

- III. COMMITTEE REPORTS – All committees are welcome to report. Those with an asterisk are expected to report. Those with a double asterisk are subcommittees of Steering**
- Academic Calendar/Final Exam Schedule – Steve Odrich
 - Bookstore Committee – Paul Swatzel
 - Campus Environment Committee – David Casey
 - **Campus-wide Information Technology**
 - College Success –
 - *Curriculum – David Kary**
 - Distance Education – Bev Van Citters
 - **Educational Programs – Senate President**
 - Enrollment Management
 - Equivalency Minimum Qualifications – Carsten Dau
 - Evaluation and Tenure Oversight
 - Faculty Hiring Procedures
 - Faculty Needs Identification – Senate President
 - **Financial Resources –**
 - Gender Equity – Mary Brawner
 - Honors Program Advisory Council – Brian Waddington
 - **Human Resources Advisory**
 - **Institutional Research and Planning**
 - Matriculation/Pre-Req & Assessment
 - **Physical Resources – John Fincher**
 - Program Review
 - Scholarship
 - Service Learning Advisory –
 - Student Learning Outcomes – John Vaughan
 - Student Services
 - Transfer Task Force
- IV. OFFICERS' REPORTS (10 minutes)**
- | | |
|--------------------------------|----------------|
| Secretary | Sheryl Walz |
| Treasurer | Paul Swatzel |
| Past President | John Vaughan |
| Vice President/President-Elect | Nicki Shaw |
| CCFA Liaison | vacant |
| ASCC Representatives | Karlyn Bradley |
| President | Roberta Eisel |
- V. SPECIAL REPORTS/PRESENTATIONS –**
- A. State of the College - Dr. Geraldine Perri, Superintendent/President and Dr. Irene Malmgren, VP of Academic Affairs
 - B. Sustainable Textbook Survey – Paul Swatzel
- VI. ACTION-**
- A. AP 3505 Emergency Response Plan
 - B. BP 3505 Emergency Response Plan
 - C. AP 3570 Smoking on Campus
 - D. BP 3570 Smoking on Campus
 - E. AP 4250 Probation
 - F. BP 4250 Probation, Dismissal, and Reinstatement
 - G. AP 4255 Dismissal and Reinstatement
 - H. Program Name Change – Change name of Physical Education to Kinesiology
 - I. Department Chairs Task Force, Faculty Survey – Nicki Shaw

VII. OLD BUSINESS –

- A. AP 3510 Workplace Violence Plan**
- B. BP 3510 Workplace Violence Plan**
- C. BP 3310 Records Retention and Destruction**

VIII. NEW BUSINESS-

- A. AP 7201 Recruitment and Selection of Full-Time Faculty**
- B. BP 7201 Recruitment and Selection of Full-Time Faculty**
- C. AP 4100 Graduation Requirements for Degrees and Certificates**
- D. Program Discontinuance – Discussion**
- E. Senate Nominations and Election Report – Nicki Shaw**
- F. Academic Senate Meeting Calendar for 2011-2012**

IX. PUBLIC FORUM

X. ANNOUNCEMENTS –

- 1. Transfer Task Force Meeting on Thursday, March 24 from 1-3 pm in CFI Community Room.**
- 2. HPAC – Battle of the Big Bands 8 on March 18-19, Irish Rovers on March 20,.**
- 3. Join the Green Revolution, March 9 at 11:30 in the Haugh.**

XI. ADJOURNMENT – next meeting

Attachments:

- #1 Sustainable Textbook Survey – page 4**
- #2 AP 3505 Emergency Response Plan – page 5**
- #3 BP 3505 Emergency Response Plan – page 37**
- #4 AP 3570 Smoking on Campus – page 39**
- #5 BP 3570 Smoking on Campus – page 40**
- #6 AP 4250 Probation – page 41**
- #7 BP 4250 Probation, Dismissal, and Reinstatement –page 43**
- #8 AP 4255 Dismissal and Reinstatement – page 45**
- #9 AP 3510 Workplace Violence Plan – page 49**
- #10 BP 3510 Workplace Violence Plan – page 51**
- #11 BP 3310 Records Retention and Destruction – page 52**
- #12 AP 4100 Graduation Requirements for Degrees and Certificates – page 53**
- #13 AP 7201 Recruitment and Selection of Full-Time Faculty – page 58**
- #14 BP 7201 Recruitment and Selection of Full-Time Faculty – page 70**
- #15 Academic Senate Meeting Calendar for 2011-2012 – page 72**
- #16 Green Revolution Flier – page 73**

Attachment #1

Sustainable Textbooks Student Survey Results

Question	Yes	Some times	No
1. Have you ever had a class and decided not to buy the textbook due to cost?	80		30
2. Would you rent a textbook (or have you already) rather than purchase?	92		18
3. When your instructor provides online documents do you print them out at home?	36	55	18
4. When your instructor provides online documents do you print them out at school?	35	41	34
5. Do you know students who photocopy textbooks to avoid purchasing them	90		20

Question	Love it – use it all the time	Like it – no problem	Haven't used it but willing to try	Don't like it – use it but struggle	Hate it – never use it
6. Please rate you preferences and comfort level: online homework or research	24	66	9	8	2
7. Please rate your preferences and comfort level: electronic syllabi and handouts	37	47	11	12	3
8. Please rate your preferences and comfort level: Blackboard platform for classes	45	54	1	7	2
9. Please rate your preferences and comfort level: Electronic Books	12	24	48	14	12

December 2010

AP 3505 EMERGENCY RESPONSE PLAN

References:

Education Code Sections 32280 et seq. and 71095;
Government Code Sections 3100 et seq., 8558, 8559, 8600, 8605, and 8607(a);
Homeland Security Act of 2002;
National Fire Protection Association 1600;
Homeland Security Presidential Directive-5;
Executive Order S-2-05;
19 California Code of Regulations (CCR) Sections 2400-2450

Purpose

The Emergency Response Plan is the District's planned response to all hazards on or affecting the campus or surrounding community. The plan will be activated by the District Superintendent/President or his/her delegated representative. The emergency response plan details actions and responsibilities for all employees of the District including those on the Emergency Operation Center (EOC) staff.

Responsibility

Government Code Sections 2100-3101 state that all employees of the District are declared civil defense workers during emergencies, subject to such defense activities as may be assigned to them. Federal and state regulations further state that all employees of the District must be trained and qualified in specified Federal Emergency Management Agency (FEMA) courses depending on an employee's emergency response responsibilities.

Emergency Operations Center (EOC)

The Emergency Operations Center (EOC) will be activated during emergency situations that warrant a collaborative response. The Superintendent/President or his/her designated representative will activate the EOC. The EOC may be staffed by one or more key administrators depending on the situation and response. The EOC staff will direct the District's response to the emergency situation, coordination with outside agencies and request for outside support. The EOC staff will be aided in their duties by Emergency Information Officers (EIOs) and Emergency Response Teams that are trained response personnel from the District.

The EOC is composed of key administrators, record keepers and the individual who is responsible for Administration of Justice. The EOC shall:

- Declare a major emergency in the event of earthquake, explosion, flood, etc.

Attachment #2

- 44 • Assess the overall disaster based on reports from area managers
- 45 • Initiate the emergency notification chain (call back of all employees)
- 46 • Mobilize any additional staff to heavily damaged areas
- 47 • Determine the “All-Clear” when the disaster is over

48
49 All key press releases will be prepared by the Public Information Officer. In absence of
50 this person, the key administrator will designate an individual responsible for this
51 function.

52 53 **Preparedness**

54 The District’s preparedness is based on pre-staged supplies, training and awareness,
55 emergency drills, and support agreements with civil and private agencies. All employees
56 of the District will receive training in responding to and managing emergency situations
57 according to federal and state laws and regulations. The best response to emergency
58 situations is preparedness.

59 60 **Emergency Chain of Command**

61 SEMS/NIMS/ICS Organizational Chart can be found on Page 12 of the Citrus College
62 Emergency Operations Plan.

63 64 **Day Instructors: Responsibilities**

- 65 • Coordinate evacuation from classroom if necessary.
- 66 • Assist disabled individuals out of building without use of elevators.
- 67 • Assess overall situation in classroom and report to Emergency Information
68 Officer.
- 69 • Initiate first aid if qualified individual is available.
- 70 • Report when students are safe to move to an emergency assembly point or
71 command post.
- 72 • Assist Emergency Information Officers.
- 73 • Provide special assistance to any disabled individuals in the area.

74
75 Remember, in the event of a major disaster, every community college employee
76 automatically becomes a civil defense worker under Government Code Sections 3100-
77 3101.

78 79 **Evening Instructors: Responsibilities**

- 80 • Coordinate evacuation from classroom if necessary.
- 81 • Assist disabled individuals out of building without use of elevators.
- 82 • Assess overall situation in classroom and report to Emergency Information
83 Officer.
- 84 • Initiate first aid if qualified individual is available.
- 85 • Report when students are safe to move to an emergency assembly point or
86 command post.
- 87 • Report via runner any casualties, structural damage, and hazardous material
88 spills and status of volunteer student help control point of command post.

89 **Other Employees: Responsibilities**

- 90 • Follow survival instructions in Emergency Response Preparedness flipchart.
- 91 • Evacuate area if necessary.
- 92 • Assess immediate problems if possible.
- 93 • Report to area assembly point when safe.
- 94 • Assist Emergency Information Officers by:
 - 95 ○ Performing first aid if qualified
 - 96 ○ Serving as a communications runner, etc.
 - 97 ○ Conducting record keeping and note taking

100 **SPECIFIC EMERGENCIES:**

101 **BIOLOGICAL EMERGENCY**

103 **BACKGROUND**

104 A Biological Emergency is an incident involving the release of, exposure to, toxins that
105 are capable of causing bodily harm or death. A biological agent can come in the form of
106 a solid, powder, liquid, or gaseous state.

108 **A biological agent can be introduced through the following:**

- 109 • By mail, via contaminated letter or package
- 110 • Using a small explosive device to help it become airborne
- 111 • Through a building's ventilation system
- 112 • Using a contaminated item, such as a backpack, book bag, or other parcel left
113 unattended
- 114 • By intentionally contaminating a food or water supply
- 115 • By aerosol release into the air
- 116 • By a missile warhead

118 **The following indicators may suggest the release of a biological substance:**

119 Multiple victims suffering from watery eyes, twitching, choking or loss of coordination, or
120 having trouble breathing, severe vomiting, diarrhea, abdominal cramping (if food borne
121 or waterborne). Also, severe skin reactions for certain other agents. Other indicators
122 may include the presence of distressed animals or dead birds.

124 **Anthrax**

125 Anthrax is the most common of biological agents. Anthrax is a disease-causing
126 organism, which can reproduce and keep spreading long after its release. Anthrax has a
127 low mortality rate when properly treated. Anthrax is usually sent to individuals by letters
128 or packages.

129 **The following steps will assist to identify suspicious letters or packages:**

- 130 • The mail is unexpected or from someone you do not know
- 131 • It is addressed to a title, but no name
- 132 • It is addressed to someone no longer at your address
- 133 • It is handwritten and has no return address or bears one that you cannot confirm
- 134 its legitimacy
- 135 • The return address does not match the postmark
- 136 • Common words are misspelled
- 137 • It is lopsided or lumpy in appearance
- 138 • It has wires or tinfoil protruding from the envelope/package
- 139 • It is sealed with excessive amounts of tape or string
- 140 • It is marked with restrictive delivery instructions, such as "Personal" or
- 141 "Confidential"
- 142 • It has excessive postage
- 143 • It has oily stains, discoloration, crystallization, or a strange odor
- 144 • It is leaking a powdery substance

145

146 **The following steps should be taken after a suspicious letter/package is**

147 **identified:**

- 148 • Stay calm. Do not get excited. Most threats are, in fact, hoaxes. Regardless, you
- 149 must treat each incident seriously.
- 150 • Do not shake or empty the contents of any suspicious envelope/package.
- 151 • Place the envelope/package in a plastic bag or other type of container to prevent
- 152 leakage of
- 153 contents.
- 154 • If a container is unavailable, cover with anything (e.g. clothing, paper, trash can)
- 155 and do not remove cover.
- 156 • Leave room and close door, or section off area to prevent others from entering.
- 157 Everyone who touched the letter should wash hands. Wash hands with soap and
- 158 water to prevent spreading any powder to face, other persons, or other objects.
- 159 • Have the colleges ventilation system, heating system, or air conditioning system
- 160 shut down, if possible, and turn off any blowers to the room.
- 161 • Report incident to administration staff.
- 162 • Administration staff should contact Campus Safety. Give specific location of
- 163 suspicious envelope/package and what makes it suspicious. List all the people in
- 164 the room or area when the envelope/package was recognized. Give list to Campus
- 165 Safety and health authorities for follow-up investigations and advice.

167 **The following steps should be taken in the event an envelope/package with**
168 **powder spills/leaks out onto a surface:**

- 169 • Stay calm. Do not get excited. Most threats are, in fact, hoaxes. Regardless, you
170 must treat each incident seriously.
- 171 • Do not clean up the powder. Cover spilled contents immediately with anything and
172 do not remove cover.
- 173 • Leave the room, close and lock the door or section off the area to prevent others
174 from entering.
- 175 • Wash hands with soap and water to prevent spreading powder to face, other
176 persons, or other objects.
- 177 • Have the colleges ventilation system, heating system, or air conditioning system
178 shut down, if possible, and turn off any blowers to the room.
- 179 • Remove heavily contaminated clothing as soon as possible and place in a
180 sealable plastic bag. Give sealed bag to the emergency responders for proper
181 disposal.
- 182 • Shower with soap and water as soon as possible. Do not use bleach or other
183 disinfectant on skin.
- 184 • Report incident to administrative staff.
- 185 • Administrative staff should contact Campus Safety. Give specific location and type
186 of spilled contents. List all the people in the room or area when envelope/package
187 with powder spilled/leaked.
- 188 • If a site or building receives a biological threat by phone alleging a contaminated
189 package, backpack, or book bag, administration staff should follow the appropriate
190 procedures.

191
192 **ENVIRONMENTAL EMERGENCIES**

193 **(Chemical Spills, Asbestos Fiber Release, Air Pollution Alerts)**

194
195 **BACKGROUND**

196 In the event of site environmental emergencies including chemical spills, asbestos fiber
197 release episodes, and air pollution alerts, site administrators and staff must be able to
198 react quickly and effectively to prevent injury or illness.

199
200 In any disaster/emergency situation, site administrators shall be responsible for the
201 safety of, and accountability for, staff and students. In any life-threatening situation,
202 staff/instructor shall take immediate action to provide for the safety of staff and students
203 without waiting for directions from a site administrator.
204

CHEMICAL SPILLS

Administrative Staff:

- Call 911 and obtain information about the substance.
- Assess location of chemical spill and determine appropriate action to take for safety of students and others (e.g., evacuation of room, building, or site).
- Secure the affected area and do not allow staff or students to re-enter until condition has been controlled.
- Notify Campus Safety immediately.
- Evacuate if necessary. Assure that staff/students move crosswind or upwind from problem area to avoid inhalation of vapors and proceed in orderly fashion to designated safe area.
- Provide first aid/emergency care if needed.
- Keep staff/students in designated area until problem is resolved or until further instructions are received from authorities.

ASBESTOS FIBER RELEASE EPISODE

Disturbance of asbestos-containing material may cause asbestos fiber release which could create a potential health risk for building occupants. Site administrators are responsible for maintaining the site asbestos management plan in a readily accessible location.

Administrative Staff:

- Immediately evacuate building occupants and restrict entry into area.
- Shut off or restrict ventilation system and other sources of air movement.
- The CAL/OSHA Safety Officer will determine appropriate response actions, including verification of an actual asbestos fiber release and cleanup procedures.

AIR POLLUTION ALERTS

Air pollution alerts occur when 0.20 parts pollutant per million (PPM) or greater air quality concentrations exist.

- Stage I Alert: Occurs when air quality consists of 0.20 parts pollutant per million (PPM).
- Stage II Alert: (A “warning” stage) occurs when air quality consists of 0.35 parts pollutant per million (PPM).
- Stage III Alert: (“Emergency stage”) occurs when air quality consists of 0.50 parts pollutant per million (PPM) or higher.

242 **Note:** The Air Pollution Control District (APCD) does not issue an alert for fires. A local
243 area may be affected by smoke or ash. Site administrators are to use discretion in
244 suspending outdoor physical activity.

- 245
- 246 • Strenuous outdoor physical activities for all students and employees shall be
247 discontinued; activities of a less strenuous nature should be substituted. Intensity of
248 an activity and its potential for increasing the respiration rate for an extended period
249 may be deciding factors for canceling certain activities. Heat and stress aggravate
250 respiratory problems.

251

252 In a Stage II or Stage III alert, students shall remain indoors for the duration of an
253 alert; those with respiratory or heart problems should be monitored.

254

255 **BOMBS AND EXPLOSIONS**

256

257 **BACKGROUND**

258 Most bomb threats are hoaxes. Telephone calls to a college stating there is a bomb
259 often are made to either disrupt normal activities or provoke an early dismissal. Bomb
260 threats can come in different forms, but should be handled in a consistent manner.
261 Safety and the prevention of panic are of paramount importance.

262

263 **TELEPHONE BOMB THREAT**

- 264 • Stay calm and courteous. Keep the bomb threat caller talking. Ask for a specific
265 bomb location and time of detonation. Gather information.
- 266 • Try to signal a co-worker to listen on the telephone line, if possible.
- 267 • Write down information. Listen for background noises. Listen closely to the voice
268 for accents, speech impediments or age indications.
- 269 • Immediately notify your Supervisor. Remember not to use two-way radios— they
270 may detonate a device.
- 271 • Call Campus Safety to report the incident. If a device or suspicious object is
272 located, Campus Safety will notify the appropriate agency.
- 273 • Supervisor coordinates with Campus Safety to evaluate information received and
274 decide upon a course of action.

275

276 **SEARCHING AND EVACUATION**

- 277 • Supervisor should consult with either Campus Safety or local law enforcement
278 prior to making any decision. Campus Police and local law enforcement are
279 available to assist and coordinate efforts.

- College personnel should not search for bombs. However, they can provide assistance to law enforcement personnel.
- Initiating a search with the assistance of law enforcement and evacuating the site may be the most desired approach if a suspicious package or device is found. Directing the immediate evacuation upon receipt of any threat has inherent negative consequences. Disruption could prompt more false calls.

SUSPICIOUS PACKAGE OR DEVICE FOUND

- Do not touch or disturb the suspected bomb. Do not use radios or cell phones— these may activate some types of bombs.
- Immediately notify the site administrator, Campus Police, and/or local law enforcement of the exact location and description.
- Utilize site evacuation plan or site fire drill procedure to move all staff and students away from the suspected bomb location. A minimum of 1000 feet is recommended.
- If possible, shut off gas main and electrical power to minimize the possibility of fire.
- Gather any possible witnesses for law enforcement to interview.

EXPLOSIONS

- Immediately take cover under, or next to furniture, upon hearing an explosion. Try to remain as calm as possible.
- Try to establish what exploded, the extent of damage and possible life-threatening hazards to determine your next course of action.
- Take immediate action to ensure your safety and the safety of others. Evacuate according to your site plan if necessary; otherwise, remain in your place of cover.
- If you evacuate, go to an area upwind from the explosion site to avoid possible toxic fumes. If smoke is present, stay low, and exit crawling to avoid breathing fumes.
- Immediately notify the site administrator, Campus Safety, and/or local law enforcement of the exact location and description.
- Custodian or plant operations supervisors should turn off power supplies, electricity, and gas lines if safely possible.
- Ensure no one returns for any reason until city fire personnel officially declare the area safe.

OTHER CONSIDERATIONS

- Attempt to control situation to avoid panic.
- Everyone should know and understand his/her role. Practice your response.

- 318 • Bomb threats require a response; usually no less than a search by qualified
- 319 personnel
- 320 (Police/law enforcement).
- 321 • Consider the impact on students and staff. Involve counseling personnel as
- 322 needed.

324 **DISTURBANCES AND DEMONSTRATIONS**

325 **BACKGROUND**

326 Site administrators may be confronted with disturbances or demonstrations adjacent to

327 a college site or on a college site.

328

329 The courts have held that demonstrations are lawful as long as the demonstrators'

330 conduct does not materially disrupt class work, involve substantial disorder, or invade

331 the rights of others. However, any demonstration on campus may interfere with college

332 activities and, therefore, could be unlawful.

333

334 Site administrators and police officers are empowered to order persons whose presence

335 interferes with the peaceful conduct of the college, or disrupts the college or its students

336 or college activities, to leave campus. Persons who fail to comply with such instructions

337 are subject to arrest.

339 **DISTURBANCE OR DEMONSTRATION (STUDENTS)**

- 340 • Site Administration should carefully assess the situation. Designated free speech
- 341 areas should be considered prior to any demonstration.
- 342 • With assistance from Campus Safety, determine the urgency of the situation, type
- 343 of assistance needed, and if the crowd really needs to be dispersed.
- 344 • If Demonstrators are participating in an unlawful assembly on campus, or causing
- 345 class disruptions, it is recommended the site administrator:
- 346
 - 347 o Consult with law enforcement officers to establish the best plan of action.

348 **DISTURBANCE OR DEMONSTRATION (NONSTUDENT)**

- 349 • Politely inform the individual(s) they are disrupting the college, its students and/or
- 350 activities and tell them to leave.
- 351 • If the individual(s) refuse to comply, notify Campus Safety. An officer(s) will be
- 352 dispatched to your location. If a physical assault begins, call "911."

- The officer and site administrator will devise a plan of action. The situation will dictate whether additional officers will be needed and/or if the Emergency Operations Center needs to be activated.

OTHER CONSIDERATIONS

- Consider placing staff to answer telephone calls from concerned.
- Try to determine the issues causing the disturbance and attempt to communicate with the participants.
- With assistance from Campus Safety, try to meet with authorized representatives or leaders who can present their issues and possibly respond to your needs.

EARTHQUAKE

BACKGROUND

Recent experience has proven that college buildings, both permanent and portable, are among the safest structures in the event of an earthquake.

Of all earthquake preparedness measures, safety drills are the most important. Essential components of earthquake safety drills are discussion, instruction, and physical demonstration (practice drill). In addition to indicating pre-planning needs, effective earthquake drills simulate (1) actions to be taken during an actual earthquake, and (2) actions to be taken after the ground stops shaking. Building evacuation following a major earthquake is imperative due to potential dangers of fires or explosions. It is necessary to be prepared for the occurrence of probable aftershocks.

EARTHQUAKE WHILE INSIDE (ON SITE)

- A DROP and HOLD command is given by any staff member at first indication of ground shaking.
- All staff/students: DROP and HOLD and assume protective position under table, desk, or other support object. If appropriate, staff/students should hold onto table/desk leg to keep it over body. If in hallway, move to inside wall, or stand in a doorway.
- Avoid glass and falling objects.
- Move away from windows.
- Move away from heavy suspended light fixtures.
- Extinguish flames, turn off power equipment, and electrical appliances. If the odor of natural gas is detected, turn off gas valves.
- Remain undercover for at least two to three minutes to assess damage/injuries and to wait for first aftershock to occur.

- After first aftershock, or after two to three minutes, activate site earthquake evacuations plan.

EARTHQUAKE WHILE OUTSIDE (ON SITE)

- Move to open space away from buildings, trees, and overhead power lines.
- When shaking stops, activate an orderly evacuation.
- Evacuate building(s) according to evacuation plan.
- Transport injured students to Health Services or a designated Triage area.
- Do not allow unauthorized persons to return to buildings until the buildings are officially declared structurally safe. Authorized personnel should only return to building if absolutely necessary.

EARTHQUAKE WHILE OFF SITE

- If walking to and from college/work site, move to open space away from buildings, trees, or overhead power lines. Be alert for possible dangers which would require movement. DO NOT RUN.

NON-EARTHQUAKE STRUCTURAL FAILURE

- Evacuate affected building/area and secure to prevent entrance by staff or students.

FIRE

BACKGROUND

Fire prevention and emergency response to fire situations are a primary responsibility for all employees. Regular action must be taken to ensure that all staff/students are familiar with the site's emergency/fire response plan and action.

FIRE – WHEN COLLEGE IS IN OPERATION

- Call fire department (“911”) immediately.
- Order evacuation of remaining staff/students to appropriate assembly/emergency area; if alarm system fails to operate, notify staff/students by other methods.
- ACTIVATE the emergency plan if there is any life-threatening situation.
- Supervise evacuation of site; ensure that all rooms and areas are evacuated.
- Check with staff to ensure accountability for all staff/students.
- Provide first aid if needed. If incident results in injury to staff or students, involve Health Services.
- If hazardous materials are present or suspected, notify Fire Department of any possible hazardous materials.

429 FLOODING

430 BACKGROUND

431 This procedure applies whenever storm water or other sources of water flood or
432 threaten to flood college grounds or buildings. Flooding may occur as a result of
433 prolonged periods of rainfall, where the site would not have sufficient time to prepare.
434 Alternatively, flooding may occur without warning, as a result of damage to water
435 distribution systems, or a failure of a nearby man-made dam.

437 Administrative Staff:

- 438 • Initiate appropriate response actions, which may include In-Place Sheltering, On-
439 Site Evacuation, or Off-Site Evacuation.
- 440 • Call Campus Safety and describe the nature and extent of the flooding.
- 441 • Supervise On-Site Evacuation; ensure staff and students evacuate affected
442 buildings using prescribed routes or other safe routes to the assembly/evacuation
443 area.
- 444 • Check with staff to ensure accountability for all students/staff.
- 445 • Coordinate with facilities to limit damage.

447 SHOOTINGS

448 BACKGROUND

449 The potential for a shooting or a shooting in the workplace exists on every college
450 campus throughout the United States. Although the possession of firearms on or around
451 our campuses is rare, their availability and past national and county shootings dictate
452 the need for a response plan, in case a shooting or other violent attack occurs.

454 WHEN A SHOOTING OCCURS

- 455 • CALL "911." Identify your college or workplace and exact location. Remain calm
456 and answer the police operator's questions. They are trained to obtain the
457 necessary and required information for a proper emergency response.
- 458 • Instruct students and employees to drop to the ground immediately, face down as
459 flat as possible. If within 15-20 feet of a safe place or cover, duck and run to it.
- 460 • Move or crawl away from gunfire, trying to utilize any obstructions between you
461 and the gunfire. Remember that many objects of cover may conceal you from
462 sight, but may not be bulletproof.
- 463 • Try to get inside or behind a building and stay down.

- When you reach a place of relative safety, stay down and do not move. Do not peek or raise your head in an effort to see what may be happening.
- Wait and listen for directions from the police.

IF SUSPECT IS OUTSIDE YOUR CLASSROOM

- Duck and cover. Keep students inside the classrooms and down on the floor. Move behind available cover inside the classroom.
- Close and lock the outside door to the classroom if possible. Close the blinds, turn off the lights and stay on the floor. Do not peek out the door or windows to see what may be happening.
- Report location of the assailant.

OFFICE PERSONNEL

In keeping with effective emergency planning, office personnel should have pre-designated assignments to ensure an effective response in case of a shooting. Actions by multiple persons must be taken simultaneously to expedite a response.

In response to a report of a shooting from a classroom or other area of the campus, have all persons in the office duck and cover onto the floor, behind protective objects or into side rooms. Make required emergency telephone calls to the police from this position. It is crucial that telephone calls be limited to emergency calls only.

Note: Phone calls, other than for emergency purposes, should be made only after the police have cleared a phone line for that purpose. A phone call to friends or family will bring onlookers, bystanders or concerned loved ones to the campus, interfering with the operation of emergency personnel and unnecessarily placing more people in danger.

CALLING “911”

When you call “911,” identify your exact location. Remain calm and answer the operator’s questions. Police dispatchers are trained to obtain the necessary and required information for a proper emergency response. As the police are being dispatched, answer the questions asked of you by the operator or police dispatcher.

Attachment #2

502 Although you are not expected to know all of the answers, answer them to the best of
503 your ability.

504
505 Although you may think the questioning is wasting valuable time, the information you
506 provide will enable phone personnel to dispatch officers and other emergency personnel
507 safely and effectively. While you are being questioned, emergency personnel have been
508 dispatched and are on the way. You will be asked questions, such as:

- 509 • What exactly is happening and how do you know? Is it still happening now?
- 510 • Where is the suspect now? What was his/her last known direction? Is the suspect
511 still on campus?
- 512 • Is anyone injured? Are there wounded and how many?
- 513 • Where did it happen? What's the specific location of occurrence?
- 514 • What weapons were used if you know? Knowing the number and types of
515 weapons will assist the police in their response. Describe the weapon(s) or other
516 dangerous object(s) if possible, and any visible ammunition:
- 517 • Were any shots fired? Describe the sound and the number of shots fired.
- 518 • Do you know who the suspect(s) is? If yes, identify him/her/them, and provide any
519 background knowledge you may have.

521 **Note:** It is important to tell the Campus Safety dispatcher if your office has
522 called or is on the line with the 911 operator.

524 525 **POLICE/FIRE DEPARTMENT RESPONSIBILITY**

526 Law Enforcement or the Fire Department will take charge of the operation and maintain
527 full control throughout the duration of the incident.

528
529 Police/fire departments will establish a command post(s) at or near your campus where
530 all operations pertaining to the event will be coordinated.

531 **TERRORISM**

533 **BACKGROUND**

534 An act of terrorism is most often perpetrated by an individual or group who uses
535 deliberate violence against a government or other authorities to achieve certain goals.
536 Terrorist methods may include the taking of hostages, kidnapping, and the use of
537 bombs and explosions. In a college situation, a student(s) may be kidnapped and held
538 hostage by another person.

OTHER CONSIDERATIONS

- Obtain a photo of the abducted student/employee and provide it to the police.
- Provide the police with information on known friends of the abducted student/employee. They may be able to provide further information.
- Try to obtain a description of the abductor and direction of travel.
- Gather any possible witnesses for law enforcement to interview.
- Remain calm-the prevention of panic is important.

HOSTAGES/KIDNAPPING

Call 911. Be prepared to give the following information:

- Identify hostage location on the site
- Number of assailants, if known
- Number of hostages, if known
- Name of assailants, if known
- Any available description of assailants and weapons
- Demands made by the assailants
- Notify staff/students to move students away from the hostage location to a safer location.
- Do not evacuate until given instructions by police.
- Gather all facts regarding the situation for the police. Keep notes on times, any communications from the person holding the hostage(s), and other witness information.
- Provide law enforcement with any assistance:
 - o Provide keys for access to classrooms, buildings, and gates
 - o Location of power, water, and gas shutoffs
 - o Access to roofs
 - o Location of phones and other communication devices
- Work with the district office and law enforcement to determine the next steps.

OTHER CONSIDERATIONS

- Gather any possible witnesses for law enforcement to interview.
- Minimize any possibility of the suspect's ability to see or hear news reports.
- Consider the possibility of transportation needs.
- Consider the emotional impact on the students and staff.
- Contact the Communications Office to assist in media inquiries. This office will coordinate media briefings and media information related to the situation.
- Remain calm-the prevention of panic is important.

577 FACTS AND GOVERNMENTAL RESPONSE TO PANDEMIC FLU

578 A. Introduction

579 The purpose of this Influenza Pandemic Response Plan is to lessen the impact of an
580 influenza pandemic on the residents by providing a guide for health care providers for
581 detection and response to an influenza pandemic event.

583 B. Background/Threat

584 The worst natural disaster in modern times was the infamous “Spanish flu” of 1918-
585 1919, which caused 20 million deaths worldwide and over 500,000 deaths in the U.S.
586 Although the Asian influenza pandemic of 1957 and the Hong Kong influenza pandemic
587 of 1968 were not as deadly as the Spanish influenza pandemic, both were associated
588 with high rates of illness and social disruption.

590 Influenza is a highly contagious viral disease. Pandemics occur because of the ability of
591 the influenza virus to change into new types, or strains. People may be immune to some
592 strains of the disease either because they have had that strain of influenza in the past or
593 because they have recently received influenza vaccine. However, depending on how
594 much the virus has changed, people may have little or no immunity to the new strain.
595 Small changes can result in localized epidemics. But, if a novel and highly contagious
596 strain of the influenza virus emerges, an influenza pandemic can occur and affect
597 populations around the world.

599 California, with its West Coast location and several major ports of entry for flights and
600 shipping from Asia (a likely location for the development of a novel virus), would likely
601 be among the first U.S. locations for an influenza pandemic to establish a foothold. The
602 California Department of Health Services (CDHS) estimates that the impact of an
603 influenza pandemic on California’s population of 35 million would include:

- 605 • 8.8 million persons ill with influenza (estimated range: 5.3 million to 12.3 million)
- 606 • 4.7 million outpatient visits (estimated range: 2.8 million to 6.6 million)
- 607 • 97,200 persons hospitalized (estimated range: 58,300 to 136,000)
- 608 • 21,500 deaths (estimated range: 12,900 to 30,200).

610 An influenza pandemic is unlike any other public health emergency or community
611 disaster:

- 613 • Many experts consider influenza pandemics to be inevitable, yet no one knows
614 when the next one will occur.

- 615 • There may be very little warning. Most experts believe that we will have between
616 one and six months between the time that a novel influenza strain is identified and
617 the time that outbreaks begin to occur in the U.S.
- 618 • Outbreaks are expected to occur simultaneously throughout much of the U.S.,
619 preventing sharing of human and material resources that normally occur with other
620 natural disasters.
- 621 • The effect of influenza on individual communities will be relatively prolonged --
622 weeks to months -- when compared to minutes-to-hours observed in most other
623 natural disasters.
- 624 • Because of the substantial lead times required for vaccine production once a novel
625 strain has been identified, it is likely that vaccine shortages will exist, especially
626 during the early phases of
627
628
629
630 the pandemic. Effective preventive and therapeutic measures --including antiviral
631 agents -- will likely be in short supply, as may some antibiotics to treat secondary
632 infections.
- 633 • When vaccine becomes available, it is expected that individuals will need an initial
634 priming dose followed by a second dose approximately 30 days later to achieve
635 optimal antibody responses and clinical protection.
- 636 • Health-care workers and other first responders will likely be at even higher risk of
637 exposure and illness than the general population, further impeding the care of
638 victims.
- 639 • Widespread illness in the community will also increase the likelihood of sudden
640 and potentially significant shortages of personnel in other sectors who provide
641 critical community services: military personnel, police, firefighters, utility workers,
642 and transportation workers, just to name a few.

644 **Benefits of pre-event planning**

645 In addition to preparing to respond to an actual pandemic, increasing awareness among
646 the public health, medical, and emergency response communities will foster greater
647 concern about “routine”, annual influenza epidemics, which kill an average of 20,000
648 Americans every winter.

649
650 Prompt improvements in infrastructure to address the major elements of pandemic
651 preparedness can have immediate and lasting benefits and can also mitigate the effect
652 of the next pandemic. For example, increasing routine, annual influenza vaccination
653 coverage levels in high-risk patients will not only reduce their risk of dying or being

654 hospitalized during the prepandemic period, but will also facilitate access to such
655 patients -- through greater confidence in the benefits of influenza vaccination and
656 expanded programs to access those patients -- when the next pandemic occurs.
657 Similarly, increasing the coverage of pneumococcal vaccine in such patients could have
658 a significant impact on the incidence and severity of secondary bacterial pneumonia.

659 **C. Concept of Operations**

660 **1. Stages of Alert**

661 For purposes of consistency, comparability, and coordination of the national, state, and
662 local response, identification and proclamation of the following “stages” will be done at
663 the national level:

664

<u>Pandemic Phase</u>	<u>Definition</u>
<u>Novel Virus Alert</u>	<u>Novel virus detected in one or more humans</u> <u>Little or no immunity in the general population</u> <u>Potential, but not inevitable precursor to pandemic</u>
<u>Pandemic Alert</u>	<u>Novel virus demonstrates sustained person-to-person</u> <u>transmission and causes multiple cases in the same geographic</u> <u>area</u>
<u>Pandemic Imminent</u>	<u>Novel virus causing unusually high rates of morbidity and/or</u> <u>mortality in multiple, widespread geographic areas</u>
<u>Pandemic</u>	<u>Further spread with involvement of multiple continents; formal</u> <u>proclamation made</u>
<u>Second Wave</u>	<u>Reoccurrence of epidemic activity within several months following</u> <u>the initial wave of infection</u>
<u>Pandemic over</u>	<u>Cessation of successive pandemic “waves,” accompanied by</u> <u>return (in the U.S.) of more typical wintertime “epidemic” cycle</u>

665

666 As the pandemic develops, the World Health Organization (WHO) will notify the Centers
667 for Disease Control and Prevention (CDC) and other national health agencies of
668 progress of the pandemic from one stage to the next. CDC will communicate with CDHS
669 and other state agencies about pandemic stages, vaccine availability, virus laboratory
670 findings, and national response coordination. The State will communicate with local
671 health agencies through the California Health Alert Network (CAHAN).

2. The Federal Role

The Federal government has assumed primary responsibility for a number of key elements of the national plan, including:

- Vaccine research and development.
- Coordinating national and international surveillance.
- Assessing and potentially enhancing the coordination of vaccine and antiviral capacity, and coordinating public-sector procurement.
- Assessing the need for and scope of a suitable liability program for vaccine manufacturers and persons administering the vaccine.
- Developing a national “clearinghouse” for vaccine availability information, vaccine distribution, and redistribution.
- Developing an adverse events surveillance system at the national level.
- Developing a central (national) information database/exchange/clearinghouse on the Internet.

3. The State Role

Novel Virus Alert Stage

During this stage, CDHS activities will be limited to monitoring reports of progress of the disease and surveillance to detect the arrival of disease caused by the novel virus in California. Novel virus detection will be carried out by WHO and CDC.

Pandemic Alert Stage

During this stage, CDHS will monitor reports of disease spread and meet with surveillance partners to activate and augment surveillance systems. The State Viral and Rickettsial Disease Laboratory (VRDL) in Richmond will increase laboratory surveillance.

The CDHS Immunization Branch (IB) will maintain close contact with CDC and the Food and Drug Administration to obtain information on plans for vaccine delivery. IB will work with local health departments (LHDs) and representatives of the private medical sector to plan delivery and administration of vaccines when they are available.

The CDHS Division of Communicable Disease Control (DCDC) will meet with, the California Medical Association and the California Pharmacists Association to plan for

710 vaccine administration and for antiviral and antimicrobial supplies. The IB will prepare
711 training materials for vaccine administrators.

712
713 CDHS DCDC will provide technical information, public information, and press releases
714 to be released by the CDHS Office of Public Affairs (OPA). Public information will
715 include travel alerts, guidelines on limiting the spread of the disease, and information
716 about when and where to obtain medical care. The CDC's Epidemiology Program Office
717 (EPO) and the California DCDC will ensure communication among epidemiology efforts,
718 laboratory surveillance, and emergency management agencies (EMAs). CDC EPO and
719 the EMAs will address personnel and equipment shortfalls.

720 721 **Pandemic Imminent Stage**

722 In the pandemic imminent stage, the pandemic alert activities will continue at an
723 intensified level. Surveillance efforts will be increased for both influenza illness and the
724 circulation of the influenza virus. If vaccine is available, the distribution system will be
725 implemented and security measures will be put in place to ensure that vaccine will be
726 given first to groups with highest priority for receiving them. DCDC and OPA will step up
727 information flow to LHDs, medical providers and all other stakeholders. DCDC and OPA
728 will provide translations of all public information messages into Spanish and the 14
729 other major languages in California. The State OES, local Emergency Management
730 Agencies, DHS, and hospitals will activate the emergency response system.

731
732 Local coroners and funeral directors will be advised to prepare for increases in the
733 number of dead they will have to handle.

734 735 **Pandemic Stage**

736 Surveillance efforts will be overwhelmed. Emphasis will be shifted from detecting cases
737 caused by the influenza virus to monitoring demographic characteristics that may
738 indicate a need to revise priority groups for receiving vaccine and antiviral medications if
739 available supplies are limited. Vaccine delivery will be at its highest level, and the
740 system to detect possible adverse reactions to the vaccine will be closely monitored.
741 EMAs will establish alternative treatment sites since hospitals will be overwhelmed.

742 743 **Second Wave**

744 All agencies and health care providers must make use of the interim period to prepare
745 for a resurgence of disease. This includes addressing shortfalls in supplies and
746 personnel.

747 Although there are likely to be medical resources and technical assistance available
748 from state and federal agencies, local counties should expect to manage the local

749 response at the time of the pandemic, including temporary redirection of personnel and
750 financial resources from other programs.

751 752 **4. The Local Response**

753
754 Chapters I through III of this Plan address how the DHS response will be integrated into
755 the overall Operational Area Emergency Operations Plan, of which this Plan is an
756 annex. These chapters include procedures for command and control, detection and
757 notification of public health threats, and the roles of key DHS personnel during a public
758 health emergency. Since many aspects of the public health response would be the
759 same, this Influenza Pandemic Response Plan focuses on response characteristics
760 unique to pandemic influenza.

761
762 Chapter V of this Plan is the “Risk Communications and Public Information Plan.” This
763 plan describes the DHS approach to:

- 764
765 • Facilitating cooperation among all involved parties (e.g., government officials,
766 health experts, industry, and the public).
- 767 • Persuading and directing the behavior of individuals or communities.
- 768 • Promoting informed decision-making about the acceptability of known risks.
- 769 • Educating and correcting false or misleading information.

770
771 Chapter VI of this Plan, the “Strategic National Stockpile Management Plan”, describes
772 the plan for mass vaccination. This plan contains additional position checklists for
773 workers at vaccination sites and at a warehouse established to coordinate the
774 distribution of vaccines or antibiotics to these sites, if needed.

775
776 Isolation of symptomatic victims and quarantine of exposed individuals would be
777 essential to ending an influenza pandemic. These interventions are addressed in
778 Chapter VII of this Plan.

779
780 In the pre-event (Phase 1) smallpox planning process, DHS discussed the need to
781 vaccinate personnel who are needed to maintain the human infrastructure of the
782 community during an epidemic. The absence of services provided by these personnel
783 would pose a serious threat to public safety or would significantly interfere with the
784 ongoing response to the pandemic. These key personnel, who would also be the
785 County’s first priority for administration of influenza vaccine or antivirals, may include,
786 but are not limited to:

- 788 • Public health physicians and staff
- 789 • Hospital employees
- 790 • Physicians, pharmacists, and other clinicians
- 791 • Local government decision-makers
- 792 • First responders: Public Safety, Fire, and EMS
- 793 • Utility, food service, and transportation personnel
- 794 • Family members of the key personnel listed
- 795

796 **D. Public Health Response Procedures**

797 In the early stages of a pandemic, there may be no vaccine at all. The federal Planning
798 Guide indicates that a minimum of six to eight months would elapse before the tens of
799 millions of doses needed could be produced for distribution. When vaccine first
800 becomes available the demand will likely exceed the supply.

801

802 Pharmaceutical delivery will become an important issue during a pandemic. While
803 antiviral agents will play a role in both prophylaxis and treatment of influenza, the
804 existing supplies would certainly fall short of the need. As the pandemic progresses,
805 there may not be sufficient supplies of antibiotics for treating persons with complications
806 of influenza. In addition to supply problems, other difficulties are associated with use of
807 antiviral agents. Priorities for target groups and the use of limited supplies for
808 prophylaxis versus therapy have not yet been established. Widespread use of antivirals
809 and antibiotics could lead to emergence of drug-resistant viral strains. Adverse antiviral
810 reactions and liability issues will also be of concern. In a pandemic, DHS would provide
811 consultation on the handling and administration of pharmaceuticals in cooperation with
812 California DHS.

813

814

815 **1. Novel Virus Alert Stage**

816

817 Novel virus detected in one or more humans. Little or no immunity in the general
818 population. Potential, but not inevitable, precursor to a pandemic.

819

820 **a. Surveillance**

- 821 • Monitor bulletins from CDC and CDHS regarding virologic, epidemiologic, and
822 clinical findings associated with new variants isolated within or outside the
823 U.S.
- 824 • Meet with appropriate partners and stakeholders and review major elements
825 of enhanced surveillance activities; modify and update plan as needed.

- 826 • Activate enhanced local surveillance to detect importation and local spread in
827 coordination with the State Viral and Rickettsial Disease Laboratory (VRDL) in
828 Richmond.
- 829 • Obtain appropriate reagents from the VRDL, if appropriate, to detect and
830 identify the novel strain.

831 **b. Vaccine and Pharmaceutical Delivery**

- 833 • Meet with hospitals, health care providers, and other partners and
834 stakeholders to review major elements of the vaccine distribution plan,
835 including plans for storage, transport, and administration of vaccines and
836 antivirals.
- 837 • Modify plan as needed to account for updates, if any, on recommended target
838 groups and projected vaccine supply.

839 **c. Emergency Response and Communications**

- 841 • Test local communication systems, including ReddiNet and CAHAN, to ensure
842 that local and statewide communications are functional.
- 843 • Notify hospitals, health care providers, and other partners and stakeholders of
844 the novel virus alert.
- 845 • Modify communications plan (and written materials) as needed (in
846 collaboration with state officials) to account for updates, if any, on projected
847 effects of the novel virus.
- 848 • Implement contingency plans, if any, for obtaining critical hardware, software,
849 or personnel to expand communications systems if needed for a pandemic.
- 850 • Ensure ongoing coordination among surveillance, epidemiology, laboratory,
851 EMS, OES, and other local response efforts.
- 852 • Develop and/or update press release templates. Develop materials for
853 responding to questions that may come from the media.

854 **2. Pandemic Alert Stage**

855 Novel virus demonstrates sustained person-to-person transmission and causes multiple
856 cases in the same geographic area.

857 Novel virus alert activities will be continued at a more advanced level and other
860 activities will be added.

861 **a. Surveillance**

- 864 • Fully activate enhanced surveillance activities. Assess functionality,
865 timeliness, and completeness of data entry and dissemination, data links, and
866 feedback mechanisms throughout the local the system.
- 867 • Monitor daily CDC and state reports, which will include information from the
868 following sources:
 - 869 o Kaiser facilities' inpatient diagnosis and pharmacy surveillance systems.
 - 870 o Collaborating laboratories and LHDs.
 - 871 o California sentinel physicians who report directly to CDC and/or CDHS.
 - 872 o Quarantine Station reporting of infected individuals arriving from other
873 countries.
- 874 • Meet with surveillance partners to increase the amount of patient demographic
875 information collected, in order to identify groups with increased risk.
- 876 • Inform surveillance partners of the need to increase specimen collection for
877 detection of novel virus and alert laboratories to prepare for increased
878 numbers of specimens.
- 879 • If requested by VRDL, distribute specimen collection kits to hospitals and
880 clinicians and obtain cooperation to facilitate sending isolates to VRDL.
- 881 • Recruit pharmacies to participate in reporting antiviral prescriptions filled.
- 882 • Assess inventory of laboratory equipment and supplies, noting what is
883 needed.
- 884 • Assess inventory of medical equipment and supplies (including ventilators,
885 ICU equipment, and oxygen saturation monitors), noting what is needed.
- 886 • Develop contingency plans for procurement of laboratory equipment and
887 supplies, and also for possible redirection and hiring of additional laboratory
888 employees, including clerical/data entry personnel.
- 889 • Explore re-certification of non-traditional labor pool and redirection of staff with
890 appropriate skills to alleviate need for additional laboratory personnel.

891 **b. Vaccine and Pharmaceutical Delivery**

892 During the pandemic alert stage, vaccine would not yet be available, and may not be for
893 several months.

- 894 • Monitor reports from the CDC, FDA, and CDHS to obtain information on plans
895 for vaccine manufacture.
- 896
- 897 • Prepare to implement plan for storing and delivering vaccine as it becomes
898 available to DHS (vs. private distribution).
- 899
- 900
- 901
- 902

- 903 • Review elements of plan for vaccine delivery with partners and stakeholders.
- 904
- 905 • Ensure that human resources, equipment, and plans for mass immunization
- 906 clinics are in place (see Chapter VI Mass Vaccination/Prophylaxis and
- 907 Management Plan).
- 908
- 909 • Obtain latest CDHS recommendations for priority groups for vaccine allocation
- 910 and modify as necessary based on current surveillance data.
- 911
- 912 • Meet with local pharmacists and medical association to discuss potential need
- 913 to:
 - 914 o increase antiviral and antimicrobial supplies.
 - 915 o increase role of pharmacists in vaccine delivery.
- 916
- 917 • Coordinate with CDHS to receive the state satellite broadcast
- 918 training/refresher on vaccine administration techniques for persons who do not
- 919 normally administer vaccines, but will be enlisted to do so in a pandemic:
 - 920 o arrange for viewing by appropriate groups.
 - 921 o provide video copies of the broadcast for local training.
- 922

923 **c. Emergency Response and Communications**

- 924
- 925 • Ensure communication among the epidemiology and laboratory surveillance
- 926 programs and emergency management.
- 927
- 928 • Alert surveillance groups to increase surveillance activities.
- 929
- 930 • Identify contact person (and backup person) for communication with CDHS.
- 931
- 932 • Identify spokesperson (and backup person) for communication with press,
- 933 public, etc.
- 934
- 935 • Prepare fact sheets detailing responses to questions coming from the media
- 936 and the public:
 - 937 o include documents intended for electronic distribution on the DHS web
 - 938 site.
 - 939 o include telecommuting advice to employers, labor organizations, and
 - 940 others.
 - 941 o include travel alert information received from the State and/or CDC.

Attachment #2

- 942 • Respond to media inquiries regarding outbreak.
- 943
- 944 • Notify hospitals, health care providers, emergency responders, coroners, and
- 945 mortuary organizations via CAHAN, ReddiNet, or other means as needed.
- 946
- 947 • Increase laboratory surveillance and disease surveillance.
- 948
- 949 • Alert emergency responders to work with EMS to inventory critical supplies
- 950 and solve problems arising from high response volumes.
- 951
- 952 • Alert Medical Reserve Corps, neighborhood-watch, and/or other community
- 953 based response organizations.
- 954
- 955 • Conduct inventory of critical equipment, supplies, and personnel, including
- 956 availability of hospital beds, antiviral pharmaceuticals, refrigerated depots for
- 957 vaccines, and transport for delivery of vaccines.
- 958
- 959 • Identify methods to address personnel and supply shortfalls.
- 960
- 961 • Plan for implementation of emergency medical treatment sites and temporary
- 962 infirmary locations, in coordination with local mass-care organizations such as
- 963 American Red Cross and/or Salvation Army.
- 964
- 965 • Send bulletins to private providers via local medical association and/or lists
- 966 acquired from state licensing boards.
- 967
- 968 • Issue guidelines on influenza precautions for workplaces, emergency
- 969 departments, airlines, colleges, jails and prisons, public safety agencies, and
- 970 individuals.
- 971

972 **3. Pandemic Imminent Stage**

973 Novel virus causing unusually high rates of morbidity and mortality in widespread

974 geographic areas.

975

976 In the pandemic imminent stage the pandemic alert activities will continue at an

977 intensified level.

978

979 **a. Surveillance**

980

- 981 • Outside of normal surveillance season, verify that hospital and health care
982 surveillance has been activated and DHS is receiving ongoing reports of
983 cases within the county.
- 984
- 985 • Report the data collected to all participating facilities as well as to CDHS.
986
- 987 • Analyze the inpatient data to determine which population groups are at
988 greatest risk and provide the information to CDHS and to those determining
989 priority groups for vaccine allocation when the supply is limited.
990
- 991 • Participate in special studies, as requested by CDHS:
992
 - 993 o to describe unusual clinical syndromes.
 - 994 o to describe unusual pathologic features associated with fatal cases.
 - 995 o to conduct efficacy studies of vaccination or chemoprophylaxis.
 - 996 o to assess the effectiveness of control measures such as college and
997 business closings.
- 998
- 999 • Maintain increased laboratory surveillance and other activities outlined
1000 previously in the pandemic alert section.
1001

1002 **b. Vaccine and Pharmaceutical Delivery**

- 1003
- 1004 • Continue activities as listed in pandemic alert stage, including meetings with
1005 the local pharmacist and medical associations.
1006
- 1007 • Increase public information effort designed to keep ill persons at home.
1008
- 1009 • If vaccine delivery date is predicted by CDC, work with CDHS to:
1010
 - 1011 o establish local delivery date.
 - 1012 o review distribution plan and update when new information is available.
 - 1013 o obtain signed agreements with hospitals and private providers on priority
1014 order of groups to receive vaccine when supply is limited.
 - 1015 o alert to need for security at immunization sites.
 - 1016 o alert to need for reporting adverse events to VAERS system.
1017
- 1018
- 1019 • If vaccine is available, fully activate the immunization program.

Attachment #2

- 1020 • Obtain data on antiviral and antimicrobial supplies.
- 1021
- 1022 • Prepare or update recommendations and plans for allocation of antiviral and
- 1023 antimicrobial supplies.
- 1024

c. Emergency Response and Communications

- 1025
- 1026
- 1027 • Notify hospitals, health care providers and first response agencies of
- 1028 pandemic imminent stage. Set up information flow to all partners and
- 1029 stakeholders, including posting information on County website, CAHAN, and
- 1030 ReddiNet.
- 1031
- 1032 • Update documents and fact sheets based on current surveillance information.
- 1033
- 1034 • Provide translations of all public information messages into Spanish and the
- 1035 other major languages.
- 1036
- 1037 • Monitor the ability of hospitals and outpatient clinics to cope with increased
- 1038 patient loads.
- 1039
- 1040 • Implement health education campaign with emphasis on the following:
- 1041
- 1042 o hand washing.
- 1043 o stay home rather than be exposed to/spread the influenza virus.
- 1044 o check on family, friends living alone.
- 1045 o vaccination clinic locations.
- 1046 o signs, symptoms.
- 1047 o vaccine safety and storage.
- 1048
- 1049 • Work with employers and labor organizations to implement a telecommuting
- 1050 system so more people can stay home.
- 1051
- 1052 • Activate emergency response system, including Emergency Operations
- 1053
- 1054 • Center and/or DHS Department Operations Center, as appropriate.
- 1055
- 1056 • Implement mutual aid or other procedures to address supply and personnel
- 1057 shortfalls.
- 1058

- 1059
- Conduct inventory of critical supplies/personnel and solve problems: shortage of supplies (gloves, safety needles, ventilators), personnel shortage (how to get nontraditional labor pool re-certified or alternative staff redirected).
- 1060
- 1061
- 1062
- 1063
- Develop plan for counseling/psychiatric services (Department of Mental Health, private mental health agencies).
- 1064
- 1065
- Develop plans for children orphaned by death of parents (Department of Social Services, private welfare agencies).
- 1066
- 1067

4. Pandemic Stage

1068 Further spread of influenza disease with involvement of multiple continents.

1069

1070

a. Surveillance

1071

1072

1073 Influenza morbidity and mortality surveillance systems will likely become

1074 overwhelmed.

1075

- Continue to monitor selected vital statistics for mortality and morbidity data received from the inpatient diagnosis surveillance system to establish age and geographic area-specific rates.
- 1076
- 1077
- 1078
- 1079
- Use above data to establish priority groups for immunization as vaccine availability changes, providing data to CDHS, hospitals, and private providers.
- 1080
- 1081
- 1082
- Continue to monitor reports from WHO, CDC, and CDHS on national and worldwide morbidity and mortality data.
- 1083
- 1084
- 1085
- Laboratory surveillance will focus on detection of antigenic drift variants and resultant viruses that could limit the efficacy of vaccines produced against the original pandemic strain.
- 1086
- 1087
- 1088
- 1089

b. Vaccine and Pharmaceutical Delivery

1090

1091

1092 Continue all pandemic imminent activities. Presumably vaccine would be

1093 available for a sizable proportion of the population.

1094

- Monitor VAERS data for evidence of adverse reactions to the influenza vaccine. Report findings routinely to CDHS.
- 1095
- 1096
- 1097

1098 • Modify recommendations and agreements on priority groups for receiving the
1099 vaccine to reflect greater availability of vaccine.

1100
1101 • Review surveillance data for changes in risk factors that could require
1102 modification of recommendations for priority groups for receiving vaccine.

1103
1104 • Monitor availability of antivirals and, when appropriate, recommend changes in
1105 priority groups for receiving vaccine or antivirals.

1106 1107 **c. Emergency Response and Communications**

1108
1109 All of the activities of the pandemic imminent stage and the following:

1110
1111 • Notify hospitals, health care providers, and first responder agencies of
1112 Pandemic Stage.

1113
1114 • Implement emergency medical treatment sites and temporary infirmary
1115 locations as needed in coordination with local mass-care organizations, such
1116 as American Red Cross and Salvation Army, to respond to the overwhelming
1117 caseload.

1118
1119 • Increase public information effort designed to keep ill persons at home,
1120 providing translations into Spanish and other major languages.

1121 • Request law enforcement mutual aid, if needed. If law enforcement mutual aid
1122 system is overwhelmed, the Governor may issue a waiver to allow National
1123 Guard and military to act as law enforcement.

1124
1125 • If the medical/health mutual aid system is overwhelmed, the State may request
1126 health care workers from other states and/or the federal government.

1127 **5. Second Wave**

1128 Typically in a pandemic, the number of new cases of influenza peaks and then declines,
1129 giving the impression that the pandemic is over. Then within a few months, influenza
1130 incidence once again increases. State and local officials and health care providers need
1131 to remain vigilant for a return of the epidemic activity. This is especially difficult given
1132 that all personnel and supplies involved in responding to the epidemic will be exhausted
1133 by efforts to respond to the pandemic. The perceived “end of the pandemic” may be
1134 viewed as an opportunity to relax and recover. However, all essential functions should
1135 be restored to return to pandemic imminent status.

Attachment #2

1137 Public health personnel who provide the data to CDHS will probably still be backlogged
1138 with reports, but should be encouraged to maintain extra staffing levels.
1139

1140 All sources of surveillance data will need to be convinced that their contributions are still
1141 essential because of the likelihood of a second wave. If the decline in the number of
1142 cases occurs outside the normal influenza season, it will be necessary to explain the
1143 importance of maintaining vigilance because the second wave could occur at any time.
1144

1145 Immunization efforts in lower risk groups should continue as vaccine becomes available
1146 to increase “herd immunity” in the population in the event of a second wave.
1147

1148 Laboratory surveillance should also return to pandemic imminent status while
1149 maintaining surveillance for possible antigenic drift.
1150

1151 **E. Public Information and Risk Communication** 1152

1153 Dissemination and sharing of timely and accurate information with the health care
1154 community, the media, and the general public will be one of the most important facets of
1155 the pandemic response. Instructing the public in actions they can take to minimize their
1156 risk of exposure or actions to take if they have been exposed will reduce the spread of
1157 the pandemic and may also serve to reduce panic and unnecessary demands on vital
1158 services.
1159

1160 The Public Health PIO in consultation with the Health Officer and Communicable
1161 Disease staff will identify public health issues and concerns that will or may need to be
1162 addressed through public information messages regarding pandemic influenza and will
1163 identify affected target audiences for messages.
1164

1165 Messages will address, but not be limited to, vaccine supply, antiviral use, low-tech
1166 prevention methods, and maintenance of essential services. They will also identify
1167 appropriate strategies for dissemination of messages including postings to the Public
1168 Health website.
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1173 Office of Primary Responsibility: Vice President of Finance and Administrative Services
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Approved by:
Physical Resources 11/4/10

Attachment #2

1178 CSEA
1179 Management Team
1180 Supervisor Confidential Group
1181 Academic Senate
1182 ASCC
1183 Steering Committee
1184

1185 *Note:* New language is indicated by underline, deleted language is indicated by ~~strikethrough~~, and
1186 subsequent changes to language are indicated by shading.

1187
1188 **Board Approved**
1189

1190

Proposed Citrus Community College District Policy CCLC No. 3505

1191

**General Institution
DRAFT as of 10/18/10**

1192

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BP 3505 EMERGENCY RESPONSE PLAN

1195

1196

References:

1197

Education Code Sections 32280 et seq. and 71095;

1198

Government Code Sections 3100 and 8607(a);

1199

Homeland Security Act of 2002;

1200

National Fire Protection Association 1600;

1201

Homeland Security Presidential Directive-5;

1202

Executive Order S-2-05;

1203

19 California Code of Regulations (CCR) Sections 2400-2450

1204

1205

The Superintendent/President shall establish procedures that ensure that the District implements a plan to be activated in the event of an emergency or the occurrence of a natural disaster or hazardous condition. This plan must comply with the National Incident Management System (NIMS), the Standardized Emergency Management System (SEMS) and should incorporate the functions and principles of the Incident Command System (ICS), and any other relevant programs. The plan must incorporate NIMS and SEMS to facilitate the coordination between and among agencies in the event of an emergency or natural disaster.

1213

1214

Compliance with NIMS and SEMS mandates include but are not limited to:

1215

- Establishing disaster preparedness procedures or a plan; and

1216

- Completion of training sessions by college personnel in compliance with NIMS and SEMS guidelines

1217

1218

- Training requirements vary based on job titles or assigned roles within the emergency plan

1219

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1221

College personnel must be informed that as public employees, they are also disaster service workers during national, state, and local emergencies. The District must ensure that its employees are in compliance with the disaster service worker oath requirements.

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The Superintendent/President should ensure that a team is created to carry out compliance with NIMS and SEMS mandates. The responses to emergencies or natural disasters are organized by SEMS into five categories: field response, local government, operational areas, regions, and state.

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The plan should contain information regarding activation and chain of command responsibilities. Compliance with NIMS mandates requires planning and incorporation for all phases of emergency management including mitigation and prevention, preparedness, response and recovery. The District must ensure that its plan is updated regularly. Colleges must comply with NIMS and SEMS to receive state or federal funding.

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Attachment #3

1241 Office of Primary Responsibility: Vice President of Finance and Administrative Services

1242

1243 Approved by:

1244 Physical Resources 11/4/10

1245 CSEA

1246 Management Team

1247 Supervisor Confidential Group

1248 Academic Senate

1249 ASCC

1250 Steering Committee

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1252 **NOTE:** New language is indicated by underline, deleted language is indicated by ~~striketrough~~, and

1253 subsequent changes to language are indicated by shading.

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**Proposed Citrus Community College District
Procedure**

CCLC No. 3570

1256

**General Institution
DRAFT as of 10/11/10**

1257

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AP 3570 SMOKING ON CAMPUS

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1261

References:

1262

Government Code Sections 7596, 7597, and 7598;

1263

Labor Code Section 6404.5;

1264

Title 8 Section 5148

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1267

Smoking is prohibited within 20 feet of a main exit, entrance, or operable window of any campus building.

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Smoking is prohibited inside any indoor area of any campus building.

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1272

Smoking is prohibited in any enclosed place of employment on campus, including lobbies, lounges, waiting areas, stairwells, and restrooms that are a structural part of any building that is a place of employment.

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Office of Primary Responsibility: Vice President of Finance and Administrative Services

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1280

Approved by:

1281

Physical Resources 11/4/10

1282

CSEA

1283

Management Team

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Supervisor Confidential Group

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Academic Senate

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ASCC

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Steering Committee

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Board Approved

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**Proposed Citrus Community College District
Procedure**

1296

**General Institution
DRAFT as of 1011/10**

1297

1298

1299

BP 3570 SMOKING ON CAMPUS

1300

1301

References:

1302

Government Code Sections 7596, 7597, and 7598;

1303

Labor Code Section 6404.5;

1304

Title 8 Section 5148

1305

1306

1307

The President/Superintendent shall assure that the District has procedures in place specifying limitations on smoking as required by law and as may be adopted by the District.

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Office of Primary Responsibility: Vice President of Finance and Administrative Services

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1314

Approved by:

1315

Physical Resources 11/4/10

1316

CSEA

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Management Team

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Supervisor Confidential Group

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Academic Senate

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ASCC

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Steering Committee

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NOTE: New language is indicated by underline, deleted language is indicated by ~~strikethrough~~, and

1324

subsequent changes to language are indicated by **shading**.

1325

Board Approved

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Proposed Citrus Community College District Procedure

CCLC No. 4250

1330

Academic Affairs

1331

DRAFT 10-05-10

1332

Rev Draft 12-8-10

AP 4250 PROBATION

1334 Reference:

1335 Title V, Section 55030, 55031, 55032, 55033, 55034

1336

1337 I. Notification of Academic and/or Progress Probation:

1338 A. Each student is entitled to be notified of his/her academic status and the availability of college
1339 support services to respond to the academic status before the student is dismissed. Notification
1340 will consist, at a minimum, of the following: After having attempted a minimum of 12 semester
1341 units at the end of the semester in which the student's grade point average falls below 2.0 in all
1342 units attempted, ~~a notice that the student is on probation~~ a probation notice shall be sent **after the**
1343 **fall and spring semesters** to the student via Citrus College e-mail informing him/her that he/she is
1344 on academic probation.

1345

1346 B. At the end of the semester in which the student is enrolled in at least 12 units and the percentage
1347 of all units in which the student has enrolled, for which entries of W, NC, ~~FW~~, I and NP reaches or
1348 exceeds 50%, ~~a notice that the student is on probation~~ a probation notice shall be sent to the
1349 student via Citrus College e-mail informing him/her that he/she is on progress probation.

1350

1351 C. At the end of the **second fall** semester in which the student is on academic or progress probation,
1352 ~~a notice that the student is subject to dismissal~~ a **dismissal** notice will be sent to the student via
1353 Citrus College e-mail informing him/her that he/she is subject to dismissal at the end of the spring
1354 semester.

1355

1356 II. Probationary Notification:

1357 A. The notification advising the student of probation will cover, at a minimum, the significance of being
1358 on probation, **a referral to a counselor**, and description of the services available. **I'm not really**
1359 **sure what this means...do we do this?**

1360

1361 B. A student who is on academic probation and earns a cumulative Citrus College grade point
1362 average of 2.0 or better shall be removed from academic probation status.

1363

1364

1364 III. Review of Probation Status

1365 A. **A student on probation will be required to meet with a counselor to review the reasons for**
1366 **probation and to take corrective actions to improve academic standing. A student may be limited**
1367 **to the number of units and/or required to enroll in specific courses.**

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Attachment #6

1379 Office of Primary Responsibility: Academic Affairs
1380

Date Approved:

(Revision to current Citrus College Administrative Procedure 4250)

1381
1382 **Approved by** **ASCC**
1383 **CSEA**
1384 **Management Team**
1385 **Senate**
1386 **Supervisors/Confidential**
1387 **EPC**
1388 **Steering**

1389
1390 *Note: New language is indicated by underline, deleted language is indicated by ~~strikethrough~~, and subsequent*
1391 *changes to language are indicated in shading.*
1392

1393

Proposed Revision of Citrus Community College District Policy

BP 4250

1394

Academic Affairs

1395

DRAFT 10-05-10

1396

Rev (academic senate) 12 -8-10

1397

BP 4250 PROBATION, DISMISSAL, AND REINSTATEMENT

References:

1400 Education Code Section 70902(b)(3);

1401 Title 5 Sections 55030-55034

1402

Probation

1404 A student shall be placed on academic probation if he/she has attempted a minimum of 12 semester units
1405 of work and has a grade point average of less than a "C" (2.0).

1406

1407 A student shall be placed on progress probation if he/she has enrolled in a total of at least 12 semester
1408 units and the percentage of all units in which the student has enrolled, for which entries of "FW", "W," "I",
1409 "NC" and "NP" were recorded reaches or exceeds fifty percent.

1410

1411 A student who is placed on probation may submit an appeal in accordance with procedures to be
1412 established by the Superintendent/President.

1413

1414 A student on academic probation shall be removed from probation when the student's accumulated grade
1415 point average is 2.0 or higher. A student on progress probation shall be removed from probation when
1416 the percentage of units in the categories of "FW", "W," "I", "NC" and "NP" drops below fifty percent.

1417

Dismissal

1419 A student who is on academic probation shall be subject to dismissal if the student has earned a
1420 cumulative grade point average of less than ~~4.75~~ 2.0 in all units attempted in each of ~~three~~ two (2)
1421 consecutive semesters.

1422

1423 A student who is on progress probation shall be subject to dismissal if the cumulative percentage of units
1424 in which the student has been enrolled for which entries of "FW", "W," "I", "NC" and "NP" are recorded in
1425 at least ~~three~~ two (2) consecutive semesters reaches or exceeds fifty percent.

1426

1427 A student who is subject to dismissal may submit a written appeal in compliance with administrative
1428 procedures. Dismissal may be postponed and the student continued on probation if the student exhibits
1429 evidence of ~~extenuating-exceptional~~ **extenuating** circumstances or shows significant improvement in
1430 academic achievement.

1431

Reinstatement

1433 Reinstatement may be granted, denied or postponed according to criteria contained in administrative
1434 procedures.

1435

1436 The Superintendent/President shall develop procedures for the implementation of this policy that comply
1437 with the Title 5 requirements.

1438

1439 The above standards shall be applied as the minimum standards of satisfactory progress for students
1440 who are recipients of federal and state funds administered by the College.

1441

1442 Board Approved 10/20/09

Attachment #7

Date Adopted:

(Revision to current Citrus College Board Policy 4250)

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Approved by **ASCC**
 CSEA
 Management Team
 Senate:
 Supervisors/Confidential
 EPC
 Steering

Note: New language is indicated by underline, deleted language is indicated by ~~strikethrough~~, and subsequent changes to language are indicated in shading.

1458

Proposed Citrus Community College District Procedure

CCLC No. 4255

1459

Academic Affairs

1460

DRAFT 10-05-10

1461

Rev Draft 12-8-10

1462

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AP 4255 DISMISSAL AND REINSTATEMENT

1465

References:

1466

Title 5, Sections 55033 and 55034

1467

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1469

I. Standards for Dismissal:

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A. A student who is on academic probation shall be subject to dismissal if the student has earned a cumulative grade point average of less than 2.0 in all units attempted in each of two (2) consecutive semesters. However, any student on academic probation whose most recent semester GPA exceeds is a 2.0 or higher shall have their record reviewed by a counselor and may be continued on probation. A student who has been placed on probation shall be subject to dismissal if the percentage of units in which the student has been enrolled for which entries of "W," "NC," "I," and "NP" are recorded in at least 2 consecutive semesters reaches or exceeds fifty percent (50%).

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II. Dismissal Notification:

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A. The notification advising the student that he/she is subject to dismissal will cover, at a minimum, reference to this procedure, explanation of what dismissal means, procedure for reinstatement, and procedure to appeal the dismissal.

1480

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III. Appeal of Dismissal

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A student who has been dismissed from Citrus College may appeal the dismissal to the Counseling Office. Circumstances that shall warrant exception to the standards for dismissal include error, illness, or other circumstances beyond the control of the student.

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~~A. The student has the right to appeal a proposed dismissal action if the student feels that facts exist that warrant an exception to the dismissal action.~~

1489

1490

~~B. The student must file the written petition of appeal in the Counseling Office after the dismissal letter was mailed. If the student fails to file a written petition, the student waives all future rights to appeal the dismissal action. It is the student's responsibility to indicate on the petition a clear statement of the grounds on which continued enrollment should be granted and to provide evidence supporting the reasons. Petitions will be reviewed by the Dean of Counseling and the Dean of Admissions.~~

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~~C. The student will be continued on probation until the Dean of Counseling and the Dean of Admissions decides on the student's appeal.~~

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1498

~~D. The decision of the Dean of Counseling and The Dean of Admissions will be communicated to the student in writing by the Dean of Admissions. The Dean of Admissions will notify the student of the action within 10 working days of receipt of the student's appeal. The student may appeal the decision of the Dean of Counseling and the Dean of Admissions in writing to the Vice President of Student Services within 10 working days of the date of notification of the decision of the Dean of Admissions. The decision of the Vice President of Student Services is final.~~

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1506 E. If dismissal appeal is granted, the student will be continued on probation for an
1507 additional semester. At the end of the additional semester the student's
1508 academic record will again be evaluated to determine whether the student may
1509 be removed from probation, should be dismissed, or should be continued on
1510 probation.

1511 Fall Dismissals

1512 Special circumstances exist for dismissal after the fall semester due to the fact that
1513 students traditionally enroll before fall grades are available. "Subject to dismissal"
1514 letters will be sent no later than one month prior to the start of the spring semester
1515 informing students that:

- 1517 • If they are enrolled in the spring semester, they will be permitted to continue on
1518 probation. Dismissal status will be reevaluated at the end of the spring semester.
- 1519 • If they are not enrolled in the spring semester, they have the right to appeal
1520 dismissal in accordance with the appeal process.

1521 Procedure for Fall Dismissal Appeals

1522 Appeals for students subject to dismissal as a result of the fall grades must be filed
1523 following notification during the spring semester. The following conditions apply:

- 1525 • Students who are enrolled in the spring semester will not be required to file an
1526 appeal but will be allowed to continue on probation and have their dismissal
1527 status reevaluated at the end of the spring semester.
- 1528 • Students who have not enrolled in the spring semester will be dismissed unless
1529 an appeal is granted in accordance with procedures set forth above.

1530 IV. Standards for Evaluating Appeals

1531 Dismissal appeals may be granted under the following circumstances:

- 1533 A. The dismissal determination is based on the academic record for one semester in which the
1534 record does not reflect the student's usual level of performance due to accident, illness, or other
1535 circumstances beyond the control of the student. Verification should be submitted with the
1536 appeal.
- 1537 B. The student enrolls in a corrective program designed to assist him/her in improving academic
1538 skills such as obtaining academic counseling, and/or limiting course load.
- 1539 C. There is evidence of significant improvement in academic achievement.

1540 V. Readmission after Dismissal

1541 In considering whether or not a student may be re-admitted after a dismissal and one semester's
1542 absence, the following criteria will be considered:

- 1544 A. Documented extenuating circumstances (considered during appeal).
- 1545 B. Marked improvement between the semesters on which disqualification was based.
- 1546 C. Semester on which disqualification was based was atypical of past academic performance.
- 1547 D. Formal or informal educational experiences since completion of semesters on which
1548 disqualification was based.
- 1549 E. Improved GPA as a result of grade changes, fulfillment of incomplete courses, or academic
1550 renewal.

1551 III. Appeal Petition For Reinstatement From Dismissal After One Semester

- 1553 A. A student who has been dismissed from Citrus College may file a written
1554 petition with the Counseling and Advisement Center after one semester has elapsed since the
1555 semester of dismissal. The student will be required to make an appointment with a counselor to
1556 complete the petition process. A student may be limited to the number of units and/or required to

Attachment #8

1557 enroll in specific classes. The petition will be reviewed by the Dean of Counseling and the Dean
1558 of Admissions. up to two weeks before the beginning of the semester.
1559

1560 B. A petition for reinstatement must be supported with verification of remedial work or evidence of
1561 readiness to do successful college work. The student is required to meet with a counselor prior to
1562 registration each semester until the/she is removed from probationary status.
1563

1564 **IV. Petition To Appeal Dismissal with Extenuating Because of Exceptional Extenuating** 1565 **Circumstances**

1566 A student who has been dismissed from Citrus College may only appeal the decision if he/she
1567 encountered an exceptional extenuating situation and can prove that this situation affected his/her
1568 scholastic performance. Petitions will be accepted up to two weeks before the beginning of the semester.

1569 To complete the Petition process, the student will be required to make an appointment to meet with a
1570 counselor to complete the petition process. A student may be limited to the number of units and/or
1571 required to enroll in specific classes. The completed petition, along with a recommendation from the
1572 counselor, will be forwarded to the Dean of Counseling and the Dean of Admissions for review approval.
1573

1574 Prior to making an appointment with a counselor the student must provide the following:

1575
1576 A. Proof of extenuating exceptional extenuating circumstances that kept the student from
1577 succeeding. For example: Some examples of exceptional extenuating circumstances (and
1578 appropriate proof thereof) are: illness (letter from a physician), death in the family (death
1579 certificate of the family member), incarceration (appropriate paperwork), car accident (appropriate
1580 paperwork), change of work hours (work documentation) etc. ~~providing some sort of proof that~~
1581 the student's situation was exceptional.
1582

1583 B. A personal statement describing the event exceptional extenuating circumstance and how the
1584 student's school work was affected.
1585 *(Note: the following language in C. and D. is existing language moved from the deleted III. Appeal of*
1586 *Dismissal above)*
1587

1588 C. The decision of the Dean of Counseling and The Dean of Admissions will
1589 be communicated to the student in writing by the Dean of Admissions. The Dean
1590 of Admissions Counseling will notify the student of the action within 10 working
1591 days of receipt of the student's appeal. The student may appeal the decision of
1592 the Dean of Counseling and the Dean of Admissions in writing to the Vice
1593 President of Student Services within 10 working days of the date of notification of
1594 the decision of the Dean of Admissions Counseling. The decision of the Vice
1595 President of Student Services is final.
1596

1597 D. If dismissal appeal is granted, the student will be continued on probation for an additional
1598 semester. At the end of the additional semester, the student's academic record will again be
1599 evaluated to determine whether the student may be removed from probation, should be
1600 dismissed, or should be continued on probation.
1601

1602 **V. Reinstatement After Dismissal**

1603 A reinstated student must earn a grade point average of at least 2.0 and complete more than 50 percent
1604 of all units attempted each semester after reinstatement. This is mandatory until the student has achieved
1605 a cumulative grade point average of at least 2.0 and the number of "W", "I", "NC" and "NP" units drops
1606 below 50 percent of all attempted units at Citrus College. A reinstated student who fails to meet these
1607 criteria will be dismissed again.
1608
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Attachment #8

1611 Office of Primary Responsibility: Academic Affairs
1612

Date Approved:

*(Revision to current Citrus College Administrative
Procedure 4255)*

1613
1614 **Approved by** **ASCC**
1615 **CSEA**
1616 **Management Team**
1617 **Senate**
1618 **Supervisors/Confidential**
1619 **EPC**
1620 **Steering**

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1623 *Note: New language is indicated by underline, deleted language is indicated by ~~striketrough~~, and subsequent*
1624 *changes to language are indicated in **shading**.*

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Proposed Citrus Community College District Policy CCLC No. 3300

1628

**General Institution
DRAFT as of 10/06/10**

1629

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AP 3510 WORKPLACE VIOLENCE PLAN

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1633

References: Penal Code Sections 273.6, 626.9, 626.10, and 12021;
Cal/OSHA; Labor Code Sections 6300 et seq.;
Title 8, Section 3203;
Code of Civil Procedure Section 527.8

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General Provision

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The District is committed to providing a safe work environment that is free of violence and the threat of violence.

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Responding to Threats of Violence

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The top priority in this process is effectively handling critical workplace incidents, especially those dealing with actual or potential violence.

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1648

Violence or the threat of violence against or by any employee of the District or any other person is unacceptable.

1649

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1651

Should a non-employee on District property demonstrate or threaten violent behavior, he/she may be subject to criminal prosecution.

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1654

Should an employee, during working hours, demonstrate or threaten violent behavior he/she may be subject to disciplinary action.

1655

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The following actions are considered violent acts:

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1659

- Striking, punching, slapping or assaulting another person.
- Fighting or challenging another person to fight.
- Grabbing, pinching or touching another person in an unwanted way whether sexually or otherwise.
- Engaging in dangerous, threatening, or unwanted horseplay.
- Possession, use, or threat of use, of a firearm, knife, explosive or other dangerous object, including but not limited to any facsimile firearm, knife or explosive, on District property, including parking lots, other exterior premises, District vehicles, or while engaged in activities for the District in other locations, unless such possession or use is a requirement of the job.

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Attachment #9

- Threatening harm or harming another person, or any other action or conduct that implies the threat of bodily harm.
- Bringing or possessing any dirk, dagger, ice pick, or knife having a fixed blade longer than 2½ inches upon the grounds, unless the person is authorized to possess such a weapon in the course of his/her employment, has been authorized by a District employee to have the knife, or is a duly appointed peace officer who is engaged in the performance of his/her duties.

Any employee who is the victim of any violent threatening or harassing conduct, any witness to such conduct, or anyone receiving a report of such conduct, whether the perpetrator is a District employee or a non-employee, shall immediately report the incident to his/her supervisor or other appropriate person.

In addition to the employee's supervisor, any victim of any violent threatening or harassing conduct or any witness to such conduct should immediately call any or all of the following:

Emergency	911
Campus Security Safety Supervisor	(626) 914-8611
Dean of Students	(626) 914-8602
Glendora Police Department	(626) 914-8250

No one acting in good faith who initiates a complaint or reports an incident under this policy will be subject to retaliation or harassment.

In the event the District fears for the safety of the perpetrator or the safety of others at the scene of the violent act, the appropriate law enforcement agency will be called.

Office of Primary Responsibility: *General Institution/Office of Human Resources*

Date Adopted:
 (New administrative procedure not replacing any existing Citrus College regulation)

Approved by	Academic Senate
	CCFA
	CCAFF
	CSEA
	ASCC
	Management Team
	Supervisor/Confidential
	Steering
	Board of Trustees

Note: New language indicated by underline, deleted language indicated by ~~strike through~~, and subsequent changes to language indicated by shading.

1724

Proposed Citrus Community College District Policy CCLC No. 3300

1725

General Institution
DRAFT as of 10/06/10

1726

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BP 3510 WORKPLACE VIOLENCE PLAN

1730

1731

References: Cal/OSHA: Labor Code Sections 6300 et seq.;
California Code Regulations Section 3203;
"Workplace Violence Safety Act of 1994" (Code of Civil Procedure Section 527.8);
Penal Code Sections 273.6 and 12021

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General Provision

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The Board of Trustees is committed to providing a District work and learning environment that is free of violence and the threat of violence. The Board's priority is the effective handling of critical workplace violence incidents, including those dealing with actual or potential violence.

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The Superintendent/President shall establish administrative procedures that assure that employees are informed regarding what actions will be considered violent acts, and requiring any employee who is the victim of any violent conduct in the workplace, or is a witness to violent conduct to report the incident, and that employees are informed that there will be no retaliation for such reporting.

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Office of Primary Responsibility: General Institution/Office of Human Resources

1749

1750

Date Adopted:
(New board policy not replacing any existing Citrus College policy)

1751

1752

1753

- Approved by Academic Senate
CCFA
CCAFF
CSEA
ASCC
Management Team
Supervisor/Confidential
Steering
Board of Trustees

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Note: New language indicated by underline, deleted language indicated by strikethrough, and subsequent changes to language indicated by shading.

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Proposed Citrus Community College District Policy CCLC No. 3300

1769

General Institution
DRAFT as of 10/06/10

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BP 3310 RECORDS RETENTION AND DESTRUCTION

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1775

References: Title 5 Sections 59020 et seq.;
Federal Rules of Civil Procedure, Rules 16, 26, 33, 34, 37, and 45

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1779

General Provision

1780

1781

The Superintendent/President shall establish administrative procedures to assure the retention and destruction of all District records, including electronically stored information as defined by the Federal Rules of Civil Procedure, in compliance with Title 5. Such records shall include, but not be limited to student records, employment records, and financial records.

1782

1783

1784

1785

1786

Office of Primary Responsibility: *General Institution/Office of Human Resources*

1787

1788

1789

Date Adopted:
(New board policy not replacing any existing Citrus College policy)

1790

1791

1792

Approved by Academic Senate
CCFA
CCAFF
CSEA
ASCC
Management Team
Supervisor/Confidential
Steering
Board of Trustees

1793

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1802

*Note: New language indicated by underline, deleted language indicated by ~~strike through~~, and subsequent changes to language indicated by **shading**.*

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1811 AP 4100 GRADUATION REQUIREMENTS FOR DEGREES AND 1812 CERTIFICATES

1813

1814 **References:**

1815 Title 5 Sections 55060 et seq.

1816

1817 **I. Associate Degrees**

1818 For the Associate in Arts (A.A.) or Associate in Science (A.S.) degree, a student must demonstrate
1819 competence in reading, written expression, and mathematics. The Associate in Arts (A.A.) Degree
1820 or Associate in Science (A.S.) Degree will be awarded to any student upon satisfactory completion
1821 of all of the following requirements:

1822

1823 1. Competence in reading, written expression, and mathematics

1824 a. Math Proficiency - One of the following options:

1825 1.) Completion of high school intermediate algebra AND placement at the
1826 level of college algebra or higher on the Math Assessment Test; or

1827 2.) Completion of any mathematics class listed in the mathematics section of the
1828 General Education Requirements with a grade of "C" or better.

1829 b. English Competence - (reading and written expression):

1830 1.) Completion of English 101 or higher with a grade of "C" or better,
1831 depending on the major requirement.

1832 c. Reading Competence - Proficiency in reading may be satisfied by one of the
1833 following:

1834 1.) A satisfactory score on the reading component of the placement test at
1835 the level of Reading 120; or

1836 2.) Completion of Reading 099 with a grade of "C" or better.

1837

1838 2. Sixty (60) units of accredited lower division college credit in courses that have been properly
1839 approved pursuant to Title 5 Section 55002(a)

1840 a. Basic skills and remedial courses numbered under 100 do not apply toward
1841 the 60 units required for graduation.

1842 b. Students may petition to have noncredit courses counted toward the
1843 satisfaction of requirements for an associate degree.

1844

1845 3. Major Requirement

1846 Completion of at least 18 units with a grade of "C" or better in each course attempted that is
1847 counted toward the major.

1848

1849 4. General Education

1850 Completion of one of the following options:

1851 a. Option I: 22 units as stipulated by the Citrus College **Catalog graduation requirements**; or

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- 1852 b. Option II: 39 units as stipulated by the CSU general education certification
1853 requirements; or
1854 c. Option III: 34 units as stipulated by the completion of the IGETC.
1855

1856 *Select one of the following:*

1857 For option I, up to ~~6~~ units two courses may also be counted towards the major requirement.
1858 For options II and III, there is no limit on the number of units that may count towards both
1859 general education and major requirements.

1860 ---or---

1861 There is no limit on the number of units that may count towards both general
1862 education and major requirements.
1863
1864

1865 Note: A multi-cultural (ethnic studies) course is offered in at least one of the general
1866 education areas listed above.
1867

1868 5. Residence Requirement

- 1869 a. Successful completion of a minimum of 12 units in residence including attendance during
1870 the last semester; or
1871 b. 30 units in residence if the last semester is not in residence.
1872

1873 6. Physical Education Requirement

- 1874 a. Three units of physical education or dance activity as stipulated in the Citrus College
1875 Catalog; or
1876 b. Successful completion of PE 170, 171, or 173.
1877

1878 7. Scholarship Requirements

- 1879 a. An overall grade point average of 2.0 in all courses taken at Citrus College and all other
1880 courses transferred from other colleges used toward a Degree or Certificate;
1881 b. A 2.0 grade point average in major requirements; and
1882 c. Good academic standing at the college.
1883

1884 8. Transfer Units

- 1885 a. From U.S. accredited colleges: Only units from regionally accredited colleges or
1886 universities may be transferred. Relevant upper division units may be used toward an AA or
1887 AS degree.
1888 b. From foreign colleges: Transcripts from foreign colleges and universities will be accepted
1889 only when evaluated by an evaluating service recognized by Citrus
1890 College. Credit will be granted when the academic level of the coursework is
1891 deemed to be comparable to that of classes taught in fully accredited United
1892 States colleges and universities.
1893
1894

1895 9. Graduation/Certificate Application

- 1896 Completion of an Application for Graduation/Certificate together with submission
1897 of relevant petitions and official transcripts by stipulated deadlines.

Attachment #12

- 1898 a. Graduation requirements must come from a single catalog.
1899 b. A student who receives an associate degree may subsequently or
1900 simultaneously work on additional degrees, provided they complete 18
1901 additional units for each major.
1902

1903 10. Outstanding Debt

1904 A diploma and/or certificate may not be released until the student has paid all
1905 outstanding debts to the college.
1906

1907 Note: District policies and procedures regarding general education and degree requirements
1908 are updated and published in the college catalog and filed with the State Chancellor's Office.
1909

1910 11. Multiple Majors

1911 Within the graduation requirements for the Associate Degree at Citrus College, it
1912 is possible for a student to complete the requirements for more than one major
1913 providing that minimum requirements are met for each major and that a minimum
1914 of 18 units applies exclusively to each major.
1915

1916 II. Associate Transfer Degrees

1917 The Associate Degree for Transfer will be awarded to any student upon satisfactory completion
1918 of the following requirements:
1919

1920 1. Sixty (60) units of accredited lower division college credit in courses that have been properly
1921 approved pursuant to Title 5 Section 55002(a), provided they are accepted for transfer to a
1922 California State University.
1923

1924 2. General Education

1925 Completion of one of the following options:

- 1926 a. Option II: 39 units as stipulated by the CSU general education certification
1927 requirements; or
1928 b. Option III: 34 units as stipulated by the completion of the IGETC.
1929

1930 There is no limit on the number of units that may count towards both general education and
1931 major requirements.
1932

1933 3. Additional Graduation Requirements

1934 Meets the requirements for graduation with an Associate of Arts or Associate of Science as
1935 defined in Sections 3, 5, 7, 8, 9, 10, and 11 above.
1936

1937 III.42 Certificates

1938 Certificate of Achievement will be awarded upon satisfactory completion of the following
1939 requirements:

- 1940 1. Successful completion of a course of study or curriculum that consists of 18 or more semester
1941 units of degree-applicable credit coursework. Some certificates approved by the Chancellors
1942 office may contain 12-17.5 units. At least 50% of the course work must be completed at
1943 Citrus College.

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- 1944 2. Demonstration that the student has completed coursework and developed capabilities relating
1945 to career or general education.
- 1946 3. A "C" grade point average (2.0) for all courses taken at the college or elsewhere, which are to
1947 be applied toward the Certificate.
- 1948 4. An Application for Graduation/Certificate together with relevant petitions and official transcripts
1949 by stipulated deadlines.

1950
1951

1952 IV.13 Skill Awards

1953 Skill awards are shorter credit programs established by the District that:

- 1954 1. Are consistent with the mission of the District;
- 1955 2. Meet a demonstrated need;
- 1956 3. Are feasible and adhere to guidelines on academic achievement;
- 1957 4. Do not require California Community College Chancellor's Office approval; and
- 1958 5. May be given any name or designation deemed appropriate except for
1959 certificate of achievement, certificate of completion, or certificate of competency.
- 1960 6. **At least 50% of the course work must be completed at Citrus College.**

1961
1962

1963 V.14. Catalog Rights

1964 ~~The catalog sets forth requirements for achieving an Associate Degree or Certificate. These~~
1965 ~~requirements may change from one catalog to the next. Catalog rights are established for any~~
1966 ~~semester that a student is in attendance. The specific catalog employed toward graduation~~
1967 ~~requirements and all implied rights cease after two semesters of non-attendance. State of~~
1968 ~~California and federal law, as well as Citrus College Board Policy, shall take precedence over~~
1969 ~~catalog rights. Students not enrolled when applying for a degree or certificate must use the current~~
1970 ~~catalog.~~

1971
1972

1973 Students who maintain continuous enrollment may elect to graduate under the
1974 requirements of the Citrus College catalog in effect at the time of admissions to Citrus
1975 College or at the intended date of graduation from Citrus College.

1976 Continuous Enrollment

1977 A student is continuously enrolled if he/she receives a grade (A, B, C, D, F, FW, MW, P,
1978 NP, or I) in any semester, fall or spring, during each academic year. Continuous
1979 enrollment is maintained at Citrus College if a student transfers to another regionally
1980 accredited institution, as long as he/she maintains continuous enrollment at that
1981 institution.

1982 Continuous enrollment is defined as attendance in one semester or two quarters
1983 (excluding summer or winter) within an academic calendar year at a regionally
1984 accredited institution.

1985 *Note: State of California and federal law, as well as Citrus College Board Policy, shall take precedence*
1986 *over catalog rights*

1987

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1988 **VI45**. Official Transcripts

1989 In order to apply units completed at another institution toward a degree, official transcripts may be
1990 mailed or hand-delivered provided they arrive in an officially stamped and sealed envelope by the
1991 issuing institution. Official transcripts have an embossed or water seal.

1992
1993 Transcripts from colleges accredited by one of the regional associations of the Accrediting
1994 Commission for Junior Colleges will be evaluated during a student's first semester of attendance at
1995 Citrus College.

1996
1997 Transcripts from non-accredited colleges are sometimes evaluated for prerequisite and course
1998 placement. Military service credits based on DD-214 are posted after a veteran's first semester of
1999 attendance.

2000

2001

2002

2003 Office of Primary Responsibility: Academic Affairs

2004

2005	Approved by	ASCC
2006		CSEA
2007		Management Team
2008		Senate
2009		Supervisors/Confidential
2010		EPC
2011		Steering

2012

2013

2014 *Note: New language is indicated by underline, deleted language is indicated by ~~strikethrough~~, and subsequent*

2015 *changes to language are indicated in **shading**.*

2016

2017

Proposed Citrus Community College District Policy CCLC No. 7100

2018

Human Resources
DRAFT as of 11/17/10

2019

2020

AP 7201 RECRUITMENT AND SELECTION OF FULL-TIME FACULTY

2022

References:

[Education Code Sections 87100 et seq., 87400, 87408-87408.6, 88003, and 88021;](#)

[Title 5 Code Sections 53021-53024;](#)

[ACCJC Accreditation Standard III.A](#)

2028

❖ From current Citrus College Regulation R-4105 titled Employment and Promotion

2030

2031

Recruitment, Application and Selection

2032

~~The objective in recruitment shall be to obtain the best possible certificated personnel. In employing personnel, the Board of Trustees desires to consider only the best qualified persons.~~

2037

~~1. All applications shall be made to the Personnel Office.~~

2038

~~2. Terms and conditions of employment shall be clearly defined and made available to applicants at the time of employment.~~

2039

~~3. The Instructors Handbook and/or the Policy Book of the Citrus Community College District contains all policies, rules and regulations concerning school personnel and shall be available to all personnel at the beginning of the school year.~~

2042

~~4. When a position is to be filled, the administration may give consideration to personnel currently under contract in the school district, provided the professional training, experience, recommendations, ability, and other characteristics are equal to or better than qualifications of other applicants.~~

2044

~~5. Positions shall be filled pursuant to the following procedures.~~

2047

~~Vacancy announcements shall clearly set forth a description of the qualifications for the position, including the duties and salary range.~~

2053

~~6. Selection of personnel to be recommended for employment shall be based upon an evaluation of a written application, professional references and personal interview.~~

2058

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- 2061 7. ~~A screening committee will review all applications for a position and will~~
2062 ~~recommend a selected number of qualified applicants to be interviewed.~~
- 2063
- 2064 8. ~~The interview committee shall consist of not less than three.~~
- 2065
- 2066 9. ~~Final selection of a candidate shall be made from the best qualified regardless~~
2067 ~~of race, religion, national origin, sex, age, physical handicap or medical~~
2068 ~~condition.~~
- 2069
- 2070 10. ~~Each qualified certificated person who applies for a position shall be notified in~~
2071 ~~writing of his/her acceptance or rejection for the position.~~
- 2072
- 2073 11. ~~The first two contract (probationary) years are considered a part of the selection~~
2074 ~~process, in that permanent selection is not made until the end of the second~~
2075 ~~year of service.~~
- 2076
- 2077

2078 ❖ **From current Citrus College Regulation R-4107 titled Hiring Procedures for**
2079 **Full-Time Faculty**

2080

2081 These hiring recruitment and selection procedures have been developed to include
2082 the thoughtful participation of faculty and management. The procedures cover the
2083 hiring recruitment and selection process from the point of identifying the faculty
2084 positions to be filled, to the presentation of candidates to the
2085 Superintendent/President for recommendation to the Board of Trustees.

2086

2087 1. Identifying Full-Time Faculty Positions

2088

2089 The Faculty Needs Identification Committee (FNIC) shall be composed of the
2090 Superintendent/President Vice President of Academic Affairs, the Vice
2091 President of Student Services, two one instructional administrator, one Vice
2092 President of Student Services, and three faculty members. The three faculty
2093 members are appointed by the Academic Senate President with approval of
2094 the Academic Senate Council. It is the intent that both vocational and
2095 academic areas be represented by faculty.

2096

2097 By early October, the ~~Faculty Needs Identification Committee~~ FNIC shall
2098 meet and establish a list of criteria that will be used to determine the order of
2099 faculty positions on the Faculty Hiring Priority List. Examples of such possible
2100 criteria are retirement and resignations, non-availability of part-time
2101 instructors in a subject area, no full-time instructors in a subject area, a low
2102 full-time/part-time ratio in a subject area, matriculation needs, response to
2103 legislation, and response to community needs.

2104

2105 By mid-October, the Vice President of ~~Instruction~~ Academic Affairs and the
2106 Vice President of Student Services shall send a notice to each Dean and

Attachment #13

2107 each Department Chair (or head of department), if applicable, that lists the
2108 criteria and asks that each department's request for staffing for the following
2109 year be submitted by early November.

2110
2111 The ~~Faculty Needs Identification Committee~~ FNIC shall meet soon after the
2112 requests are received and, after reviewing all requests for staffing, establish
2113 the final list of criteria that will be used to determine the order of faculty
2114 positions on the Faculty Hiring Priority List. These criteria may change from
2115 year-to-year. ~~If any of these final criteria were not on the list distributed in~~
2116 ~~October to all heads of departments, a notice listing the additional criteria will~~
2117 ~~be sent to all heads of departments and each one department will be allowed~~
2118 ~~several days to appropriately amend his/her request for staff, if necessary.~~

2119
2120 Based on the final list of criteria, the ~~Faculty Needs Identification Committee~~
2121 FNIC shall consider all requests for staffing and then establish the Faculty
2122 Hiring Priority List.

2123
2124 The order of faculty positions on the previous year's Faculty Hiring Priority List
2125 shall not be a consideration during this process. By the end of November, the
2126 Faculty Hiring Priority List should be completed. The committee will ~~submit~~
2127 ~~the priority list on the Board agenda for consideration by the Board of~~
2128 ~~Trustees.~~ forward the completed list to the Superintendent/President for
2129 his/her review and input.

2130
2131 By the first Board meeting in December, the Board of Trustees should decide
2132 the number of faculty positions to be filled. ~~opened.~~ The specific positions to
2133 be filled will be based on the Faculty Hiring Priority List as established by
2134 FNIC. ~~Once the Board of Trustees determines the number of new positions~~
2135 ~~for hiring, the Faculty Hiring Priority List will recommend what positions will be~~
2136 ~~opened, starting at the top of the list and counting down. Once this decision~~
2137 ~~has been made, copies of the Faculty Hiring Priority List and the final list of~~
2138 ~~criteria shall be distributed to all heads of departments, the appropriate~~
2139 ~~administrators (including the Vice President of Human Resources), and the~~
2140 ~~Academic Senate President.~~

2141
2142 Faculty, administrators, and the Board of Trustees shall make every effort to
2143 comply with the time line of the above process in order to allow the
2144 advertising period of each new position to be approximately two months, and
2145 still ensure, whenever possible, that the hiring process is completed during
2146 the academic year. Ample time for recruitment and applicant response will
2147 help to obtain a larger and more diverse pool of applicants and better enable
2148 Citrus College to improve diversity among faculty.

2149
2150 In the event of retirements, resignations, or reassignments that occur after the
2151 Faculty Hiring Priority List has been established, the ~~Faculty Needs~~
2152 ~~Identification Committee~~ FNIC will reconvene. ~~The chairman of the~~

2153 ~~department having the retirement, resignation, or reassignment will be given~~
2154 ~~the opportunity to justify the need for hiring a new faculty member for the~~
2155 ~~same department. The committee will then decide whether or not to place~~
2156 ~~that faculty position on the Faculty Hiring Priority List for that year. If it is~~
2157 ~~decided to place the position on the priority list, the faculty position will be~~
2158 ~~inserted where it is deemed appropriate, based on the previously established~~
2159 ~~criteria. The revised Faculty Hiring Priority List will be submitted to the Board~~
2160 ~~of Trustees on the agenda for consideration. If the Board approves filling an~~
2161 ~~additional position(s), copies of the revised priority list will be sent to all~~
2162 ~~department heads, the appropriate administrators, and the Academic Senate~~
2163 ~~President. The Faculty Needs Identification Committee FNIC would then~~
2164 ~~recommend to the Board of Trustees that the next position on the Faculty~~
2165 ~~Hiring Priority List be filled.~~

2166
2167 Several part-time instructors or a one-semester temporary full-time instructor,
2168 with approval of the Superintendent/President, may need to be hired when
2169 special circumstances prevent hiring recruitment and selection of a full-time
2170 faculty member for a position identified by the above process. Examples
2171 where this may occur include retirements, resignations, or reassignments that
2172 are announced late in the academic year or positions where the applicant
2173 pool is insufficient and there is not enough time to re-advertise the position.

2174 2175 2. The Job Announcement Posting and Recruitment

2176
2177 ~~Based on the Faculty Hiring Priority List and the number of positions~~
2178 ~~authorized by the Board of Trustees to be filled, the Vice President of Human~~
2179 ~~Resources shall initiate the first draft of the job announcement and send it to~~
2180 ~~the appropriate Vice President and Department Chair. The Vice President~~
2181 ~~and the Department Chair (with input from the department), shall review and~~
2182 ~~revise the draft. The revised draft will be returned to the Vice President of~~
2183 ~~Human Resources. If the proposed changes are appropriate, the revised draft~~
2184 ~~will be reviewed by the Diversity Officer for further input to correct those items~~
2185 ~~which might adversely impact applicants from underrepresented groups. The~~
2186 ~~final version of the job announcement must be approved by the Department~~
2187 ~~Chair, the appropriate Vice President, and the Diversity Officer. Job~~
2188 ~~announcements shall clearly state the knowledge, skills, and abilities required~~
2189 ~~to perform the essential functions of the position.~~

2190
2191 For all positions open for recruitment, the Director of Human Resources, the
2192 appropriate Vice President, and the appropriate Dean, shall mutually develop
2193 a clear and complete job posting.

2194
2195 The recruitment process, including all advertisement shall be done in
2196 accordance with Administrative Procedure 7100 - Equal Employment
2197 Opportunity.

2198

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2199 All application packets shall be received through the Applicant Tracking
2200 System.

2201
2202 ~~Along with the first draft of the job announcement, the Vice President of~~
2203 ~~Human Resources shall send a memo to the Department Chair seeking input~~
2204 ~~from the department regarding recruitment ideas unique to the position being~~
2205 ~~advertised (for example, advertising in a journal specializing in that subject~~
2206 ~~area).~~

2207
2208 The closing date on the job announcement posting should generally be at
2209 least six to eight weeks from the date that advertising will begin in order to
2210 allow ample time for recruitment and applicant response, but should still allow
2211 the hiring recruitment and selection process to be completed during the
2212 academic year. ~~Before the screening process begins, the composition of the~~
2213 ~~applicant pool shall be assessed to ensure that members of historically~~
2214 ~~underrepresented groups are not adversely impacted. If this is not the case,~~
2215 ~~the Diversity Officer shall take effective steps to address the adverse impact~~
2216 ~~before the screening process has begun. Such steps may include, but are not~~
2217 ~~limited to, extending the deadline date and undertaking additional and~~
2218 ~~broader recruitment efforts. In special circumstances (such as the reopening~~
2219 ~~of a position), it may be necessary to advertise the position for less than six to~~
2220 ~~eight weeks, with the approval of the appropriate Vice President, the~~
2221 ~~Department Chair (if applicable), and the Director of Human Resources, and~~
2222 ~~the Diversity Officer.~~

2223
2224 The Director of Human Resources, or designee, shall review all application
2225 packets, and shall screen out of the applicant pool those application packets
2226 that are incomplete or where the applicant does not meet established
2227 minimum qualifications.

2228
2229 Members of tThe District's Human Resources Advisory/Staff Diversity
2230 Committee may consult with the Vice President Director of Human Resources
2231 and make recommendations regarding the job announcement posting and
2232 recruitment for faculty positions. This committee will serve as the avenue
2233 through which any faculty member may channel suggestions or concerns
2234 regarding the recruiting process and job announcements postings
2235 (appearance, college information, readability, standardization of application
2236 requirements, etc.).

2237
2238 3. The Hiring Panel Selection Committee
2239

2240 The hiring recruitment and selection process shall focus on ensuring that
2241 Citrus College ~~will select~~s instructors who can teach and who are experts in
2242 the subject matter of their curriculum; and counselors, librarians, and other
2243 instructional and student services faculty who can foster community college
2244 effectiveness and who are experts in the subject matter of their specialty.

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2245 Accordingly, persons involved with the screening or interviewing of job
2246 applicants shall be selected based on these goals. Additionally, all selection
2247 ~~panels~~ committees shall include members of underrepresented groups
2248 whenever possible.

2249
2250 The ~~Hiring Panel~~ Selection Committee shall be composed of the Department
2251 ~~Chair and two other~~ three faculty members (tenured, whenever possible), two
2252 administrators (~~one appropriate Vice President and one other appropriate~~
2253 ~~administrator to be chosen from the list of those positions designated as~~
2254 ~~having retreat rights~~), and a Equal Employment Opportunity Representative
2255 (non-voting). The Equal Employment Opportunity Representative will be a
2256 faculty member, whenever possible. The two ~~other~~ faculty members shall be
2257 selected (by ballot) by the department where the position exists. The
2258 department may decide to select faculty members from other departments.
2259 This practice is especially encouraged if it will allow for the inclusion of one
2260 panel member from an underrepresented group. Selecting faculty members
2261 from other departments is also encouraged when the primary responsibility of
2262 the new faculty member (such as librarian or college nurse) will not be direct
2263 instruction or counseling. In the event the department does not have a
2264 sufficient number of faculty with expertise in the discipline, one of the faculty
2265 members may be invited from another college or university, as determined by
2266 the department. The ~~Hiring Panel~~ Selection Committee members will decide
2267 whether the visiting faculty member will be a voting or non-voting member.
2268

2269 A faculty member may be appointed by the department and an appropriate
2270 administrator may be appointed by the Vice President as alternates in the
2271 interview process.
2272

2273 Members of the ~~Hiring Panel~~ Selection Committee shall have appropriate
2274 training in diversity sensitivity. Before the hiring recruitment and selection
2275 process may proceed to the screening level, the Diversity Officer must
2276 confirm that all members of the ~~Hiring Panel~~ Selection Committee have
2277 received this training. ~~The Diversity Officer must also confirm that the Hiring~~
2278 ~~Panel has at least one member from an underrepresented group or state in~~
2279 ~~writing why this expectation is unreasonable. Without these confirmations, the~~
2280 ~~hiring process may not continue.~~ The members of the Selection Committee
2281 shall include a diverse membership when possible, and no one who has
2282 provided an applicant with a written letter of recommendation shall be
2283 permitted to serve on the Selection Committee.

2284
2285 The selection process shall comply with Administrative Procedure 7100 -
2286 Equal Employment Opportunity.

2287
2288
2289 4-A. Paper Screening Applicant Screening
2290

Attachment #13

2291 ~~The appropriate Vice President and the appropriate Department Chair~~
2292 ~~The Human Resources Office shall arrange the date and time for the~~
2293 ~~Hiring Panel Selection Committee to begin the paper applicant screening~~
2294 ~~process. The paper screening should occur as soon as possible after~~
2295 ~~the closing date (or first consideration date) of the position and will only~~
2296 ~~include completed application packets as determined by the Vice~~
2297 ~~President Director of Human Resources. If the initial pool of applicants~~
2298 ~~does not contain a sufficient number of underrepresented candidates (as~~
2299 ~~determined by the Chancellor's Office demographic statistics for the~~
2300 ~~Citrus College geographical area), the screening process shall continue~~
2301 ~~only if the Diversity Officer verifies that all reasonable efforts were made~~
2302 ~~to recruit a large diverse pool of applicants and that the pool had realistic~~
2303 ~~potential to include applicants from underrepresented groups. If that~~
2304 ~~verification cannot be made by reviewing where the position was~~
2305 ~~advertised, the position will be re-advertised.~~

2306
2307 ~~Prior to the paper screening the Hiring Panel shall:~~
2308

2309 ~~Before the members of the Selection Committee begin to screen~~
2310 ~~applicants, the members of the Selection Committee, meeting as a~~
2311 ~~whole, shall:~~
2312

- 2313 • ~~discuss and sign statements of confidentiality;~~
- 2314 • ~~discuss duties of a chair, then select a chair;~~
- 2315 • ~~discuss the hiring recruitment and selection procedures of the~~
2316 ~~District, including the role of the Equal Employment Opportunity~~
2317 ~~Representative;~~
- 2318 • ~~discuss the underrepresented balance of the applicant pool;~~
- 2319 • ~~receive instructions regarding the equivalency process;~~
- 2320 • ~~list develop criteria, based on the job announcement posting, to be~~
2321 ~~used for screening~~
2322 ~~applications, including minimum qualifications.~~

2323
2324 ~~Once these preliminary procedures have been completed, the Hiring~~
2325 ~~Panel- Selection Committee will review all applications, verify minimum~~
2326 ~~qualifications, and select those applicants for an interview who best meet~~
2327 ~~the qualifications listed on the job announcement posting as determined~~
2328 ~~by the panel's paper screening criteria. including the Diversity Officer's~~
2329 ~~verification that the screening process did not adversely impact the~~
2330 ~~remaining pool of applicants. Evidence of professional qualifications,~~
2331 ~~training, educational background and experiences, or other qualities~~
2332 ~~which enhance a faculty member's effectiveness with students may be~~
2333 ~~included in the paper screening criteria if it has been included on the job~~
2334 ~~announcement.~~
2335

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2336 The panel shall agree on the number of affirmative votes needed to
2337 retain an applicant for further consideration. In no instance will a
2338 candidate be advanced to the next level without the endorsement of the
2339 majority of the panel. ~~The panel may agree to use a preliminary
2340 telephone interview to further screen candidates to be invited for
2341 personal interview. Telephone interviews will be conducted in the
2342 presence of the entire panel.~~

2343
2344 ~~If underrepresented candidates remaining in the pool have been
2345 adversely impacted, the Diversity Officer may request that the panel
2346 reconsider its evaluation criteria. The Hiring Panel may decide to re-
2347 advertise the position if the pool of applicants is deemed too small or in
2348 some other way inadequate.~~

2349
2350 Before the ~~Hiring Panel~~ Selection Committee adjourns, the following
2351 items must also be completed:

- 2352
- 2353 • develop questions to be asked during the interview and decide if any
 - 2354 questions will be shared with the applicant prior to the interview;
 - 2355 • decide on the details of any other interview requirements, such as a
 - 2356 teaching demonstration and its topic(s) (to be shared with candidates
 - 2357 prior to the interview), a writing sample and/or
 - 2358 • other skills demonstration(s) related to the subject area.
- 2359

2360 5.B. Equivalency

2361
2362 Any applicant selected for interview that does not meet the stated
2363 minimum qualifications, but is claiming equivalency, shall have his/her
2364 application packet referred to an appropriate equivalency panel for
2365 approval before the candidate is invited to an interview. Denial of
2366 equivalency disqualifies that candidate from the interview process.

2367 6.C. Interviewing Interviews

2368
2369 ~~Before the Hiring Panel begins the interview process, the Equal
2370 Employment Opportunity Representative will review the remaining steps
2371 in the hiring procedure.~~

2372
2373
2374 After the ~~paper~~ screening, the ~~Hiring Panel~~ Selection Committee shall
2375 conduct interviews of the candidates selected. Each candidate shall be
2376 apprised in advance if any performance requirements are to be part of
2377 the interviewing process. At the option of the ~~Hiring Panel~~ Selection
2378 Committee, each candidate may be given a list of all or some of the
2379 interview questions (questions to be returned to the panel) prior to
2380 meeting with the ~~Hiring Panel~~ Selection Committee. During the
2381 interviews, all candidates shall be asked the same job-related questions

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2382 by the ~~panel~~ Selection Committee. Individual ~~panel~~ Selection Committee
2383 members must be present for each interview and demonstration in order
2384 to participate in the evaluation of the candidates. Absences shall
2385 disqualify the ~~panel~~ Selection Committee member from continued
2386 participation. The ~~panel~~ Selection Committee members will decide how
2387 long to wait for a member who is late. Alternates not needed will be
2388 excused prior to the evaluation discussion of the candidates. Alternates
2389 will be reminded of their obligation of confidentiality.

2390
2391 At the conclusion of all interviews, a brief discussion and a poll will
2392 determine which candidates will remain under consideration. The Equal
2393 Employment Opportunity Representative will give each ~~panel~~ Selection
2394 Committee member a list of the candidates. Candidates receiving at
2395 least one affirmative vote will remain under consideration. Candidates
2396 receiving all negative votes will no longer be considered. If the
2397 percentage of underrepresented candidates remaining in the pool has
2398 been adversely impacted, the Equal Employment Opportunity
2399 Representative in consultation with the Director of Human Resources
2400 may request that the ~~panel~~ Selection Committee reconsider its
2401 evaluation criteria.

2402
2403 When all ~~panel~~ Selection Committee members have had an opportunity
2404 to express their thoughts regarding the strengths and weaknesses of
2405 each remaining candidate, a second poll will be taken on the remaining
2406 candidates.

2407
2408 The Equal Employment Opportunity Representative will inform the ~~panel~~
2409 Selection Committee members which of the candidates received four or
2410 more affirmative responses. Should more three or candidates receive at
2411 least four affirmative votes (or a majority with a ~~panel~~ Selection
2412 Committee of less than five), this group of candidates will continue to be
2413 considered. If less than three of the candidates interviewed receive the
2414 required four affirmative votes, the Selection Committee may request the
2415 ~~Vice President~~ Director of Human Resources, or designated
2416 representative, and the Equal Employment Opportunity Representative
2417 to ~~approach~~ recommend to the Superintendent/President to accept fewer
2418 than three finalists. Otherwise, the process will be abandoned and the
2419 position re-advertised.

2420
2421 A discussion will be held in an attempt to reach consensus in
2422 designating three finalists to be sent to the Superintendent/President for
2423 a final interview. If three finalists do not emerge from the discussion, the
2424 ~~panel~~ Selection Committee members will cast a Borda vote (three points
2425 will be given for each Selection Committee member's first choice, two
2426 points for each member's second choice, and one point for each
2427 member's third choice) on all active candidates. Each ~~panel~~ Selection

2428 Committee member will vote for up to three candidates. The Equal
2429 Employment Opportunity Representative will tally the results of the
2430 Borda vote and inform the ~~panel~~ Selection Committee of the candidates
2431 with the highest number of votes. At no time will the Equal Employment
2432 Opportunity Representative indicate to the ~~panel~~ Selection Committee a
2433 ranking of the candidates. Only the finalists' names in alphabetical order
2434 will be revealed.

2435
2436 The names of the finalists will be forwarded unranked to the
2437 Superintendent/ President and final interviews will be arranged. Along
2438 with the finalists' names, each ~~panel~~ Selection Committee member may
2439 submit to the ~~Vice President~~ Director of Human Resources through the
2440 Equal Employment Opportunity Representative his/her evaluation of the
2441 strengths and weaknesses of each of the finalists to be forwarded to the
2442 Superintendent/ President. These evaluations will be written before the
2443 ~~panel~~ Selection Committee adjourns. The Equal Employment
2444 Opportunity Representative should advise ~~panel~~ Selection Committee
2445 members that the strengths and weaknesses forms should reflect only
2446 strengths and weaknesses, and be based solely on job-related criteria.
2447 The Equal Employment Opportunity Representative will consult with the
2448 Diversity Officer to review the strengths and weaknesses to see that they
2449 comply with equal opportunity employment guidelines prior to their
2450 submission to the Superintendent/President.

2451 75. Final Selection

2452
2453 The final interviews shall be conducted by the Superintendent/President in the
2454 presence of the Chairperson of the ~~Hiring Panel~~ Selection Committee, the
2455 appropriate Vice President or designee and the Equal Employment
2456 Opportunity Representative. These final interviews shall be held as soon as
2457 possible after the conclusion of the initial interviews.
2458

2459
2460 The Superintendent/President may request reference/background checks on
2461 one or more of the finalists before making a final selection. All
2462 reference/background checks will be conducted by the ~~Vice President~~
2463 Director of Human Resources, or designee, and the information shared only
2464 with the Superintendent/President. Reference/background checks should
2465 solicit only job-related information, which may include academic background,
2466 professional experience, and personal qualities relative to performance in the
2467 faculty position.

2468
2469 If none of the finalists is acceptable to the Superintendent/President for
2470 reasons that are shared with the ~~panel~~ Selection Committee, additional
2471 finalists may be requested. The ~~Hiring Panel~~ Selection Committee will be
2472 reconvened to decide which, if any, additional candidates will be forwarded to
2473 the Superintendent/President. If none of the candidates is found to be

Attachment #13

2474 acceptable by the Superintendent/President, and the panel Selection
2475 Committee declines to send any additional candidate(s), the process will be
2476 abandoned and the position re-advertised.

2477
2478 86. Confidentiality and Integrity of the Hiring Recruitment and Selection
2479 Procedure

2480
2481 All persons involved in the hiring recruitment and selection process, from the
2482 point of receipt of applications through Board approval of the recommended
2483 candidate, will be charged with the responsibility of maintaining the highest
2484 level of professional ethics and confidentiality.

2485
2486 Prior to paper screening, the following statement of confidentiality will be
2487 signed by those participating in the hiring recruitment and selection process:

2488
2489 *My signature not only serves to indicate the author of the above notes,*
2490 *but also indicates my agreement to keep confidential all information I*
2491 *have read or heard regarding all of the candidates for this position*
2492 *including information on the application, the candidate's answers to the*
2493 *interview questions, and any and all verbal information during the*
2494 *evaluation discussion of the candidates, including the results of the*
2495 *voting process. I understand that a breach of this confidentiality will*
2496 *result in a letter of reprimand, which will be placed in my personnel file*
2497 *and I will have no future participation in the hiring recruitment and*
2498 *selection process, at the discretion of the Diversity Officer.*

2499
2500 In addition, the Equal Employment Opportunity Representative, at the
2501 conclusion of the final interviews, will remind the Superintendent/President of
2502 the importance of confidentiality.

2503
2504 Written allegations stating violations of these procedures shall be investigated
2505 by the Diversity Officer and the ~~Vice President~~ Director of Human Resources.
2506 Allegations without proven merit shall be dismissed with written notice
2507 provided to the members of the ~~Hiring Panel~~ Selection Committee.
2508 Allegations with proven merit shall be considered cause for abandonment of
2509 the process, at the determination of the Diversity Officer and the ~~Vice~~
2510 ~~President~~ Director of Human Resources.

2511
2512 General concerns and questions from members of the ~~Hiring Panel~~ Selection
2513 Committee should be discussed with the ~~Vice President~~ Director of Human
2514 Resources and/or the Manager of Human Resources/Staff Diversity ~~Diversity~~
2515 Officer.

2516
2517
2518
2519

2520 9- Evaluation of Hiring Procedure

2521
2522 All stages of the hiring procedure which might adversely impact applicants
2523 from underrepresented groups shall be reviewed by the Diversity Officer. The
2524 Diversity Officer shall confirm that equal opportunity employment procedures
2525 were followed. If the Diversity Officer finds a violation at any stage of the
2526 process, sufficient enough to create an adverse impact, it is his/her
2527 responsibility to stop the process and suggest solutions which might correct
2528 the violation. If the violation cannot be corrected, the Diversity Officer can
2529 cause the process to be abandoned and the position to be re-advertised.

2530
2531 This hiring procedure is subject to review and revision at the request of the
2532 Human Resources sub-committee on faculty hiring procedures which consists
2533 of up to five administrators (which includes the Vice President of Human
2534 Resources) and up to five faculty (which includes the Academic Senate
2535 President). The subcommittee on faculty hiring procedures will develop a
2536 confidential evaluation form to be filled out by each participant (except the
2537 applicants) in the hiring process for new full-time faculty positions. Revised
2538 procedures shall be mutually agreed upon by the Academic Senate and the
2539 Board of Trustees.
2540

2541
2542 Office of Primary Responsibility: Human Resources
2543
2544

2545 **Date Adopted:**
2546 (New administrative procedure not replacing any existing Citrus College regulation)
2547

Approved by	HR Advisory/Staff Diversity Committee Approved in 2009/2010
	Academic Senate
	CCFA
	CCAFF
	CSEA
	ASCC
	Management Team
	Supervisor/Confidential
	Steering
	Board of Trustees

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2559 *Note: New language indicated by underline, deleted language indicated by ~~striketrough~~, and*
2560 *subsequent changes to language indicated by shading.*

2561
2562
2563 11/18/10: Distributed via email to the leaders of all constituent groups for review and approval.
2564

2565

Proposed Citrus Community College District Policy CCLC No. 7100

2566

Human Resources
DRAFT as of 11/17/10

2567

2568

2569

2570

BP 7201 RECRUITMENT AND SELECTION OF FULL-TIME FACULTY

2571

References:

2572

Education Code Sections 70901.2, 70902(b)(7) & (d), 87100 et seq.;

2573

Title 5 Sections 53000 et seq. and 51023.5;

2574

ACCJC Accreditation Standard III.1.A

2575

2576

2577

2578

❖ From current Citrus College Policy P-4107 titled Hiring Procedures for Full-Time Faculty

2579

~~The Board of Trustees is committed to maintaining a strong and stable core of full-time faculty with long-term commitments to this community college. In addition, it is imperative that faculty are empathetic and sensitive to cultural diversity and the changing demographics of the student population.~~

2580

2581

2582

2583

2584

~~The Board of Trustees promotes the effort to ensure that faculty who are hired can teach and are experts in the subject matter of their curriculum, and counselors, librarians, and other instructional and student service faculty who are hired can foster college effectiveness and are experts in the subject matter of their specialty.~~

2585

2586

2587

2588

2589

~~The regulations for hiring full-time faculty should ensure that faculty hired are people who are empathetic and sensitive to the racial and cultural diversity in the college, are well prepared by education and training, and are of the temperament to respond effectively to the educational needs of all the special populations served by Citrus College.~~

2590

2591

2592

2593

2594

The superintendent/president shall establish procedures for the recruitment and selection of employees including, but not limited to, the following criteria.

2595

2596

2597

The recruitment and selection process for full-time faculty shall be accomplished in accordance with BP and AP 7100 - Equal Employment Opportunity.

2598

2599

2600

Academic employees shall possess the minimum qualifications prescribed for their positions by the Board of Governors.

2601

2602

2603

The criteria and procedures for recruiting and selecting academic employees shall be established and implemented in accordance with Board Policies and Administrative Procedures regarding the Academic Senate's role in local decision-making.

2604

2605

2606

2607

2608

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2610

2611

Office of Primary Responsibility: Human Resources

2612

2613

Date Adopted:

2614

(New administrative procedure not replacing any existing Citrus College regulation)

2615

Attachment #14

2616		
2617	Approved by	HR Advisory/Staff Diversity Committee Approved in 2009/2010
2618		Academic Senate
2619		CCFA
2620		CCAFF
2621		CSEA
2622		ASCC
2623		Management Team.....
2624		Supervisor/Confidential
2625		Steering.....
2626		Board of Trustees
2627		

2628 *Note: New language indicated by underline, deleted language indicated by ~~strike through~~, and*
2629 *subsequent changes to language indicated by shading.*

2630
2631
2632
2633 11/18/10: Distributed via email to the leaders of all constituent groups for review and approval.
2634

Attachment #15

Suggested Dates for 2011-2012 Senate Meetings

September 14, 2011
September 28, 2011
October 12, 2011
October 26, 2011
November 9, 2011
November 23, 2011
December 7, 2011
February 22, 2012
March 14, 2012
March 28, 2012
April 11, 2012
April 25, 2012
May 9, 2012
May 29, 2012
June 7, 2012

WEDNESDAY, MARCH 9

Free!

Join the Green Revolution

11:30-12:00

In the

Citrus College

Haugh Performing Arts Center

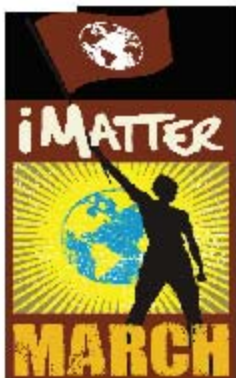
Live Music
11:00 am

Alec Loorz is the 16-year-old creator of Kids vs. Global Warming and the motivational speaker who has activated youth around the world. He is planning a global "million youth march" to raise the voices of young people on the issue of climate change with the iMatter March, Mother's Day 2011.



Alec Loorz

Door prizes for those who attend on March 9



Kids-vs-Global-Warming.com
Citrus College
Green Team
VTEA supported
626.914.8700
citruscollege.edu
iMatterMarch.org

