

Standard III – Resources

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

Standard IIIA. Human Resources

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

IIIA-1. The institution assures the integrity and quality of its programs and services by employing personnel who are qualified by appropriate education, training, and experience to provide and support these programs and services.

Description

Board Policy 7120 addresses the recruitment and selection process for all positions (Item IIIA-1). This policy outlines a plan regarding the education, training, and experience necessary for positions being considered. Each department coordinates with the Human Resource Department regarding the essential functions, minimum qualifications, and working conditions before a position is advertised.

Administrative Procedure 7120 (Item IIIA-2) was approved by College Council on March 4, 2009 (Item IIIA-3). This procedure addresses the recruitment and hiring of all employees other than the Superintendent/President and full-time instructional faculty. The Board of Trustees establishes a separate procedure for filling the position of the Superintendent/President in accordance with Board Policy 2431 (Item IIIA-4). Full-time instructional faculty are hired following the Full-Time Faculty Hiring Procedures Agreement between the Academic Senate of Victor Valley College and the Victor Valley Community College District, March 2003 (Item IIIA-5).

Utilizing the document entitled Minimum Qualifications for Faculty and Administrators in California Community Colleges, March 2010 (Item IIIA-6), published by the Academic Affairs Division of the Chancellor's Office, the College ensures that all academic applicants meet the minimum education and experience requirements pertinent to their assignment. In addition, the College uses the Faculty Minimum Qualifications under Equivalency Process (Item IIIA-7), updated by the Academic Senate on March 4, 2010, (Item IIIA-8), to address the guidelines for equivalency.

Applications for all faculty, classified, and management permanent/probationary positions are reviewed, first by Human Resources staff and then by selection committee members, to determine that applicants possess the knowledge and abilities listed in the job description of the position for which they are applying.

IIIA-1a. Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority. Criteria for selection of faculty include knowledge of the subject matter or service to be performed (as determined by individuals with discipline expertise), effective teaching, scholarly activities, and potential to contribute to the mission of the institution. Institutional faculty play a significant role in selection of new faculty. Degrees held by faculty and administrators are from institutions accredited by recognized U.S. accrediting agencies. Degrees from non- U.S. institutions are recognized only if equivalence has been established.

Description

Recruitment and hiring for all permanent, full-time classified, management, and administrative positions consist of the following components: establishment of an open position and/or a classification; posting of an open position; receipt of applications; formation of a selection committee; required and optional hiring procedures; and final interview procedures. The hiring process for all permanent/probationary positions, with the exception of full-time faculty and Superintendent/President, adheres to Administrative Procedure 7120, Recruitment and Hiring Procedure (Item IIIA-2); a copy of this procedure is available on the College website.

The Full-time Faculty Hiring Procedures Agreement, approved by the Board of Trustees in 2003 (Item IIIA-5), provides specific direction pertaining to the recruitment and selection procedures and timelines for full-time faculty. The procedures consist of the following components: identifying positions, following the District's equal opportunity plan, reviewing and formulating job descriptions, advertising positions, screening, interviewing, and selecting recommended candidates. The Faculty Hiring Procedures Agreement allows the full-time faculty to participate in all phases of the hiring process.

The part-time faculty hiring process consists of the following components: advertising positions, screening, interviewing, and employment. Minimum qualifications for each recommended candidate are verified by the Office of Human Resources before an individual is brought in for new hire processing. All steps pertaining to the part-time hiring procedure are outlined in Administrative Procedure 7120 (Item IIIA-2).

Job announcements state the qualifications required for the position being advertised, as well as the application procedures to be followed by interested parties. Recruiting is accomplished with in-house advertising and collaboration with JobElephant for external advertising needs. All recruitment efforts are in compliance with Title 5, §53021 of the California Code of Regulations. Job announcements are posted online with each clearly stating the position requirements pursuant to regulations in equal opportunity providing all candidates meet the qualifications to apply. The employment opportunity site displays the College's mission statement.

Management and classified job descriptions are included in all job announcements. The job descriptions outline the following areas: basic functions; representative duties; knowledge and abilities; education and experience; and working environment. Faculty qualifications are established in the Minimum Qualifications for Faculty and Administrators in California Community Colleges handbook released by the California Community Colleges Chancellor's Office.

IIIA-1b. The institution assures the effectiveness of its human resources by evaluating all personnel systematically and at stated intervals. The institution establishes written criteria for evaluating all personnel, including performance of assigned duties and participation in institutional responsibilities and other activities appropriate to their expertise. Evaluation processes seek to assess effectiveness of personnel and encourage improvement. Actions taken following evaluations are formal, timely, and documented.

Description

The classified evaluation process (Item IIIA-10), includes an improvement plan in each assessment area. All newly hired, probationary classified employees are evaluated at the end of the third, sixth, and eleventh month of the probationary period. All permanent classified employees are evaluated annually. The classified evaluation materials have been changed to condense the format and improve user ability. The full-time faculty evaluation process (Item IIIA-11) provides for performance improvement by the evaluation committee to effectively address department and College goals. The probationary evaluation review process for full-time faculty takes place each year for the first four years of employment starting the first semester of employment. Tenured full-time faculty are evaluated once every three years. The review process starts in October of the review year and is completed by June 1 of that academic year. The part-time faculty evaluation process (Item IIIA-12) includes a peer review observation, a student evaluation, and a final evaluation report.

At the administrative level, the management/supervision evaluation process includes supervisory assessment, self-assessment, co-worker assessment, goal setting and achievement. Management evaluations are scheduled by the end of first year of employment and every two years thereafter, additional evaluations are optional (Item IIIA-13).

An evaluation process that accurately reflects related dimensions of performance for confidential employees was revised and adopted in October 2009. The confidential employee evaluation process takes place by the end of the first year and subsequently every two years (Item IIIA-14).

All evaluation processes measure specific job-related duties, knowledge, and abilities.

The Board of Trustees is committed to assessing its performance as a Board to determine areas that may be improved. A board subcommittee was established to determine the process of the evaluation at the May 28, 2008, special board meeting (Item IIIA-15). The Board of Trustees held a special Board workshop on September 22, 2008, “to evaluate the strengths and weaknesses of the Board and explore ways to reduce conflict and enhance governance effectiveness, teamwork and leadership” (Item IIIA-16).

The Board of Trustees periodically evaluates the Superintendent/President. At its June 10, 2010, meeting, the Board of Trustees announced that the evaluation process for the Superintendent/President was approved (Item IIIA-17).

IIIA-1c. Faculty and others directly responsible for student progress toward achieving stated student learning outcomes have, as a component of their evaluation, effectiveness in producing those learning outcomes.

Description

Full-time and part-time faculty are regularly evaluated following contractual procedures. All faculty are evaluated according to the current agreements (Item IIIA-18).

In addition to the traditional evaluation procedures (Item IIIA-19), part-time faculty developed a pilot program to streamline the evaluation process (Item IIIA-20). The observation component of the pilot program is designed to examine the instructor’s ability to work with students and to determine the instructor’s goals and objectives, including level of preparedness. It is a resource to establish how students benefit from the information presented in class. Although this pilot program was originally scheduled to run in Fall 2009 and Spring 2010, it was extended through Fall 2010 to provide additional time for further review and assessment.

IIIA-1d. The institution upholds a written code of professional ethics for all of its personnel.

Description

A Code of Ethics has been completed and approved by the shared governance process and the Board of Trustees. At its November 2, 2004, meeting, the College Assembly formally accepted the Ethics Statement for Employees. This Code of Ethics will serve as a standard by which employee ethics can be judged. On January 11, 2005, the Board of Trustees adopted Board Policy 7103, Ethics Statement for Employees (Item IIIA-21).

IIIA-2. The institution maintains a sufficient number of qualified faculty with full-time responsibility to the institution. The institution has a sufficient number of staff and administrators with appropriate preparation and experience to provide the administrative services necessary to support the institution's mission and purposes.

Description

The number of full-time faculty is currently 130, which exceeds the Chancellor's Office required minimum of 123 by 7 full-time faculty members (Item IIIA-22). The number of support staff increased over the past five years from 183 classified employees in 2005 to 189 classified employees. In addition, 29 classified special employees, including reserve police officers and sign language interpreters, work up to 19 hours.

Due to changing fiscal conditions, the District has worked to restructure its workforce to continue to serve student needs. Staffing needs and recommendations are provided to the Cabinet from department heads for classified and administrative needs, while recommendations for faculty hires come through the Academic Senate leadership to the Superintendent/President (Item IIIA-30). Cabinet assesses the needs of the organization and provides direction for reorganization where it is considered necessary or in the best interests of the College. The College's organizational structure has been updated and is periodically reviewed to keep up with changing demands.

Human Resources is constantly working to address the need for instructors as the number of sections and new classes changes. For example, 87 new course sections were added in Fall 2009, and there was a reduction of approximately 30 additional course sections in Fall 2010. (Item IIIA-32). Recruitment and hiring efforts were adjusted accordingly.

Due to budget constraints, hiring has decreased significantly from 2008-2009 to 2009-2010 (Item IIIA-33). In an effort to reduce salary and benefit expenses and reorganize staffing, Supplemental Early Retirement Program (SERP) incentives were offered in 2008, 2009, and 2010. The following number of employees took advantage of this offer:

Table III- 1. Supplemental Early Retirements 2008-2010

Year	Number Retired	Number Replaced
2008	23	5
2009	17	3

2010

24

12 (Anticipated)

Since a large number of staff who have retired had in-depth historical knowledge of their positions and College processes and 37% of these positions have not been filled, the College must streamline processes and provide appropriate training to ensure that adequate services are maintained with new and fewer employees. The District has offered three SERPs during the last three years and has lost valuable expertise from faculty, classified and administrators. In order to implement the plan, it must be cost effective to the District so replacements are not automatic.

In the technical support areas several positions were created, recruited, and filled: help desk technician, lead systems programmer/analyst, Director of Management Information Systems and Executive Dean of Technology and Information Systems (Item IIIA-23). The goal has been to provide leadership and adequate staffing for technical support as well as direct assistance to students, staff, and faculty, taking into account recommendations derived from the technology audit.

As administrative positions become vacant and the need for administrative support is assessed, funding is reallocated to address the areas of greatest need. Also, administrators have assumed additional duties. Currently, the College is recruiting to fill the vacant Dean of Student Services (Item IIIA-24), Director of Disabled Student Programs and Services (Item IIIA-) and Superintendent/President positions (Item IIIA-25).

In 2008, after evaluating the functions of the Human Resources Department,

- The recruitment for the position of risk manager was initiated (Item IIIA-26), but suspended due to budgetary constraints. Other management staff have absorbed the critical duties of this position.
- The position of human resources specialist was created, recruited, and then filled in 2009 in lieu of the position of human resources analyst (Item IIIA-27).
- The position of human resources compliance officer was created to address critical areas such as equal employment, litigation, contract review, and policy development (Item IIIA-28). Currently, this position is on hold pending availability of funding.

In 2007, seven priority faculty positions were identified (Item IIIA-29) In academic year 2008-2009, four priority faculty positions were filled: counselor, librarian, child development instructor, and basic skills instructor. The recruitment process for the fire technology instructor, another priority faculty position, was completed, but the selected candidate declined the position. The recruitment for the remaining two priorities, allied health instructor, and aviation instructor was initiated in 2007, but had to be discontinued pending funding.

Recommendations for faculty hiring prioritization were submitted by the Academic Senate for academic year 2009-10 (Item IIIA-30). Due to lack of financial resources, only two categorically funded positions were recruited and filled in 2009: Counselor, CalWORKS and Gear Up Program counselor/academic advisor (Item IIIA-31) Ongoing budget constraints have not allowed addressing needs for additional staffing.

IIIA-3. The institution systematically develops personnel policies and procedures that are available for information and review. Such policies and procedures are equitably and consistently administered.

Description

Board policies govern College personnel practices; these policies are developed and updated based on models provided by the California Community College League's Policy and Procedure Service. New or revised policies are submitted to the shared governance body for review and refinement prior to submission to the Board of Trustees.

Collective bargaining agreements, which are a form of board policy, reflect provisions which govern hiring practices, promotion, evaluations, and other personnel issues. These contracts are subject to revision through the negotiations process and are modified through agreement of the parties.

Personnel policies are incorporated in Board policy and the faculty and classified collective bargaining agreements. Administrative Procedure 7120, Recruitment and Hiring Procedure, (Item IIIA-2) was adopted by College Council on March 4, 2009 (Item IIIA-3). Board policies and procedures and collective bargaining agreements are available to the public on the College's website. Policies pertaining to management personnel are included in the Management Handbook, which is distributed to all managers (Item IIIA-34).

The importance and process of updating procedures has been discussed in College Council (Item IIIA-3)..

IIIA-3a. The institution establishes and adheres to written policies ensuring fairness in all employment procedures.

Description

The College ensures fairness in its employment procedures by adhering to Administrative Procedure 7120 (Item IIIA-2). Each selection committee is guided by a Fair Employment Representative to ensure that all candidates are provided with the same opportunity and treatment (Item IIIA-9). There are four trained Fair Employment Representatives for full-time faculty selection committees and eight trained Fair Employment Representatives for classified/administrative selection committees (Item IIIA-36)

All selection committee members are required to sign a confidentiality statement to ensure that information obtained and reviewed during the recruitment process remains confidential (Item IIIA-37).

Applicant and committee member information is kept from the general public to ensure fairness. All screening criteria and interview questions are based on the job description for each individual position. Human Resources staff verifies minimum qualifications for each applicant at the

beginning of the recruitment process and completes the reference checks after a final candidate has been chosen (Item IIIA-38). Pertinent information is forwarded to the Superintendent/President for final approval to hire. Thus, an effective system of checks and balances is in place among Human Resources, the selection committees, and the Superintendent/President to confirm fairness in the hiring procedure.

IIIA-3b. The institution makes provision for the security and confidentiality of personnel records. Each employee has access to his/her personnel records in accordance with law.

Description

Personnel records are locked and maintained by designated personnel in Human Resources. As indicated in the contract agreements, employees can review personnel records in Human Resources (Item IIIA-39). The review is monitored by a Human Resources staff member. Personnel records are well maintained; documents such as evaluations and contracts are filed regularly.

IIIA-4. The institution demonstrates through policies and practices an appropriate understanding of and concern for issues of equity and diversity.

Description

The College is committed to faculty and staff diversity. The goal is to recruit, hire, and retain qualified individuals who represent the students' ethnic, gender, disability, and veteran composition without sacrificing quality. Board Policy 7100, Commitment to Diversity, was revised April 11, 2006 (Item IIIA-40).

The College's Equal Employment Opportunity (EEO) Plan was approved by the Board of Trustees on July 14, 2009 (Item IIIA-41).

All personnel selection committees have a Fair Employment Representative (FER) assigned. The FER functions as a non-voting member of the selection committee and monitors the hiring process for compliance with policies and procedures as defined in the EEO Plan.

All supervisory personnel are required to complete anti-harassment training within six months of employment and repeat this instruction biennially.

Because staff diversity funding has been severely limited, in spring 2009, the Staff Diversity Committee distributed a survey to seek input on future workshops (Item IIIA-48). The Staff Diversity Committee was revitalized with new constituent representation in Fall 2009. The committee's purpose and goals were clarified, and plans were made to address the Spring 2009 survey feedback (Item IIIA-49). The input received was used to schedule the cultural diversity training workshop on May 26, 2010, and will be used to prioritize future workshops (Item IIIA-

43). Despite limited funding, the Campus Climate Survey conducted in Fall 2010 indicated that the majority of staff agree that quality activities are conducted at Victor Valley College that enhance diversity on campus. In the areas of institutional improvement, the Campus Climate Survey indicated negative perceptions exist in respect to staff development and training (Item IIIA-59).

Funding cutbacks have limited accommodations for employees with disabilities to the equipment on hand; on occasion, equipment available for requests has been limited.

The District is committed to providing a diverse workplace and learning environment free of discrimination and harassment. Nondiscrimination training is provided to Fair Employment Representatives to encourage diversity awareness during the hiring process. Supervisors are also required to complete anti-harassment training every two years.

IIIA-4a. The institution creates and maintains appropriate programs, practices, and services that support its diverse personnel.

Description

The Staff Diversity Committee sponsored “Culture Craze” for staff and students in May 2009 and May 2010 (Item IIIA-42). These campus-wide activities celebrated diversity with ethnic food and entertainment. A cultural diversity training workshop was held May 26, 2010, (Item IIIA-43) for employees to encourage understanding of diverse cultures and improve communication, personal awareness, and sensitivity. The Staff Development Committee sponsored a trip for staff to attend the Museum of Tolerance on June 18, 2010 (Item IIIA-44). Additionally, Black History month and Cinco de Mayo activities are sponsored annually by the ASB (Item IIIA-45).

On June 1, 2009, the College gave mandatory training to all Fair Employment Representatives on the requirements of Title 5 of the California Code of Regulations on equal employment opportunity, federal and state nondiscrimination laws, the District’s Equal Employment Opportunity Plan, and the District’s policies on nondiscrimination, recruitment, and hiring (Item IIIA-46).

From August through December, 2010, the Campus Police staff attended cultural diversity training at the Museum of Tolerance in Los Angeles. The goal of the training was to become aware of stereotypes, perceptions, and biases, and effectively communicate and interact in the multicultural environment of the College. This training fulfills The Commission on Peace Officer Standards and Training (POST) basic training requirements. (Item IIIA-58).

The Fair Employment Representatives use a “script” at the first meeting of hiring committees to encourage diversity awareness during the hiring process (Item IIIA-9). The District also strives to provide diverse representation on hiring committees by encouraging the various constituents to consider diversity when assigning volunteer members and by regularly reviewing committee composition.

The College requires all supervisory personnel to complete anti-harassment training when employed and thereafter renew this instruction biennially. This interactive training focuses on laws prohibiting harassment and other forms of discrimination (Item IIIA-47).

The College also provides specialized services to employees with disabilities. Whenever a need for reasonable accommodation arises, that need is addressed. Accommodations have primarily been related to transportation needs on campus: electric scooters, golf carts, and special parking accommodations.

IIIA-4b. The institution regularly assesses its record in employment equity and diversity consistent with its mission.

Description

The College tracks the diversity in all applicant pools and encourages the inclusion of a diverse pool of candidates in the interview process (Item IIIA-50). The information collected is used to determine whether future recruitments should be broadened to attract underrepresented populations.

The following table illustrates in part the change of student and staff diversity from 2004 to the present (Item IIIA-51). The African-American student population has increased, and the Hispanic student population has increased significantly. The African-American and Asian staff has slightly increased, but the white staff has decreased. The data illustrate that both the student and staff populations have changed and come more into alignment. However, the College continues working to attract an increased number of ethnically diverse candidates.

Table III- 2. Student/Staff Ethnicity Comparisons

Gender	Students	Staff
Male	42.0%	49.7%
Female	58.0%	50.3%

Age	Students	Staff
19 years or younger	33.0%	0.0%
20 to 24 years	27.0%	0.3%
25 to 29 years	12.2%	4.6%
30 to 34 years	7.9%	7.9%
35 to 39 years	5.9%	8.9%
40 to 49 years	9.1%	25.1%
50 to 59 years	3.9%	32.6%
60 years or older	1.0%	20.6%

Race	Students	Staff
American Indian or Alaskan Native	0.8%	1.5%
Asian	3.2%	5.3%
Black or African American	14.5%	7.8%
Hispanic/Latino	37.2%	14.0%
Native Hawaiian or Other Pacific Islander	0.5%	0.5%
White	43.8%	70.9%

NOTE: Fall '09 reporting -- all employees

The table below compares the ethnicity of candidates for all positions at the College from fiscal years 2007-2008 and 2009-2010. Although the number of Hispanic candidates increased significantly in this two-year time span, more ethnically diverse candidates are needed.

Table III- 3 Recruitment Ethnicity Comparisons

Ethnicity	2007—2008	2009—2010
African/American	12.6%	12.2%
American Indian/ Alaskan Native	.9%	.8%
Asian/Pacific Islander	4.5%	5.4%
Hispanic	16.3%	27.2%
White	38.4%	40.8%
Other/Unknown	27.3%	13.6%

IIIA-4c. The institution subscribes to, advocates, and demonstrates integrity in the treatment of its administration, faculty, staff and students.

Description

The institution endeavors to provide equity and fairness to all in its employment practices, interactions with employees, distribution of resources and services, response to complaints, and opportunities for growth, development, and advancement.

On May 6, 2009, College Council recommended by consensus the Equal Employment Opportunity Plan. The Board of Trustees approved the plan at its July 14, 2009, meeting (Item IIIA-41). The plan reflects the District’s commitment to ensure equal employment opportunity and the creation of an environment that fosters diversity. The plan’s immediate focus is equal employment opportunity in the District’s recruitment and hiring policies and practices.

FRISK (Fact, Rules, Impact, Suggestions, Knowledge) training was provided for management employees in January 2011. This training allows supervising managers to learn critical management feedback techniques for better employee performance (Item IIIA-60).

IIIA-5. The institution provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on identified teaching and learning needs.

Description

Personnel are encouraged to attend conferences, workshops, and seminars. The College has designated staff development funds to reimburse faculty, classified, and management staff who attend off-campus professional development conferences. The Staff Development Committee plans and develops professional growth activities for all faculty and staff.

IIIA-5a. The institution plans professional development activities to meet the needs of its personnel.

IIIA-5b. With the assistance of the participants, the institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement.

Description

All faculty and staff are afforded the opportunity to attend conferences, workshops, and seminars in an effort to stay current in their fields. Each year, the Staff Development Committee encourages staff to apply for Staff Development funds; the guidelines, application, and reimbursement funds are available on the College website (Item IIIA-52). Although faculty travel funding had been eliminated in 2003-2004 due to budget constraints, the District has provided limited funding for travel for faculty, classified, and management since 2004 (Item IIIA-55).

In April 2009, the Staff Development Committee developed a survey to assess the interest in workshops on campus (Item IIIA-54). Given the issue of not having mandated flex activities, generating and maintaining interest in onsite workshops and seminars has been a challenge to the Staff Development Committee. However, the committee will use the feedback from the survey to evaluate all professional development programs and incorporate evaluative comments and suggestions into future programs.

In the Campus Climate Survey taken in Fall 2010, the need for more staff development activities was strongly expressed (Item IIIA-61). To better coordinate professional development activities, the College is currently recruiting a faculty staff development facilitator position. This position will be 20% reassigned time for a full-time faculty member.

Through the Upward Mobility program, classified employees are offered the opportunity to pursue and formulate one or more of the following: a career plan, continued education, training leave, in-service training time, career counseling, mentoring, job shadowing, and cross training. Eligible employees submit their request to the program committee for evaluation and approval (Item IIIA-53). In 2010, the Superintendent/President set aside money to fund upward mobility for management employees.

Although there has been no funding for management training activities, a task force of management employees is currently being formed to determine management training necessary on a yearly basis and the budget necessary to meet these training needs (Item IIIA-62).

IIIA-6. Human resource planning is integrated with institutional planning. The institution systematically assesses the effective use of human resources and uses the results of the evaluation as the basis for improvement.

Description

The President's Cabinet continuously assesses the current and future organizational needs of the College and is seeking ways to more effectively organize personnel to address the changing needs of the institution and more adequately distribute workload. The Finance/Budget Committee was designed to have campus-wide representation to provide all constituencies input in solving financial issues that impact the entire institution. The Finance/Budget Committee is considering how current and future budget reductions will impact the College and is seeking ways to more efficiently use resources.

Human resource planning is integrated with institutional planning through the program review and planning process. As part of the review process, the Program Review, Allocation, and Institutional Strategies for Excellence (P.R.A.I.S.E.) Report includes departmental strengths, areas for improvement, and goals (Item IIIA-56). Departments identify the short- and long-term staffing needs for full- and part-time faculty, permanent classified positions, and part-time, temporary employees. The program review process identifies goals for improvement and recommends departmental planning needs. Unfortunately, the College is unable to conduct long range human resources planning until progress is made on its master planning efforts. Once the master planning efforts are put into place and achieved, it will drive the broader long-term staffing plan for the next three to five years.

The need for full-time and associate faculty members is determined by curricular offerings; the College complies with the full-time faculty obligations established by the Chancellor's Office. The need for classified and management personnel is based on requests for identified needs for specific support. Cabinet addresses the overall staffing needs of the College and recommends staffing expenditures to the Budget Advisory Committee. The Superintendent/President, who has comprehensive knowledge of College needs, approves all hiring requests prior to submission to Human Resources. The positions requested through the hiring process are filled; there are few examples when courses or services could not be provided because a qualified employee could not be found.

During academic 2008-2009, four priority faculty positions were filled: counselor, librarian, child development instructor, and basic skills instructor (Item IIIA-57) The recruitment process for another priority faculty position, the fire technology instructor, was completed, but the selected candidate declined the position. The recruitment for the remaining two priorities, allied health instructor and aviation instructor was initiated in 2007, but was discontinued pending funding.

Recommendations for faculty hiring prioritization were submitted by the Academic Senate for academic year 2009-10 (Item IIIA-30) Due to lack of financial resources, only two categorically funded positions were recruited in 2009: counselor, CalWORKS, and Gear Up Program counselor/academic advisor. These positions were filled in 2009.

The College has implemented the PeopleAdmin system to facilitate the online recruitment process which provides flexibility and accessibility to internal and external users.

Evaluation, Standard IIIA

Standard IIIA: The College assures the integrity and quality of its programs and services by employing personnel who are qualified by appropriate education, training, and experience to provide and support these programs.

Standard IIIA-1a: The College assures that the criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority. Criteria for selection of faculty include knowledge of the subject matter or service to be performed (as determined by individuals with discipline expertise), effective teaching, scholarly activities, and potential to contribute to the mission of the institution. Institutional faculty play a significant role in selection of new faculty. Degrees held by faculty and administrators are from institutions accredited by recognized U.S. accrediting agencies. Degrees from non- U.S. institutions are recognized only if equivalence has been established.

Standard IIIA-1b: The College assures the effectiveness of its human resources by evaluating all personnel systematically and at stated intervals. The institution establishes written criteria for evaluating all personnel, including performance of assigned duties and participation in institutional responsibilities and other activities appropriate to their expertise. Evaluation processes seek to assess effectiveness of personnel and performance management. Actions taken following evaluations are formal, timely, documented and include training to improve performance.

Standard IIIA-1c: The Colleges ensures that faculty and others directly responsible for student progress toward achieving stated student learning outcomes have, as a component of their evaluation, effectiveness in producing those learning outcomes.

Standard IIIA-1d: The College upholds a written code of professional ethics for all of its personnel.

Standard IIIA-2: The College maintains a sufficient number of qualified faculty with full-time responsibility to the institution. The institution has a sufficient number of staff and administrators with appropriate preparation and experience to provide the administrative services necessary to support the institution's mission and purposes. However, reductions in the College workforce in recent years has presented challenges; while replacing fewer positions than have been vacated bodes well for addressing the structural budget deficit, it is unclear what impact such reductions will have on overall College operations.

Standard IIIA-3: The College systematically develops personnel policies and procedures that are available for information and review. Such policies and procedures are equitably and consistently administered.

Standard IIIA-3a: The College establishes and adheres to written policies ensuring fairness in all employment procedures.

Standard IIIA-3b: The College makes provision for the security and confidentiality of personnel records. Each employee has access to his/her personnel records in accordance with law.

Standard IIIA-4: The College demonstrates through policies and practices an appropriate understanding of and concern for issues of equity and diversity.

Standard IIIA-4a: The College creates and maintains appropriate programs, practices, and services that support its diverse personnel. The College supports staff development through the recent appointment of a Staff Development Coordinator to plan and implement comprehensive professional development offerings for all members of the College workforce

Standard IIIA-4b: The College regularly assesses its record in employment equity and diversity consistent with its mission.

Standard II-A-4c: The College subscribes to, advocates, and demonstrates integrity in the treatment of its administration, faculty, staff and students

Standard IIIA-5: The College provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on identified teaching and learning needs.

Standard III-5a, b: The College plans professional development activities to meet the needs of it personnel. With the assistance of the participants, the College systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement.

Standard IIIA-6: The College integrates human resource planning with institutional planning. The College systematically assesses the effective use of human resources and uses the results of that evaluation as the basis for improvement.

Summary of Opportunities for Improvement, Standard IIIA

The College must review and update the Educational Master Plan to ensure that planning and decision-making are guided by current community needs and College priorities. Once this is accomplished, the College can recruit for much needed positions and enhance staff development and diversity training.

The College continues to make improvement with its human resources, but is faced with meeting hiring priorities and training staff with increasing budgetary challenges and the retirements of experienced faculty and staff. The opportunity to improve future human resources planning will be the result of the master plan.

The College must take steps to streamline processes with fewer staff due to budget constraints and provide appropriate training to ensure that employees are current in their professions.

Planning Agenda, Standard IIIA

None.

Evidence in Support of Standard IIIA

- Item IIIA-1. [Board Policy 7120, Recruitment and Selection](#)
- Item IIIA-2. [Administrative Procedure 7120, Recruitment and Hiring Procedures](#)
- Item IIIA-3. College Council Minutes, March 4, 2009
- Item IIIA-4. Board Policy 2431, Superintendent/President Selection
- Item IIIA-5. Full-time Faculty Hiring Procedures Agreement
- Item IIIA-6. Executive Dean, curriculum development and learning resources
- Item IIIA-7. [Organizational Chart](#)
- Item IIIA-8. SLO coordinator
- Item IIIA-9. Instructional deans
- Item IIIA-10. Minimum Qualifications for Faculty and Administrators in California Community Colleges
- Item IIIA-11. Faculty Minimum Qualifications under Equivalency Process
- Item IIIA-12. Academic Senate Meeting Minutes, March 4, 2010
- Item IIIA-13. The Hiring Process, Recruitment Summary form
- Item IIIA-14. Administrative Procedure 7120, Recruitment & Hiring Procedures
- Item IIIA-15. Full-time Faculty Hiring Procedures Agreement
- Item IIIA-16. Fair Employment Representative's Checklist and script
- Item IIIA-17. Classified evaluations (contract and form)
- Item IIIA-18. Faculty evaluations (contract and forms)
- Item IIIA-19. Part-time faculty evaluations (contract and forms)
- Item IIIA-20. Management/supervisor evaluation process)
- Item IIIA-21. Confidential employee evaluation process)
- Item IIIA-22. Board of Trustees Minutes, May 28, 2008
- Item IIIA-23. Board of Trustees Minutes, September 22, 2008

- Item IIIA-24. Board of Trustees Minutes, June 10, 2008
- Item IIIA-25. Full-time faculty evaluation process
- Item IIIA-26. Part-time faculty evaluation process
- Item IIIA-27. AFT Evaluation Pilot Program
- Item IIIA-28. Board of Trustees Minutes, January 11, 2005 (Item 7.1, Second Reading, Proposed Board Policy No. 7103, Ethics Statement for Employees)
- Item IIIA-29. Fall 2009 Full-time Faculty Obligation Compliance by District
- Item IIIA-30. Job Description/Agenda Items: Help Desk Technician, Lead Systems Programmer/Analyst, Director of Management Information Systems, and Executive Dean of Technology and Information Systems
- Item IIIA-31. Job Posting, Dean of Student Services
- Item IIIA-32. Consultant Search for Superintendent/President Workshop
- Item IIIA-33. Job Description/Agenda Item: Risk Manager
- Item IIIA-34. Job Description/Agenda Item: Human Resources Specialist
- Item IIIA-35. Job Description/Agenda Item: Human Resources Compliance Coordinator
- Item IIIA-36. Internal Announcement for Faculty Positions
- Item IIIA-37. Hiring Prioritization for Full-time Faculty Memo, April 16, 2009
- Item IIIA-38. [Academic Senate Minutes, June 4, 2009 \(Item 2.2, Faculty Hiring Canceled\)](#)
- Item IIIA-39. Number of Course Sections for Fall 2008, 2009, and 2010
- Item IIIA-40. List of Positions Filled in 2008-2009 and 2009-2010
- Item IIIA-41. College Council Minutes, March 4, 2009 (Item 5. Recruitment and Hiring Procedures)
- Item IIIA-42. Management Handbook
- Item IIIA-43. College Council Minutes, March 4, 2009 (President's Report, Policy Review)
- Item IIIA-44. Board of Trustees Minutes, October 14, 2008 (Board President's Report)
- Item IIIA-45. Fair Employment Representative List

- Item IIIA-46. Selection Committee Confidentiality Statement
- Item IIIA-47. Fair Employment Representative's Procedure and Script
- Item IIIA-48. Classified and Management Reference Checklist
- Item IIIA-49. Administrative Procedure 7120, Recruitment & Hiring Procedures
- Item IIIA-50. Board Policy 7100, Commitment to Diversity
- Item IIIA-51. Equal Employment Opportunity Plan
- Item IIIA-52. Culture Craze flyer May 14, 2009, and May 5, 2010
- Item IIIA-53. Culture Diversity Training Workshop Announcement
- Item IIIA-54. Museum of Tolerance Trip Announcement
- Item IIIA-55. Black History Month Celebration Announcement
- Item IIIA-56. Fair Employment Representative Training Announcement and Sign-in Sheet
- Item IIIA-57. Fair Employment Representatives' Script
- Item IIIA-58. LawRoom Anti-harassment Training for Supervisors
- Item IIIA-59. Staff Diversity Workshop Survey, May 2009
- Item IIIA-60. Staff Diversity Committee Minutes, October 16 and November 20, 2009
- Item IIIA-61. Applicant Pool Ethnicity Statistics
- Item IIIA-62. Student Diversity, Fall 2009
- Item IIIA-63. Equal Employment Opportunity Plan
- Item IIIA-64. Staff Development Funding Email Announcements
- Item IIIA-65. Upward Mobility Procedures/Forms
- Item IIIA-66. Staff Development Survey
- Item IIIA-67. Staff Development Travel Reimbursement Record, 2008--2010
- Item IIIA-68. P.R.A.I.S.E. Report
- Item IIIA-69. 2008-2009 Recruitments
- Item IIIA-70. Faculty Hiring Prioritization