



Standard 9

Institutional Integrity

Overview

The integrity of an institution can be analyzed from several different perspectives. First and foremost, Clark College strives to maintain high ethical standards in the drafting and implementation of its policies and procedures. Likewise it strives to maintain high ethical standards in the manner in which it serves students and its community.

The first eight standards provide considerable insight as to how effectively the College provides instructional programs, student services, library and information services, and other support services. In addition, the extensive efforts surrounding revision of the College Mission have provided valuable information to further address the issue of institutional integrity.

Ethical Standards in Management and Operations

Surveys and focus groups of students, faculty, staff, board members, and the community produced valuable information to assist the College in assessing its effectiveness. The Community College Goals Inventory Survey (CCGI) developed by the Educational Testing Service (ETS) and summarized in the Mission, Vision and Values Review Survey (MVV Survey) was a particularly useful tool because it measured the gap between what the College is doing and what it should be doing in various areas. Factors were rated on a scale of 1 - 5, with 1 as low importance and 4-5 as high importance. (Exhibit 9.1)

The survey results revealed that the College was consistently viewed by its various constituents as a vital and highly valued member of the community,

offering comprehensive programs, high academic quality and service to Southwest Washington, with accessible, affordable education. Focus group participants representing the same constituencies offered a number of positive comments about the College and also made recommendations for improvement.

There was strong sentiment that the College's 1989 Mission Statement was weak and that communication with the community needed improvement. This information helped the College develop the new 1997 Mission, Vision, and Values Statements. These new statements reflected the opinions of all constituencies of the college gathered from eight community focus groups, several surveys, and a Mission Day Conference. (Exhibit 9-1)

Other gaps shown in the CCGI between what is and what should be included: college community, humanism/altruism, innovation, intellectual orientation, and personal development. These broad categories are defined in the Executive Summary of the report, but a review of individual factors in the ETS Item Data Analysis Section of the report provides a better understanding of which specific gaps needed to be addressed.

● Community Perceptions

In general, the community responses reflected a high level of regard and satisfaction with College actions. Responses from 98 community representatives to 19 questions regarding what the College is doing versus what it should be doing resulted in gaps of .59 or less in all nineteen categories. Fourteen of nineteen categories were under .4. (Exhibit 9.1, Section: Vision/Mission Study Student/Community Data Analysis, Table 3a, page 12) Compared to student responses, the community

rated the College higher in every category, with highest ratings (above 4.39) given to the following categories: General Education, Accessibility, Vocational/Technical Preparation, Accountability, Intellectual Orientation, Counseling and Advising, and Lifelong Learning. (Exhibit 9.1, Table 1a, page 6)

Appendix 9.1 provides an abbreviated sample of survey questions that demonstrate the high and low gaps from the community perspective. The College was rated most congruent in areas of “preparation for further academic work” and “providing career life planning assistance and advising.” The examples of areas needing improvement included “helping students with special needs” and “faculty/staff development.”

● Student Perceptions

Of the 827 students surveyed, the College was rated highest (above 3.61) in meeting student needs in the following areas: General Education, Lifelong Learning, Vocational/Technical Preparation, Intellectual Orientation, Accessibility, Developmental/Remedial Preparation, Counseling and Advising. (6 of the 7 factors mirror the community response.) Gaps ranged from .45 to 1.02; (Exhibit 9.1, Section: Vision/Mission Study Student/Community Data Analysis, Table 3b, page 13)

Appendix 9.2 provides sample areas of congruence from the student perspective. Students identified the least gap between what is and what should be in areas of “encouraging study in humanities” and “providing lifelong learning to adults.” Largest gap examples included “trying new approaches to instruction” and “providing evidence that the college is managed well.”

● Campus Community Perceptions

An analysis of responses from 177 campus members (including board members, faculty, administration and staff) to 100 different factors related to College services and operations showed that overall the campus community was harder on itself than either the community at large or the students. Gaps in what is versus what should be ranged from .13 to 1.7. (Exhibit 9.1, Section: Vision/Mission Study, Data Analysis, Section IV, Table 3, page 11) Sample factors are listed in Appendix 9.3.

Two key factors with high gap scores relate to campus climate, communication, and trust.

Recommendations and Actions Taken

The College has recognized the need to improve campus communications and has responded in a number of ways.

A College Communications Council was established in 1997 to provide a communication channel on a variety of topics affecting the campus as a whole. The Council membership includes representatives from all constituents, instructional divisions and administrative areas.

In addition, the Dean of Faculty initiated quarterly meetings with faculty to share information and solicit feedback. A session held on March 17, 1998 resulted in discussions on part-time faculty issues, budget issues, and property acquisitions.

In the spring of 1998, the Board of Trustees established a mechanism for soliciting comments and information from students, faculty, and staff. (See Standard 1) The Board solicits feedback from constituents at each Board meeting by posing a common question to each group for response. Although it is assumed that the groups have a mechanism for communicating among themselves, this may not be taking place. The idea of providing information on policies and procedures related to communicating ideas and concerns would assist in assuring individuals are informed and voices heard.

Yet another attempt to increase campus communication was the distribution of information on the 1998-99 Operating Budget to the Communications Council and attached to the campus newsletter, *Run-of-the-Mill*. (Exhibit 9.2) This is evidence of the College’s improved effort to communicate information campus-wide.

In addition, *Run-of-the-Mill* provides ongoing information to the campus community on a variety of topics. (Exhibit 9.3) Additional information on modes of communication would assist in assuring individuals are informed and voices heard.

In a number of College meetings during 1997-98, faculty and staff expressed a need for creating a mechanism to collect and analyze institutional data. Because of the constant need for data and justification for budget and salary changes, many employees feel that an institutional research position

should be officially designated to assist in providing accurate and timely information.

advised, it can have a devastating effect on the student financially, professionally, and personally.

Recommendations and Actions Taken

The College should formally evaluate what types of information and data are needed, where that information is currently stored, and how a research position would benefit the College.

The College has undertaken a comprehensive campus-wide “syllabus project” as described in Standard 2. The purpose of the project is to clearly articulate student learning outcomes on every course syllabus so expectations are very clear. This is a commendable effort to communicate effectively with students and is consistent with the College Values Statement regarding learner-focused education. The syllabus project is one piece of evidence of the College’s commitment to excellence in serving students.

Recommendations and Actions Taken

The College should continue implementation of the syllabus project and continue efforts to orient new faculty to the process.

The ETS survey demonstrated a gap of .83 on the factor of providing career/life planning assistance and associated academic advising for students. The campus community analysis by faculty and staff demonstrated a gap of .61. The 1995-96 Vocational Student Follow-up Survey (Exhibit 9.4) results suggest that some improvement could be made in advising. Rating results for counseling and advising services at Clark College were as follows:

- 54 % rated the College as good to excellent
- 24% rated the College average
- 9% rated the College poor or below average

In addition, a number of student comments indicated problems with lack of accurate advising about length of program, frequency of course offerings, and transfer requirements.

Because of the diversity of instructional offerings and varied requirements for degrees and certificates, advising students effectively and efficiently is a constant challenge. Standard 3 addresses more specifically the College’s efforts in this area. The College recognizes that if a student is incorrectly

Recommendations and Actions Taken

The College should initiate a comprehensive review of its advising program using the College's Mission, Vision and Values Statement as a guide.

To improve consistency in full-time faculty advising, Student Services has developed an annual advising update session called Advising 101. This session is mandatory for all full time faculty. It presents changes in registration, an explanation of testing placement, a review of general requirements for certificates and degrees, and changes in the requirements of four ear colleges in Washington and Oregon.

Ethical Standards in Policies and Procedures

The College has implemented numerous policies and procedures to ensure high ethical standards in managing College operations. (Exhibit 9.5) Appendix 9.1 lists policies and procedures that relate to ethical standards. Note particularly 460.005 Whistleblower Law, 520.001 Hazardous Substances, 515.055 College Closure and 525.040 Emergency Communications.

Recommendations and Actions Taken

An ongoing challenge of technology is responding to the inappropriate use of e-mail and the Internet. A number of employees feel that clarification is needed on the appropriate use of telephone/voicemail and college-owned computers, including e-mail and the Internet. There is some feeling that the administration has provided a mixed message on the use of computers. There is also some concern that privacy may be invaded by using the College system and some feel that systems such as e-mail are being used inappropriately.

The College is clearly struggling with the issues of e-mail, voicemail, computer use, and Internet use to reach a balance of freedom of speech and appropriate use for College business. While the College has attempted to address these issues through policies and procedures and highlighting information at fall orientation in 1996, there is still concern and frustration apparent on campus.

In Fall 1997 the College created a campus listserv to serve as a "chat room" for employees who want to discuss opinions on various issues, but which are

not necessarily an integral part of the operation of the College. In addition, the College needs to continue to convey policies and procedures regarding the use of technology, address problems, and communicate results to the campus community. (See Standard 5 for additional information on technology.)

Technology and development of distance education courses has also raised questions about copyright and ownership of courseware. The CCAHE Agreement (Exhibit 9.6), Article VII, Section 5 addresses intellectual property rights and copyright for products developed by a faculty member who is working for the College and the process for establishing a Copyright/ Ownership Agreement.

Section 600.C00 - Equal Employment Opportunity and Affirmative Action includes policies and procedures on nondiscrimination, sexual harassment, gender discrimination, and racial harassment. Section 680.000 General Grievance Procedure for Administrators, Exempt Staff, and Certain Classified Employees defines the process for employee complaints.

On occasion there has been some confusion regarding the appropriate contact point depending on whether the complaint is by a student or employee, or when the complaint is directed towards a supervisor. The College is reviewing these processes in conjunction with the revision of the policies and procedures manual.

Recommendations and Actions Taken

Executive Team approved a "Complaint Referral Guidelines" brochure in November, 1997. This policy will be added during the revision of the *Policies and Procedures Manual*. Once the process has been revised, the College must ensure that it is communicated widely and implemented according to revised policy and procedures.

The College responded to a claim of sexual harassment in 1997 that resulted in the termination of an exempt employee. This incident emphasized the need for additional training in sexual harassment and workplace mistreatment.

In September, 1992 a workshop was held in conjunction with Vancouver Public Schools on Sexual Harassment in Educational Settings. The Equity

Institute provided Equity Training workshops on December 6, 1991.

Fall Orientation 1997 provided the opportunity for three separate sessions conducted by Dr. Lois Price-Spratlen, Ombudsman for the University of Washington. Dr. Price-Spratlen conducted separate sessions for management team, faculty, and classified staff. The exercise prompted considerable discussion on campus, not only about sexual harassment but also about perceived workplace mistreatment, and set the stage for providing follow-up sessions. Several follow-up sessions were held Winter Quarter 1998 which provided the opportunity for smaller group discussions and specific focus on areas of concern.

Recommendations and Actions Taken

The College should establish regular, ongoing training in the area of sexual harassment and perceptions of workplace mistreatment, particularly for supervisors. It should also ensure that the appropriate channels for filing complaints are understood and effectively implemented. Discussion should be held regarding the possibility of a campus ombudsman position or other means for resolving problems.

Policy Manual Section 710.000 - Student Rights and Responsibilities describes the College's commitment to serving students in all aspects of College life. This section addresses: Freedom of Access to Higher Education, Family Educational Rights and Privacy, Admissions, Running Start, Field trips, Students with Disabilities, Student Responsibilities and Standard of Conduct, Summary Action, ASCC Student Participation, Violations of Student Conduct and Disciplinary Procedures and Student Grievance Procedures.

Standards 2 and 3 provide in-depth information on the programs and services for students offered at Clark College. Notable efforts in Student Services include:

- Retention programs, including the peer mentor program
- Development of nursing program procedures for suspension and appeal
- Successful Running-Start program to serve high schools students who are ready for college credit classes

- Successful Mature Learning Program to serve senior students
- Varied theatre, art and humanities events, including The Archer Gallery, lecture series, three annual theater productions, etc.
- 30 active student clubs which are varied and integrated with instructional programs including: German, Spanish, Multicultural Tapestry, Black Student Union, Math, Human Rights Coalition, Nursing, Dental Hygiene, Pharmacy, etc.
- Comprehensive Health Services unique to community colleges in Washington State
- Relocation of Registration to Gaiser Hall to provide better access and service to students
- Development and implementation of touch-tone registration for easier access to registration
- International Student Programs

● **Student Confidentially Practices**

The College is fastidious in recognizing student confidentiality in the treatment of its records and information. Faculty are advised on a regular basis as to the rules and regulations regarding confidentiality of student records. In the past, some instructors posted grades outside their office by social security number; but this practice has stopped.

In October, 1995, the process for grade grievances was revised to address appeal in a more timely fashion. Prior to this time, the responsibility for addressing grievances rested with the Student/Faculty Communications Committee. The current process includes the student, the instructor, the department head and/or division chair, the Dean of Faculty and the President. The Grade Change/ Academic Appeal Policy is outlined in the college catalog, page A17. (Exhibit 9.7)

The College has taken action to remove dangerous students from campus and provides a means for appeal on student suspensions and other adverse actions.

A major revision of the *Student Policy Manual* (Exhibit 9.8) was conducted in 1997. In addition, an aggressive review and revision of the constitution and bylaws is underway.

Policy and Procedure Manual, Section 610.020 - Life-Threatening Illnesses - this procedure provides

the basis for the College response to life-threatening illnesses. The College established an exemplary response to a measles epidemic during Spring Quarter 1996. The College was faced with a number of cases of measles on campus which resulted in a mandate by the local Health District to screen all campus employees and students and immunize those susceptible to the disease.

With the help of campus volunteers, the Health Services Department coordinated this massive undertaking. A summary of the College's effort is available as Exhibit 9.9. Also included are examples of e-mail used to inform the campus community of the extent of the measles problem and procedures to follow. There seems to be consensus from within the College community that this is a shining example of teamwork and commitment to high ethical standards for the health and welfare of the campus community.

Policy and Procedure Manual, Section 600.D00 - Affirmative Action: states the College's commitment to Affirmative Action. This commitment is reflected in depth in response to Standard 6. The College is challenged with attracting diversity in both student and employee populations. As Clark County expands, so does the diversity of the population. The College is striving to reflect that in its offerings, services and employee representation.

Recommendations and Actions Taken

The College has demonstrated some striking efforts of commitment to diversity as reflected in events held during Martin Luther King week, support for students clubs reflective of diversity, a strong international student program, and its commitment to ESL and ENL students. To develop further in this area, the College needs to better understand its challenges and opportunities and develop a plan for broadening the perspective of the entire campus. It is not sufficient to say that the College is committed to diversity—it must demonstrate it. One example is the College's recognition of the important role faculty search committees play in the diversity of the campus and the efforts now being taken to provide training to the committees.

● Integrity of Policies and Procedures

The College regularly reviews the policies and procedures under which it operates. New policies and procedures are developed as needed. For example, tuition and fee waiver policies were revised last year as a result of legislative changes that allowed waivers for half-time employees. The waivers are permissive by law and the College elected to grant the waivers as allowed. In 1996 a policy on Domestic Violence in the Workplace was added in compliance with Governor's Executive Order 96-05.

Overall, the College is very responsive to campus needs and legislative changes. *The Clark College Board Policies and Administrative Procedures Manual* (Exhibit 9.5) was thoroughly updated in May of 1995 and revised again in 1997. A review of Sections 400 and 600 of the manual illustrates the frequency and range of revisions. (Appendix 9.4)

The Vice President of Administrative Services coordinates preparation of the policies and procedures manual. Revised and new procedures are distributed to manual holders as prepared. One hundred and seven manuals are distributed throughout the campus with at least one in every department, including the Library and ASCC.

In addition to the policies and procedures manual, operational procedures and information are reviewed and revised regularly. These procedures are available in the appropriate administrative area. Some examples are included in Exhibit 9.10. See Appendix 9.5 for examples.

Collective bargaining agreements are updated during negotiations. The College negotiates agreements with the Association for Higher Education (AHE) faculty bargaining unit, and the Washington Public Employees Association (WPEA), plant services and security bargaining unit. The December 1994 CCAHE Agreement was opened for negotiation in Fall, 1997. The May 1992 WPEA Agreement has been extended through June 1998. (Exhibits 9.6 and Exhibit 9.11)

The College provides under 460.020 of the *Policies and Procedures Manual* the opportunity for any person or group with a grievance concerning College policies and procedures to raise that concern with the appropriate department head, director or vice president. For example, in 1997, College pol-

icy for the use of shared leave restricted eligibility for shared leave once the employee became eligible to receive long-term disability benefits. An employee raised the issue of fairness to those employees who took advantage of the optional long-term disability program. The College reviewed the policy and practice and determined that employees eligible for long-term disability should not be precluded from requesting shared leave and the policy was changed. (Exhibit 9.10, Shared Leave Policy)

While this was viewed as a positive and appropriate response by the College, it was suggested that the change was not widely known on campus. Because of the number of policies and procedures and the growing number of students and employees, it is difficult to ensure that information on policies and procedures is communicated or distributed widely on a regular basis.

Recommendations and Actions Taken

The College should communicate policy revisions more widely and provide information annually on the process for expressing concerns about policies and procedures. When a problem of interpretation occurs, the College should take that opportunity to clarify the policy with all appropriate audiences using *Run-of-the-Mill*, e-mail or whatever medium may be appropriate. The College should also communicate the process for communicating concerns regarding policies and procedures as provided for under 460.020.

● **Accuracy and Consistency**

The College strives to present accurate and consistent information to students, the public, and within the College community. Board policy 400.C00 requires the College to develop and implement a program of public information to increase public awareness and recognition of the educational, cultural, and recreational opportunities available.

Accuracy and Consistency in Publications

The College distributes a quarterly class schedule and a two-year catalog and undertakes an extensive campus-wide process to ensure accuracy and consistency of information. See:

- Exhibit 9.7 Clark College Catalog
- Exhibit 9.12 Clark College Quarterly Class Schedules

- Exhibit 9.13 Catalog and Schedule Production timelines for sample information regarding timelines and campus involvement.
- Exhibit 9.14 Community Education Schedule

In addition, in the late 1980's and early 1990's the College embarked on an effort to standardize program brochures highlighting various programs on campus from Art to Welding, providing accurate and consistent information, and developing a consistent image for the College and its programs. Curriculum guides for vocational programs have also been standardized. Exhibits 9.15 and 9.16 show examples of program brochures and vocational curriculum guides.

The College also publishes a viewbook to introduce the College to the community and visitors from outside the community. (Exhibit 9.17) The viewbook provides an accurate overview of career opportunities and services offered through the College as well as a professional and aesthetically pleasing look at the campus.

The Publications Review Board develops and recommends policies and guidelines for College publications. It is the goal of the Publications Review Board to promote publications of the highest possible standard to achieve a consistent and uniform image of the College and the community. Exhibit 9.18 delineates the College guidelines for printed communications. Section 880.000 of the *Policies and Procedures Manual* describes the role of the Publications Review Board and its membership.

The College Class Schedule and Catalog are the most prolific means of providing information on College offerings and services to students, staff, and the public. The College works diligently to provide accurate and up-to-date information in both publications. The degrees and courses listed in the catalog are reflective of what is offered on a quarterly basis. A random sampling of department offerings in the winter of 1998 to compare listings in the catalog with classes offered in the quarterly class schedule demonstrated that the College is offering to the students what is advertised in the catalog.

- Of 14 courses listed under Sociology in the catalog, all 14 were offered during the 1996-97 or 1997-98 academic years.

- Of 46 courses listed under English in the catalog, all but 4 have been offered during the last two academic years (one of the four was a special studies class ENGL 299; the other three were ENGL 112, 124 and 288).
- Of 25 Automotive courses listed in the catalog, all but one has been offered in the last two years; the class not offered was Basic Car Care, AUTO 012, and it is offered through the Community Education Department.
- Of 5 Economics courses listed in the catalog, all 5 have been offered during the last two years.
- And, of 27 Math courses listed in the catalog, all 27 have been offered during the last academic year.

The College has developed a Publications Policy (415.035) in order to maintain accuracy and consistency in its publications, both printed and electronic. The policy gives the Office of Public Relations oversight responsibility for all College publications, which are distributed to the public, with the exception of instructional materials. This process, which is guided by policies set by the Publications Review Board (880.000), helps to ensure that printed materials will contain pertinent, consistent information about the College and its services.

The Publications Policy provides a production process to be followed by all College departments and offices when developing materials about the College and its programs and services for public distribution. Since most materials are printed in the College's Production Printing Department, those publications which have not been developed according to policy can usually be intercepted and corrected before printing.

Recommendations and Actions Taken

A more regular distribution of the publication policy to campus users would ensure that all College staff are fully aware of its requirements. Exhibit 9.18 includes the Publications Policy and Publications Requisition Form.

To maintain the integrity and accuracy of information, the College Catalog and class schedules are maintained and revised on a single database, which ties into the State Board for Community and Technical Colleges records management system. This approach ensures that course information, such as titles, descrip-

tions and prerequisites, will be consistent in both of the College's official documents. The file is updated on an ongoing basis and downloaded at the appropriate time for schedule or catalog production. See the following exhibits for illustration:

Exhibit 9.7	College Catalog
Exhibit 9.12	Class Schedules
Exhibit 9.13	Catalog and Schedule Production Timelines
Exhibit 9.10	Course Change Information Procedure

The College has established a web page as another means to provide information to the public, potential students and employees, and the College community. The web page currently includes two quarters of class schedules, the catalog, quarterly calendar of events, information on instructional programs, students services, library services, Study Abroad, Computer Science Helpdesk and WSU Vancouver Cooperative information. The newest additions to the page include: information on Honors Program, Distance Learning, Student Code of Conduct, and the CAT Agreement for Transfer Program.

While the web page is an exciting new tool for dispersing information, in order for the page to be effective and up-to-date considerable resources and coordination are required. As explained in Standard 5, a UNIX administrator/Web Master position was added to the Computing Services staff to maintain the new host machine and to coordinate efforts related to the college's web page, and a part-time web developer was hired to assist with the composition and coding of web pages.

Recommendations and Actions Taken

The College needs to commit permanent resources to this effort in order to maintain continuity and accuracy of information and the presentation of a professional organization.

● **Student Publications**

Student Publications are the responsibility of students and guided under 715.010 which establishes freedom from censorship. *The Independent* is the student newspaper. The publication policy for The Independent is provided in the *Policies and Procedures Manual*, Section 715.012. (Exhibit 9.5) See also Standard 3.

News Releases

The College issues news releases regarding College events and information as appropriate. Exhibit 9.19 provides examples of news releases issued in 1997-98:

- “College Talk Focusing on Language Issues”
- “International Singer to Kick Off Women’s Conference”
- “MLK Week to Feature Cultural Entertainment & Diversity”
- “Center to Help Displaced Homemakers in Job Search”
- “Clark College Names Interim Dean of Students”

Information Sessions

The College sponsors a number of informational sessions throughout the year to groups such as high school counselors and student groups. For example, on February 28, 1997, the College hosted a Professional/Technical Day, a cooperative effort between the College and area high schools to support the district-wide career information activity. A sample of the informational materials provided to participants can be found in Exhibit 9.20.

● **Conflict of Interest**

Article VI, Section 1.3 of the *AHE Agreement*, prohibits a faculty member from hiring, supervising, evaluating or disciplining a relative or household member. Section 400.P00 of the *Policies and Procedures Manual* states that no College employee shall be involved in directly hiring or supervising another College employee who shared or appears to share a close relationship by kinship, adoption, marriage, or who is a member of the same household. The College has had instances where married employees or family members may work for the institution. In those cases, the College ensures that there is not a direct supervisory relationship.

Policy and Procedures Manual Section 415.030, Ethics in Public Service outlines guidelines for

ethical practices and procedures in such areas as accepting gifts, using College property for private benefit or gain, using an official position to secure a beneficial interest, special privileges, etc. Section 440.070, Ethical Considerations describes College policy on accepting vendor gifts. The College monitors activities that may be considered conflict of interest or misuse of College position. The investigation resulting from the whistle-blowing incident is one example.

Most employees confer with supervisors or visa versa when a potential problem exists. Personnel Services was consulted on a situation where a student gave a faculty member a gift certificate. Another example was a decision by the Classified Staff Employee Training Committee on selection of a catering company with College connections for their fall workshop. The committee discussed the potential problem of conflict of interest and, after reviewing all the information, decided that the job should be offered to the College employee.

On a number of occasions, employees have been uncertain about where to direct questions of ethics.

Recommendations and Actions Taken

The College should establish a clear channel for answering questions on ethical practices.

● **Academic Freedom**

The College subscribes to the 1940 “Statement on Academic Freedom and Tenure” issued by the American Association of University Professors and the Association of American Colleges as endorsed by the American Association of Colleges for Teacher Education, the Association for Higher Education and the National Education Association. The statement is published in section 300.A00 and the CCAHE Agreement, Article VI, Section 1.1. Article VI, Section 1.2 establishes the right for faculty to be free from censorship or discipline for exercising the right to speak, while conveying responsibility for faculty to ensure accuracy of statements, exercise appropriate restraint, show respect for the opinions of others and make every effort to indicate that he/she is not an institutional spokesperson.

In addition, under Article II, Section 3 of the CCAHE Agreement, faculty have the exclusive right and responsibility to determine grades and

other evaluations of students. A grade may be changed based only on finding of the Grievance Committee.

Comments solicited from faculty members regarding academic freedom resulted in a general sense that the College upholds the right to academic freedom in its policies and practices. Discussions with current and former AHE presidents confirmed that there have been no issues with AHE related to academic freedom.

One instance exemplified the faculty member's right to determine class content and curriculum. A representative of a hate group had contacted the instructor of a class on racism to request the right to speak in favor of racism. The instructor declined the request and was given full support by the College in this decision.

Often times the College receives student complaints regarding the content of a class or specific assignments. Examples include one student who felt it was inappropriate to use Christian proverbs as examples in a developmental reading class. The material was an example used in a reading assignment. Another instance occurred in a human sexuality class where several students complained that an assignment was inappropriate. In such cases the complaints are handled through the College process starting with the instructor or the division chair and often complaints are resolved by communicating the instructional foundation for various approaches or adjusting practices if after review it is agreed the approach was inappropriate.

As described in this standard in the section titled, Ethical Standards in Policies and Procedures, the College is attempting to address the issue of use of campus e-mail for expressing opinions on various topics and providing information. The College is searching for a delicate balance between freedom of speech and use of e-mail for effective college operations. There is some sentiment that the negativity that is occasionally spread throughout the campus via e-mail often lacks respect for others and devalues the institution. See also Standard 5.

The College promotes students' freedom of inquiry and expression under section 715.005.

● Employee Assistance Program

For a number of years Clark College did not offer an Employee Assistance Program.

Recommendations and Actions Taken

In response to many requests and in recognition of the need to provide support to employees, effective July 1, 1998, Clark College began contracting with Managed Health Network, Inc. (MHN) to provide an EAP which offers confidential, professional counseling services to eligible employees and their family members. There are 399 employees covered on the plan.

The plan provides EAP services to employees and their families for:

- marital and family problem
- alcoholism and drug dependency
- financial and credit concerns
- legal issues
- emotional problems
- interpersonal conflicts
- stress
- federal tax problems
- child and elder care
- pre-retirement planning

Appendices

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|--------------|---|
| Appendix 9.1 | Community Responses (Final Report, Mission/Vision/Values) |
| Appendix 9.2 | Student Responses: (Final Report, Mission/Vision/Values) |
| Appendix 9.3 | Campus Responses: (Final Report, Mission/Vision/Values) |
| Appendix 9.4 | Sample Board Policies Related To Ethics |
| Appendix 9.5 | Sample Frequency of Revisions of Policies and Procedures |
| Appendix 9.6 | Sample of Frequency of Revisions of Operational Policies and Procedures |

Materials in the Team Room

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| Exhibit 9.1 | Final Report, Clark College Mission, Vision and Values Review |
| Exhibit 9.2 | 1998-99 Operating Budget Information |

- Exhibit 9.3 *Run-of-the-Mill* Samples
- Exhibit 9.4 1995-96 Vocational Student Follow-up Study
- Exhibit 9.5 Clark College Board Policies and Administrative Procedures
- Exhibit 9.6 Association of Higher Education (AHE) Agreements, December 1, 1994 and September 22, 1997
- Exhibit 9.7 Clark College 1997-99 Catalog
- Exhibit 9.8 Clark College Student Policy Manual
- Exhibit 9.9 College Response to 1996 Measles Outbreak
- Exhibit 9.10 Operational Procedures and Information
- Exhibit 9.11 Washington Public Employees Association (WPEA) May 20, 1992
- Exhibit 9.12 Clark College Class Schedule Samples
- Exhibit 9.13 Catalog and Class Schedule Production Timelines
- Exhibit 9.14 Community Education Class Schedules
- Exhibit 9.15 Instructional Program Brochures
- Exhibit 9.16 Program Curriculum Guides
- Exhibit 9.17 Viewbook: Clark College Building Futures
- Exhibit 9.18 Guidelines for Printed Communications
- Exhibit 9.19 News Release Samples
- Exhibit 9.20 Professional/Technical Day Handout, February 28, 1997
- Exhibit 9.21 Accident Prevention and Employee Safety Program
- Exhibit 9.22 Whistleblowing Information
- Exhibit 9.23 Department of Ecology Commendation
- Exhibit 9.24 Emergency Information: Desk Reference Guide to Emergencies
- Exhibit 9.25 Emergency Information: Emergency Information Sheet
- Exhibit 9.26 Emergency Information: Voluntary Skills Inventory
- Exhibit 9.27 Emergency Information: Emergency Management Plan
- Exhibit 9.28 Full-Time Faculty Handbook 1997-98
- Exhibit 9.29 Adjunct Faculty Handbook 1997-98
- Exhibit 9.30 Registration Manual