

## 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.**

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**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.

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

ministrators. Classified positions include all staff positions. The district also employs classified managers and supervisors.

### Full Time Faculty Recruitment and Selection

The criteria and minimum qualifications for all academic positions are established by the California Community Colleges System Office. Specifically, the California Code of Regulations, Title 5, sections 53400 through 53430 set forth the minimum qualifications for specific faculty disciplines, including academic administrators (see also, Education Code sections 87357, 87358, and 87359). For those individuals seeking employment with the district in a faculty or academic administrator position who do not meet the prescribed minimum qualification for the position, the district, consistent with Title 5 regulations, has an equivalency process with guidelines that are used to determine whether an applicant has qualifications equivalent to the statewide minimum qualifications for the specific discipline. **(III A-1, III A-2, III A-3)**

In order to be employed in a faculty position, the individual 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 Regulation R-4107. **(III A-4)**

Each fall semester, by no later than early October, the Faculty Needs Identification Committee (FNIC) meets and 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. FNIC is composed of the superintendent/president, two instructional administrators, the vice president of student services, and three faculty members. Each academic department submits to FNIC their requests for new faculty positions. Then by December, FNIC 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 developed by FNIC and approved by the board of trustees, the district relies on the number of additional full-time faculty the district must hire to comply with its Assembly Bill 1725 full-time faculty obligation.

Once a new faculty position has been approved, the Office of Human Resources works with the respective department and vice president to develop a job announcement and determine the best recruitment strategy. The job announcement identifies the criteria for selection which includes knowledge of the subject matter to be taught and potential to contribute to Citrus College. The district advertises full-time faculty positions in order to attract a large and diverse candidate pool. All job announcements are listed on the district's web page and marquee and are submitted to the California Community College Registry-Plus. The district maintains an online application process where interested candidates can see information relevant to the job position and apply for the position. **(IIIA-5)**

The selection process begins with the hiring panel for a particular position reviewing each submitted application. There is a separate hiring panel for each position. The hiring panel consists of the department designee, two faculty members, two administrators (including the vice president for the area in which the position is included) and a diversity representative (non-voting member of the panel). A department may decide to include faculty members from other departments on the hiring panel. Each member of the hiring panel receives training on diversity sensitivity.

The hiring panel determines which candidates are invited for an interview based on a consideration of factors, including knowledge of subject matter and effective teaching. The same panel conducts the initial interviews. Hiring panels are encouraged to include a demonstration component in the interview. After interviews are conducted, the hiring panel submits a non-ranked list of finalists to be considered for final selection.

The finalists are interviewed by the superintendent/president, the chair of the hiring panel and the diversity representative. After the superintendent/president makes her selection, the individual's name is submitted to the board of trustees for employment.

### **Adjunct Faculty Hiring**

All adjunct faculty must meet the minimum qualifications for the discipline they will be teaching or estab-

lish an equivalency. The process for establishing an equivalency is identical to the process used for full-time faculty as described above.

Pursuant to the workload memorandum of understanding (MOU) reached with the full-time faculty in spring 2008, in each department, full-time faculty are offered all available sections first to fill each full-time faculty members' required load then on an overload basis. All remaining classes are then offered to adjunct faculty. **(IIIA-11)**

If a class is to be taught by an adjunct faculty member, the department may assign an adjunct faculty member who has a record of successful teaching for the district or may schedule interviews from an adjunct pool of qualified applicants.

In cooperation with the academic departments, the Office of Human Resources advertises for adjunct faculty on a regular basis and establishes for each academic department a pool of qualified applicants.

In the event that a department determines to interview applicants from the adjunct pool, a committee comprised of the area vice president, or designee, and a full-time faculty member from the department interview available candidates. This committee makes the final selection and forwards the name to the Office of Human Resources. After ensuring the individual selected meets the minimum qualifications or an equivalency, the individual is submitted to the board of trustees for final employment.

### **Academic Administrators, Managers and Supervisors**

All requests to fill an academic administrator position or a classified management position are reviewed by the president's cabinet. The request is vetted with respect to the need for the position as well as the financial resources available to support it. In the event that the position request is approved, 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 or division dean. The hiring panels for academic administrators typically include a diverse mix of administrators, managers/supervisors, faculty and classified staff. The final selection decision is made by the superintendent/president, and then the individual's name is submitted to the board of trustees for employment.

Academic administrators must meet the minimum qualifications for their position or establish an equivalency. **(IIIA-6)**

### **Classified Staff Hiring Process**

The Office of Human Resources is responsible for the recruitment and selection of classified staff. The district currently has no board policy or procedure setting forth the specific requirements for the recruitment and selection of classified staff. However, the Office of Human Resources adheres to a recruitment and selection process that is well known by the campus community and is legally sound. In the event that a need arises for a new classified position, or if a current classified position becomes vacant, it is up to the department to request approval to fill the new or vacant position.

All classified positions to be filled are approved by the president's cabinet. In determining whether to fill a position, the president's cabinet takes into consideration the need for the position and the available financial resources. Once a position is authorized to be approved, the Office of Human Resources works with the department requesting the position to determine a recruitment strategy. Recruitment usually entails at a minimum advertisement of the position in appropriate newspapers or other periodicals, listing on the district's web page, and posting of the position on the district's public electronic marquee.

Minimum requirements are established for each classification as well as the job duties to be performed. In the event that the district is proposing to recruit for a new classification, the minimum requirements and the specific job duties would be determined prior to actual recruitment and set forth in a formal job description. (IIIA-7)

Applicants for a classified position may complete the application process online or submit a written application.

The selection process includes an initial screening of applications to determine if the applicant possesses the minimum requirements for the position. The district may also utilize either a written test or job performance exam to further identify an adequate candidate pool.

Once a qualified applicant pool is developed, a hiring committee is established for the specific position. The hiring committee consists of appropriate administrators and/or managers/supervisors and classified staff. The hiring committee is responsible for conducting interviews and forwarding a list of at least three qualified candidates to the superintendent/president for final selection. The name of the person selected is then forwarded to the board of trustees for employment.

### **SELF EVALUATION**

This standard is met.

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.

Due to current budget constraints, the district will not fill many of its vacant classified staff positions and will only be able to hire full-time faculty as required to maintain its obligation under AB 1725 full-time faculty obligation.

Job descriptions for new full-time faculty positions and for academic administrators, managers and supervisors are generally developed for recruitment and selection purposes. The specific job duties for a full-time faculty member are set forth in the collective bargaining agreement between the district and the Citrus College Faculty Association/CTA as outlined in Article 5, Faculty Agreement and Workload MOU. (IIIA-8, IIIA-11)

Existing classified staff job descriptions were developed as part of a classification study completed in 2004. The classification study, conducted by an outside consultant, emphasized and accomplished a standard format for job descriptions; however, the study was not successful in leading to the development of accurate job descriptions. In March 2009, the district and the California School Employees Association (CSEA) entered into a new three-year collective bargaining agreement. As part of this agreement, the district and CSEA have agreed to work jointly to review and revise the job descriptions for all bargaining unit classified positions. This review will be accomplished by the end of the 2009-10 academic year. A similar process will be implemented for non-bargaining unit classified positions, including classified managers and supervisors.

While the recruitment and selection process for managers/supervisors and classified staff has worked well and is responsive to the district's needs, it would be helpful to have written procedures for the hiring process for each of these categories. The Office of Human Resources is currently working on a comprehensive review of human resources-related board policies and procedures. This will include the development of a new policy and procedure concerning the recruitment and selection process for academic managers, classified managers and supervisors.

## PLANNING AGENDA

Citrus College's ongoing commitment to improvement in this area is expressed in the institutional planning agenda item number 3. As part of the review and revision of board policies and procedures related to human resources, the director of human resources will develop written procedures for the recruitment and selection of academic administrators, managers/supervisors and classified staff positions.

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**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.

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### DESCRIPTION

Every regular district 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. Policies and procedures in the area of human resources are scheduled for review and revision in 2009-10. References here are to policies and regulations adopted prior to spring 2009.

#### Full-Time Faculty

The evaluation process for full-time faculty is guided by Citrus College Board Policy 4114 and Board Regulation 4114 and emphasized in the *Evaluation and Tenure Policy Regulation Handbook*. Policy 4114 mandates the evaluation should be timely, promote professionalism, enhance performance, be closely linked with staff development efforts, and be sympathetic and sensitive to the racial and cultural diversity of the community. Evaluation of academic staff (R-4114) explains the guiding principles of the evaluation process, evaluation criteria, evidence used in the evaluation and definitions and responsibilities. **(IIIA-9, IIIA-10)**

Board Regulation 4114 establishes an Evaluation and Tenure Oversight Committee (ETOC) which is comprised of two faculty members appointed by the Academic Senate and two academic administrators appointed by the superintendent/president. This committee is responsible for ensuring the successful implementation of the evaluation process, with a

specific role in providing training, reviewing tenure decisions, and adjudicating disputes that may arise during the evaluation of full-time faculty.

#### Contract (probationary) Faculty

The contract faculty evaluation process follows a four-year cycle which begins the first fall semester of his/her employment with the district, and occurs every fall semester for the first four years of employment. Contract faculty members are evaluated by a tenure review team comprised of the division/department dean (or immediate supervisor), one administrator, and one tenured faculty member, preferably from the evaluatee's discipline. To maintain consistency, the composition of this team does not change from year-to-year unless extenuating circumstances arise. Sources of information for evaluating contract faculty include peer evaluations, student evaluations (or mandatory self-evaluation if student evaluation is not feasible), and administrative input. Contract faculty are required to include a professional growth report with their second and fourth evaluations.

#### Tenured Faculty

The evaluation criteria for tenured faculty evaluations are established and listed in Board Policy and Regulation 4114, and represent a peer evaluation process that includes an assessment of the faculty member's classroom performance, such as knowledge of the subject matter and delivery of appropriate instructional materials; relationship to students; classroom management; and professional growth activities, which include a self-evaluation instrument, the Professional Growth Self-Evaluation. **(IIIA-12)**

Tenured faculty evaluations occur at the regular interval of once every third year, as outlined in Board Policy 4114. Tenured faculty are evaluated by a faculty review team which is comprised of a maximum of two faculty members and at least one academic administrator, which may be the division/department dean (or immediate supervisor). The composition of the faculty review team is not constant and changes from evaluation to evaluation. Sources of information for evaluating tenured faculty include peer evaluations, student evaluations (or mandatory self-evaluation if student evaluation is not feasible), administrative input, and self-evaluation. Tenured faculty members are required to include a professional growth report with each evaluation.

All tenured faculty evaluations are reviewed by the ETOC co-chair or the Academic Senate president and the vice president of instruction before being filed by human resources. In addition, evaluations with split decisions by team members are reviewed



by the director of human resources and the superintendent/president.

Discussions are held between the evaluatee and the evaluation team and are designed to promote quality by identifying areas of improvement or professional development. Specific guidelines are provided for faculty who are evaluated as “needs improvement” with a written plan developed by the evaluation team and the evaluatee. This plan is included with the evaluation and establishes a timeline for any future evaluations.

### **Adjunct Faculty**

The evaluation process for adjunct faculty is set forth in the collective bargaining agreement between the district and the Citrus College Adjunct Faculty Federation, Local 6352 of the American Federation of Teachers as set forth in Article 8, CCAFF Agreement. Also, the district still maintains board policy and regulation (P-4114 and R-4114) detailing an evaluation process that has been superseded by Article 8 of the adjunct faculty collective bargaining agreement. **(IIIA-13)**

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 a full-time faculty member from within the adjunct faculty member's division/department. 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.

All adjunct faculty evaluations are reviewed by the vice president of instruction before being filed by human resources.

### **Academic Administrators and Classified Managers**

The evaluation procedure for management employees is set forth in Board Policy 4314 and Board Regulation 4314. The board regulation outlines the process for evaluation of all management employees, including the superintendent/president. Management employees are evaluated on performance related to the assigned job responsibilities and personal qualities, with a primary objective of maintenance or improvement of the quality of education in the district.

The objectives of the management evaluation procedure, in part, are to foster administrator excellence and promote the sensitivity and responsiveness of managers to the needs of the staff and students of the district. Board Regulation 4314 provides for systematic and timely evaluations of all management staff using established written criteria for evaluating all personnel, including performance of assigned duties and participation in institutional responsibilities and other activities appropriate to their expertise. All managers are evaluated annually by their immediate supervisor. Every third year the evaluation includes information gathered from a survey pool comprised of the direct supervisor, direct subordinates, peers and members of the various constituent groups. **(IIIA-14, IIIA-15)**

Every three years the evaluation of administrators and managers includes a survey of peers. This survey provides additional information to assist the evaluator in assessing the job performance of the designated administrator. These evaluations, along with the administrator's or manager's self-evaluation, are reviewed by the appropriate vice president and the superintendent/president of the district. Currently, there are no allowances for unsolicited comments from all employees of the district in this evaluation process.

As part of the evaluation process, academic administrators and managers are required to submit specific goals for the ensuing year. These goals are to be directly linked to the institutional goals set forth in the college's strategic planning goals. **(IIIA-16)**

### **Classified Staff**

The evaluation procedure for classified staff is set forth in Article 6 of the current collective bargaining agreement between the California School Employees Association (CSEA), Chapter 101 and the district. Each new (probationary) classified employee 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 human resources and placed in the employee's personnel file. Documentation of em-

ployee evaluations are maintained in confidential and secure employee personnel files.

All classified staff and managers are provided specific feedback designed to promote quality job performance. This feedback includes specific recommendations for improvement and provisions for assisting the employee in implementing any recommendations.

### **Supervisor/Confidential**

The process for the evaluation of classified supervisors and confidential employees is set forth in Board Policy and Regulation 4217. The board regulation outlines the procedure for the evaluation of all supervisor/confidential employees which follows the classified staff's evaluation procedure. A newly hired or promoted supervisor/confidential employee is considered probationary, and is evaluated at the end of his/her third month, and each third month thereafter during the first year. Permanent supervisory and confidential employees are evaluated once per year during the month of their anniversary date (January or July).

## **SELF EVALUATION**

This standard is met.

The spring 2007 Citrus College All-Employee Survey indicates that 28.8 percent of those responding to the survey disagreed that the evaluation process is effective. This survey result does not specify which evaluation process, e.g. full-time faculty, classified employees, etc., the respondents specifically found ineffective. A general sense exists among employees that all of the evaluation processes can be more effective. The primary frustration appears to be the time it takes to complete evaluations and the need for clearer evaluation processes. **(IIIA-17)**

For the full-time faculty, the principles of the evaluation process as set forth in Board Regulation 4114 are well-accepted and provide for meaningful evaluations of the district's full-time faculty.

The current language in the collective bargaining agreement with the adjunct faculty sets forth a peer evaluation performed by a full-time faculty member. However, due to time constraints on most full-time faculty, this process is seldom adhered to. In most circumstances, adjunct faculty are being evaluated by the responsible dean.

The evaluation process for academic administrators and managers provides for a meaningful self evaluation and evaluation. The process requires specific goals to be established by each administrator and manager. The evaluation documents include a nu-

merical score for both the self survey and the campus survey. The rating system has shown to be of little use in the overall evaluation instrument and process.

The evaluation process for classified supervisors and confidential employees follows the process for classified employees with the same evaluation instrument that requires a rating for preset areas of performance and a brief narrative if the rating in a particular area exceeds or is below standards. The current process does not require supervisors and confidential employees to establish specific goals.

The evaluation process for the classified employees is set forth in the collective bargaining agreement with CSEA. The current rating form used in the evaluation process does not provide for an opportunity for the employee and the manager to discuss and adopt goals. The evaluations of classified employees are often late or not completed. In the fall 2008 semester, administrators and managers received training on managing the classified staff. This training included specific guidance concerning classified staff evaluations.

## **PLANNING AGENDA**

Citrus College has identified institutional planning agenda items that address updating job descriptions and hiring procedures. In tandem with these institutional agendas, the director of human resources will work with constituent groups in the following areas to review and improve evaluation procedures.

- Review in negotiations with the full-time and adjunct faculty associations the current evaluation process with the goal of ensuring an effective evaluation process that is clearly understood and not overly burdensome.
- Provide training to all staff engaged in the evaluation of faculty.
- Review with CSEA the evaluation process with the goal of ensuring an effective evaluation process that is clearly understood and not overly burdensome.
- Review with the supervisor/confidential employees the current evaluation process with the goal of ensuring an effective evaluation process that is clearly understood and not overly burdensome.

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**IIIA.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.

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## DESCRIPTION

The college does not directly evaluate faculty on effectiveness of achieving student learning outcomes. Teaching effectiveness is evaluated during the peer observation in categories that include: clearly explaining material, stressing understanding as well as facts, checking to see if students understand material, encouraging questions and discussion, stimulating interest in the subject, maintaining currency in the discipline and maintaining content in the course, fitting the course content into overall curriculum, initiating curriculum changes to keep the course effective, and having a grading system that is consistent with the philosophy of the department and board policy. Student surveys also address teaching effectiveness. Student learning outcomes are directly considered in the program review process and are linked to budget and planning; student learning outcomes are indirectly considered in faculty evaluation. Citrus College has established the official course outline of record for each course as the location for listing student learning outcomes and assessment methods, which includes current samples of assessment. Faculty members are evaluated, in part, on whether their content follows the curriculum via discussion of current syllabi and sample assessment methods. Recommendations for improvement, if the content does not match the curriculum, are revisited during the next evaluation.

## SELF EVALUATION

This standard is met.

Teaching effectiveness is currently measured using a variety of criteria. As student learning outcomes are assessed and fully integrated into course outlines and program reviews, there will be opportunity for discussion regarding direct faculty evaluation on effectiveness of achieving student learning outcomes. Evaluation standards and processes are negotiated by the district and the faculty union, CCFA. Discussions with the faculty union on effective performance evaluation strategies and procedures will continue.

## PLANNING AGENDA

None

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

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## DESCRIPTION

Board Policy 3602 provides for a detailed statement of code of conduct that is applicable to all employ-

ees and students. The *Citrus College Instructor Handbook* also sets forth a code of ethics for faculty. The code of ethics has been adopted by the Academic Senate. **(IIIA-18, IIIA-19)**

## SELF EVALUATION

This standard is met.

The district's current code of ethics adequately sets forth the expectation for all employees.

## PLANNING AGENDA

The standard is met, and the college will continue efforts to support meeting the standard.

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**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.

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## DESCRIPTION

In fall 2008 the district employed 174 full-time faculty, 284 adjunct faculty, 35 administrators/managers, 35 supervisors/confidential and 294 full- and part-time classified staff.

Each fall semester, the California Community College System Office requires the district 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. Each year since 2004 the district has met or exceeded its full-time faculty hiring obligation and has maintained a full-time faculty ratio of 64 to 65 percent.

All of the district's faculty meet or exceed the minimum qualifications established for the discipline in which they are teaching. Approximately 15 percent of the district's full-time faculty have a doctorate degree.

## SELF EVALUATION

This standard is met.

Recent and ongoing reductions in state funding of community college districts have required the district to drastically limit the hiring of classified staff, administrators/managers and supervisory employees. As

part of its budget reduction strategy, the district has publicly stated its intent to protect full-time faculty and regular staff positions. The district does maintain a sufficient number of classified staff and managers to meet Citrus College's mission and purposes.

In addition, in order to attempt to provide for a balanced budget, the district has reduced the number of sections offered during the 2008 winter session and the 2009 spring semester. This has resulted in the non-hiring of approximately 80 adjunct faculty.

The district does maintain a sufficient number of full-time and adjunct faculty to meet Citrus College's mission and purposes. The district is still proceeding with its plan to hire three new full-time faculty as of the beginning of the fall 2009 semester. This commitment to filling these three faculty positions will ensure that the district meets its full-time hiring obligation.

The number of administrators, managers and supervisors provides an adequate level of support to the college's mission and purposes. The number of classified staff also meets the mission and purposes of the college.

### **PLANNING AGENDA**

The standard is met, and the college will continue efforts to support meeting the standard.

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**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.

### **DESCRIPTION**

The district maintains board policies and procedures 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 adhered to. The collective bargaining agreement for the full-time faculty provides for a dispute resolution process for alleged violations of board policy.

### **SELF EVALUATION**

This standard is met.

While the district maintains board policies and procedures which ensure fairness in all employment procedures, many of the human resources-related board policies and procedures are in need of review and revision. For example, the district's policy on affirmative action needs to be updated to reflect significant changes in the law. Also, while the district has a board policy and procedure concerning sexual harassment, it too needs to be reviewed to ensure it is current with all legal obligations. The district has begun a review of all of its board policies and procedures. The Office of Human Resources has begun a review of policies and procedures related to personnel and is developing new and updated policies and procedures. The college has committed itself to reviewing and revising all policies and procedures by July 1, 2010. This is addressed in institutional planning agenda number four.

### **PLANNING AGENDA**

Citrus College demonstrates its ongoing commitment to improvement in this area through institutional planning agenda item 4. As part of the comprehensive review and update of board policies, the superintendent/president will establish procedures to ensure future systematic evaluation and updates incorporated into the planning processes of the institution. Specifically, the Office of Human Resources will move forward with its policy and procedure revisions and will put in place a process for a regular review of all human resources-related policies and procedures.

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**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.

### **DESCRIPTION**

The Office of Human Resources maintains all personnel files. The files are maintained in a locking file cabinet in a section of the human resources office. Both the file cabinet and the human resources office are locked at the close of business each day. The electronic key locks used in the district provide for a record of each person who enters a locked door in the human resources office. Additionally, only a few necessary employees have full access to the human resources office. The custodial supervisor is present whenever the assigned custodian cleans the human resources office.

The district is committed to fostering and ensuring equity, fairness and diversity in all of its programs.



Board Policy 1005 sets forth the district's commitment to ensure college programs that are non-discriminatory. In addition, the district's Office of Human Resources conducts all hiring processes with a commitment to ensuring equal employment while striving to provide for a diverse workforce that reflects the diverse student and community populations served by the district. (IIIA-20)

An employee may easily and readily inspect his/her own personnel file. A log is maintained in the file indicating when a person looks at his/her file.

Before any document which may contain derogatory information is placed in an employee's personnel file, the Office of Human Resources advises the employee of his/her right to attach a written rebuttal prior to the document being placed in the employee's personnel file.

### **SELF EVALUATION**

This standard is met.

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

### **PLANNING AGENDA**

The standard is met, and the college will continue efforts to support meeting the standard.

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**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.

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### **DESCRIPTION**

The district 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.

As of the 2007-08 academic year, approximately 54 percent of the district employees are female versus 46 percent male. The district has also experienced a significant increase in the number of Asian and Hispanic employees. Among the faculty, the district has experienced an increase in its number of Hispanic instructors. In the 2002-03 academic year 9.7 percent of the faculty were Hispanic. This percentage has grown to 14.2 percent as of the 2007-08 academic year.

All hiring committees include a diversity representative. The diversity 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 district's human resources office provides ongoing training in sexual harassment and discrimination prevention.

The district job announcements clearly state the district's policy of non-discrimination and careful consideration is given in advertising all open positions to facilitate a broad representation of applicants.

The district's board policy and regulations and collective bargaining agreements provide for a general framework to ensure that administration, faculty, staff and students are treated fairly and with respect. The district, through its human resources office, prides itself on maintaining an environment in which employees feel comfortable in addressing their needs through direct discussions with their supervisors.

### **SELF EVALUATION**

This standard is met.

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

The current affirmative action and non-discrimination policy is being revised to ensure that the district's commitment to employing a diverse work force is legally and effectively implemented.

### **PLANNING AGENDA**

The college will complete the adoption of a new non-discrimination policy/procedure and a new equal employment opportunity policy/procedure. These actions are indexed to the institutional planning agenda item 4.

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**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.

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## DESCRIPTION

District-funded activities include sabbatical leaves, academic travel to conferences and workshops, equal employment opportunities meetings, planning retreats, safety and computer training and retraining, diversity sensitivity, leaves for continuing study, and tuition reimbursement for classified staff to earn a bachelor's or master's degree. Additionally, staff development opportunities to lecture in Costa Rica, China, England and Spain are now in place through the American Institute for Foreign Study.

At its December 1, 1988 meeting, the Citrus College Steering Committee formally approved the creation of the Staff Development Advisory Subcommittee which reports to the Human Resources Committee. It is through the existing committee structure that human resource development is related to both shared governance and the overall planning of the college.

Subcommittees of the Staff Development Subcommittee are led by their constituent groups to plan staff development activities. The advisory committee serves as the coordinating body to monitor the progress of staff development, complete state reports and assessments and determine the budget.

For the last seven years the college has provided \$25,000 per year for the staff development committees. The method of allocating the staff development budget to the different committees is for the staff development coordinator to prepare a proposed budget estimating what will be needed in the general account for the fiscal year and distributing the remaining amount to the different subcommittees using a formula of 65 percent for faculty, 25 percent for classified staff, 5 percent for supervisors and 5 percent for managers. Any monies not spent by the end of the year carry forward into the next year in each account.

Because of a one-time allocation of \$52,000 from the State of California in 2006-2007, staff development has had more funds than expected for the last three years. Rather than spend all the extra money

quickly, the committee decided to only increase spending by 30 percent and use their ability to carry forward unused money to extend the extra funding to six years or to cover short falls if the district reduced funding.

The Flex Committee, with representation from constituent group members of the Staff Development Advisory Committee, plans training and professional development activities for the spring Flex Day, a full day when instruction does not occur.

### Faculty Learning Institute

During fall 2008, the Faculty Development Committee reviewed their organizational structure and decided that faculty development overall would be improved if they combined with the Flex Committee and developed more on-campus workshops and events. Following approval of the Academic Senate, the first meeting of the combined committee was held on November 12, 2008. This new committee selected the name Faculty Learning Institute. Since its creation, the Faculty Learning Institute has planned the February 2009 flexible calendar day, organized two book events and sponsored four campus workshops. In addition to these campus events and workshops, they have continued to oversee the awarding of staff development funds for faculty travel and faculty recognition through the featured faculty program and the distinguished professor award. In May 2009 the Faculty Learning Institute held a half day retreat where they developed the outline for their activities for 2009-2010 which will include two book events and themed workshops throughout the academic year.

## SELF EVALUATION

This standard is met.

The process of having committees from each of the constituent employee groups works well in staying current on staff needs but does complicate shared activities. The decision to ration the extra money from the state in 2006 has proven to be a good one. If the different committees stay at their current spending levels, staff development should end this year with approximately \$33,000 which will be enough to cover operations for 2009-2010 even if the district is unable to provide any additional funding.

As budgets shrink, the necessity of planning more group activities on campus and making more use of webinars will be considered. In fact, the work of the Faculty Learning Institute has moved in this direction.

## PLANNING AGENDA

The standard is met, and the college will continue efforts to support meeting the standard.

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**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.

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## DESCRIPTION

All participants in any district funded staff development activity are asked to complete evaluations of the activity which are reviewed by the committee providing the funding. Evaluation forms for 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. The responses on all evaluations and surveys are reviewed and considered in future planning.

## SELF EVALUATION

The standard is met.

## PLANNING AGENDA

None

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**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.

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## DESCRIPTION

The planning for new full-time faculty positions is directly linked to the process engaged in between the district 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 district's full-time faculty obligation. Further, the use of program review data and results provides a direct link between resource allocation and institutional planning. All faculty hiring requests must be supported by instructional program review reports.

The staffing of classified employees flows from the managers and supervisors. If a need for additional classified staff is identified, the request for a new po-

sition is forwarded to the president's cabinet for approval.

As a result of the current state budget crisis and the anticipated impact on the district, additional classified positions are not being filled.

## SELF EVALUATION

While this standard is met, inadequate funding from the state and the current budget crisis have required the district to hire mostly part-time classified employees and to put on hold hiring of most classified staff positions. In the spirit of continuous improvement, the college will include, in a more formal manner, staffing needs into budget planning.

## PLANNING AGENDA

The standard is met, and the college will continue efforts to support meeting the standard.

## IIIA EVIDENCE

- IIIA-1 Title 5, Educational Code Sections (87357, 87358 and 87359)  
<http://www.aroundthecapitol.com/code/getcode.html?file=../edc/87001-88000/87355-87359.5>
- IIIA-2 Faculty Equivalency Guidelines  
[http://www.citruscollege.edu/hr/Documents/Supplementary%20Application%20Forms/Equivalency\\_Guidelines.pdf](http://www.citruscollege.edu/hr/Documents/Supplementary%20Application%20Forms/Equivalency_Guidelines.pdf)
- IIIA-3 Educational Administrator Equivalency Guidelines  
[http://www.citruscollege.edu/hr/Documents/Supplementary%20Application%20Forms/Educational\\_Administrators\\_Equivalency.pdf](http://www.citruscollege.edu/hr/Documents/Supplementary%20Application%20Forms/Educational_Administrators_Equivalency.pdf)
- IIIA-4 Board Regulation 4107 Hiring Procedures for Full-Time Faculty  
<http://www.citruscollege.edu/admin/bot/Pages/PoliciesProcedures.aspx>
- IIIA-5 California Community College Registry-Plus  
<https://www.cccregistry.org/>
- IIIA-6 Board Policy 4144 Minimum Teaching Qualifications and Equivalency  
<http://www.citruscollege.edu/admin/bot/Pages/PoliciesProcedures.aspx>
- IIIA-7 Classified Job Descriptions  
<http://www.citruscollege.edu/hr/Documents/Forms/AllItems.aspx>
- IIIA-8 Article 5, Faculty Agreement  
<http://www.citruscollege.edu/hr/Documents/Union%20Contracts>
- IIIA-9 Board Policy 4114 Faculty Evaluation  
<http://www.citruscollege.edu/admin/bot/Pages/PoliciesProcedures.aspx>
- IIIA-10 Board Regulation 4114 Evaluation-Academic Staff  
<http://www.citruscollege.edu/admin/bot/Pages/PoliciesProcedures.aspx>
- IIIA-11 Workload Memorandum of Understanding (MOU)  
<http://www.citruscollege.edu/accreditation/Documents/Evidence%20Documentation/Standard%20III/Standard%20III%20A>
- IIIA-12 Professional Growth Self-Evaluation Form  
<http://www.citruscollege.edu/accreditation/Documents/Evidence%20Documentation/Standard%20III/Standard%20III%20A>
- IIIA-13 Article 8, Citrus College Adjunct Faculty Federation (CAFF) Agreement  
<http://www.citruscollege.edu/hr/Documents/Union%20Contracts>
- IIIA-14 Board Policy 4314 Management Evaluation  
<http://www.citruscollege.edu/admin/bot/Pages/PoliciesProcedures.aspx>
- IIIA-15 Board Regulation 4314 Management Evaluation Procedures  
<http://www.citruscollege.edu/admin/bot/Pages/PoliciesProcedures.aspx>
- IIIA-16 Strategic Planning Goals  
<http://www.citruscollege.edu/admin/planning>
- IIIA-17 Citrus College All Employee Survey Spring 2007?  
<http://www.citruscollege.edu/admin/planning>
- IIIA-18 Board Policy P-3602 Code of Conduct  
<http://www.citruscollege.edu/admin/bot/Pages/PoliciesProcedures.aspx>
- IIIA-19 *Citrus College Instructor Handbook*  
<http://www.citruscollege.edu/as/Documents/facultyhandbook.pdf>
- IIIA-20 Board Policy 1006 Nondiscrimination  
<http://www.citruscollege.edu/admin/bot/Pages/PoliciesProcedures.aspx>