III.A. 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.

> **Standard 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 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 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**

> **Standard 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.**

> **Standard III.A.1.d. The institution upholds a written code of professional ethics for all of its personnel.**

As noted in the Function Map on page <mark>xx</mark> of this document, responsibility for the selection and evaluation of personnel is shared between the College and the District. The District maintains, upholds, and publishes Board-approved policies and administrative procedures regarding the selection of faculty, classified staff, and managers (III.A.1, 2, and 3). The evaluation of faculty, classified staff, and managers is also codified in policy, accessible on the District's Human Resources website (III.A.4, 5, and 6, respectively).

The College adheres to the board-approved selection policies and procedures for all personnel. Work began at the District level in 2009 to revise the classified and management hiring policies. Revisions to Board Policy and Administrative Procedure 7320, Classified Employees, Non-Management and 7250, Management Employees, were made through discussions among District and College personnel, collective bargaining units, the District Assembly and other groups and were consequently approved on April 8, 2010 and June 10, 2010 respectively (III.A.7, III.A.8). The revision of appropriate job descriptions is on-going and the revised policies and procedures and job descriptions have been implemented upon board approval. The evaluation tools for classified staff, faculty, and managers include a section for the evaluating manager to recommend further professional development and to outline plans for improvement, should a performance deficit be noted.

The District assumes responsibility for the determination and documentation of employees' fulfillment of minimum qualifications and eligibility for employment (III.A.9.). The selection process for the district includes an initial screening of minimum qualifications. The employee must demonstrate how minimum qualifications are met, must provide evidence of equivalency.

When equivalency is requested for faculty, the District asks the College to convene an equivalency committee. The equivalency committee is comprised of the Academic Senate President or designee, the appropriate vice president, a faculty member with content knowledge, and at least one other faculty member. The request form requires that the candidate demonstrate and document how she or he fulfills the educational qualifications and mastery of the requisite skills to do the job (III.A.10.).

The College has primary responsibility for the evaluation of all personnel, although the Human Resources Department often providers a reminder to campus managers. The evaluation cycle, criteria, and process for faculty and classified staff is clearly stated in their respective bargaining agreements and codified in Board Policy 7250 for management employees.

Since 2008, no discussion regarding revision of the classified staff or management evaluation instruments and processes have been undertaken at the District level. However, negotiations between the District and the faculty bargaining unit regarding revision to the faculty evaluation instruments and the inclusion of SLO assessment information in faculty evaluations took place between 2009 and 2011.

The Tools Committee, an *ad hoc* group that focuses on the tools of evaluation, developed a recommendation to revise the faculty evaluation to include a self-reflection of the individual's participation in outcomes assessment and dialogues. After discussion, the District and the bargaining unit leadership agreed to negotiate. The CTA characterized SLO assessment as a workload issue, while the District's interest was compliance with the 2008 Commission recommendation. In 2012, a Memorandum of Understanding between the District and the bargaining unit was signed and approved by the Board (III.A.11). The District agreed to increase the salary of full-time faculty by 1% and part-time faculty by xxx in reimbursement for their participation in the development, and assessment of outcomes and participation in the college's defined assessment processes. The evaluation tool for full- and part-time faculty was to be revised to include a self-reflection of their participation in outcomes assessment. To date, the faculty evaluation tool has not been revised to reflect the self-evaluation requirement.

At Crafton Hills College, the Classified Senate and Academic Senate, and Management have each developed a written Code of Professional Ethics (III.A.12., III.A.13., III.A.14.). The Faculty Code of Ethics is also included in the *Part-Time Faculty Handbook* (III.A.15)

Self Evaluation

In spite of considerable staff turnover and discontinuity of leadership in SBCCD's Human Resources department, major personnel processes are clearly articulated and adhered to. In fulfillment of the Planning Agenda described in the 2012 Midterm report to the Commission, negotiations between the College and the District occurred on the subject of SLOs. Faculty are now expected to provide a self-evaluation of their involvement in outcomes assessment as part of the formal evaluation process, although the evaluation tools have not been revised to reflect this. All employee groups at Crafton Hills College, including classified, management, and faculty have developed a Code of Ethics. The College has completed the 2012 Planning Agenda and meets this standard.

Actionable Improvement Plan

The faculty evaluation tool must be revised to reflect the Memorandum of Understanding between the District and the Bargaining Unit.

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.

A recent study by the Brain Trust revealed Crafton Hills College is slightly over-staffed in the faculty, management, and classified ranks (III.A.16.). As of fiscal year 2012, the number of full-time faculty members in the district had decreased to 213.9 from 258 in 2008. At Crafton Hills, the total of full-time faculty was 71, slightly over 33 percent of the total, and the number of part-time faculty was 56 (III.A.16.). However, due to recent retirements as a result of incentivized retirement packages offered during the state budget crisis, and because the recent fiscal environment has improved, the College has been able to hire several new faculty using a process that involves existing planning structures and rigorous dialogue that is informed by data. .

Due to the prolonged economic recession and state budget cuts, the District's pay and classification structures appear to be out of alignment with the marketplace, impacting employee recruitment, retention, and moral. To address this concern, the District entered into a contract for consulting services with the Hay Group, Inc., which will conduct a classification and compensation study (III.A.17.). The consultants began gathering data for the study in spring, 2014.

The College uses its integrated planning and resource allocation process to identify the areas of greatest need with regard to full-time faculty. Through the program review and annual planning process, each programming unit identifies current and future staffing needs which are then prioritized with all other resource requests by the organizational units, Planning and Program Review Committee, President's Cabinet and finally the College President. The President then notifies the entire campus community of the final prioritization (III.A.18.).

While the campus continues to give high priority to filling gaps in staffing, the current state budget crisis has resulted in the College operating at a deficit since the district resource allocation model was implemented. As a result, the College has not had adequate financial resources to create new positions funded from the general fund.

New faculty, staff and management positions identified in the prioritization have been funded through grants as well as reallocation of resources resulting from retirements and employee resignations. When a resignation or retirement occurs, President's Cabinet evaluates the need for that position relative to prioritization. In some instances, the vacated position has been filed. In other instances, the position was left unfilled in order to realize a budget savings and in yet other instances, resources were reallocated in order to fill positions identified as crucial in the prioritization process (III.A.19.).

Actionable Improvement Plan
- Continue to use the annual planning process to determine staffing needs.
- Give high priority to filling gaps in staffing strategically.

Standard 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.

> **Standard III.A.3.a. The institution establishes and adheres to written policies ensuring fairness in all employment procedures.**

> **Standard 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.**

District and College personnel, the Academic Senate, and collective bargaining agents participate in regular reviews of board policies and procedures related to employment and evaluation. The District Assembly, a governance body comprised of District and College representatives, reviews and approves policy changes and recommends them to the Board. For example, the management evaluation process was recently discussed by the District Assembly A plan to review and revise the polices was developed. Feedback and input was solicited from both colleges and from the District Assembly (III.A.20.).

The Human Resources department ensures fairness in all employment procedures and assures the security and confidentiality of personnel records. Human Resources job descriptions include maintenance of personal, sensitive, and collective bargaining information in accordance with District regulations (III.A.21.). Complaints regarding confidentiality can be filed directly with Human Resources, or through the District's anonymous compliance hotline (III.A.22.)

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

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

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

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

Recruitment and employment is a district function (See the CHC/District Function Map, p. x). The District Human Resources Office has indicated that its plans include the following:

- Continue to use advertising, outreach, recruitment programs, and relationships with community-based organizations to inform all groups, especially those who are underrepresented, of employment opportunities.
- Identify additional methods of disseminating information regarding employment opportunities.

The District's plans align closely with CHC's *Educational Master Plan*, which identified inclusiveness as one of the College's strategic directions and established the goal to "seek, welcome and respect diversity, and promote inclusiveness." While the objectives corresponding to this goal do not specifically address diversity among employees, a consequence of this goal has been an renewed interest in assessing issues of equity and diversity among students and employees. The Educational Master Plan includes demographic data of the number and percent of employees by type, gender and ethnicity and the Enrollment Management Committee devoted energy during the 2010-2011 academic year to updating equity data in an effort to inform enrollment practices (III.A.23; III.A.24.).

The College continues to subscribe to, advocate for and demonstrate integrity in the treatment of administration, faculty, staff and students. Toward that goal, a campus climate survey, student satisfaction surveys, and the Community College Survey of Student Engagement (CCSSE) have been administered at regular intervals throughout the past two years to identify strengths and weaknesses in the way various constituent groups perceive their experience at the College. Members of the college community review the results, and data collected from these surveys inform future decisions and actions (III.A.25; III.A.26; III.A.27.).

Standard III.A.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.

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

Standard 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.

To address the planning agenda in the 2012 Midterm Report to the Commission, the College continued to work toward fulfilling the goals and objectives described in the Professional

Development Plan, 2007-2010 (III.A.28.). Though the plan has not been updated, the College has maintained its frequent professional development workshop offerings during the past three years while at the same time building additional professional development resources (III.A.29; III.A.30.).

Located in the new Learning Resource Center building is the Teaching and Learning Center, a space dedicated to professional development of employees. Employees have access to hundreds of electronic resources including Lynda.com, a comprehensive collection of video tutorials and online courses on a variety of software and design topics (III.A.31.).

The Flex reporting and tracking procedures were improved by implementing an online web tool that describes the appropriate uses of Flex time and allows faculty to enter a description and the location and date(s) of their FLEX activity, and indicate which of the guidelines the activity fulfills. The form is also available in print format for those who prefer paper (III.A.32.).

Actionable Improvement Plan

- The Professional Development Committee must work with campus constituencies to update the *Professional Development Plan*.

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.

The Educational Master Plan makes continued professional development a college-wide priority. Specifically, the EMP calls for the College to develop and implement appropriate mentorship programs for faculty, staff and students (Objective 3.1.1.); develop a best practices for teaching and learning program through professional development (Objective 3.1.2); provide a comprehensive set of useful, accessible resources for best practices in teaching and learning (Objective 3.1.4); ensure that all faculty, staff and administrators receive relevant, timely and appropriate training (Objective 7.1.2); and institutionalize professional development (Objective 7.1.4) (III.A.33.).

The College also assesses employee satisfaction every two years. The 2012 Employee Satisfaction Survey showed employees generally felt included and satisfied with their employment. However, classified staff felt communication among constituency groups needed to improve. (A.III.34.).

- 92% of the respondents agreed or strongly agreed that they were satisfied with their employment at Crafton, and that they know what is expected of them in their job
- 88% of the respondents agreed or strongly agreed that they get a feeling of personal satisfaction from their work
- 75% of the full-time faculty and management respondents feel pressure to accomplish too many tasks and priorities
- 70% of the classified respondents did not feel communication and understanding among different employee constituency groups is sufficient

- 62% of the classified respondents are not satisfied with the opportunities for advancement
- Overall satisfaction with the level of inclusiveness increased from 63% in 2010 to 78% in 2012, a 15% improvement

Self Evaluation

Actionable Improvement Plan

- Continue to integrate human resource planning with institutional planning.
- Further develop assessments for the effective use of human resources.

Evidence, Standard III.A.

III.A.1	Administrative Procedure 7210, Academic Employees, Non-Management http://www.sbccd.org/~/media/Files/SBCCD/District/Board/Board%20Procedures/7000/7210__AP.pdf
III.A.2.	Administrative Procedure 7230, Classified Employees, Non-Management http://www.sbccd.org/~/media/Files/SBCCD/District/Board/Board%20Procedures/7000/7230__AP.pdf
III.A.3.	Administrative Procedure 7250, Management Employees http://www.sbccd.org/~/media/Files/SBCCD/District/Board/Board%20Procedures/7000/7250__AP.pdf
III.A.4.	CTA Bargaining Agreement, p. 45 http://www.sbccd.org/~/media/Files/SBCCD/District/HR%20%20Documents/Bargaining%20Agreements/2007-2010%20CTA%20Agreement.pdf
III.A.5.	CSEA Bargaining Agreement, p. 27 http://www.sbccd.org/~/media/Files/SBCCD/District/HR%20%20Documents/Bargaining%20Agreements/CSEA%20Agreement%202010_2013.pdf
III.A.6.	Administrative Procedure 7251, Management Evaluation http://www.sbccd.org/~/media/Files/SBCCD/District/Board/Board%20Procedures/7000/7251_AP.pdf
III.A. 7.	Board Minutes April 8, 2010, page 7 http://www.sbccd.org/~/media/Files/SBCCD/District/Board/Minutes/2010_Minutes/04-08-2010.pdf
III.A.8.	Board Minutes June 10, 2010, page 5 http://www.sbccd.org/~/media/Files/SBCCD/District/Board/Minutes/2010_Minutes/06-10-2010.pdf
III.A.9.	Administrative Procedure 7125, Eligibility for Employment http://www.sbccd.org/~/media/Files/SBCCD/District/Board/Board%20Procedures/7000/7125__AP.pdf
III.A.10.	AR 7210, Academic Employees, Non-Management, Equivalency Procedures, ln. 1246 http://www.sbccd.org/~/media/Files/SBCCD/District/Board/Board%20Procedure

	s/7000/7210__AP.pdf
III.A.11.	Board of Trustees Minutes, November 15, 2015, p. 2, item 7 http://www.sbccd.org/~/media/Files/SBCCD/District/Board/Minutes/2012_Minut es/11-15-2012.pdf
III.A.12.	Classified Senate Code of Professional Ethics http://www.craftonhills.edu/Faculty_and_Staff/Classified_Senate/Code_of_Ethics
III.A.13.	Faculty Code of Ethics on Academic Senate Website http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/Faculty%20and%20Staf f/Academic%20Senate/Additional%20Documents/CHC%20Faculty%20Ethics% 20Statement%20revised%202012.pdf
III.A.14.	Management Code of Ethics http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/About%20CHC/Manage ment%20Values%202013-2014.pdf
III.A.15.	Faculty Ethics Statement, page 8 of the CHC Part Time Faculty Handbook http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/Faculty%20and%20Staf f/Handbooks/parttimefacultyhandbook11.ashx
III.A.16.	Brain Trust Report, p. 25 http://www.sbccd.org/~/media/Files/SBCCD/District/District_Committees/Distric t_Budget_Committee/2014/College%20Brain%20Trust%20- %20SBCCD%20Resource%20Allocation%20an%20Utilization%20Review.pdf
III.A.17.	What Happened at the Board Meeting? April, 2013 re: Hay Group, Inc. http://www.sbccd.org/~/media/Files/SBCCD/District/Board%20News/2013/04- 11-2013.pdf
III.A.18.	President's PowerPoint, Slide 13 http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/About%20CHC/Researc h%20and%20Planning/Presentations/2013SSC_LearningContinuousImprovemen tPollResults.pdf
III.A.19.	Planning and Program Review Funded Items, 2012-2013
III.A.20.	District Assembly Minutes, February 4, 2014, Doc link http://www.sbccd.org/District_Faculty_,-a-,_Staff_Information- Forms/District_Committee_Minutes/District_Assembly
III.A.21.	Human Resources, Job Descriptions http://www.sbccd.org/Human_Resources- Jobs/Job_Descriptions/Confidential?index=H
III.A.22.	SBCCD Compliance Hotline http://www.sbccd.org/Compliance
III.A.23.	Educational Master Plan, page 25 http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/About%20CHC/Educati onal%20Master%20Plan/Educational%20Master%20Plan%202010- 2011%20MASTER%20COPY.pdf
III.A.24.	Enrollment Management Plan, pages 2, 4, 5,7,10, 12 http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/About%20CHC/Researc h%20and%20Planning/Planning%20Documents/EnrollMgmtPlan_Final_201105 05.pdf
III.A.25.	Campus Climate Survey, 2012

	http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/About%20CHC/Research%20and%20Planning/Research%20Reports/FA2012_CampusClimate.pdf
III.A.26.	Satisfaction Surveys, Office of Research and Planning webpage, Facilities, example http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/About%20CHC/Research%20and%20Planning/Satisfaction%20Survey/2013SP_Facilities.pdf
III.A.27.	ORP Did You Know? Benchmark Results from the CCSSE, Faculty and Students http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/About%20CHC/Research%20and%20Planning/Did%20You%20Know/1112_DYK15.pdf
III.A.28.	Professional Development Plan 2007-2010 http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/Faculty%20and%20Staff/Committees/Educational%20Master%20Planning%20Committee/1.08.08%20Professional%20Development%20Plan.pdf
III.A.29.	Professional Development Brochure, Fall 2013 http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/Faculty%20and%20Staff/Professional%20Development/Misc%20Docs%20-%202013-2014/CHC%20Prof%20Dev%20Program%20Guide%20Fall%202013%20for%20website.pdf
III.A.30.	Professional Development Brochure, Spring 2014 http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/Faculty%20and%20Staff/Professional%20Development/Misc%20Docs%20-%202013-2014/CHC%20Prof%20Dev%20Program%20Guide%20Spring%202014%20for%20website%20FINAL.pdf
III.A.31.	CHC Professional Development Webpage, Online Links to Resources http://www.craftonhills.edu/Faculty_and_Staff/Professional_Development
III.A.32.	Professional Development online FLEX form http://www.craftonhills.edu/Faculty_and_Staff/Professional_Development/Professional_Development_Forms/Flex_Form
III.A.33.	Educational Master Plan http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/About%20CHC/Educational%20Master%20Plan/Educational%20Master%20Plan%202010-2011%20MASTER%20COPY.pdf
III.A.34.	CHC Employee Campus Climate Survey, 2012 http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/About%20CHC/Research%20and%20Planning/Research%20Reports/FA2012_CampusClimate.pdf
III.A.35.	http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/About%20CHC/Research%20and%20Planning/Research%20Reports/FA2012_CampusClimate.pdf