



# Standard III Resources



Standard III

## 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.

### 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.

---

**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 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.**

---

#### **Evidence of Meeting the Standard**

The Office of Human Resources is responsible for overseeing the process for hiring personnel who are qualified by appropriate education, training, and experience. Citrus College employs individuals in several general employment categories. Each category has distinct regulations and procedures governing their recruitment and selection. Citrus College employs individuals in faculty positions, both full time and part time. These positions include classroom assignments and the employment of individuals into nonclassroom assignments, such as counselors and librarians. Citrus College also employs individuals as academic administrators. Classified positions include all staff positions. Citrus College also employs classified managers and supervisors.

#### Full-time Faculty Recruitment and Selection

The California Community Colleges Chancellor's Office establishes the criteria and minimum qualifications for all academic positions. Specifically, the California Code of Regulations, Title 5, Sections 53400 through 53430 set forth

the [minimum qualifications](#)<sup>1</sup> for specific faculty disciplines, including academic administrators (see also, [Education Code sections 87357, 87358, and 87359](#))<sup>2</sup>. For those individuals seeking employment with Citrus College in a faculty or academic administrator position who do not meet the prescribed minimum qualification for the position, Citrus College, consistent with Title 5 regulations, employs an equivalency process with guidelines to determine whether an applicant possesses qualifications equivalent to the statewide minimum qualifications for the specific discipline.

In addition to the [minimum qualifications as established by the California Community Colleges Chancellor's Office](#)<sup>3</sup>, the Office of Human Resources, with advice from the division relevant to the particular hiring, establishes preferred qualifications. These preferred qualifications serve to establish institutional skill sets relevant to the particular assignment that are critical for a successful candidate to possess and relate to the institutional mission and goals. See [job postings](#)<sup>4</sup> in the Applicant Tracking System.

In order to be employed in a faculty position, applicants under consideration for employment must present proof of an appropriate degree from an institution accredited by a recognized accrediting agency or a degree from non-United States institutions certified as equivalent to degrees granted by accredited United States institutions.

The recruitment and selection process for full-time faculty positions is set forth in [Board Policy](#)<sup>5</sup> and [Administrative Procedure 7201 Recruitment and](#)

[Selection: Full-Time Faculty](#)<sup>6</sup>. Faculty play a key role in the selection of new faculty from the initial identification of the need for new positions that they document in program review reports.

Each fall semester, the Faculty Needs Identification Committee establishes a list of criteria, supported by information and data from program reviews that is used to develop a ranked list of faculty positions to be considered for recruitment. The Faculty Needs Identification Committee is composed of the vice president of academic affairs, the vice president of student services, one instructional administrator, and three faculty members appointed by the Academic Senate.

Each academic division submits requests for new faculty positions to the Faculty Needs Identification Committee. By December, the committee submits an agreed-upon ranked list of new faculty positions to the Board of Trustees for its final approval.

In determining how many new faculty positions to fill from the list, Citrus College relies on the number of additional full-time faculty it must hire to comply with its full-time faculty obligation number. This full-time faculty number is provided to the College each fall from the Chancellor's Office and is based on a statutory formula linked in part to full-time student growth.

Once a new faculty position has been approved, the Office of Human Resources works with the respective division and vice president to finalize the job announcement and determine the best recruitment strategy. The job announcement, developed with input from the faculty of the particular division,

identifies the criteria for selection, which includes knowledge of the subject matter to be taught and potential to contribute to Citrus College. This includes the minimum qualifications as established by the Chancellor's Office and set forth in the [Minimum Qualifications for Faculty and Administrators in California Community Colleges Handbook](#)<sup>7</sup>. Citrus College advertises full-time faculty positions in order to attract a large and diverse candidate pool. Human resources staff list all job announcements on the College's website, marquees, and job hotline; moreover, they submit the list to the [California Community College Registry](#)<sup>8</sup> for posting. Citrus College maintains an [online application process](#)<sup>9</sup> where interested candidates can see information relevant to the job position and apply for the position.

At the close of the recruitment period, the Office of Human Resources screens all applicants to determine if the applicants possess the minimum qualifications. After all applicants are screened for minimum qualifications, the Office of Human Resources convenes the selection committee for the particular position. The [selection committee](#)<sup>10</sup> consists of three faculty members selected by the respective program, two administrators, and a nonvoting equal employment representative. A program may decide to include faculty members from other programs on the selection committee. Each member of the selection committee receives training on diversity and sensitivity.

As set forth in [Administrative Procedure 7201, Section 3](#)<sup>11</sup>, "The recruitment and selection process shall focus on ensuring that Citrus College selects instructors who can teach and who are experts in the

subject matter of their curriculum; and counselors, librarians, and other instructional and student services faculty who can foster community college effectiveness and who are experts in the subject matter of their specialty."

The selection committee determines which candidates are invited for an interview based on a consideration of various factors, including knowledge of subject matter, effective teaching, and the established preferred qualifications for the position. The same selection committee conducts the initial interviews. The interview process for faculty interviews includes the traditional question-and-answer portion, as well as a writing sample and a presentation. Recently, many selection committees for faculty positions have structured the presentation portion of the interview to be a short class presentation to an actual group of students. After the committee conducts the interviews, they submit a nonranked list of finalists to be considered for final selection.

The superintendent/president and the chair of the selection committee interview the finalists in the presence of the equal employment representative. After the superintendent/president makes a selection, the individual's name is submitted to the Board of Trustees for approval to hire.

While Citrus College does not recruit and hire faculty to teach exclusively distance education classes, all faculty have the opportunity to teach distance education classes as part of her/his teaching assignment.

### Adjunct Faculty Hiring

All adjunct faculty must meet the minimum qualifications for the discipline they will be teaching or establish an equivalency. The process for establishing an equivalency is identical to the process used for full-time faculty as described above.

In accordance with [Article 5, Section 5.11.9 of the full-time faculty collective bargaining agreement](#)<sup>12</sup> and [Article 6 of the adjunct faculty collective bargaining agreement](#)<sup>13</sup>, all classes are first offered to full-time faculty to meet the faculty member's required teaching load. The remaining available class sections are then offered to full-time faculty as overload. Once class sections have been offered to full-time faculty, all remaining class sections may be offered to adjunct faculty.

New adjunct faculty are hired pursuant to [Board Policy](#)<sup>14</sup> and [Administrative Procedure 7202, Recruitment and Selection: Adjunct Faculty](#)<sup>15</sup>. The College may continue to assign classes to existing adjunct faculty without again going through the formal hiring process as set forth in Administrative Procedure 7202.

All applications for adjunct assignments are submitted through the online applicant tracking system. The Office of Human Resources screens all applicants for adjunct assignments based on the minimum qualifications established for the discipline of the assignment. Preferred qualifications may be established for an adjunct assignment.

Once the applicants are screened to ensure that they meet the minimum qualifications for the particular assignment, the respective dean is advised that the applicant pool may be reviewed for

potential interviews. The Office of Human Resources maintains the adjunct pool based on the assignment, e.g. math, and makes it available at all times for hiring. In the event that the pool has an insufficient number of applicants based on a need for applicants expressed by a division, the Office of Human Resources will implement recruitment.

In the event that a department determines to interview applicants from the adjunct pool, a committee, comprised of the dean of the respective division and at least one full-time faculty member from the department, interviews available candidates. This committee makes the final selection and forwards the name to the appropriate vice president for approval. The Office of Human Resources then verifies all transcript information and processes the hiring of the adjunct faculty including sending the candidate forward for approval by the Board of Trustees.

The same selection process described above is used for any adjunct faculty who may be hired and assigned to teach a distance education class.

### Academic Administrators, Managers, and Supervisors

Citrus College employs individuals in the categories of academic administrator and classified managers and supervisors. A separate [board policy](#)<sup>16</sup> and [administrative procedure](#)<sup>17</sup> (7401) is maintained for the recruitment and selection of academic administrators. Hiring of classified managers and supervisors is governed by [Board Policy](#)<sup>18</sup> and [Administrative Procedure 7501, Recruitment and Selection Classified Administrator / Manager](#)<sup>19</sup>.

Academic administrators must meet the [minimum qualifications](#)<sup>20</sup> as established by the Community Colleges Chancellor's Office.

In addition to the minimum qualifications, all academic administrator positions include preferred qualifications as established by the Office of Human Resources in cooperation with the appropriate vice president.

All requests to fill an academic administrator position or a classified management position are reviewed by the superintendent/president's cabinet. The cabinet vets the request with respect to the need for the position as well as the financial resources available to support it. In the event it approves the position request, the Office of Human Resources establishes an open position on the online applicant tracking system and develops a recruitment plan in conjunction with the appropriate vice president.

The selection committee for an academic administrator is comprised of at least seven individuals including four managers, two faculty members appointed by the Academic Senate, and one classified employee appointed by the classified staff union, the California School Employees Association. The selection committee is responsible for reviewing all applicants meeting the minimum qualifications based on criteria established by the selection committee and the preferred qualifications for a particular position. The selection committee conducts interviews and forwards a nonranked list of final candidates for further review by the superintendent/president. All interviews consist of questions, a writing sample, and a presentation by the applicant.

The superintendent/president conducts the final interview. The superintendent / president determines who will be present during the final interview, but must include the chair of the selection committee, the appropriate vice president, and an equal employment representative. The Office of Human Resources conducts an extensive background check on any finalist under consideration for employment. Once the superintendent/president makes a selection, the Office of Human Resources forwards the candidate's name to the Board of Trustees for approval to hire.

The process for the recruitment and selection of classified managers and supervisors is identical to the process as described above for academic administrators except for the composition of the selection committee. The selection committee for classified manager and supervisor positions consists of seven individuals and includes three managers, two supervisor/confidential employees, one faculty member appointed by the Academic Senate, and one classified employee appointed by the CSEA president.

#### Classified Staff Hiring Process

The recruitment and selection process for hiring classified employees is set forth in [Board Policy](#)<sup>21</sup> and [Administrative Procedure 7301, Recruitment and Selection: Classified Staff](#)<sup>22</sup>.

A division or department may submit a request for an additional classified position within an existing classification, or to fill an existing vacancy. Requests to create a new job classification or fill an additional position within an existing classification must be supported by a statement of need connected to a program review or in some

way linked to Citrus College's mission, vision, and values statement.

All requests for new classified positions and to fill existing vacant positions are reviewed by the superintendent/president's cabinet. The cabinet ensures that there are sufficient funds for the position and determines whether the position meets the needs of Citrus College.

Once a classified position is approved, the Office of Human Resources develops, in cooperation with the hiring manager, a recruitment schedule. All applications are submitted through the online applicant tracking system. Once the application period has ended, the Office of Human Resources screens all applicants for minimum qualifications as set forth in the posted job description and further screens applicants based on any preferred qualifications established for the particular recruitment. A selection committee composed of at least five individuals conducts the interviews. The committee includes one manager, one supervisor, and three classified employees. At least one classified employee from the hiring department is included, and the California School Employees Association Chapter 101 appoints one member to the selection committee. The Office of Human Resources then provides the selection committee applicants to be interviewed based on the number of applicants the committee determines to interview. The selection committee, except as described below, makes the final selection as to who will be offered the position.

In cases where the position directly reports to the superintendent/president, a vice president or manager, a second-level interview conducted by the appropriate manager may be arranged. In such cases,

the selection committee forwards at least two applicants for consideration at the second-level interview. The appropriate manager makes the final determination as to who will be offered the position.

As of January 2012, the collective bargaining agreement between the classified bargaining unit, California School Employees Association Chapter 101, and Citrus College provides that all current employees are guaranteed an interview, providing they meet the minimum qualifications, for any classified recruitment that may be a promotion.

In all selection committee interviews, an equal opportunity representative is present.

The College meets the Standard.

#### **Analysis and Evaluation**

The process for selection of full-time and adjunct faculty, administrators, managers, supervisors, and classified staff works effectively resulting in the selection of highly qualified personnel.

Job descriptions for new full-time faculty positions are developed for each recruitment process taking into consideration the minimum and preferred qualifications. The specific job duties for a full-time faculty member are set forth in the [job posting](#)<sup>23</sup> for each faculty position, and the general responsibilities for faculty are stated in Article 5 of the [collective bargaining agreement](#)<sup>24</sup> between Citrus College and the Citrus College Faculty Association/California Teachers Association.

Faculty are actively involved in the hiring of full-time and part-time faculty including determining relevant criteria for the evaluation of applicants, the determination

as to who is interviewed and the development of the interview process.

The selection process for all academic administrators, classified managers, and supervisors includes the participation of the campus community. Citrus College maintains posted job descriptions for all academic administrator, classified manager, and supervisor positions.

The selection process for classified positions involves participation from the classified staff and is based upon established duties and minimum qualifications as set forth in posted job descriptions. The College encourages all classified employees to seek promotional opportunities and, per [Article 10.21 of their contract](#)<sup>25</sup>, (page 24) are guaranteed an interview for promotional positions for which they meet the minimum qualifications.

Compliance with the board policies and administrative procedures for the various position types ensures fairness and integrity of this hiring process for all positions through active engagement with the Academic Senate and the Human Resources Advisory Committee.

---

**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 improvements. Actions taken**

**following evaluations are formal, timely, and documented.**

### **Evidence of Meeting the Standard**

Every regular Citrus College employee (full-time faculty, adjunct faculty, management, supervisor/confidential, and classified staff) is evaluated through a formal written process with specific timeframes established for each group. The evaluation processes for full-time faculty, academic administrators and classified managers/supervisors/confidential employees are set forth in separate board policies and administrative procedures.

- [7203 Evaluation, Full-Time Faculty](#)<sup>26</sup>
- [7204 Evaluation, Adjunct Faculty](#)<sup>27</sup>
- [7402 Evaluation, Academic Administrators](#)<sup>28</sup>
- [7502 Evaluation, Classified Administrator/Manager](#)<sup>29</sup>
- [7510 Evaluation, Supervisor/Confidential Employees](#)<sup>30</sup>

[Article 6 of the classified contract](#)<sup>31</sup> sets forth the evaluation processes for classified staff.

In addition to the board policy and administrative procedure above, [Article 8](#)<sup>32</sup> of the adjunct faculty bargaining agreement provides a further description of their process.

### Full-Time Faculty

The evaluation process for full-time faculty is set forth in [Board Policy](#)<sup>33</sup> and [Administrative Procedure 7203, Evaluation: Full-Time Faculty](#)<sup>34</sup>. The administrative procedure provides for a comprehensive evaluation process setting forth the principles of the evaluation process, evaluation criteria, and the timeliness and process for evaluations. The administrative procedure describes the



evaluation process for contract full-time faculty and regular full-time faculty. For all full-time faculty, “the principle purposes of the evaluation process are to recognize and acknowledge good performance, to enhance satisfactory performance, to help employees who are performing satisfactorily further their own growth, to identify weak performance, to assist employees in achieving needed improvement and to document unsatisfactory performance.”

#### Probationary Faculty (Contract)

The probationary faculty evaluation process follows a four-year cycle which begins the first fall semester of the faculty member’s employment and occurs every fall semester for the first four years of employment. Faculty members are evaluated by an evaluation committee comprised of the division dean and two tenured faculty members, preferably from the division of the faculty member being evaluated. One faculty member is selected by the faculty member being evaluated and the other faculty member is selected by the dean. To maintain consistency, the composition of this team does not change from year-to-year unless extenuating circumstances arise.

The evaluation of a probationary faculty member must include: 1) a professional growth/self- evaluation report; 2) student evaluation; 3) classroom or other appropriate observation; 4) committee member review; 5) an instructor portfolio consisting of course syllabi, examples of tests, and class handouts for each preparation; and 6) any other component mutually agreed upon by the faculty member and the evaluation committee.

#### Tenured Faculty

Tenured full-time faculty are evaluated every third year unless a faculty member has received a recommendation for further evaluation as a result of a previous unsatisfactory evaluation. The evaluation process for full-time faculty begins in the fall semester and is completed by the end of the spring semester. The evaluation must include: 1) a professional growth/self-evaluation report; 2) student evaluation; 3) classroom or other appropriate observation; 4) committee member review; 5) an instructor portfolio consisting of course syllabi, examples of tests and class handouts for each preparation; and 6) any other component mutually agreed upon by the faculty member and the evaluation committee.

#### Faculty Teaching Distance Education Classes

In addition to the evaluation process set forth in [Administrative Procedure 7203, Evaluation: Full-Time Faculty](#)<sup>35</sup> for full-time faculty teaching a distance education class, the evaluation of such a faculty member must include at least one observation of a distance education class by one of the members of the evaluation committee. The distance education faculty coordinator facilitates a committee member’s observation and observes a class as well.

#### Adjunct Faculty

The evaluation process for adjunct faculty is set forth in the collective bargaining agreement between Citrus College and the Citrus College Adjunct Faculty Federation, Local 6352 of the American Federation of Teachers as set forth in [Article 8, Citrus College Adjunct Faculty Federation Agreement](#)<sup>36</sup>.

Adjunct faculty members are evaluated once during their first semester and at least once every six regular semesters thereafter. The collective bargaining agreement provides that adjunct faculty members are evaluated by either a full-time or part-time faculty member from within the adjunct faculty member's division. Sources of information for evaluating part-time faculty include student evaluations (if student evaluations are not feasible, a self-evaluation is mandatory and a brief rationale should be attached to the evaluation); observation (classroom, library, or counseling) or review of course documents (including, but not limited to, the class syllabus, handouts, tests, quizzes, and/or lesson plans); professional growth; administrative input; and self-evaluation. Either at the request of the immediate supervisor or on a voluntary basis, adjunct faculty members submit a professional growth report with each evaluation.

In the event that an adjunct faculty member receives an unsatisfactory evaluation, he/she receives a follow-up evaluation the next semester.

#### Academic Administrators, Classified Administrators and Managers, and Supervisor/Confidential Employees

The performance evaluation for all administrators, managers and supervisor/confidential employees is structured to provide for an annual process of establishing goals and objectives and then a review of the established goal and objectives.

The elements and process of the evaluation of academic administrators is set forth in [AP 7402, Evaluation: Academic Administrators](#)<sup>37</sup>.

The elements and process of the evaluation of classified administrators is set forth in [AP 7502, Evaluation: Classified Administrator/Manager](#)<sup>38</sup>.

The elements and process of the evaluation of supervisors and confidential employees is set forth in [AP 7510, Evaluation: Supervisor/Confidential Employees](#)<sup>39</sup>.

The process for each of these management categories is identical. The evaluation process includes the development and review of short-term and long-term objectives, a review of the management employee's performance and leadership skills, a self-evaluation and every three years, a survey of selected faculty and staff is included as part of the evaluation process.

In the event that a management employee receives a rating of less than *meets expectations*, the manager is required to submit a written plan for improvement.

#### Classified Staff

The evaluation procedure for classified staff is set forth in [Article 6](#)<sup>40</sup> of the current collective bargaining agreement between the California School Employees Association (CSEA), Chapter 101 and Citrus College. Each new classified employee is considered to be probationary and is evaluated at the end of his/her third month and each third month thereafter during the first year.

Probationary employees become permanent after one year. Permanent classified employees are evaluated once per year during the month of their anniversary date (January or July). Supervisors conducting evaluations of classified staff members complete an

online form and assess an employee's performance based on established performance objectives and the specific duties listed in the staff member's job description. All classified employees are given a copy of their written evaluation with their response, if any. Another copy is kept by the evaluator, and the original is returned to the Office of Human Resources and placed in the employee's personnel file. In the event that a classified employee receives a less-than-satisfactory evaluation, the responsible manager/supervisor may conduct additional periodic evaluation.

The College meets the Standard.

### **Analysis and Evaluation**

In 2011, Citrus College and the faculty association reached an agreement to overhaul the evaluation process for the evaluation of full-time faculty. This agreement culminated in the establishment of [Administrative Procedure 7203, Evaluation: Full-Time Faculty](#)<sup>41</sup>. This evaluation process brought needed clarity and understanding of the peer evaluation process.

The evaluation process for full-time faculty is clearly stated and provides for a peer review process based on established principles and detailed elements of the evaluation process. The evaluation process sets forth additional review for faculty teaching distance education classes.

The evaluation process for adjunct faculty is clearly stated in the collective bargaining agreement and provides for a meaningful peer evaluation.

Student evaluation is a component of all faculty evaluations.

The evaluation process for each category of management-level positions provides for an annual evaluation process, clearly set forth in administrative procedures based on goals and objectives established by the manager and his/her evaluator. The evaluation process requires a written performance plan in the event of a rating below *meets expectations*.

Classified employees are regularly evaluated during the probationary period and annually thereafter. The evaluation process provides for clear direction and follow-up in the event a classified employee receives a less-than-satisfactory evaluation.

The 2014 Citrus College all-employee survey shows that 60.2 percent of the respondents agree that the evaluation process is effective. This rating includes the evaluation process for all employee categories.

---

**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.**

---

### **Evidence of Meeting the Standard**

All full-time faculty are required to assess student learning outcomes as part of the [faculty member's self-evaluation](#)<sup>42</sup> component of the required evaluation portfolio. Specifically, faculty address use of assessment of learning outcomes in their teaching as part of the Professional Growth and Self-Evaluation Report of the evaluation process.

The evaluation process for adjunct faculty includes myriad effective points of evaluation, including a self-evaluation based on professional growth and a review of student learning outcomes.

The College meets the Standard.

### **Analysis and Evaluation**

The evaluation process effectively requires and encourages full-time faculty to assess student learning outcomes as part of the self-evaluation component of the evaluation process.

In the spring 2015 semester, the Adjunct Federation approved a new collective bargaining agreement. Under the provisions of this new agreement, all adjunct faculty, as part of the evaluation process and their professional growth report, are required to include a narrative describing, “how you have incorporated and assessed district approved learning outcomes in your courses or interaction with students.”

---

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

---

#### **Evidence of Meeting the Standard**

Citrus College has in place code of ethics statements for all categories of employees and the Board of Trustees. [Board Policy](#)<sup>43</sup> and [Administrative Procedure 2715, Code of Ethics-Standards of Practice](#)<sup>44</sup>, set forth a comprehensive statement of ethics for the Board of Trustees. [Board Policy 3050, Institutional Code of Ethics](#)<sup>45</sup> describes a comprehensive code of ethics for all nonfaculty employees. The faculty code of ethics as developed and approved by the Academic Senate is set forth in the Citrus

College Academic Senate [Faculty Code of Ethical Conduct](#)<sup>46</sup>.

The College meets the Standard.

### **Analysis and Evaluation**

Citrus College maintains codes of ethics which clearly set forth the expectation for all employees and the Board of Trustees.

---

### **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.**

---

#### **Evidence of Meeting the Standard**

In fall 2014, Citrus College employed 156 full-time faculty, 289 adjunct faculty, 25 administrators and managers, 35 supervisors/confidentials, and 243 full- and part-time classified staff.

Each fall semester, the California Community College Chancellor’s Office requires Citrus College to verify its number of full-time and adjunct faculty (expressed as a full-time equivalence) for the purpose of establishing its percentage of full-time faculty and to determine its full-time faculty hiring obligation number. Citrus College uses this requirement as its measure of a sufficient number of qualified full-time faculty. Each year since 2004, Citrus College has met or exceeded its full-time faculty hiring obligation number. For fall 2014 semester, the College’s required faculty obligation number was 161. Citrus College met this faculty obligation

number. For the fall 2015 semester, the College anticipates hiring approximately ten full-time faculty.

All of Citrus College's faculty meet or exceed the minimum qualifications established for the discipline in which they are teaching. Approximately 15 percent of Citrus College's full-time faculty have doctoral degrees.

As of the 2014-2015 academic year, almost 55 percent of Citrus College's employees are female and 45 percent are male. The College's regular workforce consists of 42 percent employees from traditionally underrepresented groups. In the 2002-2003 academic year, 9.7 percent of the faculty were Hispanic. This percentage grew to 14.2 percent as in the 2007-2008 academic year. As of the 2014-2015 academic year, Citrus College's regular and contract faculty are 21.9 percent Hispanic.

The College meets the Standard.

### **Analysis and Evaluation**

Citrus College is committed to maintaining a strong full-time faculty and has committed available financial resources to support the filling of classified and administrative/management positions.

---

**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.**

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

---

### **Evidence of Meeting the Standard**

Citrus College maintains board policies and administrative procedures that ensure fairness for all relevant personnel issues for each category of employees. The Office of Human Resources is primarily responsible for ensuring that all personnel-related policies remain current and are equitably observed. The [Human Resources Advisory/Staff Diversity Committee](#)<sup>47</sup>, one of the standing committees of the institution's Steering Committee is the shared governance committee that participates in and contributes to this process. This committee reviews and recommends policies and procedures related to district personnel and recommends policies and procedures related to the District's equal employment opportunity and diversity plan. The committee forwards recommendations to all college constituent groups and to the Steering Committee for review and adoption.

All human resources-related board policies and administrative procedures are reviewed by all of the governance groups and collective bargaining representatives.

The College meets the Standard.

### **Analysis and Evaluation**

The human resources board policies and administrative procedures cover a wide range of topics. Some topics, such as the discipline process for classified employees and the evaluation procedure for adjunct faculty are set forth in the appropriate collective bargaining agreement and, thus, are not included in board policy or administrative procedure.

The human resources board policies and administrative procedures are routinely reviewed and updated at least every three

years or as necessary. When a human resources-related policy or procedure is newly written or revised, the board policy and/or administrative procedure is presented to the Human Resources Advisory/Staff Diversity Committee for discussion and approval. Once approved by the committee, the board policy and/or administrative procedure is sent out to all of the constituent groups for review or approval if it relates to a subject of bargaining or related to a shared governance topic.

---

**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.**

---

**Evidence of Meeting the Standard**

From June 2011 until June 2014, the Office of Human Resources was located in a temporary facility in the Educational Development Building. While housed in this building, all personnel files were stored in file cabinets in a room with a separate locking door. Thus, the personnel files were maintained in lockable file cabinets in a room that was separately secured from the main Office of Human Resources.

As of June 2014, the Office of Human Resources returned to the newly renovated Administration Building. The office includes a state of the art filing system in which all active personnel files are kept. At the end of business each day, this filing system is locked using an electronic code. All nonactive personnel files are kept in locked file cabinets within a partitioned fenced and locked area of the Administration Building basement.

Each of the collective bargaining agreements contains provisions ensuring employees access to their personnel files. The Office of Human Resources maintains a log within each personnel file that indicates the date and time an employee or his/her representative has accessed the file.

The College meets the Standard.

**Analysis and Evaluation**

All personnel files are adequately secured and employees are provided easy access to their own personnel file.

---

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

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

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

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

---

**Evidence of Meeting the Standard**

Citrus College is committed to employing and retaining a diverse workforce, and over the last several years, has significantly increased the number of employees hired from traditionally underrepresented groups.

All selection committees include an equal employment representative. The equal employment representatives are trained by the Office of Human Resources and have the ability to challenge any inappropriate conduct during the selection process. In addition, the Office of Human Resources provides [ongoing awareness training](#)<sup>48</sup> on sexual harassment and discrimination prevention.

Citrus College states its policy and practice on non-discrimination where job announcements are posted on the [Human Resources webpage](#)<sup>49</sup>, and the [employment site webpage](#)<sup>50</sup>. The College gives careful consideration in advertising all open positions to facilitate a broad representation of applicants.

Citrus College's board policies and administrative procedures and collective bargaining agreements provide for a general framework to ensure that administration, faculty, staff, and students are treated fairly and with respect. The College, through its Office of Human Resources, prides itself on maintaining an environment in which employees feel comfortable in addressing their needs through direct discussions with their supervisors.

The College meets the Standard.

### **Analysis and Evaluation**

Citrus College's recruitment and selection processes are designed to encourage a broad representation of applicants and ensure the selection process is free of discrimination.

The Office of Human Resources and the Staff Diversity Committee regularly review diversity data from selection committees to ensure that no discriminatory barriers prohibit applicants

from historically underrepresented groups from moving forward in the selection process.

The Office of Human Resources is currently working with the Human Resources Advisory/Staff Diversity Committee to explore ways in which Citrus College may further its number of faculty and staff from underrepresented groups.

---

**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.**

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

---

### **Evidence of Meeting the Standard**

The Staff Development Advisory Committee operates on a \$25,000 budget allotted by Citrus College each academic year. These funds are divided among the four subcommittees using a formula of 65 percent for faculty, 25 percent for classified employees, 5 percent for managers, and 5 percent for supervisor/confidential employees, as documented in the [September 3, 2014 meeting minutes](#)<sup>51</sup>.

The Staff Development Advisory Committee, consisting of representatives from supervisor/confidential, management, faculty, and classified staff, coordinates and monitors the progress of staff development opportunities, completes state reports, and determines the budget. Each constituent group meets to plan development activities.

The Faculty Learning Institute has faculty members appointed by the Academic Senate as well as support from the Office of Human Resources and a dean. Posted minutes reflect that the committee meets monthly to plan opportunities that support student learning and Citrus College's strategic goals. The Faculty Learning Institute holds a retreat in May to plan the theme of the following year's professional growth opportunities. The committee plans a workshop for fall and spring semesters and may offer more as funds allow. They sponsor literary events, the monthly [Featured Faculty](#)<sup>52</sup>, and once-a-year [Distinguished Faculty](#)<sup>53</sup> award.

The committee grants funds for travel to conferences, including some themed to distance education. Travel includes visits to campuses to confer about distance education programs as presented in the [Educational Programs Committee minutes](#)<sup>54</sup>.

The Faculty Learning Institute designates a Flex Day subcommittee to plan the noninstructional flexible calendar day held before the start of the spring term. Flex Day is a [combined activity](#)<sup>55</sup> offering typically two to three workshops that will benefit classified employees and five to six workshops geared toward faculty.

Under [Administrative Procedure 7210 Sabbatical Leave](#)<sup>56</sup>, the Sabbatical Leave Committee, appointed by the Academic Senate, selects and recommends to the Board of Trustees Citrus College-funded sabbatical leaves. Full-time faculty are eligible after working at Citrus College full-time for six consecutive years, and the selection is made by a Sabbatical Leave Committee, which meets to determine the merit of submitted proposals. Faculty awarded sabbaticals present their project at

a [college wide forum](#)<sup>57</sup> attended by fellow faculty, managers, board members, and the community.

Grants provide additional professional growth activities. For example, Science, Technology, Engineering, and Mathematics (STEM) grants fund Faculty Inquiry Groups (FIGS). FIGS final reports for each semester reveal ideas to improve student engagement such as making the purpose of lab experiments clearer to students as described in a [spring 2013 report](#)<sup>58</sup>.

With funds from the Basic Skills Initiative, the College Success Program offers faculty workshops to develop strategies to help underprepared students such as the [reading apprenticeship](#)<sup>59</sup>, which trained faculty to help underprepared students with reading strategies, and the [faculty leads summer retreat](#)<sup>60</sup>, which gave faculty a forum in which to share successful instructional techniques.

Furthermore, the College Success Program funds travel to conferences. Funds for the Improvement of Post-Secondary Education provided training for working with the veteran student population, such as the [Vet Net Ally](#)<sup>61</sup> offered to train faculty and staff to create a welcoming environment for military service members and veterans who attend Citrus College.

The [Center for Teacher Excellence](#)<sup>62</sup> has offered faculty opportunities to learn new pedagogy that includes the latest uses of technology in the classroom through the Preparing Tomorrow's Teachers Today Through Technology grant, as presented in their program review. The third cohort, for example, is exploring how to offer quizzes and gather student feedback through Word Cloud.



The Distance Education Committee sponsors professional growth opportunities in their “[Friday Faculty Workshops](#)<sup>63</sup>” as announced in the Academic Senate minutes.

Finally, faculty are encouraged to participate in the American Institute for Foreign Study, which coordinates study abroad in Italy, London, and Spain. Citrus College sends the lead faculty member to coordinate the semester abroad and typically sends an additional faculty member to teach courses.

The Classified Staff Committee is comprised of ten members appointed by the president of the Classified School Employees Association. The committee plans workshops, one-day intensives, and others offered weekly during the semester. The committee promotes use of tuition reimbursement available for classified staff and selects recipients to receive tuition reimbursement to earn a bachelor’s, master’s, or doctoral degree. They approve money for travel and select quarterly Above and Beyond Classified Development Award recipients.

Additionally, in collaboration with the [Classified Staff Development Committee](#)<sup>64</sup>, the College offers an annual [classified enrichment program](#)<sup>65</sup> to all interested classified employees. This program is designed to provide three learning modules offered throughout the academic year. For example, during the 2014-2015 academic year, the classified enrichment program covered leadership development ([StrengthsQuest](#)<sup>66</sup>), resolving conflicts at work, and a further exploration of leadership skills through advanced StrengthsQuest training. This program is partially funded by a mini-grant from the College Foundation.

Managers and the supervisor/confidential staff coordinate a workshop or book club once a year, such as *Encouraging the Heart: A Leader’s Guide to Recognizing and Rewarding Others* by Jim Kouzes and Barry Posner in spring 2012.

Effective with 2014-2015 academic year, supervisors started a program similar to the Classified Enrichment Program that is designed to provide ongoing professional development opportunities for professional development. More specifically, during the 2014-2015 academic year, staff development provided all supervisors with a book on resolving conflict at work and engaged in a facilitated discussion of the book.

Also, throughout the year, the Office of Human Resources provides managers and supervisors with training in key areas such as sexual harassment, Title IX, the Affordable Care Act, and other personnel related topics.

Citrus College funds [workshops](#)<sup>67</sup> available to faculty and staff on health and safety, sexual harassment prevention, and diversity sensitivity. The Citrus College Technical and computer Services Department offers software training to division or department groups or one-on-one instruction as needed, and the Distance Education Program offers workshops on using Blackboard and other online teaching resources. The HotShots Committee minutes reflect sponsored workshops to train faculty in student learning outcomes assessment and program review.

The College meets the Standard.

### **Analysis and Evaluation**

The constituent committees productively use allocated funds to offer opportunities that meet faculty and staff needs for professional growth. According to the [2014 Employee Survey Report, Page 10](#)<sup>68</sup>, 76 percent agree that “Citrus College offers opportunity for professional development.” Members of the Faculty Learning Institute reviewed faculty responses to the employee survey and revised the program accordingly as shown in their [March 12, 2014 minutes](#)<sup>69</sup>. Spring 2015 Flex Day plans accommodate faculty and staff requests to add afternoon workshops and alternative Flex Day activities throughout the spring semester. In addition, when the Institutional Effectiveness Committee surveyed faculty in 2012, they reviewed [the results](#)<sup>70</sup> and concluded that faculty could better understand how data, student learning outcomes, and program review lead to institutional planning. Thus, the [2014 Roadshow](#)<sup>71</sup> was created and has been successfully informing faculty about how Citrus College planning and resource allocation are driven by data.

Sabbatical leave is covered in [Administrative Procedure 7210, Sabbatical Leave](#)<sup>72</sup> which states that five full-time faculty shall be granted a sabbatical each academic year unless finances require Citrus College to limit the number.

In lean years, the Board of Trustees reduced the number to two or three faculty per year and suspended sabbaticals in the 2012-2013 academic year. The board quickly reinstated sabbaticals, awarding three in the 2014-2015 and 2015-2016 academic years evidencing support of professional growth.

Reflection after the previous accreditation evaluation provided insight on the shortcomings of classified staff development, which have been addressed by the aforementioned programs. Success in these actions is evidenced by the Shining Star Award for collaboration given to the classified development subcommittee at Convocation 2014.

The number of grant-funded professional development activities illustrates the interest the College and its staff have in keeping current with best practices for instruction.

---

**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.**

---

### **Evidence of Meeting the Standard**

Citrus College relies on evaluation data collected from participants in professional development programs and activities. All participants in any District-funded staff development activity are asked to complete evaluations of the activity, which are reviewed by the appropriate staff development committee. Evaluation forms for professional development activities held on both flexible calendar days are sent to all full-time employees asking if they attended any of the activities. These evaluations also ask for suggestions for future staff development activities. Professional development committees review all evaluations and surveys and consider them in future planning. Survey Monkey Results are retained by staff development committees.

The College meets the Standard.

### **Analysis and Evaluation**

The feedback on professional development activities has been positive. The faculty learning institute, in particular collects, evaluates and considers survey results as a basis for improving programs and in planning its future activities. The institute members discuss [survey results](#)<sup>73</sup> at their regular meetings. Each spring, the faculty learning institute members hold a planning retreat, and the primary task is to review evaluation data and use it in developing the next year's theme, resources, and activities. These data influence the planning for flexible calendar days as well.

---

**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.**

---

### **Evidence of Meeting the Standard**

The planning for new full-time faculty positions is directly linked to the process engaged in between Citrus College and the Academic Senate through the Faculty Needs Identification Committee. This committee, with direct participation from faculty and administrators from the various departments, identifies and plans for additional full-time faculty. This

process is used to identify which full-time faculty positions will be filled in order to maintain the full-time faculty obligation. Further, no positions are considered if they are not listed as a recommendation in the current year program review.

The staffing of classified employees flows from program reviews and the managers and supervisors. If a need for additional classified staff is identified, the request for a new position is forwarded to the superintendent/president's cabinet for approval.

A [Human Resources Plan](#)<sup>74</sup> is included in the 2011-2020 Educational and Facilities Master Plan as called for in the Citrus College [Integrated Planning Manual](#)<sup>75</sup>, page 15.

The College meets the Standard.

### **Analysis and Evaluation**

The Human Resources Plan sets forth five key areas: recruitment and selection, workforce excellence, work environment, employer-employee relations, and Office of Human Resources. Within each of these five key areas, specific goals and yearly objectives are established. The goals and objectives relate to provisions of the Strategic Plan pertinent to the key areas and to the Office of Human Resources comprehensive and annual program review.

## Evidence

III-A-1	<a href="#"><u>California Code of Regulations, Minimum Qualifications</u></a>
III-A-2	<a href="#"><u>Education Code sections 87357, 87358, and 87359</u></a>
III-A-3	<a href="#"><u>Chancellor's Office, Minimum Qualifications Handbook</u></a>
III-A-4	<a href="#"><u>Citrus College Job Postings</u></a>
III-A-5	<a href="#"><u>Citrus College Board Policy BP 7201</u></a>
III-A-6	<a href="#"><u>Citrus College Administrative Procedure AP 7201</u></a>
III-A-7	<a href="#"><u>Chancellor's Office, Minimum Qualifications Handbook</u></a>
III-A-8	<a href="#"><u>California Community College Registry</u></a>
III-A-9	<a href="#"><u>Citrus College Online Application Process</u></a>
III-A-10	<a href="#"><u>Citrus College Administrative Procedure AP 7201</u></a>
III-A-11	<a href="#"><u>Citrus College Administrative Procedure AP 7201</u></a>
III-A-12	<a href="#"><u>Full-Time Faculty Contract 2012-2014</u></a>
III-A-13	<a href="#"><u>Adjunct Faculty Contract 2013-2015</u></a>
III-A-14	<a href="#"><u>Citrus College Board Policy BP 7202</u></a>
III-A-15	<a href="#"><u>Citrus College Administrative Procedure AP 7202</u></a>
III-A-16	<a href="#"><u>Citrus College Board Policy BP 7401</u></a>
III-A-17	<a href="#"><u>Citrus College Administrative Procedure AP 7401</u></a>
III-A-18	<a href="#"><u>Citrus College Board Policy BP 7501</u></a>
III-A-19	<a href="#"><u>Citrus College Administrative Procedure AP 7501</u></a>
III-A-20	<a href="#"><u>Chancellor's Office, Minimum Qualifications Handbook</u></a>
III-A-21	<a href="#"><u>Citrus College Board Policy BP 7301</u></a>
III-A-22	<a href="#"><u>Citrus College Administrative Procedure AP 7301</u></a>
III-A-23	<a href="#"><u>Citrus College Job Postings</u></a>
III-A-24	<a href="#"><u>Collective Bargaining: Full-Time Faculty</u></a>
III-A-25	<a href="#"><u>Collective Bargaining: Classified Employees</u></a>
III-A-26	<a href="#"><u>Board Policies and Administrative Procedures – Index</u></a>
III-A-27	<a href="#"><u>Board Policies and Administrative Procedures – Index</u></a>
III-A-28	<a href="#"><u>Board Policies and Administrative Procedures – Index</u></a>
III-A-29	<a href="#"><u>Board Policies and Administrative Procedures – Index</u></a>
III-A-30	<a href="#"><u>Board Policies and Administrative Procedures – Index</u></a>
III-A-31	<a href="#"><u>Collective Bargaining: Classified Employees</u></a>
III-A-32	<a href="#"><u>Collective Bargaining: Adjunct Faculty</u></a>
III-A-33	<a href="#"><u>Citrus College Board Policy BP 7203</u></a>
III-A-34	<a href="#"><u>Citrus College Administrative Procedure AP 7203</u></a>
III-A-35	<a href="#"><u>Citrus College Administrative Procedure AP 7203</u></a>
III-A-36	<a href="#"><u>Collective Bargaining: Adjunct Faculty</u></a>
III-A-37	<a href="#"><u>Citrus College Administrative Procedure AP 7402</u></a>
III-A-38	<a href="#"><u>Citrus College Administrative Procedure AP 7502</u></a>
III-A-39	<a href="#"><u>Citrus College Administrative Procedure AP 7510</u></a>
III-A-40	<a href="#"><u>Collective Bargaining: Classified Employees</u></a>
III-A-41	<a href="#"><u>Citrus College Administrative Procedure AP 7203</u></a>
III-A-42	<a href="#"><u>Citrus College Administrative Procedure AP 7203</u></a>
III-A-43	<a href="#"><u>Citrus College Board Policy BP 2715</u></a>
III-A-44	<a href="#"><u>Citrus College Administrative Procedure AP 2715</u></a>
III-A-45	<a href="#"><u>Citrus College Board Policy BP 3050</u></a>
III-A-46	<a href="#"><u>Academic Senate Faculty Code of Ethical Conduct</u></a>
III-A-47	<a href="#"><u>Human Resources Advisory/Staff Diversity Committee</u></a>

- III-A-48 [Management Training Workshops Schedule 2014-2015](#)
- III-A-49 [Citrus College Human Resources - Home](#)
- III-A-50 [Citrus College Job Postings](#)
- III-A-51 [Faculty Learning Institute Committee Minutes, September 3, 2014](#)
- III-A-52 [Faculty Learning Institute: Featured Faculty](#)
- III-A-53 [Faculty Learning Institute: Distinguished Faculty](#)
- III-A-54 [Educational Programs Committee Minutes, December 2, 2013](#)
- III-A-55 [Flex Day Workshops, February 18, 2014](#)
- III-A-56 [Citrus College Administrative Procedure AP 7210](#)
- III-A-57 [Sabbatical Forum Announcement, April 2, 2014](#)
- III-A-58 [Faculty Inquiry Group Report, Science](#)
- III-A-59 [College Success Advisory Committee Minutes, March 21, 2013](#)
- III-A-60 [Faculty Leads Summer Retreat, August 16, 2013](#)
- III-A-61 [Staff Development: Vet Net Ally Seminar](#)
- III-A-62 [Program Review: Center for Teacher Excellence 2014](#)
- III-A-63 [Academic Senate Minutes, September 10, 2014](#)
- III-A-64 [Classified Staff Development Committee](#)
- III-A-65 [Classified Employee Enrichment Program Brochure](#)
- III-A-66 [StrengthsQuest/Gallup Education](#)
- III-A-67 [Faculty Training Workshops](#)
- III-A-68 [Citrus College All-Employee Survey Report, Spring 2014](#)
- III-A-69 [Faculty Learning Institute Committee Minutes, March 12, 2014](#)
- III-A-70 [Flex Day Survey Results, February 17, 2015](#)
- III-A-71 [SLO-Program Review Roadshow Survey Results, Spring 2014](#)
- III-A-72 [Citrus College Administrative Procedure AP 7210](#)
- III-A-73 [Faculty Learning Institute Committee Minutes, March 11, 2015](#)
- III-A-74 [Human Resources > H R Plan 2013-2018](#)
- III-A-75 [Citrus College Integrated Planning Manual 2014-2015](#)