be dropped from class for unsatisfactory conduct or citizenship related to the class. This includes, but is not limited to, conduct in a classroom or other setting such as a laboratory, clinic, or work station. Unsatisfactory conduct or citizenship includes, but is not limited to, cheating, plagiarism, other forms of academic dishonesty, flagrant violation of instructor direction, and actions disruptive to the on-going teaching and learning process.

A student subject to class drops for condition(s) noted in (a) or (b) above will be counseled by the instructor and the division dean and given a chance to improve, except when the violation is so flagrant that immediate suspension from class is in order.

If a student is counseled for improvement but there is insufficient improvement in the judgment of the instructor and the division dean, or if immediate suspension appears to be in order, a signed class drop form and a written report on the incident will be submitted to the Vice President of Student & Learning Services. The Vice President of Student & Learning Services will obtain and review information available and take action deemed appropriate. The Vice President of Student & Learning Services will inform the student of due process rights if the class drop or other discipline is imposed.

## **13. What steps should an instructor take when a student says he or she has been sexually harassed by another student or an instructor?**

You must refer the student to the dean of human resources; it is not good practice for you to become involved in investigating or evaluating the student's allegations. You must, however, inform the dean of human resources about the student's allegations. Instructors should review the sexual harassment policy in the college catalog (ii) and in the appendix of this Handbook.

## **14. What are the college grading policies?**

- a. **Authority on Grades -- The teacher is the final authority on assignment of grades.**  
When reported to the Records Office on the Permanent Class Roster, grades represent the teacher's final decision as to a student's achievement. Grades are not given as a warning, punishment or reward and are not subject to revision for purposes of determining eligibility for office or honors, college transfer or for any other reason except the subsequent discovery of an error (as a result of mistake, fraud, bad faith, or incompetence). Any change of grade submitted after the normal three-year holding period for backup materials will require documentation as to the nature of the error in the first grade.

- b. **Grade Reports** -- At mid-semester the instructor issues progress reports to all students. Final semester grades are available to students by telephone or web approximately twelve days after the end of the semester. **Resolution of grade disputes must be made within 3 years after completion of the course.**
- c. **Grades and Grade Points** -- Pasadena City College uses the letter system of grading to evaluate the quality of work done by students. The interpretation of each grade or symbol, with its value in grade points, is described in the College Catalog.
- d. **Attendance, Final Grade and Positive Attendance Rosters are official records; they may be subpoenaed by the courts and are subject to audit. Accepting an assignment to teach includes accepting the responsibility for accurate and timely grade and attendance records. All records are subject to audit.**

**15. Does the college have grading standards?**

**Board Policy 4050 - Grading, Course Credit, and Related Topics**, Title 5 state regulations and PCC Board of Trustees Policy 4050 addresses grading standards, incomplete grades, pass/no pass classes, credit by examination, grade changes, and a number of other related issues.

To ensure that students transferring to four-year universities and colleges are properly prepared, the College discourages grade inflation. The grade "A" is reserved for excellence. The "good" student who is doing better than average work is a "B" student. Average students receive a "C" and below average a "D;" the "F" reflects a failing grade. A class distribution will most likely show more "Cs" than "Bs" and more "Bs" than "As." The "W" is assigned to a student who drops a course or who is dropped by the instructor. After this time a letter grade must be assigned.

Final Grade, Positive Attendance Rosters, and any Incomplete Contracts must be submitted online no later than second working day of the following term. Attendance rosters should be turned into the Admissions and Records Office located in the L building. Attendance rosters on file provide the college with additional documentation in cases where students appeal grades. Accepting an assignment to teach includes accepting the responsibility for accurate and timely records. Instructors should **keep a photocopy** of these records for reference. Final grades are submitted online and instructors should print out a copy of the grade report before clicking the "Submit" button.

Grades are available online at [lancerlink.pasadena.edu](http://lancerlink.pasadena.edu), approximately two weeks after the close of each semester and intersession.

**16. What are Grades, Symbols, and Grade Points?**

Pasadena City College uses the letter system of grading the quality of work done by students. The interpretation of each grade, with its value in grade points per semester unit, is described below.

**Grade   Value**

**A            Excellent (4)**  
 HONOR GRADE indicating EXCELLENCE earned as a result of consistently superior

examination scores; consistently accurate and prompt completion of assignments; ability to deal resourcefully with abstract ideas; superior mastery of pertinent skills; promise of success in a field relating to the subject.

**B Good (3)**

HONOR GRADE indicating COMPETENCE earned as a result of high examination scores; accurate and prompt completion of assignments; ability to deal well with abstract ideas; commendable mastery of pertinent skills; promise of continued success in sequential courses.

**C Satisfactory (2)**

STANDARD COLLEGE GRADE indicating SUCCESSFUL PERFORMANCE earned as a result of satisfactory examination scores; generally accurate and prompt completion of assignments; ability to deal with abstract ideas; fair mastery of pertinent skills; sufficient evidence of ability to warrant entering sequential courses. A C is the minimum course grade necessary to meet a prerequisite.

**D Less Than Satisfactory – not passing (1)**

STANDARD GRADE indicating the MEETING OF MINIMUM REQUIREMENTS ONLY earned as a result of low examination scores, generally inaccurate, incomplete, or late assignments; inadequate grasp of abstract ideas; barely acceptable mastery of pertinent skills; insufficient evidence of ability to make advisable the enrollment in sequential courses. A grade of D would indicate the student is not likely to be successful in a higher level course and would not meet prerequisite requirements.

**I Incomplete (0)**

This symbol identifies UNFINISHED WORK, OTHERWISE PASSING, indicating that an important assignment such as a term paper, final examination, or experiment is missing (for illness or other sufficient reason), but can be submitted to complete the course. An I grade may not be assigned as a withdrawal grade, and is not considered in the grade-point average. An I must be made up within one year or a default grade will be assigned.

**F Failing (0)**

NON-PASSING GRADE indicating FAILURE TO MEET MINIMUM REQUIREMENTS earned as a result of non passing examination scores; inaccurate, incomplete, or late assignments; failure to cope with abstract ideas; inadequate mastery of pertinent skills; repeated absence from class.

**W Withdrawn (0)**

This symbol is recorded for a course when a student voluntarily withdraws, a student is dropped from class by a teacher, or a petition is approved for withdrawal; not considered in grade-point average.

**MW Military Withdrawal (0)**

A symbol used to record a student withdrawal due to unexpected military obligations.

**P Pass (0)**

PASSING GRADE, level C or better, not included in grade point computations.

**NP No Pass (0)**

CREDIT NOT ALLOWED; performance less than average quality; not included in grade-point computations.

**IP In Progress (0)**

Indicates work in progress, but not considered in grade-point average. The symbol is intended for courses which may extend beyond the end of the normal semester.

**RD Report Delayed (0)**

Used when there is a delay in reporting grades beyond the control of the student. It is a temporary notation not considered in the grade-point average.

**17. What do I do for incomplete grades?**

You must complete and turn in an Incomplete Grade Contract form with your A and B rosters. The grading policy governing the Incomplete Contract is covered by Title 5 state regulations. It is also addressed in Board Policy 4

050. The "I" is a non-evaluative symbol, and its use is highly restricted.

Title 5 state regulations define the symbol "I" as "Incomplete academic work for unforeseeable, emergency and justifiable reason at the end of the term." The "I" grade is given only in cases in which a student is doing passing work, but is unable to complete the requirements for the course during the semester due to an emergency in the last few weeks of school. It may be necessary for the instructor involved to indicate to an auditor the nature of the student emergency which prompted the incomplete grade.

If the student does not complete the work in a year the "I" will automatically change to the grade indicated. Faculty must also submit an *Incomplete Contract* signed by the student. This contract shall contain the conditions for removal of the "I" and the alternate grade to be assigned if the conditions are not met. Students have one year following the term end to make up the Incomplete. If the student has completed the requirements specified in the contract the instructor submits a *Student Grade Change* form. This must be done no later than one year after the term ends.

**18. Should I post students grades?**

Grades must not be posted unless precautions are taken to conceal the student's identity (using a scrambled student list with special identifying numbers). Faculty may use a self-addressed grade card provided by the student to inform students of their grades, these cards are available in the PCC Bookstore. Grades are available to students on the PCC website as soon as they are scanned or submitted online.

**19. What are Pass No/Pass Classes? (formerly Credit No/Credit)**

Discipline faculty is responsible for determining the appropriate Pass No/Pass option for each course. All sections of the course must be offered in the same manner. Courses may be offered for Pass No/Pass in any of the following categories and will be specified in the catalog. These are:

- a. Courses in which all students are evaluated on a Pass No/Pass basis.

- b. Courses in which each student has the option to individually elect grade evaluation or Pass No/Pass. Students electing this option must submit a Pass No/Pass form to the Admissions office no later than 30% of the class meetings.
- c. All units earned on a Pass No/Pass basis in accredited California institutions of higher education or equivalent out-of-state institutions shall be counted in satisfaction of community college curriculum and graduation requirements.

Units earned on a Pass No/Pass basis shall not be used to calculate grade point averages. However, units attempted for which NP is recorded shall be considered in probation and subject to dismissal procedures.

## **20. How do I determine grades for a Pass/No Pass Course?**

Many courses of the college have an option of being graded on a pass/no pass basis. See the course description to determine those for which pass/no pass is not a grading option. The following provisions shall apply:

- a. A maximum of 12 units may be taken on this basis with a limit of one class per semester.
- b. Pass/no pass classes must be taken in areas outside a student's baccalaureate degree major.
- c. The decision to take a class on a pass/no pass basis should be made at the time of registration. However, it is possible to make a request for pass/no pass grading in the Registration Office, through the first 28 percent of a class' duration.
- d. Pass/no pass grading status may not be selected through registration, unless the course you selected is offered as pass/no pass ONLY. If you want to select the pass/no pass option, you must go to the Registration Office in person to complete a pass/no pass grade form.
- e. A grade of P (pass) represents satisfactory achievement which would have been graded C or better on the regular grading scale.
- f. Sequential courses may be taken on a pass/no pass basis; pass meets grade prerequisites.
- g. Instructors are notified as to which students have elected the pass/no pass option in the courses.
- h. Any restriction listed above does not apply when a class is offered only on a pass/no pass basis.

## **21. What is Credit-by-Examination?**

The credit by exam process is delineated by Board Policy on Grading Standards (Board Policy 4050). Credit by examination is approved on a very limited basis. Only students who have completed 12 units at Pasadena City College with an overall grade-point average of 2.0 or better and are actively enrolled in the term in which they wish to petition for crediting exam are eligible for credit by exam.

Students may request credit by examination by completing a *Petition for Credit by Exam*, available at the Admissions and Records office. This petition must be approved by the division dean prior to any examination arrangements. In general, the procedure involves multiple assessments of the student's knowledge and skill mastery. The credit by exam policy and procedure is included in the College catalog.

## **22. How do I make a grade change?**

In any course for which grades are awarded, the instructor of the course shall determine the grade to be awarded to each student. The determination of the student's grade by the instructor shall be

final in the absence of mistake, fraud, bad faith, or incompetency. Procedures for the correction of grades given in error shall exclude expunging the incorrect grade from the record.

The student has one year following the term in which the grade was recorded to request a change of grade. After the one year time limit, the grade is no longer subject to change.

When grade changes are made in accordance with the District's policy on course repetition and academic renewal, appropriate annotations of any course repeated shall be entered on the student's permanent academic record in such a manner that it remains legible, ensuring a true and complete academic history.

The instructor submits a Student Grade Change to the division office.

#### **24. What is the process for field trips and travel requests?**

- a. Out-of-state (including out of country) travel requests require Board approval prior to travel.
- b. Out-of-state travel requests must be submitted in advance. Failure to allow sufficient time for Board approval may result in rejection of the application.
- c. Allow 6-8 weeks for all out-of-state travel requests and at least 4 weeks for processing regular travel requests.
- d. Funds that exceed the approved amount(s) are the financial responsibility of faculty.

#### **25. What are the steps to securing a travel request?**

- Step 1:** Complete the travel request and, as accurately as possible, estimate costs. Supply a statement of purpose and benefits along with brochures, flyers, registration forms, hotel information, etc. with your travel request and requisitions. (If trip is canceled, notify Fiscal Services.)
- Step 2:** Obtain approval signatures from those responsible for funding sources. Identify funding sources - department budgets, staff development funds, VATEA, grants or other sources.
- Step 3:** If needed, complete requisitions for prepayment of conference fees, travel costs, etc. and obtain approval signatures. Include with the requisitions any special handling requirements such as deadlines.
- Step 4:** Division dean's approval is required on the travel request and requisition. The department chair's signature is verification of availability of department funds and authorizes payment. A Vice President's signature is required for out-of-state travel.
- Step 5:** Purchasing/Accounts Payable will issue a purchase order to the vendor (hotel, travel agent, conference host) including prepayment if required. Ten (10) working days are required for Fiscal Services to process requisitions/purchase orders and receive the checks. Please allow sufficient time to obtain all approved signatures and to complete purchase order processing.
- Step 6:** Submit all receipts with claims for reimbursement of out-of-pocket expenses, including meals, taxi, shuttle, car rental, etc. Receipts for all prepaid expenses must be included, e.g., itemized hotel bills, airfare, conference fees, etc.

**Step 7:** Faculty applying for Faculty Staff Development funds must submit an itemized expense claim with ALL receipts to the faculty development coordinator or Dean within five days of travel.

## II. What To Do Before Class Begins

For new faculty, time permitting, we recommend that you prepare well in advance of the first day of the semester or intersession.

### A. Some Items to Get Before Class Begins:

1. **A course outline for each course you will be teaching (available in Division Office).**

The course outline will give the catalog description, any prerequisites required, and a list of “TMO’s (Terminal Measurable Objectives) and SLO’s (Student Learning Outcomes) -- which specify what the student will be able to do upon successful completion of the course. In addition, the outline will specify what topics will be covered in the class, what assignments given, and what methods of evaluation will be employed. We recommend that you include all of these items in your course syllabus. In addition to the TMO’s your course syllabus should include the SLO’s (Student Learning Outcomes).

2. **Desk copies of the books you are using.**

Free desk copies of the texts you have ordered for the class are provided to faculty by the publishers. Often the division offices have desk copies if the text is one widely used in your division. If it isn’t, the division secretary will order any desk copies you need from the publisher. You may, of course, order these directly from the publisher on your own.

3. **Keys to your office and classroom.**

Keys for college rooms, file cabinets, desks, etc., are distributed by Division Offices and may require ordering of keys through the Police and Safety Services Office, utilizing a Key Request Form. Key Request Forms must be signed by the appropriate administrator and forwarded to the Police and Safety Services Office.

The division secretary will take care of this for you. If you need to pick up a key that has been ordered for you, you can do so at Police and Safety Services in CC108.

Keys may *not* be requested for or given to students. Keys must be returned at the end of your employment.

4. **A parking permit.**

Parking permits can be obtained through Police and Safety Services and paid for at the College Bank. Currently, the cost is \$40 for the year. You can pay either by check or credit card. Make sure that you get a permit before the first day of class or you may get a ticket. Each staff member’s care that is parked on campus must have the required permit decal in the lower left of the front window of your vehicle.

## **5. A network account and phone.**

Ordinarily, the division secretary or the Help Desk (Extension 7523) will assist new faculty in setting up a network account which includes an e-mail address. The network account allows you to access items on the college network that are available to faculty. You can view these items by clicking on the Network icon (folder) on your computer screen.

Your email address is created at the same time that you obtain your network account. Your address consists of the initials of your first and middle name (X is used if you don't have a middle name) followed by your last name and the school's Web address: Pasadena.edu. As for your phone extension, this is requested through the computer Help Desk (ext. 7523). If you have any difficulties with the phone or your computer, call the Help Desk. The people who answer are unfailingly helpful.

### **B. Moving into an office.**

Office space at the college is in very short supply. Like parking, the demand for office space exceeds the supply. All full-time faculty need an office and you will have one—even if you have to share it with a couple of people. Each office should have a desk, file cabinet and access to a computer. Your division secretary will help you with all the supplies you need to get started.

### **C. Preparing your syllabus.**

Your syllabus is your contract with your class. In it you put what your students can expect from the class and what you expect from them. To repeat what was said earlier, you need to give students in writing information about “course objectives, content, attendance expectations, examinations, and the basis for assigning grades” (PCC-FA Contract, Article 6.3). A copy of the contract is provided in Appendix Ten.

In addition to these items, you should also let students know other important information such as your policy on make-up exams and papers, on class participation, on cheating and plagiarism, and on cell phones, pagers, and other electronic devices. In recent years, most faculty members have experienced problems with cell phones going off in the classroom.

Not all faculty members provide students a detailed outline of the course, but it is good practice to do so, good for you and the student. A detailed outline helps you to stay on schedule and it gives students an overview what the class will cover and how much work they will be expected of them. In the Appendix, you will find a detailed course outline that should be of help in preparing your own.

When preparing your syllabus you need to include the course student learning outcomes. These can be found on the official course outline which may be obtained from your division dean,

Include in your syllabus the following information: course goals, texts, requirements, grading system and attendance policy you will use. Have your course syllabus handout duplicated and

ready to distribute during the first class meeting, and for all students joining your class late. Additional information is provided in section C below.

#### **D. Finding out about your class(s).**

As mentioned earlier, each class you teach has an outline on file in your division office; these are also available online on the PCC Web site. Go to “Classes” (on the far left) then scroll down to “Catalog/Courses”. You should obtain a copy of this outline before you do any detailed planning for the course. Most courses have very specific requirements about the topics to be covered and the methods used to evaluate student performance. (Both the California Education Code and Title 5 Regulations require that essay writing be used to evaluate a student’s performance.)

You especially want to talk with faculty who have taught the course before. These people will have useful suggestions about all sorts of topics: books and other media to use, assignments to give, how to evaluate them, what to expect about student performance, and the like. Most faculty members are more than willing to talk about their courses and give you copies of the course outlines and other materials they use.

#### **E. Check the following before class begins:**

##### **1. The class enrollment.**

You can easily do this by going to the PCC Web site and looking at the enrollment for your class. Many of our classes fill within a few weeks after students begin registering, but some classes will be under-enrolled, especially classes that haven’t been offered in a while and those being offered for the first time. If a class has fewer than 15 students, it may be cancelled.

If you see that one of your classes is low in enrollment, you can help to bolster the number of students in several ways: advertising the class on the college’s daily electronic Bulletin, distributing fliers around the campus, sending a short news item to the *Pasadena Star News*, and promoting the class with counselors and your colleagues.

##### **2. The location and set-up of your classroom.**

Besides knowing in which building the classroom is located, you’ll want to know if it has chalk or white boards, if it is upstairs or down, if it has a screen for an overhead projector or for films, and how many seats it has.

##### **3. The Bookstore to see that your textbooks have arrived.**

We recommend that you check with the Bookstore to see if your textbooks have arrived. It does happen that the texts you have ordered are not in the Bookstore the day your class begins and might not be for a week or more. You should make it a practice to always check the Bookstore a few weeks before the term begins to see if your required books (or other material) have arrived. If something has happened to your order, you then have enough time to do something about it. Don’t wait until the opening day of class.

## **F. What To Do the First Class Meeting**

The first week is always somewhat chaotic because of parking, because many students are new to the school, and because students are still looking for classes. Much of your time will be taken up with roll and with deciding what to do about the students who are trying to get into your classes. You should only offer spaces to students if the class isn't closed or if students on the roll sheet haven't shown up. You won't know that until later in the class, so it is best to wait before signing a student's add slip

It might be tempting to dismiss students after handing out your syllabus, taking roll, and adding students for whom you have space. However, you can do a number of things the first day that will help students become oriented to your way of teaching. You could, for example, give an in-class writing, have a small group discussion, give a mini-lecture, have students read something on a handout and respond to it.

During the semester, you will have questions about how to teach a certain topic or how to deal with a difficult student. You should make an effort to talk with other department members, especially those teaching the same courses as you are. Most faculty are happy to share materials with you and talk about what you are teaching.

**One further tip:** get to know your division secretary and treat this person well. She knows how things work and can guide you through many difficulties.

## **III. Some Useful College Services**

### **A. Sending and receiving mail**

You will be assigned a “mailbox” in your division office where you can receive mail. For any outgoing mail you may have, a mailbag is located in each division office with mail pickup and delivery twice a day.

You may use the college mail system for inter-campus or off-campus college mail. Use the college mail system only for college business, not for private use, even if your correspondence is stamped.

### **B. Finding the telephone numbers of other faculty or staff**

For a directory of offices and management personnel with telephone extensions, you will receive a large cardboard list from Human Resources. You may also call College Information at extension 7123 during normal college working hours to be given someone’s extension or to be connected. An automated system is also available. For a printed copy, please refer to the Appendix.

### **C. Using the voice-mail system**

Your division dean will submit a list of new faculty to receive new telephone numbers or to change passwords for existing numbers. Once you have gotten your extension number (which is also your “mailbox” number) and established your password, messages can be accessed from your extension phone by pressing the “message waiting” button and following the prompts, from other locations on campus by pressing the Msg/Inbox button located on the upper right side of the phone and then follow the prompts.

The voice-mail system is fairly sophisticated and provides the user with a variety of functions, including delivery options such as “urgent,” various addressing options such as group messages, call scanning, and call following. For a copy of the Info Mail User Guide, contact extension 7532. Dialing outside the local area codes requires an access code. This code may be obtained from your division secretary and can be used on phones throughout the campus.

Be discreet when you use campus phones: they are primarily for college use. Even “no answer” calls are charged, and a list of the calls you’ve made is given on a monthly basis to your division dean.

### **D. Duplicating class materials**

For copying large numbers (50 sheets or more), a Duplicating Request form, available in division offices, should be completed. The form allows a variety of options, such as two-sided copying, collation, hole punching, placement of staple, paper color, etc. If you are in a hurry, you may walk the job down to C101 (Office Services) yourself after obtaining authorization from your division office; otherwise, you may simply leave the form in the place specified by your division office.

Usually, Office Services is able to take care of requests in one working day, but during the busy times, such as the beginning of the semester, you should allow two or three days. You may pick up

your duplicating, or it can be delivered to the division office (check the appropriate place on the form). All tests, quizzes, midterms, and finals are shrink-wrapped with blank cover pages for protection.

For smaller copying jobs, each division has one or more copier machines available. Faculty members are given either individual codes or a general discipline/division code. Check with your division both for codes and for the division use policy. Most divisions suggest that their copiers be used for less than 50 copies.

For offset printing service, such as business cards, check with your division secretary. For information about other services, call Office Services at extension 7250.

For extensive handouts for students, you may arrange for the college bookstore to duplicate, shrink-wrap, and sell these in packet form. To do this, you must give the Bookstore enough lead time. Check with the staff at extension 7378, for details, including deadlines for submitting materials. When selecting material to copy, copyright restrictions should be observed. For information about fair use and guidelines, see: <http://www.indiana.edu/%7Eccumc/mmfairuse.html>

### **E. Getting help with your computer or phone**

PCC runs a Help Desk to deal with computer or phone problems; calls are taken from 7:00 a.m. to 8:00 p.m. (to 4:30 on Fridays). The people who answer are extremely helpful. If a problem cannot be resolved over the phone, the technician staffing the Help Desk will create an incident report with an incident reference number. Problems are resolved in order of their being reported. The extension for the Help Desk is 7523.

## **IV. Managing the Classroom**

### **A. The length of classes and class cancellations**

#### **1. How long do classes last? Should I give a break during class?**

Class sessions are based on a fifty-minute hour. For classes meeting an hour or less, you should not give a break. For classes meeting two or more consecutive hours, you may give a ten-minute break for each hour of instruction, except the last hour because class is dismissed ten minutes to the hour. The arrangement and length of break time is your prerogative within the above parameters.

#### **2. Can classes that I've been assigned be cancelled?**

Yes, classes can be cancelled if enrollment figures are too low. Although the cancellation figure may vary from division to division or program-to-program, the rule of thumb is that 15 students are required to maintain a class. The division dean will immediately notify you if a class is cancelled. Admissions and Guidance will also be notified so that students will know the class has been cancelled. If your class is cancelled, you should return the Class Roster to the Division Office. Every effort will be made by the college division to assign another class to you.

### **B. Dealing with Problem Students**

#### **1. What is considered unsatisfactory conduct for students?**

Unsatisfactory student conduct includes, but is not limited to, dishonesty, cheating, plagiarism, hazing, and actions disruptive to the teaching-learning process. Some of these are obvious, such as physical threats, sexual harassment, or verbal disrespect.

#### **2. What if I have a disruptive student?**

If a student disrupts the class, your first response needs to be a personal one. You might want to ask the student that you need to talk with you after class. If after discussing the problem (such as talking during class) the student continues to be disruptive, you may simply ask the student to leave the class for that class session.. This will likely end the problem. If it doesn't, you should consult with your division dean about your next course of action. (You may also want to ask for the intervention of Psychological Services in L108, x7273).

If the student fails to comply with your request to leave the classroom, and you are unable to resolve the situation in any other way, you may request assistance from Security and Safety. Ultimately students can be reprimanded, put on disciplinary probation, administratively dropped from class, suspended, or expelled from the college for

misconduct or other expressions of unsatisfactory citizenship. (See Student Code of Conduct)

### **3. Does PCC have a Student Conduct and Academic Honesty Policy?**

Policy No. 4520: It is the policy of the Pasadena Area Community College District that PCC seeks to maintain a safe, orderly, and constructive campus environment in which there is freedom to learn and respect for the dignity of all members of the College community. Students are expected to be responsible, honest, and non-violent in exercising their rights to free inquiry and free speech.

The Student Conduct Code identifies conduct that is prohibited by College policy. Students who violate the Student Conduct Code will be subject to disciplinary action under the Student Discipline Process Procedures. Disciplinary sanctions depend on the nature of the offense, the past pattern of behavior of the student, and other relevant factors. In addition, student drug or alcohol offenses or other criminal acts, may be referred to law enforcement officials.

### **4. What are the Grievance and Complaint Procedures?**

The purpose of this procedure is to provide a prompt and equitable means of resolving student grievances. These procedures shall be available to any student who reasonably believes a College decision or action has adversely affected his or her status, rights or privileges as a student. Student grievance resolution information is found in the *Manual for Student Conduct, Due Process, and Dispute Resolution*. Students may obtain a copy of this manual from the Vice President of Student and Learning Services Office in Room L112.

### **5. What are the rules about smoking, eating, or drinking, in class?**

Smoking in classrooms or in any of the campus buildings is prohibited at all times. Smoking is only permitted in designated smoking areas. For offsite class locations, local smoking ordinances apply.

Food and drink are not allowed in the classroom for safety and maintenance reasons.

## **C. What to do at the first class meeting**

The first week is always somewhat chaotic because of parking problems, many students are new to the school, and because students are still looking for classes to add. During the first class session, much of your time will be taken up with calling roll and with deciding what to do about the students who are trying to get into your class. You should only offer spaces to students if the class isn't closed or if students on the roll sheet haven't shown up. You won't know that until later in the class, so it is best to wait before signing a student's add slip.

Currently, PCC does not allow auditing of classes, so any student sitting in your classroom must be enrolled. Check to make sure that all students who are attending are on your official roll sheet. Since funding is based on enrollment/attendance, accurate records are important.

Faculty are discouraged from dismissing students after handing out their syllabus, taking roll, and adding students for whom there is space. There are a number of things the first day that will help students become oriented to your way of teaching. You could, for example, go over the syllabus in detail, assign a in-class writing activity, have a small-group discussion, give a mini-lecture, or have students read something on a handout and respond to it.

#### **D. What to do in case of emergency**

1. **Emergency Procedures** - Procedures for fire and other emergencies are posted in every classroom in the Emergency Guide flipchart, and all staff members are expected to be aware of these procedures. All faculty members should be aware of the location of the nearest fire extinguisher.
2. **Medical Emergencies** - Faculty should be familiar with *the emergency medical guide*. It is available in each department office. These are also generally posted in each classroom.

If the medical emergency is a result of an accident, instructors must complete an *accident report form*. These may be obtained in the division office. An accident form is filled out for each accident. The completed form should be given to the division dean, who will forward it to the appropriate office.

#### **3. Earthquake**

##### **In the event of an earthquake:**

- Remain calm
- Remain in the building
- Take shelter under table, desk, doorway, or similar places
- Keep away from overhead fixtures, windows, skylights, filing cabinets and bookcases
- Await emergency instructions from the area supervisor
- If outside, stay in the open, away from buildings or things that can fall upon you
- Do not use elevator
- Do not use candles, matches, or open flames in case of leaking gas.

##### **If evacuation is ordered:**

- Evacuate as per classroom evacuation plan (posted in each classroom)
- Beware of falling debris or electrical wires as you exit
- Proceed to evacuation area
- Take precautions against additional shock waves
- Follow all emergency instructions.

**After earthquake:**

- Give emergency first aid, as needed
- Evacuate when feasible and go to a safe, open area
- Use common sense in dealing with the crisis
- Turn on radio (preferably battery operated) or TV for emergency news
- Stay out of damaged buildings because aftershocks can shake them down.

# Appendices

Appendix One ..... Sample Course Outline

Appendix Two ..... Sample Course Syllabus

Appendix Three ..... Faculty Hiring Policy and Procedures

Appendix Four ..... Academic Rank Criteria and Guidelines

Appendix Five ..... Grade Appeal Policy and Procedures

Appendix Six ..... Shared Governance Policy and Procedures

Appendix Seven ..... Academic Freedom and Professional Ethics: Supporting Document

Appendix Eight ..... Sexual Harassment Policy

# Appendix One

## Sample course outline

### PASADENA CITY COLLEGE COURSE OUTLINE

EXISTING COURSE • ENGL 1A

#### ENGL 1A READING AND COMPOSITION

Units	Course Hours Per Week	Number of Weeks	Course Hours Total
Max: 4.0 Lecture	4.0	17	Lecture 68.0
Min: 4.0 Lab	1.0		Lab 17.0
Contact DHR 0.0			
Contact DHR 0.0			
Contact total 5.0			
Contact Total 85.0			

Prerequisite: YES

Concurrent Course: ENGL 1000x

Repeat Code 0: May be repeated once if grade is D, F, or NC.

#### CATALOG DESCRIPTION:

Development of expository and argumentative essays. Instruction in writing annotated papers. Analysis of various forms of writing with emphasis on expository and argumentative essays. Lecture: 4 hours, lab 1 hour. Required: co-enrollment in Engl 1000x, Writing Center Lab. Recommended: enrollment in Engl 133. Transfer Credit: CSU; UC.

#### PREREQUISITES:

One of the following: (1) Engl 100; (2) ESL 33B; (3) placement based on the English assessment process.

#### COREQUISITES:

Engl 1000X.

#### OUTCOMES AND OBJECTIVES:

Upon successful completion of this course, the student will be able to:

- I. Read critically as demonstrated by
  - a. recognizing the structures of sound reasoning.
  - b. identifying thesis and principal supporting points (both stated and implied.)
  - c. evaluating the strengths of underlying assumptions in arguments.
  - d. forming rebuttals.
- II. Write clearly as demonstrated by
  - a. using accurate diction.
  - b. forming grammatical sentences free from major errors in mechanics, punctuation and spelling.

- c. sustaining a unified and coherent college level argument of 5 to 7 pages which shows substantial thought appropriate to the topic.
- d. writing a cogent in-class essay.
- e. finding and using library materials for an extended paper.
- f. smoothly integrating quotations which provide support for the thesis into essays.
- g. documenting sources correctly (annotations and bibliographies) using an accepted style sheet.

III. Understand and demonstrate the process leading to the writing of an essay based on a thesis.

Overall, the student should read with understanding and write with purpose.

### **CONTENT - TOPICS, SCOPE, AND SEQUENCE:**

Variations of the following outline will depend upon the teacher's methods and expertise, but stress should be upon expository and argumentative writing. Organization of units and amount of time spent on them are left to the instructor; furthermore, the choice of text (anthology) may affect the emphasis.

#### I. Expository Writing

- A. Analysis and writing of an essay based on a thesis.
- B. Writing of argumentative and analytical essays.
- C. Analysis and writing of the essay-type examination.

#### II. Reading

Reading and analysis of the structure, style, and content of primarily expository and argumentative non-fiction texts; literary texts may also be studied. A minimum of one book-length work must be included.

#### III. The multi-source paper (research-library-term paper)

Learning and practicing techniques and library-search strategies required for the multi-source paper, to include the writing and documenting of such a paper.

#### IV. Optional units: vocabulary building, editorial writing, semantics, writing of classroom notes, formal logic (verbal), reading and analysis of magazine and newspaper articles, descriptive and narrative writing.

Writing Requirements: The following requirements are stated as minimum standards.

Students should write 8,000-10,000 words and read 600-900 pages.

Summaries, journals, or other ungraded writing, and material read outside of the class for the research paper may be used to meet the criteria.

### **ASSIGNMENTS:**

Various reading, written, and homework assignments covering material in the course outline as described in the course syllabus.

### **METHODS OF EVALUATION:**

1. Substantial writing assignments, including:
  - Written homework
  - Reading reports
  - Lab reports
  - Essay exams
  - Term or other papers
2. Computational or non-computational problem-solving demonstrations, including:

- None
3. Skill demonstrations, including:  
None.
  4. Objective examinations, including:  
None.
  5. Other category:  
Completion of assignments and class participation may be used as subsidiary methods of evaluation.

**REPRESENTATIVE TEXTS:**

*The Brief Holt Handbook*

*The Dolphin Reader*

# Appendix Two

## Sample course syllabus

ENGLISH 1A                      PROFESSOR TATE  
FALL SEMESTER 20XX      PHONE: (626) 585-7653  
   OFFICE: C149B

8:00 a.m. to 10:00 a.m.      M/W - ROOM C369  
8:00 a.m. to 10:00 a.m.      TU/THUR - Room C369

OFFICE HOURS:  
MONDAY/WEDNESDAY 10:00 a.m. TO 11:00 a.m.  
TUESDAY 11:00 a.m. to 12:00 p.m.  
THURSDAY 11:00 a.m. to 1:00 p.m.

### ENGLISH 1A

This course will pursue an analysis of various forms of writing with an emphasis on argument. Students will compose argumentative essays along with a research paper.

### REQUIRED TEXTS:

Gary Goshgarian      Dialogues: An Argument Rhetoric and Reader  
Richard Rodriguez      Hunger of Memory  
Julie Kirszner              Holt Handbook  
Beverly Tate              Ten Steps for Effective Writing (available at Bookmart only)

### GRADING:

JOURNALS & WRITING CENTER	25%
3 ESSAYS & RESEARCH PAPER/FINAL EXAM	75%

Journals - For each reading assignment, the student must turn in weekly reflective journals. The journals are due each Monday/ Tuesday the week the reading assignments are discussed in class. All journals are due the first ten (10) minutes of class. Any journals turned in after the first ten (10) minutes of class will not receive credit. (NO LATE JOURNALS WILL BE ACCEPTED.) Each journal must be a minimum one page typed (handwritten journals will not be accepted) and include the following:

1. Summary of main points of the essay
2. Personal reactions to each reading. Relate the essay to either a personal experience, another book, short story, poem, or film.

Every journal should have the title of the reading assignment along with the author's name at the top of each page. The student's name, title of the course, instructor's name, and date should also be at the top left hand corner of the page. Each journal will receive a check for completeness, grammar, and spelling. If there are too many errors or if it is handwritten, the journal will not

receive a check. At the end of the semester these checks will be calculated into one grade. (See note on page 31.)

Writing Center - Each student will be required to complete sixteen (16) hours in the Writing Center. Students will choose from the following services: individual/group tutoring; vocabulary skill building; grammar/writing workshops. At the end of the semester these hours will be calculated into on grade. (See note on page 31.)

Essays - There will be three argumentative essays. Each essay will be typed (double-spaced) and 3-4 pages in length. Each will receive a letter grade, and all three grades will be averaged together with the research paper for 75% of the final grade. All rough drafts, peer commenting sheets, and self-evaluation letters will be calculated as part of the final grade for each essay. All essays will be due within the first ten (10) minutes of class. Any paper turned in after the first ten (10) minutes of class will be lowered by one full grade.

Research Paper/Final Exam - This project will give the students the opportunity to explore and develop a long annotated paper. The paper will be 6-8 pages typed and will be due in class on Wednesday, December 6th (M/W) and Thursday, December 7th (Tu/Thurs). It will count, along with the essays, for 75% of the final grade. A separate handout will explain the requirements for this assignment.

Class Participation - Maintaining an active involvement in class discussions has a direct benefit to each student. However, participation will become a deciding factor for students with grade averages on the borderline.

Attendance and Grading Policies - This course is designed to help students improve reading and writing skills. By following the policies for the course, students will develop the study skills and habits necessary to be successful college students.

Assignments are due on the dates listed on the syllabus. **LATE ASSIGNMENTS WILL NOT BE ACCEPTED UNLESS AN EXTENSION IS NEGOTIATED WITH THE INSTRUCTOR PRIOR TO THE DUE DATE.**

Students who miss the first or second session will be dropped. After the last date to drop, a student whose total absences exceed 12 (twelve) hours may receive a FAIL in the course. Students who do not take any part of the final examination will receive a FAIL in the course.

A student who arrives late is considered tardy. Three tardies count as one hour of absence. Students who arrive more than fifteen (15) minutes late for any given class will be considered absent for that day.

Students are expected to bring their textbooks, a black or blue ink pen, and a three-ring binder to take notes and to keep completed assignments as well as handouts.

If a student is going to be absent, he or she must have someone bring the assignment to the class meeting on the day the assignment is due.

Plagiarism is a serious offense. Any student caught plagiarizing on a composition or an exam will be given a fail on that assignment.

## **GRADING SCALE**

- A = (3.6-4.0)
- B = (3.5-3.0)
- C = (2.9-2.0)
- D = (1.8-1.5)
- F = (1.4-0.9)

## **CLASS SCHEDULE**

### Week #1 - August 14th/15th

- Review Syllabus
- Review supporting the claim - *Ten Steps* text
- Review Argumentative Essay - *Ten Steps* text
- Review Students' Essays - *Ten Steps* text
- In-class reading/writing assignment-(8 1/2 X 11 Blue Exam Book)

### Week #2 - August 21st/22nd

- In-class reading: Proposition 21 (handout)
- Peer Commenting Sample Student Essays (*Ten Steps*)
- Review writing argumentative essays
- In-class discussion: Debate Adult Prison Sentences for Juveniles

### Week #3 - August 28th/29th

- Journal readings: "Youth Crime Has Changed..." (p.616-618), "Adult Crime, Adult Time..." (p.619-622)
- Documentary: A Thug's Life (8/30) and (8/31)

### Week #4 - September 4th/5th

- Labor Day (9/4) School Holiday
- Institutional Flex Day (9/5)
- Journal readings: "Giving Up on the Young" (p.630-634), "Cruel Punishment for Juveniles" (p. 635-638)
- In-class discussion: Positive/Negative Benefits of Adult Prison Sentences for Juveniles
- In-class writing: Argumentative Essay #1-Need 8 1/2 x 11Blue Exam Book
- Typed rough draft due Monday, 9/11 Tuesday, 9/12;

### Week #5 - September 11th/12th

- Peer commenting 1st typed rough draft-Monday, 9/11; Tuesday,9/12;
- Second typed rough draft due Wednesday, 9/20; Thursday, 9/21;
- Discussion: Ad Slogans: A Colorblind America-Love Sees No Color
- Film: *Falling Down*

### Week #6 - September 18th/19<sup>th</sup>

- Journal Reading: "Diversity and its Discontents" (p. 351-359)
- Peer commenting 2nd typed rough draft Wednesday, 9/20; Thursday, 9/21;
- Final typed draft due Wednesday, 9/27; Thursday, 9/28;
- Film: *Losing Isaiah*

Week #7 - September 25th/26th

- Journal Readings: "Colorblind" ( p.313-317)
- "Color My World" (handout)
- "Half and Half" (handout)
- Final typed draft due 9/27(Wednesday); 9/28 (Thursday)
- In-class reading/Mapping-Takaki's "A Different Mirror" (p.338-351)

Week #8 - October 2nd/3rd

- In-class discussion: The slogans "Love Sees No Color" and "A Colorblind America" promotes a

\_\_\_\_\_view of America?

- In-class writing-Essay #2
- 1st Typed Rough Draft due Wednesday 10/11; Thursday, 10/12;
- WRITING WORKSHOP Essay #1 (HOLT HANDBOOK AND BLUE EXAM BOOK)

Week #9 - October 9th/10th

- Film: Far and Way (10/9) and (10/10)
- In-class discussion-Immigration in America
- Peer Commenting 1<sup>st</sup> Typed Rough Draft Wednesday 10/11; Thursday, 10/12
- Peer Commenting 2<sup>nd</sup> Typed Rough Draft Monday, 10/16; Tuesday, 10/17

Week #10 - October 16th/17th

- Peer Commenting 2nd Typed Rough Draft Monday, 10/16; Tuesday 10/17;
- Final typed draft due 10/23(Monday); 10/24 (Tuesday);
- In-class reading: "What Makes Superman So Darned American" (handout)
- Film: *The American Dream Documentary* 10/18 (Wednesday); 10/19 (Thursday);

Week #11 - October 23rd/24th

- Final typed draft due 10/23 (Monday); 10/24 (Tuesday)
- Film: *El Norte* 10/23 (Monday); 10/24 (Tuesday)
- Essay #3-In class writing 10/25 (Wednesday) and 10/26 (Thursday) Argue Engle's "What Makes Superman So Darned American"- Is Superman the ideal "icon" for contemporary immigrants? (Use point by point argumentation)
- Typed rough draft due Wednesday (11/1) and Thursday (11/2)
- Begin reading: *Hunger of Memory* by Richard Rodriguez due 11/13 (Monday); 11/14 (Tuesday);

Week #12 - October 30th/31st

- Documentary: "A World of Ideas-Interview with Richard Rodriguez"
- Review Library Research Project
- Peer Commenting on typed rough draft due Wednesday (11/1) and Thursday (11/2)
- Typed rough draft due Wednesday (11/8) and Thursday (11/9)

Week #13 - November 6th/7th

- Library Orientation Monday (11/6) and Tuesday (11/7)
- Peer Commenting on typed rough draft essay #3 due Wednesday (11/8) and Thursday (11/9)
- Final typed draft Essay #3 due Wednesday (11/15) and Thursday (11/16)
- Topic/Research Paper: In what ways do the assimilation process, education, religion, immigration laws, or language negatively impact the immigrant family? (Choose one only)

Week #14 - November 13th/14th

- Journal reading: *Hunger of Memory*-11/13 (Monday); 11/14 (Tuesday);
- Discussion: Incorporating *Hunger of Memory* into the research paper;
- Outline and bibliography cards due 11/27(Monday); 11/28(Tuesday);

Week #15 - November 20th/21st

- Meet in library
- No class on November 22nd (Wednesday)/November 23rd(Thursday)

Week #16 - November 27th/28th

- Meet in library
- Outline and bibliography cards due 11/27th (Monday); 11/28th (Tuesday);
- Peer commenting research paper 11/29(Wednesday); 11/30 (Thursday);
- Student/Teacher Conferences

Week #17 - December 4th/5th

- No class Monday 11/4th and Tuesday 11/5th
- FINAL DRAFT DUE IN CLASS - WEDNESDAY, 12/6th, THURSDAY, 12/7th

NOTE: In preparation for the Research Paper/Final Exam, each student will read the autobiography, *Hunger of Memory*, by Richard Rodriguez. The book must be read and a reflective journal written by Monday 11/13th and Tuesday 11/14th. The journal will be worth 5 points.

The reflective journals (12 total) should be a minimum one page typed double-spaced. The grading scale is as follows:

- |                  |               |                         |
|------------------|---------------|-------------------------|
| 12-11 checks = A | 10 checks = B |                         |
| 9 checks = C     | 8 checks = D  | 7 or less checks = Fail |

The Writing Center Hours should be completed by Monday, 12/4 and Tuesday, 12/5. The grading scale is as follows:

- |              |              |                       |
|--------------|--------------|-----------------------|
| 16 hours = A | 15 hours = B |                       |
| 14 hours = C | 13 hours=D   | 12 or less hours=Fail |

The reflective journals and Writing Center hours will be combined into one grade worth 25%.

If your computer or printer breaks down, computers are available in the Computer Center in D building and Kinko's on Colorado Boulevard. Plan ahead to type your assignments. Please do not use a broken computer or printer as an excuse.

-----  
Professor Tate's Writing Center Hours:

Tuesday/Thursday	7:00 a.m. to 8:00 a.m.
	10:00 a.m. to 11:00 a.m.

# Appendix Three

## Faculty hiring policy and procedures

### PASADENA AREA COMMUNITY COLLEGE DISTRICT POLICY

Title: Faculty Hiring

Policy No. 6100

Legal Authority: California Education Code Sections 87002, 87003, 70902

It is the policy of the Pasadena Area Community College District that faculty hiring procedures be established to provide for a diverse faculty of highly qualified people who will be experts in their subject areas, who will be skilled in teaching and facilitating learning, who will serve the needs of a varied student population, who will foster overall college effectiveness, and who will be sensitive to racial and cultural diversity and to changes in the demographics of the student population.

District hiring procedures are based on a recognition that responsibility for selecting these well-qualified people is shared cooperatively by both faculty members and college administrators, participating effectively in all appropriate phases of the hiring process. The governing board of the District has the legal authority to make the final decision to hire.

PASADENA AREA COMMUNITY COLLEGE DISTRICT  
PROCEDURES  
For Policy No. 6100

Title: Faculty Hiring

Procedure No. 6100.10

1. Identifying Faculty Hiring Needs

a. In order to assess the college's faculty hiring needs, two separate committees will be formed to respond to requests for new or replacement positions:

(1) The Instructional Faculty Hiring Needs Assessment Committee shall consist of six (6) persons: the Vice President for Instruction plus two administrators and the Academic Senate President plus two faculty members appointed by the Academic Senate Board. This committee prioritizes requests for faculty positions in the instructional areas, including the library and the Community Education Center (CEC).

(2) The Student Services Faculty Hiring Needs Assessment Committee shall consist of four (4) persons: the Vice President of Student and Learning Services plus one administrator and the Academic Senate President plus one faculty member appointed by the Academic Senate Board. This committee prioritizes requests for faculty positions reporting to a student services office.

b. Steps in the Faculty Hiring Needs Assessment Process:

(1) During the month of September, the vice presidents will convene each committee to review existing criteria used in the needs assessment process and to revise these criteria as necessary.

(2) By mid-October, each vice president will request from the divisions/areas any new or replacement faculty hiring needs for the following academic year. In response to this request, the division/area faculty and the dean/administrator shall develop and submit a ranked list of faculty hiring needs accompanied by supporting information and justification for each position.

(3) By mid-November, the vice presidents will reconvene the appropriate Faculty Hiring Needs Assessment Committee. Each committee will review the ranked lists of faculty positions requested by the division/area along with any supporting information and justification to develop a faculty hiring priority recommendation.

(4) Each committee, through the appropriate vice president, will forward to the college president its recommendation for faculty hiring priorities. If the president differs with a committee's recommendation, the president will meet with that committee to attempt to resolve the differences.

(5) Once the president acts on the committees' recommendations, a list of approved faculty positions, along with the supporting rationale for these positions, will be communicated to the vice presidents, the divisions, the program areas, and the Academic Senate President.

c. Unanticipated Vacancies:

(1) If a retirement, resignation, or reassignment creates a "position vacancy" after the original priority list has been finalized, and if sufficient time is available to complete a faculty hiring process, the appropriate Faculty Hiring Needs Assessment Committee will reconvene to add the "position vacancy" to the hiring needs list and assign a priority to the new position.

(2) The committee will reevaluate the ranking of the remaining position requests, and either forward another recommended position to the college president or recommend that the vacancy not be filled for that particular academic year/semester.

2. Preparing the Job Description
  - a. Once a position is authorized, the division/area dean and a committee chosen by the division faculty (or the discipline within the division) shall meet and prepare the job description and recommendations for minimum and desirable qualifications.
  - b. The division/area dean shall send the recommended job description to the appropriate Vice President who will then forward it to the Dean of Human Resources.
  - c. If the Vice President and/or the Dean of Human Resources recommends changes in the job description and/or the minimum and desirable qualifications, these recommended changes shall be sent back to the division committee/discipline for review.
  - d. The division/discipline committee shall indicate any supplementary materials that candidates may be asked to submit with the application for the position.
  - e. The division/discipline committee shall recommend to the Office of Human Resources the agencies, professional organizations, internet listservs, individuals, etc. to receive the job announcement, in addition to those normally contacted by Human Resources. The Office of Human Resources shall distribute the announcements of the college's job openings in compliance with the college's Faculty and Staff Diversity Plan.
3. Selecting the Hiring Committee
  - a. In advance of any hiring, the full-time faculty (tenured or tenure-track) of each division shall develop a specific process for selecting faculty to serve on the division's hiring committees. This process also shall include procedures for selecting non-tenured faculty and representative from outside the college. (See sections 3.c (2) and 3.c (3) below.)
  - b. The hiring committee shall be composed of five or more voting members and a non-voting affirmative action representative. The voting members, at least one of whom shall be from an historically underrepresented group, shall include:
    - (1) The division/area dean, who normally serves as chair.
    - (2) Four or more full time faculty members, preferably tenured, one or more of whom shall be from outside the discipline, division, or program.
  - c. Unusual circumstances:
    - (1) Under unusual circumstances and upon recommendation of the division/area dean in consultation with the appropriate Vice President, a faculty member or another administrator may serve as the committee chair.
    - (2) A decision to use non-tenured faculty on a faculty hiring committee shall be made by the appropriate faculty within the division. At the end of each annual hiring cycle, the Dean of Human Resources shall prepare a report detailing the tenure status of members of all faculty hiring committees. This information shall be made available to the Academic Senate, the appropriate Vice Presidents, and the College President.
    - (3) If additional expertise is desired but unavailable within the college, the division faculty may recommend a person from outside the college to augment the hiring committee.
4. Reviewing the Hiring Procedures and Developing Evaluation Criteria
  - a. The hiring committee shall review the faculty hiring procedures.
  - b. The affirmative action representative shall instruct the committee on affirmative action procedures as they relate to the hiring process.
  - c. The hiring committee shall formulate the criteria and method of evaluating the applications that will be used to select the candidates to be interviewed. Only qualifications/requirements related to the duties and responsibilities of the position shall be considered in the method of evaluation.

5. Reviewing and Screening the Applications
  - a. The college's Affirmative Action Officer shall review the composition of the pool of applicants to determine if legal requirements relating to affirmative action and non-discrimination have been met. If the Affirmative Action Officer determines that the recruitment period should be extended for legal reasons or other extenuating circumstances, the Affirmative Action Officer shall explain this decision to the hiring committee.
  - b. All completed applications received on or before the closing date shall be reviewed by members of the hiring committee. Committee members shall consider all transcripts, applications, and supplementary application materials as submitted by the candidates to determine that each has either met the published minimum qualifications or has qualifications that are at least equivalent.
6. Preparing for the Initial Interviews
  - a. After screening all applications, the hiring committee, with all members present, shall decide on those candidates to be invited for an interview.
    - (1) Candidates being considered for interviews who do not meet minimum qualifications must be granted equivalency by the Academic Senate Equivalency Committee before they can be invited for an interview.
    - (2) The affirmative action representative shall review the list of candidates selected for an interview to determine if legal requirements relating to non-discrimination and affirmative action have been met. If the affirmative action representative determines that legal requirements have not been met, he/she shall assist the hiring committee in addressing the problem(s).
    - (3) If the hiring committee determines that the available pool is inadequate due to a lack of qualified candidates, the committee may recommend that the recruitment period be extended.
  - b. The initial interview process requires the hiring committee to do the following:
    - (1) Develop questions that relate to the duties and responsibilities of the position.
    - (2) Determine the topic(s) for the teaching and/or other appropriate demonstration, so that the candidates can be informed about the demonstration prior to the interview.
    - (3) Determine if writing samples, portfolios, and/or other supplementary materials and tasks shall be required.
    - (4) Develop the rating system for evaluating the candidates to be interviewed.
  - c. Any recommended changes in questions, topics, supplementary materials, or the evaluation system shall be communicated to the hiring committee.
  - d. In coordination with the members of the hiring committee, the Office of Human Resources shall make the necessary arrangements for all initial interviews.
8. Conducting the Initial Interviews
  - a. The hiring committee, with all members present, shall interview and evaluate each candidate.
  - b. After all candidates have been interviewed, the committee shall deliberate and prepare its recommendation. Normally, the hiring committee shall recommend three acceptable candidates for a follow-up interview. If circumstances warrant, the committee can recommend two, or more than three, acceptable candidates for a follow-up interview.
  - c. If time permits, the committee chair will coordinate preliminary reference checks with members of the hiring committee for those candidates selected for a follow-up interview. The committee will be asked to suggest possible areas of inquiry for reference checks.
  - d. In coordination with members of the hiring committee, the Office of Human Resources shall make the necessary arrangements for the follow-up interviews.

## 9. Conducting Follow-up Interviews

- a. For the follow-up interviews, the hiring committee shall be joined by the Vice President, Instruction and the Vice President, Student Services, or their designees. All faculty on the hiring committee for the initial interviews are expected to participate in the follow-up interviews. If a person from outside the college was added to the hiring committee, he/she may be invited to participate in the follow-up interviews.
- b. The appropriate vice president convenes and chairs the committee for the follow-up interviews.
- c. The committee shall prepare a list of questions for the follow-up interviews. The committee also shall decide whether the follow-up interview should include a teaching demonstration and whether it should occur in a classroom situation.
- d. The committee, with all members present, shall interview and evaluate each candidate.
- e. Following the interviews, the faculty members on the committee and the division/area dean will communicate any pertinent information from the initial interviews and from reference checks that may have been completed.
- f. After discussion, the hiring committee shall agree on one candidate per position to recommend to the President of the College.
  - (1) At the same time this decision is reached, the hiring committee shall also determine whether a second or a third candidate per position should be sent forward in the event that their recommended candidate does not accept the position.
  - (2) If the hiring committee decides that there is only one desirable candidate, the committee shall recommend that the position be reopened in the event that the candidate sent forward does not accept the position.
- g. Should additional reference checks be needed after the follow-up interview, the committee chair shall coordinate reference checks with members of the hiring committee prior to forwarding the committee's recommendation to the college president for review. The committee will be asked to suggest possible areas of inquiry for reference checks. If information gathered in the reference checks warrants, the chair of the committee shall reconvene the committee to reconsider its recommendation.

## 9. Making the Final Selection

- a. The President of the College may conduct a final interview.
- b. If the recommendation of the hiring committee is not accepted, the President of the College shall meet with the entire hiring committee to discuss the reasons for not accepting that committee's recommendation and what the next step should be.
- c. The President shall submit his/her recommendation to the Board of Trustees.
- d. Following action by the Board of Trustees, the Dean of Human Resources shall notify the successful candidate. Unsuccessful candidates also shall be notified in a timely manner.

## 10. Review and Revision

This hiring policy and its procedures are subject to review and revision at the request of either the Academic Senate or the Board of Trustees. Such revised policy or procedures shall be mutually agreed upon by both parties before replacing the previously agreed-upon hiring policy or procedures.

PASADENA AREA COMMUNITY COLLEGE DISTRICT  
PROCEDURES  
For Policy No. 6100

Title: Faculty Employees: Definition and Assignment

Procedure No. 6100.20

1. Faculty members are those academic employees whose positions are not designated as supervisory or management and for whom minimum qualifications for service have been established by the California Community Colleges Board of Governors.
2. The current collective bargaining agreement between the Pasadena Area Community College District and Pasadena City College Chapter of the California Teachers Association contains the employment procedures which apply to faculty members. The salary schedules for faculty members are included in that collective bargaining agreement.
3. Academic personnel shall be assigned as determined by the Superintendent-President according to the varying needs of the total educational program.

# Appendix Four

## Academic rank criteria and guidelines

### ACADEMIC RANK CRITERIA

#### Initial Considerations

1. WHO MAY APPLY?
  - a. All non-management certificated faculty
  - b. Department chairpersons who teach on a pro-rated teaching basis
2. WHO IS INELIGIBLE TO APPLY?
  - a. Part-time instructors
  - b. “Summer only” instructors
  - c. Evening instructors (except those evening instructors on contract)
3. WHEN TO APPLY
  - a. October and February of the current academic year. A letter announcing applications is sent to all faculty.
4. HOW TO APPLY
  - a. Each eligible faculty member (excluding candidates for Professor Emeritus) must take the initiative to apply for change in academic rank by submitting requests to the Academic Senate office.
  - b. The recommendations are directed to the Academic Senate Board.
  - c. The Superintendent/President approves the change in rank.
  - d. Official notification is given to the faculty member and a copy is forwarded to personnel.

#### Additional Interpretations

(Considered for all with the exception of Professor Emeritus)

1. DEFINITION OF FACULTY
  - a. Reference to teaching and instructors applies equally to counselors and librarians.
2. DEGREES
  - a. All degrees must be earned from an accredited college or university.
3. TEACHING EXPERIENCE AT OTHER ACCREDITED INSTITUTIONS
  - a. Full-time experience or full-time equivalent non-teaching experience at the college level in a field directly related to the teaching assignment, up to 5 years, may be credited toward rank at the discretion of the Academic Senate Board. The level of non-teaching experience must be proven by the applicant and agreed upon by the faculty members in his/her teaching area.
4. CONSIDERATIONS FOR NEW FACULTY
  - a. New faculty are initially assigned the rank of Lecturer or Instructor.
  - b. New faculty from other accredited institutions may be entitled to the same rank at PCC providing that the requirements are met in all respects at PCC except for length of service.

5. SPECIAL PROMOTION

- a. Special promotion for extraordinary merit may be made on recommendation of the Academic Senate Board to the Superintendent/President of the College.

6. ADDITIONAL CONSIDERATIONS

- a. A full-time faculty member retains his/her highest rank when reverting to part-time status.
- b. Professional rank shall not become a factor in determining salary.
- c. All faculty members holding one of the professional ranks will be addressed uniformly as professor.

7. HOW ADVANCEMENT MAY OCCUR

It is possible for an individual to go from the rank of Instructor to the rank of Associate Professor; however, an individual must be an Associate Professor for a minimum of 4 years BEFORE advancing to the rank of Professor.

ACADEMIC RANK GUIDELINES - QUICK SCREENING DEVICE

Assistant Professor - A faculty member will be eligible for the rank of Assistant Professor after meeting the following requirements:

- 1.0 Completed 4 years of full-time teaching AND
- 1.1 Received tenure
- 2.0 Educational Requirements for Assistant Professor:  
The requirements listed below are equivalent to class "B" on the salary scale. The Academic Policies Committee uses this criteria to determine if you have met the appropriate Educational Requirement and will defer to whatever class Human Resources has granted.
- 2.1 Bachelor's degree AND 54 semester units of appropriate study after Bachelor's AND possession of Master's degree OR
- 2.2 Master's degree AND 18 semester units of appropriate study after Master's.

Associate Professor - A faculty member will be eligible for the rank of Associate Professor after meeting the following requirements:

- 1.0 Completed 7 years of full-time teaching, including tenure, AND
- 1.1 Given evidence of continued professional growth. (15 units)
- 2.0 Educational Requirements for Associate Professor:  
The requirements listed below are equivalent to class "C" on the salary scale. The Academic Policies Committee uses this criteria to determine if you have met the appropriate Educational Requirement and will defer to whatever class Human Resources has granted.
- 2.1 Bachelor's degree AND 72 semester units of appropriate study after Bachelor's AND possession of Master's degree OR
- 2.2 Master's degree AND 36 semester units of appropriate study after Master's.

Professor - A faculty member will be eligible for the rank of Professor after meeting the following requirements:

- 1.0 Completed 12 years of full-time teaching, including a minimum of 4 years as Associate Professor at Pasadena City College, AND

- 1.1 Given evidence of professional growth since promotion to Associate Professor.  
(15 units)
- 2.0 Education requirements for Professor:  
The requirements listed below are equivalent to class “D” or higher on the salary scale. The Academic Policies Committee uses this criteria to determine if you have met the appropriate Educational Requirement and will defer to whatever class Human Resources has granted.
- 2.1 Bachelor’s degree AND 90 semester units of appropriate study after Bachelor’s AND possession of  
Master’s degree OR
- 2.2 Master’s degree AND 54 semester units after Master’s OR
- 2.3 Doctor’s degree from an institution accredited for graduate or professional studies.

# Appendix Five

## Student grade appeal policy and procedures

### PASADENA AREA COMMUNITY COLLEGE DISTRICT POLICY

Title: Grade Appeal

Policy No. 4051

Legal Authority: Education Code Section 76224(a); Section 55760(a)

It is the policy of the Pasadena Area Community College District that there shall be a process by which a dispute in the assigned final grade received by a student may be resolved in a fair and efficient manner according to State law and due process.

### PROCEDURES For Policy No. 4051

Title: Grade Appeal

Procedure No. 4051.10

#### 1. Introduction

- a. The purpose of an academic grade appeal procedure is to provide a process by which a dispute in the assigned final grade for a course may be resolved in a fair and efficient manner according to state law and due process. The procedure is intended to achieve an equitable solution to a grade dispute with due regard for the rights of the faculty, the student, and the college district. The student must initiate any request for a grade change within the next regular semester following the award of the original grade.
- b. The district supports those sections of the California Education Code (section 76224) and the California Code of Regulations (section 55760) that defines the parameters within which a district may change the grade a student receives from a faculty member. Inherent in the traditional concept of academic freedom is the right of the professional faculty member to be the sole judge of the academic standards employed in his/her classes and to evaluate the quality of student work. While a student has the right to an informal review and explanation of his/her grade by the instructor, and the instructor has the obligation to provide such a review, an assigned grade may not be formally appealed unless there is evidence that one or more of the following conditions is present: a mistake in the assignment of the grade or in the process of its recording, or fraud, or bad faith, or incompetence.
  - (1) [Section 76224(a), California Education Code.] When grades are given for any course of instruction taught in a community college district, the grade given to each student shall be the grade determined by the instructor of the course and the determination of the student's grade by the instructor, in the absence of mistake, fraud, bad faith, or incompetency, shall be final.

(2) [Section 55760(a), California Code of Regulation] In any course of instruction in a community college district for which grades are awarded, the instructor of the course shall determine the grade to be awarded each student in accordance with section 55758 of this chapter. The determination of the student's grade by the instructor shall be final in the absence of mistake, fraud, bad faith, or incompetency. Procedures for the correction of grades given in error shall include expunging the incorrect grade from the record.

## 2. Procedure For Final Grade Appeal

a. The procedure to appeal a final grade has two levels of application: the informal consultation process and the formal appeals process. Prior to any request to initiate the formal appeals process, the student must complete the informal consultation process. When the formal process is used, both the student and the instructor may choose to include a representative of the campus community who may serve as an advisor in meetings. All parties shall maintain confidentiality throughout the process.

### (1) Informal Consultation Process

- (a) The student should meet with the appropriate instructor and attempt resolution. In cases where either the student or the instructor prefers to meet in the presence of a third party, he/she shall contact the appropriate division dean and request the dean to arrange a meeting that all three can attend.
- (b) If the issue is not resolved between the student and the instructor or if the student is unable to arrange a meeting with the instructor, the student may request a meeting with the appropriate division dean. The Dean will attempt to resolve the issue by meeting with the student and the instructor.
- (c) Following the meeting of the student and the dean described in item (b) above, the dean shall send a letter to the student summarizing the results of the informal consultation process.

### (2) Formal Grade Appeal Process

- (a) If the issue is not resolved through the informal consultation process, the student may file a formal grade appeal within thirty (30) class days (class days are the days that classes are in session, excluding weekends) after the date of the letter from the dean. The Formal Grade Appeal form is available in the Office of the Vice President of Instruction and the Office of the Vice President of Student and Learning Services.
- (b) The Formal Grade Appeal form, along with supporting documentation, shall be submitted to the Vice President of Instruction. The Office of the Vice President of Instruction shall notify the instructor and dean that the student has filed a Formal Grade Appeal form. The dean shall forward a copy of the letter summarizing the results of the informal consultation process to the vice president. The instructor and the dean shall be requested to complete a Response to Student Grade Appeal form that provides more clarifying information about the matter. The completed forms shall be returned to the Office of the Vice President of Instruction within 10 class days (class days are the days that classes are in session, excluding weekends) of the receipt of the request.
- (c) The Vice President of Instruction shall review the information submitted by the parties, meet with the student, instructor and division dean and conduct other investigations as needed.
- (d) Within thirty (30) class days (class days are the days that classes are in session, excluding weekends) of receipt of the request for Formal Grade Appeal, the Vice President of

Instruction shall issue a written response to the student with a copy to the instructor and division dean.

- (e) If the Vice President denies the student's change of grade appeal or if the Vice President recommends a change of grade and the instructor does not concur, the student may further appeal the matter to the College President by submitting a copy of his/her Formal Grade Appeal form within thirty (30) class days (class days are the days that classes are in session, excluding weekends) of the date of the written response sent by the Vice President. In such cases, the Vice President shall forward all documentation to the President. The appeal form shall be available in the Office of the President. The Office of the President shall record the official date of receipt of the appeal from the student.
- (f) The President shall review the student's complaint and the information forwarded from the Vice President of Instruction. The President may meet with the student and instructor and may consult with other parties as deemed necessary. Within thirty (30) class days (class days are the days that classes are in session, excluding weekends) of the date of official receipt recorded by the Office of the President, the President shall issue a written response to the student with a copy to the instructor.
- (g) If the student does not agree with the recommended action issued by the President, the student may submit an appeal to the Board of Trustees within thirty (30) class days (class days are the days that classes are in session, excluding weekends) after the date of the response sent by the President. The appeal form shall be available in the Office of the President. If the President has recommended a change of grade then the recommendation is forwarded to the Board of Trustees along with all of the documentation including the response from the instructor.
- (h) The Board shall review all of the information submitted by the instructor, the student, and the administration. A request by the student and/or instructor to meet in closed session with the Board of Trustees will be subject to regulations set forth by law, including the Brown Act (starting at California Government Code #54950). The Board of Trustees shall take action on the appeal at a regular Board meeting.

### 3. Additional Procedures

- a. Deadlines may be extended for good cause by either party for up to thirty (30) class days (class days are the days that classes are in session, excluding weekends) through written notification to the other affected party(ies). Additional extensions may be considered only in documented extenuating circumstances and must be agreed to by both parties.
- b. If any administrative level fails to respond within the established deadline, the student may appeal to the next level.
- c. Failure of the student to appeal to any level by the established deadline, shall result in a termination of the appeal.

# Appendix Six

## Shared governance policy and procedures

### PASADENA AREA COMMUNITY COLLEGE DISTRICT POLICY

Title: Shared Governance

Policy No. 2000

Legal Authority: California Education Code Sections 70901, 70902; Title 5 Sections 53200-53204

It is the policy of the Pasadena Area Community College District to encourage the participative role of faculty, staff, management, and students in District and College governance through an ongoing consultative process. In matters relating to curriculum, academic and professional matters, the Board or its designees shall consult collegially with the Academic Senate. The Board affirms the right of faculty, staff, management, and students to express ideas and opinions at the campus level with the assurance that such opinions will be given respectful consideration.

PASADENA AREA COMMUNITY COLLEGE DISTRICT  
PROCEDURES  
For Policy No. 2000

Title: Faculty Role in Shared Governance

Procedure No. 2000.10

1. The Academic Senate of Pasadena City College and of the Pasadena Area Community College District shall represent the faculty of the College and shall develop policy recommendations on academic and professional matters through collegial consultation with the administration of the College and the Governing Board. Academic and professional matters include:
  - a. Curriculum, including establishing prerequisites and placing courses in disciplines
  - b. Degree and certificate requirements
  - c. Grading policies
  - d. Educational program development
  - e. Standards or policies regarding student preparation and success
  - f. District and College governance structures as related to faculty roles specified herein
  - g. Faculty roles and involvement in accreditation processes, including self-study and annual reports
  - h. Policies for faculty professional development activities
  - i. Processes for program review
  - j. Processes for institutional planning and budget development
  - k. Other academic and professional matters as mutually agreed upon between the Governing Board or its designee(s) and the Academic Senate
2. In consideration of academic and professional matters identified above, representatives of the Governing Board and of the Academic Senate shall exert their best efforts to reach mutual agreement. Such agreements shall be recommended to the Governing Board or its designee(s).
3. While in the process of consulting, the Academic Senate, through the Senate President, shall retain the right to appear before the Governing Board with respect to the views, recommendations, or proposals of the Senate. After consultation with the administration of the College, the Academic Senate may present its views and recommendations to the Governing Board.
4. If, in the consultation process, agreement has not been reached, existing policy shall remain in effect. As provided for in Title 5 Regulations, Section 53203(d)(2), "the Governing Board may act, after a good faith effort to reach agreement, only for compelling legal, fiscal, or organizational reasons."
5. The appointment of faculty members to serve on College committees, task forces, or other groups dealing with academic and professional matters shall be made by the Academic Senate after consultation with the President of the College or his or her designee. The collective bargaining agent may seek to add unit members to campus committees.
6. Nothing in this procedure shall be construed to impinge upon the due process rights of faculty nor to detract from any negotiated agreements between the collective bargaining representative and the District Governing Board.

PASADENA AREA COMMUNITY COLLEGE DISTRICT  
PROCEDURES  
For Policy No. 2000

Title: Student Role in Shared Governance

Procedure No. 2000.20

1. The Associated Students of Pasadena City College and of the Pasadena Area Community College District shall represent the students of the College and shall make recommendations to the administration of the College and to the Governing Board of the District with respect to policies and procedures that have or will have “significant effect on students” which include the following:
  - a. Grading policies
  - b. Codes of student conduct
  - c. Academic disciplinary policies
  - d. Curriculum development
  - e. Courses or programs which should be initiated or discontinued
  - f. Processes for institutional planning and budget development
  - g. Standards and policies regarding student preparation and success
  - h. Student services planning and development
  - i. Student fees within the authority of the District to adopt
  - j. Any other District or College policy, procedure, or related matter that the District Governing Board determines will have a significant effect on students
2. While in the process of consulting, the Associated Students, through its President, shall retain the right to appear before the Governing Board with respect to the views, recommendations, or proposals of the Associated Students. After consultation with the administration of the College, the Associated Students may present its views and recommendations to the Governing Board.
3. The appointment of student members to serve on College committees, task forces, or other groups dealing with matters having a significant effect on students shall be made by the Associated Students after consultation with the President of the College, or his or her designee.
4. Nothing in this procedure shall be construed to impinge upon the due process rights of students.

PASADENA AREA COMMUNITY COLLEGE DISTRICT  
PROCEDURES  
For Policy No. 2000

Title: Classified Role in Shared Governance

Procedure No. 2000.30

1. The Classified Council of Pasadena City College and of the Pasadena Area Community College District shall represent the staff of the College and shall make recommendations to the administration of the college and to the Governing Board of the District with respect to policies and procedures that affect or will affect staff in the following areas:
  - a. District and College governance structures related to staff
  - b. Staff roles and involvement in the accreditation process including self-study and annual reports
  - c. Policies for staff professional development activities
  - d. Institutional planning and budget development processes
2. As provided for in Title 5 Regulations, Section 51023.5(a) (5), except in unforeseeable, emergency situations, the Governing Board shall not take action on matters significantly affecting staff until it has provided staff an opportunity to participate in the formulation and development of those matters through appropriate structures and procedures as determined by the governing Board” or its designee(s).

PASADENA AREA COMMUNITY COLLEGE DISTRICT  
PROCEDURES  
For Policy No. 2000

Title: Management Role in Shared Governance

Procedure No. 2000.40

1. The Managers of Pasadena City College and of the Pasadena Area Community College District participate in governance of the College on an ongoing basis as representatives of the District Governing Board.
2. Beyond their responsibilities as representatives of the District Governing Board, managers have the right to consult with the designee of the District Governing Board in the following areas:
  - a. Management professional development activities
  - b. Management evaluation procedures
  - c. Management hiring procedures
  - d. Management wages, hours, and conditions of employment

PASADENA AREA COMMUNITY COLLEGE DISTRICT  
PROCEDURES  
For Policy No. 2000

Title: Role of the College Coordinating Council

Procedure No. 2000.50

1. The College Coordinating Council shall provide a forum where representatives from all segments of the college will bring issues of collegewide interest. The accompanying diagram, which is part of this document, delineates the members of the College Coordinating Council, and outlines the way in which the governance process works.
2. The functions of the College Coordinating Council shall be as follows:
  - a. To discuss all issues brought to it.
  - b. For matters reserved to the respective consultative groups by AB 1725, Title 5 regulations, and/or the Pasadena Area Community College District Board of Trustees' Policy 2000, such matters will be discussed for informational purposes only.
  - c. For collective bargaining issues, these will likewise be discussed for informational purposes only.
  - d. For matters not covered in b. and c. above, the College Coordinating Council will determine which college organization, committee, and/or administrator will be responsible for the matter. Should no such means exist for handling an issue, the College Coordinating Council may set up an ad-hoc committee with representatives from groups whose domain is affected.
    - (1) The recommendations of the ad-hoc committee will be brought back to the College Coordinating Committee for information only.
    - (2) The recommendations will be sent back to the groups affected for possible action.
  - e. To advise the College President on the implementation of college policy on matters that are neither collective bargaining nor academic and professional matters.
3. Membership of the College Coordinating Council shall be as follows:
  - a. President of the College .....Chair
  - b. Associated Students .....3 representatives
  - c. California School Employees' Association ..... 1 representative
  - d. California Teachers' Association ..... 1 representative
  - e. Classified Senate .....3 representatives
  - f. Academic Senate .....3 representatives
  - g. Instructional Support Services Unit ..... 1 representative
  - h. Management Association .....3 representatives
  - i. Police Officers' Association ..... 1 representative

PASADENA AREA COMMUNITY COLLEGE DISTRICT  
PROCEDURES  
For Policy No. 2000

Title: The Role of the Council on Academic and Professional Matters

Procedure No. 2000.60

1. The Council on Academic and Professional Matters attempts to achieve mutual agreement between the Academic Senate and the Board of Trustees, or its designee(s), on academic and professional matters. In defining academic and professional matters, the parties will adhere to Title 5 Regulations, Subchapter 2, Academic Senates, Sections 53200 through 53204. These regulations came about as a result of the directives in AB 1725.\*
2. The functions of the Council on Academic and Professional Matters shall be as follows:
  - a. To identify and maintain a list of those matters, within the scope of Title 5, Sections 53200 through 53204, which are considered to be academic and professional by the Pasadena Area Community College District.
  - b. To review the College Coordinating Council agenda to identify those matters that are of an academic and professional nature and to refer such matters to the Academic Senate Board.
  - c. To reach mutual agreement on recommendations from the Academic Senate Board on proposed policy relating to academic and professional matters.
  - d. To ratify agreement on the above academic and professional matters by having both the Board's designee(s) and the Academic Senate Board representatives sign off on those issues where mutual agreement has been achieved. (Before signing off, Academic Senate representatives will obtain approval of such mutual agreement from the Academic Senate Board.)
  - e. To transmit in writing to the Board of Trustees, those recommendations which are proposed to become district policy, having been mutually agreed to by the Academic Senate Board and the Board of Trustees or its designee(s).
3. Membership of the Council on Academic and Professional Matters shall be as follows:
  - a. Designee of the Board of Trustees
  - b. Administrative representative
  - c. Academic Senate representative
  - d. Academic Senate representative
  - e. Academic Senate representative

# Appendix Seven

## Supporting document for policy on academic freedom and professional ethics

Academic Senate's

Proposal for revising PCC Policy on

ACADEMIC FREEDOM AND PROFESSIONAL ETHICS OF PCC FACULTY

Preamble<sup>i</sup>

This policy serves to affirm and reaffirm the Pasadena Area Community College District's and the Academic Senate's commitment to the principle of academic freedom. Commitment to that principle helps insure that academic freedom in the pursuit and dissemination of knowledge through all media shall be maintained at the Pasadena Area Community College District. Such freedom shall be recognized as a right of all members of the faculty (whether full-time or part-time, whether tenured or non-tenured), of all administrative officers, of all classified staff, and of all students. The right to academic freedom that members from all of these groups have, however, cannot be separated from the equally important responsibilities those members have to uphold the ethics of their professions (and, in the case of students, the PCC Student Code of Conduct) and to support the right of others who choose to express, teach, and/or publicize viewpoints different from their own.

Introduction and Background

This policy statement on Academic Freedom and Professional Ethics of PCC Faculty will replace previous District policy statements on these matters, but it is intended to reflect the spirit of earlier policies. On January 13, 1972, the PCC Board of Trustees passed a policy statement on Academic Freedom that underscored the benefits of this principle to a free society. Salient points from that policy are summarized below.

Summary of the 1972 PCC Board of Trustees' Policy on Academic Freedom

PCC's policy on Academic Freedom makes the basic assumption that the continued existence of a free, democratic society depends upon the freely functioning educational institutions which nourish it. The freedom which institutions of higher learning must maintain faces two kinds of threats: internal abuses and external assaults. Responsibility for protecting academic freedom is therefore two-pronged: Members of the academic community must be engaged continuously in the examination of their duties and responsibilities as related to their freedoms. At the same time, governmental organizations, at all levels, must acknowledge the relationship between the freedom of centers of academic inquiry and the freedom of the individuals and institutions that compose the larger society, and they must act to safeguard those freedoms. For their part, governing boards of educational institutions must develop policies that establish the rights and responsibilities of those engaged in teaching and protect against the infringement of academic freedom.

Academic freedom is essential to one of the purposes of institutions of higher learning, namely, to promote the common good. In many ways the promotion of the common good within a society directly depends upon the freedom of individuals to search for and disseminate knowledge. Knowledge is the element that connects academic freedom to a free society: for without knowledge, there are no meaningful choices, no bases for justifying individual commitments, and no guidelines for the exercise of responsibilities.

Perhaps academic freedom faces its greatest threat in connection with attempts to produce social change, in expressions of dissent, in settings of sharp controversy. Controversy itself must not be stilled. Since the democratic process itself thrives on addressing and attempting to resolve conflicting viewpoints, controversy is commonplace in healthy and free societies. Higher education also flourishes in settings where conflicting points of view can be expressed, for often within that context, intellectual competency emerges. Thus, neither college faculty nor the governing bodies of society should avoid controversy by insisting on the expression of unanimity.

Within the spirit of this philosophical backdrop, the 1972 PCC Board of Trustees' policy identified various rights faculty are entitled to under the principle of academic freedom and various duties and responsibilities that faculty must assume in order to preserve and protect the tradition of academic freedom for themselves, their colleagues, their students, their college, and society as a whole. Further, within the 1972 policy statement, PCC faculty acknowledged the establishment of a Committee on Rights and Responsibilities and agreed to consider its deliberations, findings, and recommendations with respect to the specific applications of the Academic Freedom policy. PCC, as an institution, also gave this committee its support.

The preceding summary of the 1972 Academic Freedom policy serves to preserve a portion of PCC's heritage and to demonstrate the close link between past and present concerns related to this vital issue. This reference to previous policies should in no way detract from the primacy of this new policy statement on academic freedom and professional ethics.

#### Academic Freedom, The Individual, and The Society<sup>ii□</sup>

Academic institutions exist for the pursuit and transmission of knowledge, the development of the individual student, and the advancement and enhancement of society. Free inquiry and free expression are indispensable to the attainment of these goals. Recognizing these premises, the Pasadena Area Community College District actively supports the principle of academic freedom for its faculty. Further, the Pasadena Area Community College District is committed to working collegially with its faculty in developing and maintaining quality educational programs and courses that, in addition to challenging students to achieve rigorous individual program and course objectives, will also expose students to a rich variety of ideas and teach them critical thinking skills that they can use in the future as they evaluate alternatives and make fundamental life choices.

The freedom of faculty to inquire, to teach, to speak, and to publish contributes at least as much to the welfare of their fellow citizens outside the College as it does to the faculty themselves, and to the larger college community. For instance, academic freedom and tenure significantly benefit society by allowing for independent criticism, and honest answers to scientific, social, and artistic questions that might otherwise be withheld for fear of offending an influential social group or a currently prevailing social attitude. In addition, academic freedom and tenure are essential to maintaining excellence in education, because the freedom, the

opportunity for professional growth, and the security they provide help attract women and men of ability to academia.

On the most practical level, many of the technological innovations of great material value to our society are the result of scientific research that is most effectively carried out in an atmosphere of complete academic freedom. On less tangible levels, the social benefits of academic freedom are not so easily identified and accepted, but they are no less real than the material benefits. Freedom in research, teaching, and discussion of political, social, and cultural affairs leads to political, social, and cultural advances just as clearly as freedom in the sciences leads to advances in science and technology. Freedom in science, indeed, cannot long endure the denial of political, social, and cultural freedom.

Society is best served when the teacher and scholar feel free to criticize and advocate change in any theories and beliefs, however widely held, and in any existing social, political, and economic institutions. It is not easy for faculty to dissent and to advocate unpopular ideas. It is almost always to their personal disadvantage to do so; however, it is to the advantage of society to encourage them. Only thus will society, and the individuals who compose it, be aware of the full range of social, political and cultural choices available; and only thus can democratic ideals be fulfilled.

#### Academic Freedom and Professional Ethics of Faculty

It is recognized that members of the faculty in the Pasadena Area Community College District must defend and protect academic freedom—even when doing so is unpleasant and costly to them personally. Earlier citizens of the State of California wisely established institutions of higher education in which the principles of academic freedom were respected. It is the responsibility of all faculty to act to conserve the integrity of these institutions.

Pasadena Area Community College District faculty adhere to a code of professional ethics that includes the following related responsibilities: to maintain themselves as experts in their fields of competence by study, research and, where appropriate, publication; to diffuse knowledge and, if possible, to encourage creativity by their teaching; to defend their colleagues and their institution against any threats to the exercise of their responsibilities, whether from within or outside of the Pasadena Area Community College District.

From time to time in the history of higher education in California and elsewhere, advocates of particular social, moral, political or aesthetic positions have attempted by violence, lawlessness or political, economic, and social pressures to interfere with academic freedom. At such times, Pasadena Area Community College District faculty have a special responsibility to insist that their institution does not yield to ephemeral passion or heavy community pressures to take hasty actions that may infringe on freedom of expression. Faculty develop the critical thinking skills of those in their academic community when they honor dissent predicated on rational thought.

At the same time, faculty have the additional ethical responsibility to see that their own actions do not interfere with the freedom of others. Membership in the academic community imposes on students, faculty members, administrators, and trustees an obligation to respect the dignity of others, by (1) acknowledging each individual's right to express differing opinions and (2) fostering and defending intellectual honesty, freedom of inquiry and instruction, and freedom of expression on and off the campus.<sup>iii</sup>

Furthermore, students are entitled to an atmosphere conducive to learning which includes even-handed treatment in all aspects of the teacher-student relationship. Faculty members may not refuse to enroll or teach a student on the grounds of his or her beliefs or the possible uses of the knowledge he or she may gain

in a course. Students should not be forced by the authority inherent in the instructional role to make particular personal choices as to political action or their own private behavior. Evaluation of students and the award of credit must be based on academic performance professionally judged and not on matters irrelevant to that performance, such as age, ethnicity, gender, personality, political persuasion, sexual orientation, religion, or other personal beliefs.

### Professional and Ethical Obligations of Individual Faculty

(Patterned after the 1966 AAUP Statement on Professional Ethics, with notable modifications)<sup>iv</sup> □

1. Faculty, guided by a deep conviction of the worth and dignity of the advancement of knowledge, recognize the special responsibilities placed upon them. Their primary responsibility to their subject is to seek and acquire knowledge and, with integrity, to communicate that knowledge to students. To this end, faculty devote their energies to developing and improving their scholarly competence. They accept the obligation to exercise critical self-discipline and judgment in using, extending, and transmitting knowledge. When faculty recognize that their own personal convictions differ from other well-supported conclusions on the same matter, they present relevant data as fairly and objectively as possible to students and others. In short, they practice intellectual honesty. Although faculty may follow subsidiary interests, these interests should not hamper or compromise their commitment to maintain intellectual integrity.

It is the mastery teachers have of their subjects and their own scholarship that entitles them to their classroom and to freedom in the presentation of their subjects. Thus, it is improper for an instructor persistently to intrude material that has no relation to the subject, or to fail to present, in one mode or another, the subject matter of the course as announced to the students and as approved by the faculty in their collective responsibility for the curriculum.

2. Faculty encourage the free pursuit of learning in their students. They hold before them the best scholarly and ethical standards of their discipline. Faculty demonstrate respect for students as individuals and adhere to their proper roles as intellectual guides and counselors. Faculty make reasonable efforts to foster honest academic conduct and to assure that their evaluations of students reflect the merit of each student's academic performance. They respect the confidential nature of the relationship between faculty and student. They avoid any exploitation, harassment, or discriminatory treatment of students. Faculty acknowledge significant academic or scholarly assistance from students and protect students' academic freedom.
3. As colleagues, faculty have obligations that derive from common membership in the community of scholars. Faculty do not discriminate against or harass colleagues.<sup>v</sup> They do not disrupt the classes or research projects of their colleagues. They respect and defend free inquiry. In the exchange of criticism and ideas, faculty show due respect for others. Faculty acknowledge academic debt and strive to be objective in their professional judgment of colleagues. Faculty accept their share of faculty responsibilities for the governance of their institution.
4. As members of an academic institution, faculty, as individuals, seek above all to be effective teachers and scholars. Faculty also work together to maintain and enhance the quality of the academic program to which they are assigned. While faculty generally uphold the stated regulations of their institution (provided that the regulations do not contravene academic freedom), they maintain their right to criticize and seek revision of regulations with which they do not agree. Faculty give due regard to their

paramount responsibilities within their institution in determining the amount and character of work done outside it.

5. As members of their community, faculty have the rights and obligations of other citizens. Faculty measure the urgency of these obligations in the light of their responsibilities to their subject, to their students, to their professions, and to their institutions. When they write, speak, or act as individuals, they avoid creating the impression of writing, speaking, or acting as if they were representing Pasadena City College, its Academic Senate, or any of their committees, sub-committees, or task forces, and they make a reasonable effort to avoid ambiguity in reference to whom they represent. As citizens engaged in a profession that depends upon freedom for its health and integrity, faculty have a particular obligation to promote conditions of free inquiry and to further public understanding of academic freedom.

#### Specifics of Academic Freedom and the Professional Rights of Faculty

Few within academia would disagree with the abstract principle of academic freedom. However, there may not always be agreement upon the meaning and implications of this principle in the day-to-day operation of a college. It is the intention here to identify specific areas of agreement between the District and PCC faculty on how the principle of academic freedom may be translated into a list of rights of faculty under that principle. This specific enumeration of rights shall in no way be construed as suggesting limitations on the broader interpretation of faculty rights guaranteed by the principle of academic freedom. Further, the following list of rights is not exhaustive of all possible rights that are consistent with the general principle of academic freedom.

1. Rights and Responsibilities of the faculty to develop curriculum and determine methods of classroom instruction and student evaluation
  - A. It is the right and responsibility of the collective faculty to develop the curriculum, including the right to develop academic programs, courses, official course descriptions, course outlines, course goals, objectives, and standards in accordance with college procedures that have been mutually agreed upon by the Board of Trustees and the faculty.
  - B. It is the right and responsibility of individual faculty members to:
    - (1) develop course instructional content consistent with faculty-generated, official course outlines;
    - (2) choose methods of instruction and evaluation consistent with those specified in faculty-generated, official course outlines and, where appropriate, agree as a faculty within a discipline to use common methods of instruction and/or evaluation in certain courses for program consistency;
    - (3) choose to what degree technology will be implemented to support achievement of course objectives and, where appropriate, agree as a faculty within a discipline to use common technological devices, methods, and/or programs in certain courses for program consistency;
    - (4) experiment with and evaluate the effectiveness of different methods of instruction and evaluation;
    - (5) select their own textbooks that cover the content specified on faculty-generated, official course outlines and, where appropriate, agree as a faculty within a discipline to use a common text in a certain course for program consistency;
    - (6) lecture; facilitate discussion, laboratory exercises, and/or experiential activities; present media (including Web-based material) on any issues or topics relevant to the content of the course as presented in faculty-generated, official course outlines; and

- (7) assign student grades in a manner that is consistent with the college's grading system and the institutional definition of grades, and serve as the final authority for those grades as provided in the California Education Code and California Code of Regulations.
2. Rights and Responsibilities of the faculty to participate effectively in college governance
    - A. It is the right and responsibility of individual faculty members to participate in college governance activities and work toward goals that reflect his/her own philosophy of education.
    - B. It is the right of individual faculty members to evaluate, criticize, and/or advocate personal points of view concerning policies and/or programs of the college.
    - C. It is the right of the faculty, individually and/or collectively, to insist that the Board of Trustees and their Management Team adhere to comparably high professional standards of conduct appropriate for their specific collegiate role and responsibilities and, when necessary, to inform the Trustees and Management Team of any instances of unprofessional conduct on the part of a trustee or manager, and to suggest a remedy.
  3. Rights and Responsibilities of the faculty to express themselves and to support the expression of alternative points of view
    - A. It is the right of individual faculty members to express themselves freely when writing articles and/or books, developing media, writing music, creating art, and/or conducting research.
    - B. It is the right and responsibility of individual faculty members to demonstrate and foster critical thinking and to encourage opportunities for different sides of issues to be shared and debated, not only among students within the classroom, but also among their colleagues.
  4. Right of the collective faculty to form a Committee on Academic Freedom and Professional Ethics  
 It is the right and responsibility of the collective faculty through its Academic Senate to form a Committee on Academic Freedom and Professional Ethics (CAFPE) that has the authority to investigate alleged violations of this policy, and any other formal District-Academic Senate agreement on academic and professional matters; the right to publish its findings; and the right to make recommendations with respect to interpretations and applications of District-Academic Senate agreements. CAFPE investigations will be conducted by a panel of trained, tenured faculty. Nominations of faculty members to serve as chairperson and panel members on a CAFPE panel will be accepted from the Academic Senate President, the Chairperson of the CAFPE, and the membership of the Academic Senate Board during a formal meeting of the Academic Senate Board. The selection of a chairperson and the final composition of a particular panel will be decided by a vote of the Academic Senate Board. CAFPE panels will be considered Ad Hoc Committees of the Academic Senate.

CAFPE panel investigations provide the Academic Senate with a process for developing formal faculty opinion on matters of concern related to District-Academic Senate agreements. When deemed necessary, the Academic Senate Board may request such an investigation. The Board of Trustees, when seeking an advisory faculty opinion, may request that the Academic Senate Board consider conducting such an investigation. Individual faculty members who allege that the District violated a District-Academic Senate agreement may consult with the Academic Senate President first, or formally request to have their concern placed on an Academic Senate Board agenda for discussion and possible action.

The Academic Senate Board may request a CAFPE panel investigation at that time or postpone action until more information can be gathered. In the event that the Academic Senate Board postpones action, it must ultimately decide at a future meeting whether the matter brought before it does or does not warrant a CAFPE panel investigation, or state publicly that the matter was resolved to the faculty

member's satisfaction. The District agrees to cooperate with the CAFPE panel investigation process as faculty seek to gather information and records and to interview concerned parties in their effort to make an informed and meaningful decision on a matter of concern.

CAFPE panel investigations may also be requested by individual faculty members alleging that a fellow faculty member violated one or more of the professional ethical principles presented within this document. Such faculty members should communicate directly with the Academic Senate President. The Academic Senate President, in turn, will communicate with the Chairperson of the Committee on Academic Freedom and Professional Ethics about the need for a CAFPE panel investigation. Due to the confidential nature of such matters, the Academic Senate President, in consultation with the CAFPE Chairperson, will select a chairperson and panel members for the CAFPE panel investigation. If an individual faculty member first raises an issue of this nature (one that might warrant a CAFPE panel investigation) at an Academic Senate Board meeting, that faculty member will be asked to make an appointment and communicate directly with the Academic Senate President.

When evaluating the need for a CAFPE investigation, the Academic Senate President will also communicate with the President of the PCC-CTA and act to avoid duplication of effort. The District may not use the CAFPE hearing process to investigate or discipline individual faculty members. The proceedings and deliberations during the investigations conducted by a CAFPE panel will be considered confidential. Findings that result from such investigations shall be communicated in writing to the President of the Academic Senate. The CAFPE Panel will meet with the Academic Senate President to share its findings, answer questions, and discuss its deliberations. The Academic Senate President may then consult informally with other members of the Executive Committee of the Academic Senate.

The CAFPE Panel and the Academic Senate President will then work together to formulate recommendations. Once recommendations are finalized, the Academic Senate President will report the findings and recommendations to those directly involved or affected. Findings and recommendations that result from CAFPE investigations will, in general, be used to educate the District and/or concerned faculty members.

The Academic Senate President will also decide whether he or she will report the specific findings and/or recommendations to the full Academic Senate Board (ASB). In general, the findings and recommendations in matters involving faculty complaints against other faculty regarding allegations of ethical violations will not be reported to the full ASB, while findings and recommendations in matters involving alleged District violations of District-Academic Senate agreements will be reported to the full ASB. In cases that involve findings of District violations of District-Academic Senate agreements, the ASB may, in turn, vote to share the findings and recommendations with the President of the College, and ultimately with the Board of Trustees.

Nothing in this description of due process procedures shall preclude the Academic Senate Board, its Executive Committee, or the Academic Senate President from formulating what could be termed "preliminary positions", or making what could be termed "preventive interventions" on matters of concern brought before them. Swift interventions on the part of Academic Senate leadership on matters of academic freedom and the professional ethics of faculty could circumvent the need for invoking more lengthy and, perhaps, unnecessary formal due process procedures.

## 5. Right of faculty to due process

- A. It is the right of faculty to be provided with due process in the event that they feel their academic freedom and/or rights delineated under this policy have been violated by the District.
  - B. It is the right of faculty to be provided with due process in the event they feel that the District has violated specific provisions of a mutually agreed upon District-Academic Senate policy on academic and professional matters.
  - C. It is the right of faculty to be provided with due process in the event that they are accused by other faculty members of violating the professional ethics described in this policy.
  - D. It is the right of individual faculty members to pursue avenues other than just those described herein when addressing and seeking resolution of their concerns.
6. Right of faculty to exercise their rights and responsibilities without retaliation.  
It is the right of individual faculty members to exercise their rights and responsibilities under this “Academic Freedom and Professional Ethics of PCC Faculty” policy without District or administrative retaliation against them individually, or against the academic program, discipline and/or division within which they teach.

i Acknowledgment: Some of the wording in the Preamble closely follows introductory comments taken from the West Valley-Mission Community College District Academic Freedom Policy.

ii Acknowledgment: The District and PCC Academic Senate essentially recommend the principles of academic freedom developed in the historic statement on Academic Freedom agreed upon by the American Association of University Professors (AAUP) and the Association of American Colleges and Universities, and now endorsed by a multitude of academic councils and professional associations. This and the following sections up to and including the section entitled “Professional and Ethical Obligations of Individual Faculty” (except for the two paragraphs that immediately precede the section entitled “Professional and Ethical Obligations of Individual Faculty”), borrow heavily from the California State University (CSU) system’s statement on Academic Freedom with the name—Pasadena Area Community College District—inserted where needed. [Note: The CSU statement on Academic Freedom is, in turn, substantially based on the ideas and principles presented in the 1940 AAUP Statement of Principles of Academic Freedom and Tenure (with 1970 Interpretive Comments) and the 1966 AAUP Statement on Professional Ethics.]

iii Acknowledgment: This and the following paragraph closely follow a portion of the 1970 AAUP Statement on Freedom and Responsibility (later revised in 1990 to remove gender-specific references).

iv Acknowledgement: In continuing this discussion of professional ethics, the following five ethical obligations closely resemble the ethical principles outlined in the 1966 AAUP Statement on Professional Ethics. Additional material has been added, some of which closely resembles statements from the 1970 AAUP Statement on Freedom and Responsibility (later revised in 1990 to remove gender-specific references).

v Other College-wide policies also address this concern.

vi Acknowledgement: Sections from this point forward were written by the PCC Academic Senate’s Committee on Academic Freedom and Professional Ethics while it developed this larger proposal for revising PCC’s Policy on Academic Freedom and Professional Ethics of PCC Faculty.

# Appendix Eight

## Sexual harassment policy

### PASADENA AREA COMMUNITY COLLEGE DISTRICT POLICY

Title: Sexual Harassment

Policy No. 2200

Legal Authority: Title VII (1964 Civil Rights Act); California Education Code  
Section 212.5; Title 5 Section 53030

It is the policy of the Pasadena Area Community College District to recognize that it is a violation of state and federal law for any employee or student, male or female, to sexually harass an employee or student. The Pasadena Area Community College District considers sexual harassment a serious offense and is firmly committed to the philosophy that every employee and student has the right to be treated with courtesy, dignity, and respect. Every employee and student is expected to adhere to a standard of conduct that is respectful to all persons within the work and learning environment.

In keeping with this commitment, the Pasadena Area Community College District maintains and follows a strict policy prohibiting sexual harassment, in any form, including verbal, nonverbal, physical and visual conduct, and/or reprisal. This policy applies to all employees, students, and others who use the Pasadena Area Community College District facilities. The Pasadena Area Community College District does not tolerate sexual harassment of employees or students at the College or in any College-related situation by anyone. If, after a prompt and thorough investigation, it is determined that an employee or student or other person has engaged in sexual harassment, that employee or student or other person will be subject to appropriate corrective action, up to and including discharge or expulsion.

PASADENA AREA COMMUNITY COLLEGE DISTRICT  
PROCEDURES  
For Policy No. 2200

Title: Sexual Harassment

Procedure No. 2200.10

1. Definition of Sexual Harassment

- a. Sexual harassment, under both federal and state law, is defined as unwelcome sexual advances, requests for sexual favors, and other unwelcome visual, verbal, nonverbal, or physical conduct of a sexual nature. This definition includes numerous forms of offensive behavior and includes gender-based harassment of a person of the same or different sex as the harasser.
- b. Sexual harassment is generally divided into two types of conduct:
  - (1) *Quid pro quo* conduct, which occurs when submission to sexual conduct is made a condition for receiving concrete benefits, including hiring or advancement, or relates to employment or educational decisions affecting the employee or student;
  - (2) Hostile environment sexual harassment
    - (a) “Hostile work environment” conduct, which is unwelcome sexual conduct sufficiently severe, persistent, or pervasive so as to affect an employee’s performance negatively and/or alter the conditions of employment by creating an intimidating, hostile or otherwise offensive environment;
    - (b) “Hostile learning environment” sexually harassing conduct (which can include unwelcome sexual advances, requests for sexual favors, and other verbal, nonverbal, visual, or physical conduct of a sexual nature) by an employee, by another student, or by a third party that is sufficiently severe, persistent, or pervasive to limit a student’s ability to participate in or benefit from an education program or activity or to create a hostile or abusive learning environment.
    - (c) Guidelines regarding hostile environment involving sexual harassment:
      - i. Conduct or words between two or more persons, but witnessed by someone not directly involved in the conduct or words, can constitute sexual harassment of the indirect recipient.
      - ii. Conduct can come from someone who is not an employee (e.g., vendor, customer, or client).
      - iii. Conduct does not have to be intended as sexual harassment to be offensive or unwelcome.
- c. Examples of the type of conduct which can constitute sexual harassment include, but are not limited to, the following:
  - (1) Unwanted sexual advances.
  - (2) Offering employment or educational benefits in exchange for sexual favors.
  - (3) Making or threatening reprisals after a negative response to sexual advances.
  - (4) Visual conduct (i.e., leering, making sexual gestures, displaying of sexually suggestive objects or pictures, cartoons, or posters).
  - (5) Verbal sexual advances or propositions.
  - (6) Verbal abuse of a sexual nature, graphic verbal commentaries about an individual’s body, sexually degrading words used to describe an individual, suggestive or obscene letters, notes, or invitations.
  - (7) Physical conduct (i.e., touching, assault, impeding, or blocking movements).

2. Academic Freedom and Sexual Harassment Issues in the Learning Environment
  - a. The Pasadena Area Community College District is committed to creating an environment where there is the full and free discussion of ideas and where students are free from a hostile learning environment. The College believes that these are mutually supporting, not conflicting goals.
  - b. In general, works of art and literature, readings and other written, auditory, or visual course materials, including lectures and discussions, which are used in a learning context or which are a part of academic or cultural programs, would not violate the prohibition against creating a hostile learning environment for students.
  - c. For example, a hostile learning environment generally is not created by a detailed discussion of Shakespeare's Othello, in a literature class, despite the sexual content of some of its language, which might prove offensive to some. Similarly, the use of photographs of female or male genitalia in a human anatomy class text generally would also not create a hostile learning environment for students. On the other hand, the use of explicit photographs from sexually explicit magazines in the same human anatomy class generally would violate the prohibitions of this policy against creating a hostile learning environment for students.
  - d. In all circumstances, sexual intimidation and harassment of individuals are inconsistent with the maintenance of academic freedom.
3. Reporting Complaints Of Sexual Harassment
  - a. If a student or employee believes any comments, gestures or actions of an employee, supervisor, student, or any other person to be harassing, he/she should immediately communicate to that person that such behavior is unwelcome. However, failure to do so does not prevent the student or employee from filing a complaint nor does it imply exoneration of any harasser.
  - b. The administration of the Pasadena Area Community College District is readily available and receptive to allegations of sexual harassment. If a student or employee feels that he/she is being sexually harassed by an employee, by a student, or otherwise, he/she should immediately report the facts of the incident or incidents and the name(s) of the individual(s) involved to the immediate supervisor (if the complainant is a student worker or other employee) or to Student and Learning Services (if the complainant is a student). If the complaining student or employee does not feel that the matter can be discussed with the immediate supervisor or Student and Learning Services, he/she should contact Human Resources to arrange for a meeting to discuss the complaint.
  - c. Attached to this procedure is a list of the current names, titles, locations, and telephone numbers of the contact persons to whom allegations of sexual harassment should be reported. An updated list will be available annually at the location listed in the front of the College Catalog under the heading "Pasadena City College Sexual Harassment Policy" located in the first section of the Catalog.
  - d. Notification of sexual harassment allegations to the Pasadena Area Community College District is essential. The College assures that there will be no penalty from the District for reporting a sexual harassment problem. It is unlawful to retaliate against persons who oppose practices prohibited by the Fair Employment and Housing Act, or Title IX, or file complaints, or otherwise participate in an investigation, proceeding, or hearing conducted by the Department of Fair Employment and Housing, or the Fair Employment and Housing Commission, or the Office of Civil Rights. Similarly, the Pasadena Area Community College District will not tolerate any employees or students who interfere with its own internal investigations and its own internal complaint procedure.
  - e. Employees and students are reminded that the Pasadena Area Community College District protects employees and students from sexual harassment by nonemployees or nonstudents (e.g., vendors, clients). Any employee or student who is the victim of any harassment by a nonemployee or

nonstudent or observes this conduct toward another Pasadena Area Community College District employee or student should report such harassment to his or her immediate supervisor (if the complainant is a student worker or other employee), or to Student and Learning Services (if the complainant is a student), and appropriate action will be taken.

4. Informal Complaints

Any person may complain informally, in writing, or orally to any manager of the District of conduct believed to be sexual harassment.

5. Formal Complaints

A formal complaint of sexual harassment may be filed in writing with the Dean of Human Resources of the College. Forms for filing a complaint are available in that office, and a copy of the form is attached to this procedure.

6. The District Response to Complaints of Sexual Harassment

a. Informal Complaints: All informal complaints of sexual harassment will be promptly investigated and appropriate action taken by the manager to whom the complaint is made, in cooperation with the Dean of Human Resources.

b. Formal Complaints:

(1) All formal complaints of sexual harassment which are reported to the District will be investigated immediately, thoroughly, objectively, completely, and as confidentially as possible.

The Pasadena Area Community College District, as part of its investigation, will make every attempt to interview all individuals with information relative to the complaint.

(2) Both the complaining person and the person against whom a formal complaint is filed may have a representative of his or her choice present at each step of the investigation and determination process.

(3) The Pasadena Area Community College District will make its determination and communicate that determination to the complaining person and to the alleged harasser. If it is determined that the alleged harasser has violated District policies, appropriate corrective action will be taken, up to and including discharge or expulsion. Furthermore, as part of the Pasadena Area Community College District's attempt to remedy the complaining person's concerns, the complaining person will be informed of remedial measures and disciplinary actions imposed against the violator.

7. Confidentiality

a. The confidentiality of the person who files a sexual harassment complaint and of the person against whom a complaint is filed will be maintained to the fullest extent possible, consistent with the need to conduct a reasonable, objective, and thorough investigation, and consistent with applicable law.

b. The investigator will inform all parties who participate in a sexual harassment complaint investigation of the need to maintain the confidentiality of the allegations of the complaint, of the information discussed in the investigation, and of the disposition of the complaint.

8. Investigating Sexual Harassment Allegations

The Dean of Human Resources, or designee, will investigate all formal complaints of sexual harassment filed under this policy. The investigation will include, but is not limited to, the following, provided all the involved persons cooperate in the process:

a. Confidential interview(s) of the complainant with representation in the meetings if the complainant so desires, and including:

(1) An opportunity to provide names of potential witnesses and/or documentary evidence.

- b. Informing the person against whom the complaint has been filed of the nature of the complaint.
- c. Confidential interview(s) of the person against whom the complaint has been filed with representation in the meetings if he/she so desires, and including:
  - (1) An opportunity to respond to the complaint and provide names of potential witnesses and/or documentary evidence.
- d. Confidential interview(s) of witnesses, including, when possible, those whose names are provided by the complainant and the person against whom the complaint has been filed.
- e. Review of documentary evidence.
- f. Confidential, written report to the Superintendent-President stating the outcome of the investigation and recommending a final action in response to the complaint.
- g. Written notice of the outcome of the investigation from the Superintendent-President to the complainant and to the person against whom the complaint was filed.

9. Seriousness Of Sexual Harassment Allegations

While the Pasadena Area Community College District vigorously defends its employees' and students' right to work in an environment free of sexual harassment, it also recognizes that false accusations of sexual harassment can have serious consequences. Accordingly, any individual who is found, through the Pasadena Area Community College District's investigation, to have falsely accused another person of sexual harassment will be subject to appropriate disciplinary action, up to and including discharge or expulsion.

10. Other Agencies For Formal Complaints

- a. Employees who believe that they have been sexually harassed may, within one year of harassment, also file a complaint of discrimination with the California Department of Fair Employment and Housing. The Department of Fair Employment and Housing may also investigate and process the complaint. Violators are subject to penalties and remedial measures that may include sanctions, fines, injunctions, reinstatement, back pay, and damages. The current address and telephone number of the local office of the California Department of Fair Employment and Housing is found on the attached contact list.
- b. Students who believe that they have been sexually harassed may, within one year of the occurrence, also file a complaint of discrimination with the Office of Civil Rights. The Office of Civil Rights may also investigate and process the complaint. Violators are subject to penalties and remedial measures that may include sanctions, fines, injunctions, reinstatement, back pay, and damages. The current address and telephone number of the local United States Office of Civil Rights is found on the attached contact list.

11. Summary

The Pasadena Area Community College District entrusts all employees and students with the responsibility for maintaining a positive working and learning environment free of sexual harassment. The Pasadena Area Community College District encourages employees and students to raise questions regarding sexual harassment with the immediate supervisor, the department/division head, Student and Learning Services, or Human Resources.