

Standard III: Resources

The institution employs qualified personnel to support 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.

(III, A) 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.

(III, A, 1) a. Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority. Criteria for selection of faculty include knowledge of the subject matter 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 plays 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.

Descriptive Summary

The first step in hiring a District employee is to gain Board of Trustees approval. Once approved, the job announcement is developed by the hiring administrator and then routed through the Office of Human Resources and the Office of Diversity before posting/announcing/publicizing. Faculty use established state minimum qualifications and District Equivalency Policy to ensure qualifications of certificated applicants (Exhibit III.A.1.a-1). This approval includes graduation from an accredited institution. As part of EVC's long-standing culture of inclusiveness, all screening committees, for every new hire position, includes representatives from all constituency groups in order to gain a variety of perspectives. In terms of faculty screening committees, they always include up to four faculty members. To ensure that applicants are fully qualified, their

applications are screened by both the office of Human Resources and by the screening committees. Faculty members serving on the committee must undergo equivalency training by the President of the Academic Senate or his/her appointee. Screening committees also undergo training by the Office of Diversity and Human Resources before they begin their work. The committee must also, before they begin review of applications, develop interviewing and reference check questions to be approved by Human Resources. At the completion of the screening process, the screening committee forwards the names of the finalists (usually three) to the college President for his/her final selection.

Hiring of adjunct faculty members is performed primarily by Deans in slightly different processes. All are required to follow the established state minimum qualifications and District Equivalency Policy. Most try to develop a pool of pre-screened applicants who have been interviewed by full-time faculty members.

Self Evaluation

The hiring process at EVC has evolved over many years and has both strengths and weaknesses. In terms of strengths, the Office of Human Resources (HR) spends considerable resources to advertise and recruit candidates. They are always willing to follow suggestions in this regard, so positions are posted in a broad representation of publications and web sites – the distribution list is ever expanding. HR is very involved in each hire as a way to eliminate any cronyism or racism—or accusations of same—in the process. As the district continues to seek greater percentages of minority hires in an attempt to reflect our diverse student body, many experiments have been tried, such as a recent, successful open house for faculty applicants. Applicants are now provided with a “notify me” option for future openings.

As far as weaknesses are concerned, the hiring process for permanent faculty positions does not open until late in the academic year, and the procedures are slow and cumbersome. As a result, the college sometimes misses out on the very best candidates.

Deans would like to maintain a pool of adjunct faculty members ready to answer a call at the last minute. When an unexpected vacancy suddenly arises at the last minute before a new semester begins, however, deans must often scramble to find an adjunct faculty replacement. Even if qualified, some such replacements might not otherwise have been selected—for a variety of reasons. This has been a long-standing problem difficult to solve.

Planning Agenda

Find ways to advertise sooner in more diverse publications.

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

Descriptive Summary

The students evaluate full-time, faculty members each semester in one of their classes. The students in each of their classes evaluate adjunct faculty members each semester. In addition, full-time, tenured faculty members undergo a formal evaluation every three years by a committee comprised of a peer chosen by the faculty member and his/her dean. This process is required by contract. Full-time, tenure-track faculty members undergo the same process, but the committee meets every year until tenure is granted. Classified and management personnel are evaluated every third year by their supervisors. HR tracks the process.

Management evaluations must be completed before contracts can be extended or renewed. HR also periodically reviews personnel files to ensure that evaluations are up to date (Exhibit III.A.1.b-2).

Self Evaluation

On the positive side, adjunct faculty are now granted seniority status after being evaluated for three semesters. This is a recently negotiated perk for adjunct faculty who previously never knew whether or not they would be rehired the following semester. In order to get input from many sources, management personnel are now evaluated via an easy-to-use online survey. Professional Growth has been implemented to grant recognition to classified personnel who are pursuing continual improvement and further education. EVC has instituted a mentoring program for new, full-time faculty members. The ESL program has recently developed a teacher evaluation instrument for use in their program that is suitable for new learners of the language.

On the negative side, the approach to performance evaluation seems designed more for punitive purposes than for the encouragement of improvement. Also, the lack of merit pay is a de-motivator for many. The general perception of the evaluation systems is that they carry little or no consequences for people needing improvement.

Planning Agenda

- Institute department mentors for adjunct faculty members (Exhibit III.A.1.b-3).
- Establish a protocol to gather comments/suggestions, evaluate the information gathered, and take appropriate action.
- Provide student evaluation (of faculty) forms in multiple languages
- Design additional student evaluation form for lab settings

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

Descriptive Summary

Most courses and many programs have recently been converted to Student Learning Outcomes. As yet, faculty and others directly responsible for student progress toward achieving stated student learning outcomes, are not specifically evaluated on their effectiveness in producing those learning outcomes.

Self Evaluation

As an institution, considerable dialogue must yet transpire before we are able to meaningfully evaluate individuals on their effectiveness in achieving student learning outcomes.

Planning Agenda

None.

(III, A, 1) d. The institution upholds a written code of professional ethics for all of its personnel.

Descriptive Summary

Currently, we do not have a written code of conduct for employees. The district unions, the Faculty Association and the California State Employees Association, currently refer to the California Education Code, union contracts and Board Policies, but they are focused on prohibited conduct not on expectations.

Self Evaluation

The President of the College began the process of developing a code of ethics/conduct in his article, "Ethics at Evergreen," in the College newsletter, The Evergreen, dated September, 2003 (Exhibit III.A.1.d-4). Also, during the January Instructional Improvement Day, the President led a discussion about the college developing a code of ethics. In this era of litigation and changing social values, this is an important subject of dialogue for each constituency group. As a result, EVC's goal # 8

for 2003-04 was established, which states: "Develop a code of ethics through a collaborative process that involves input from all constituencies including students.

Planning Agenda

Complete the process of developing a code of ethics in a way that is meaningful and appropriate for all

(III, A) 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.

Descriptive Summary

The district attempts to follow the annual guidelines for full-time/ part-time ratio published by the state Chancellor's office. In general, the college operates with a minimum staff of classified and administrative personnel.

Self-Evaluation

At the heart of the question of whether EVC has a sufficient number of staff and administrators is how the district administrative work is distributed. From the College perspective, the District Office has more than enough personnel to do its work, but the College is understaffed, especially at the middle administrator level i.e. dean and vice-president. The lack of a Vice President of Instruction, or the equivalent, is particularly problematic. From the District perspective, they do most of the administrative work and need all their staff. At the College level, we will welcome the upcoming administrative mapping process prescribed by the Accreditation Commission. Following that process, many feel that it is time to once again reclassify jobs and adjust for necessary changes. From the faculty perspective, our shortened semester and workweek has been a boon to our students and is a positive change. However, it is more difficult for faculty to complete committee work and other activities related to the smooth operation of the College. It has

become even more important for every faculty member to participate in outside the classroom, college-related activities. This pulling together attitude needs to be nurtured at every level.

Planning Agenda

- Conduct District Administrative Mapping process as required by the Accreditation Commission
- Develop a long-term staffing plan
- Resolve the problem of a too-flat organizational structure (nobody between Deans and President, etc.)
- Educate faculty and staff members in the importance of their participation in committee work.

(III, A) 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.

Descriptive Summary

All district policies are created through a collaborative decision-making process involving governing group (Academic Senate, Classified Senate, Managers and Supervisors Council, College Council, Associated Students, Faculty Association and California State Employees Association) participation and consultation as appropriate (Exhibit III.A.3-5). Following this process, the Board of Trustees ultimately adopts policies. Personnel policy development is largely guided by Title 5. Past practice and precedent are also typical considerations. If uncertain, the district consults with outside counsel for particularly complex and challenging situations. District policy is considered public information and is available to anyone upon request.

Self Evaluation:

The involvement of all constituent groups in the collaborative decision making process contributes to the health of the district. Personnel take more ownership in policy when they are involved in its creation. The word "quadripartite" (meaning collaborative decision making between students, classified, faculty and administration) was first introduced into this district over twenty years ago by the Board of Trustees. As one would expect, there have been

many contentious episodes in its implementation, but it has remained as a kind of cultural expectation by all. In something so important and sensitive as the development of personnel policy, the collaborative decision making process has helped develop sound district policy.

Planning Agenda

No recommendations

(III, A, 3) a. The institution establishes and adheres to written policies ensuring fairness in all employment procedures.

Descriptive Summary

The competing interests within the District sometimes cause unfair and inconsistent practices. The collaboration between the District Offices and the campuses is not as strong as it should be.

Self Evaluation

Policies are district-wide and equitable as written; however, procedures do not always specify how policies are to be implemented and followed, resulting sometimes in inconsistent practices. The lack of clearly delineated responsibility also contributes to inconsistent practices. There is some ambiguity with regard to who is responsible for what.

Planning Agenda

- Clarify responsibilities for Equal Employment Opportunity (EEO) duties

(III, A, 3) b. The institution makes provision for the security and confidentiality of personnel records. Each employee has access to his/her personnel records in accordance with law.

Descriptive Summary

The district has a record maintenance and destruction policy that follows the Fair Labor Standards Act, Title 5 guidelines and union contracts. The policy is very clear about what can and cannot be placed in personnel files. College and district personnel follow the same internal office procedures that detail how the

policy is to be followed. Everyone who handles personnel files must sign a confidentiality statement and receive training in appropriate procedures. All personnel files are locked at the end of each working day, and when unlocked, there must be someone in the office at all times.

In order for an employee to review his/her file, he/she may call the HR office and make an appointment. Upon arrival, HR provides a space to sit and review the file. There is also a sheet in the front of each file to list who has accessed the file and when (excluding HR personnel performing routine duties).

Files are kept up-to-date, procedures are carefully followed, and retiree files are kept in long-term storage in a secure, locked section of the warehouse for any future access. The district maintains files longer than the required time. Files are also periodically audited to ensure that they are in good order.

Self-Evaluation

The handling of personnel records is basically sound and without any problems except for one major complaint which is that members of the Professional Recognition Committee (PRC) have access to transcripts when a faculty member petitions for a salary lane change or sabbatical. The Human Resources department has developed and implemented procedures that allow the PRC to validate information through communication with HR without the PRC having access to personnel files.

Planning Agenda

None

(III, A) 4. The institution demonstrates through policies and practices an appropriate understanding of and concern for issues of equity and diversity.

Descriptive Summary

In 1999, the District created two Diversity Director positions, one for each campus, to ensure that diversity policies were followed and to create diversity procedures across the

District's programs and practices (Exhibit III.A.3-6). As a result, the District has recently adopted three new policies related to equity and diversity. These policies were a result of a two-year-long effort to receive input from employees, students, and the local community by holding a total of 16 forums on 8 diversity issues on each campus. Input was then received from all stakeholders on specific proposed language. The new policies also reflected recent changes in Title 5. The result was a revised policy on "Non-discrimination" and on "Hiring and Recruitment" and a new policy on "Diversity." The forums also resulted in the creation of Diversity Evaluations for Administrators, changes in our hiring procedures, formalization of our discrimination process, development of a Cultural Events Committee, and the adding of diversity strands in the District IID program of events.

Through the Offices of Diversity, the district is in the process of rewriting its non-discrimination procedures and will then begin to write its Equal Employment Opportunity and Diversity Plan.

Diversity and Equity procedures currently exist in the recruitment and hiring practices, in the training of managers and in the evaluation of managers, faculty and staff.

Self Evaluation

By the hiring of new Diversity Officers, the district has, in the past two years, revised and developed new policies and practices to be followed in recruitment, hiring, discrimination investigations, staff development, and the celebration of cultural events. In addition, new dialogues have begun on different perspectives of diversity.

On a not so positive note, some dissension has crept into the process. Some members of the college community believe that the dialogue on diversity has been difficult and very little progress has been made. Other members of the college community believe that the Office of Diversity has not followed established procedures of consultation in the development

of changes in policy and procedure. There have been instances of alleged disrespect and bias against minorities, women, and persons with disabilities. Faculty and management need to reflect more diversity and applicant pools need to be more diverse.

Some departments are still not diverse enough according to race and ethnicity. For example, we have hired only one African-American ESL instructor since the opening of the EVC campus. Currently, District-wide, there is only one African-American ESL instructor. Additionally, between January 2001 and February 2003, over 80% of administrative hires were Caucasian.

There is currently no plan to infuse diversity across the curriculum. Such a plan needs to be developed by the Academic Senate working in cooperation with the All College Curriculum Committee and the Office of Diversity.

Planning Agenda

- Align the college recruitment/hiring policies and procedures with the new district and EEO guidelines through the appropriate and established collaborative decision making processes.
- Expand recruitment effort through additional funding, e.g. reassigned time
- Involve faculty in recruitment for faculty
- Involve the entire college in seeking ways to increase diversity of employees
- Develop a plan for periodic, college-wide dialogue on the "State of Diversity at EVC"
- Recommend that academic diversity (hiring from a wide number of colleges and universities) be considered in recruitment and hiring.

(III, A, 4) a. The institution creates and maintains appropriate programs, practices, and services that support its diverse personnel.

Descriptive Summary

EVC has an Office of Diversity that handles and investigates discrimination complaints; works with HR throughout each recruitment and

hiring process with particular responsibility for EEO; develops and assists with cultural events on campus; mediates employee conflict; assists in staff development; develops policies and procedures for all of the above; provides training on EEO, Diversity, Discrimination, Sexual Harassment and Diversity in Teaching; and provides advice to any administrator, faculty member or staff member on any of the above.

All Instructional Improvement Days include a diversity strand. The district has developed monthly cultural events/celebrations to recognize the diversity of its employees and students.

Each year, in May, the district gives certificates to those who have contributed to cultural events and celebrations. The district has implemented an annual multicultural day on each campus.

Regular training sessions for employees are offered through HR and the Office of Diversity on topics such as discrimination, cross-cultural communication, diversity in teaching. Training sessions on diversity and hiring are provided to all screening committees.

EVC has a diversity advisory committee, a Title IX Officer, an ADA coordinator and individuals who can handle and process discrimination complaints.

Self Evaluation

EVC has an extremely diverse student body, and many faculty members find ways to help students learn about and appreciate that diversity. Not surprisingly, problems relating to diversity continue to exist, so the Office of Diversity has much to do in terms of developing events, educating personnel and students, resolving problems and developing appropriate policy and procedure. Improvements in this area are slow to occur and those who work for change are often impatient. The Board of Trustees has demonstrated great leadership in working toward the improvement of diversity in our district by developing an Office of Diversity on each campus.

Planning Agenda

- Develop a safe environment in which diversity may be discussed
- Provide resources to help employees increase their diversity competence

(III, A, 4) b. The institution regularly assesses its record in employment equity and diversity consistent with its mission.

Descriptive Summary

In order to better understand past practices and turnover trends, HR is currently analyzing those practices over the past five years. The results will be included in reports to the Board of Trustees. HR provides a report to the Board two – four times a year regarding new hires and turnover data, along with an update on the employee demographics, comparing that to the census data of our local population (Exhibit III.A.4.b-7).

Working with a sub-committee of the Board, HR and the Offices of Diversity have been engaged in activities to increase the diversity of those applying for jobs in the district. For example, an applicant open house was offered last February to determine and nurture applicants most able to serve a diverse student population. Also, efforts continue to broaden the types of venues in which our positions are advertised. Additionally, both HR and the Office of Diversity strive to improve their presentations to screening committees.

HR tracks where applicants hear about our job openings in order to determine venue effectiveness.

Self Evaluation

Senior management is committed to the importance of increasing diversity in the workforce as well as instilling the value of understanding and appreciating diversity in every way possible throughout the campus. A large percentage of faculty, staff and administration are also committed to the same values.

Planning Agenda

- Break down hiring data to determine how each department/program is doing relative to diversity
- Better use data about the retention of diverse faculty
- Create a recruitment / search committee to help find more diverse applicants according to Board policy adopted March 2003 on Recruitment Hiring

(III, A, 4) c. The institution subscribes to, advocates, and demonstrates integrity in the treatment of its administration, faculty, staff and students.

Descriptive Summary

The District and College address performance and conduct in documents such as union contracts and harassment policy. These documents tend to focus on negative behavior, potential disciplinary action and legal compliance. Such documents support an environment focused on responding to the negative rather than clarifying what is expected and methodically supporting and modeling positive behavior and professional standards.

Self Evaluation

The district has a Discrimination and Harassment policy (Exhibit III.A.4.c-8). Personnel are treated uniformly at every level. The District Manager of Custodial Services, for example, frequently states that his staff at EVC often tell him that they are treated well by everyone at the college.

Planning Agenda

None

(III, A) 5. The institution provides all personnel with appropriate opportunities for continued professional development, consistent with institutional mission and based on identified teaching and learning needs.

Descriptive Summary

The faculty members of the college Staff Development Committee (SDC) approve independent project proposals by individual faculty members. These proposals substitute for the regular college Instructional Improvement Day (IID) activities. The committee also approves and funds (when funds are available) conference and workshop attendance for all employees.

The Teaching and Learning Center (TLC) Coordinator meets with each division to determine their needs and develops programs responsive to their needs.

The faculty / district contract, through the Professional Recognition Committee (PRC), a district-wide committee, allows for sabbaticals and other professional growth opportunities for faculty (Exhibit III.A.5-9).

Self Evaluation

Faculty can plan their own professional development activities in lieu of scheduled IID activities. The PRC uses the college and district missions as well as the Board of Trustees' priorities as a basis for granting professional development opportunities. Faculty professional growth activities must be approved in advance. Classified staff are granted professional growth awards for their continuing education. We currently offer fee waivers, accommodate work schedules to support class attendance, provide professional growth awards to acknowledge continuing education efforts, and we have begun implementing career ladders in certain areas to provide employees with automatic advancement opportunities based on additional education (e.g., Instructional Assistants and Police Officers), but more could be done to encourage such growth. A classified version of the TLC would help to determine and respond to classified needs.

Planning Agenda

- Staff Development committee to allow greater leeway in accepting independent faculty projects
- PRC committee to allow already completed (after hire date) activities to count toward professional development (negotiable)
- Allow Tenure Review Committees and Evaluation Committees for already tenured faculty to determine appropriate professional development activities
- Develop a classified version of TLC to provide greater training opportunities
- Institute pay increases for classified staff learning additional degrees (negotiable)

(III, A, 5) a. The institution plans professional development activities to meet the needs of its personnel.

Descriptive Summary

The college Staff Development Committee (SDC) plans and offers workshops on three Instructional Improvement Days (IID) per academic year for faculty and staff (Exhibit III.A.5.a-10). The college participates in a district-wide Professional Development Day (PDD) for all personnel once a year. The TLC fosters the scholarship of teaching and learning. The SDC approves and funds faculty requests to attend conferences, seminars and workshops. To help improve teaching and learning, the TLC has initiated the Going Public, Small Group Instructional Feedback, Talk About Teaching, Carnegie Scholars, and Web Enhanced Education programs. The TLC coordinates activities with the Learning Communities advisory group. Campus committees such as the Campus Technology Committee and the Campus Diversity Committee conduct workshops and seminars and sponsor classes that address the Board of Trustees' priorities and the college mission. The @ONE program offers technology training through the @ONE grant.

Self Evaluation

Faculty can choose workshops on IID and PDD days that meet their teaching and learning needs, but some feel that too many workshops and activities are not relevant to teaching. The TLC, SDC, Technology Committee and the Diversity Committee all publish their activities through flyers and emails, but some staff still complain that they are left uninformed. Some overlap between the SDC and the TLC has evolved and needs to be clarified.

Planning Agenda

- Clarify the roles of the SDC and the TLC.
- Allow more faculty and classified input into the planning for the PDD
- Allow faculty to opt out of PDD activities if they have an SDC approved off-site conference, seminar, work or independent project proposal
- Increase publicity for TLC and SDC offerings and activities

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

Descriptive Summary

The Staff Development Committee and the TLC administer evaluation surveys of their activities (Exhibit III.A.5.b-11). The results of these surveys are tabulated and shared with presenters. The results are also considered when planning the next event.

Self Evaluation

Both the SDC and the TLC systematically assess their activities and offerings. The activities and offerings of both the SDC and the TLC are not yet configured and systematically assessed in terms of Student Learning Outcomes. There is no systematic process that connects or evaluates SDC and TLC activities to SLO's and the college mission.

Planning Agenda

Connect and evaluate SDC and TLC activities and offerings to SLO's and the college mission

(III, A) 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.

Descriptive Summary

The college administers student evaluations of its student services. Management and classified staffing needs are determined through consultation among senior management staff of the college (the President's cabinet). Faculty staffing needs are determined by consultation with the Academic Senate and the deans of instruction (usually by filling a vacant position rather than doing a needs assessment). Enrollment and workplace trends are used to help determine which faculty positions are most needed. The college assesses its personnel individually through processes established by collective bargaining and stated in contract.

Self Evaluation

The college is allowed to do its own HR planning. There is no formal assessment process to determine the effectiveness of the college staffing process. There is no evaluation of administrators by faculty except for a small list developed by each administrator. There is no evaluation of Chancellor, Vice-Chancellor or Presidents by faculty and staff. By contract, the Board of Trustees evaluates the Chancellor, but the board receives no evaluation information from the district/college staff to use as a part of the evaluation. This pattern is repeated down the chain of senior administrators and fosters resentment within the district/college staff.

Planning Agenda

- Establish a college-wide personnel needs assessment process in order to meet the needs of the students we serve, including an analysis of current workforce
- Include the community in the process
- Use internal knowledge base rather than hire outside consultants and speakers
- Develop an evaluation process that allows everyone to provide input into the evaluation of senior administrators

III B. Physical Resources

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

Descriptive Summary

Physical resources of the campus include eight main buildings: 1) Learning Resource Center, 2) Acacia, 3) Sequoia, 4) Roble/Gallery, 5) Cedro, 6) Physical Education/Social Science, 7) Admissions and Records/EOP&S, and 8) The Gullo Student Center. Smaller buildings on the campus include a defunct racquetball structure, a building which presently houses reprographics and campus police, and a child care center.

The Montgomery Hill Observatory was completed in spring 2003 and consists of three structures: a rotating dome to house a refractor telescope, a roll-off roof structure for teaching with reflecting telescopes, an observing deck that can be used for portable telescopes, and a meeting room which can also be used for instruction of small groups. A new state-of-the-art soccer field has been added to the grounds at the cost of \$1.4 million. Both the observatory and the soccer field were funded by projected income from the new shopping center complex on District land at the corner of Yerba Buena Ave. and San Felipe Rd. Parking for students and staff exists at two ends of the campus.