

Standard III: Resources

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

Standard 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 efforts to encourage such diversity. Human resource planning is integrated with institutional planning.

Standard 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.

Standard III.A.1.a

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

Descriptive Summary

The processes for selection of all categories of personnel are outlined in detail in the District Office of Human Resources Procedures for Hiring¹, as well as the AFT, AFCSME, and CSEA agreements².

But, as the hiring process is also a subjective one, not all factors are quantifiable. Overall, beyond the minimum qualifications, and demonstrating proficiency in desired skills and

¹ Hiring procedures documents

² AFT, CSEA and AFCSME contracts

attributes, those candidates who best demonstrate that they comprehend and are committed to advancing the stated Mission of the College are the strongest candidates for hire.

All job announcements for fulltime positions at Cañada College are described in detail and follow a consistent format throughout the District. Job announcements are developed by the approved screening committee and reviewed by District Office personnel to include district information. All announcements accurately describe qualifications, responsibilities, desirable qualifications, and authority. Criteria for faculty positions include required degree preparation, knowledge of the subject area, and an understanding of the mission of the College among other things. The screening committees for faculty normally are comprised of one academic dean and four faculty members, one of which must have discipline expertise. Announcement for administrators and classified employees also describe qualifications, experience, knowledge required, and experience. Committees consist of the hiring manager or designee, and two or more members of the college community who have some understanding of the position. Degrees required must always be granted by an accredited institution. Foreign degrees must be professionally evaluated and equivalent to the appropriate degree from an American institution. For all full-time employees, the procedures are rigorous and uniform. Job opportunities are advertised through the office of Human Resources, in various periodicals, websites, intra-college and District postings and by word-of-mouth in the community. Hiring categories at Cañada College consist of administration, faculty, and classified employees.

Self-Evaluation

The College follows a rigorous, well defined process for recruiting, screening, and hiring all categories of personnel. In making personnel selections, the mission of the College is always considered, and employees are selected based on the degree with which they exhibit the qualities that will allow them to be productive members of the college community.

Planning Agenda

No recommendations at this time.

A.1.B Human Resources

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

Descriptive Summary

All personnel are evaluated on a regular basis. Classified employees and administrators are evaluated every year using processes developed by the Office of Human Resources.³ The faculty evaluation process is part of the AFT contract with the SMCCCD.⁴

The objectives of the evaluation of the faculty are to improve instruction and other educational services and to evaluate individual performance as a basis for judgments regarding retention or nonretention. (Section 3) Faculty members are also evaluated on student relations and professional responsibilities. A rigorous tenure review process is in place for newly hired faculty that extends for four years. Once a faculty member achieves tenure, evaluations occur every three years.

The agreement between the SMCCCD Board of Trustees and the AFT clearly outlines the tenure review process. The tenure review committees are division-based, have four members including the division dean, and elect their own chair. Students also participate in the evaluation process by completing the District Questionnaire. (Section 3) Faculty members are also required to submit a Faculty Portfolio, which minimally includes current course syllabi, sample class materials, sample examinations, sample quizzes, if used, and an explanation of grading procedures. There is also a timeline for the committee to follow for the evaluation of tenure track faculty members.

All tenured faculty members are evaluated at least once every three years. The type of evaluation will alternate between Standard and Comprehensive. The AFT contract outlines the criteria for both Standard and Comprehensive evaluation process. Each division will use a lottery method wherein all full-time faculty member names are put into a container and drawn out to determine who receives which type evaluation when they are next evaluated. The evaluation process includes administrative, peer and student evaluations. The regular non-classroom faculty members are also evaluated and there are specific criteria outlined in the AFT contract.

Adjunct faculty members are evaluated with the same evaluation tools as for full time faculty members. The adjunct faculty members are evaluated in the first semester of service. Thereafter, adjunct faculty members are evaluated at least once every six (6) regular semesters. In accordance with District policy, the evaluation will be completed by the end of the semester in which it is begun.

All supervisory, confidential, professional, and classified employees are evaluated on a yearly basis. Evaluation tools are in place for evaluating all personnel at each college in the District.⁵ All evaluations are completed by supervisor of the employee. The evaluation process is intended to be a dialog between the supervisor and the employee to

³ Selection Processes

⁴ AFT Contract

⁵ <http://smcweb.smccd.net/portal/Human%20Resources/Forms/AllItems.aspx>

facilitate competence and professional growth in the employee. Performance goals are set each year. (Section II)

In each evaluation cycle, the performance goals that were set for the previous year need to be evaluated and new performance goals are created for the following year. Poor work performance or behavioral concerns are addressed through corrective disciplinary action.

Self-Evaluation

The goal of evaluation is to ensure that all personnel—faculty, classified, and administrative are performing at acceptable levels, have opportunities to improve their performance, and are completely aware of short-comings, if they exist.

The connection between personnel evaluations and institutional effectiveness and improvement is that employees should be taking advantage of professional development activities to stay abreast of their field and become more efficient, productive, and able to perform effectively with a high morale. It is imperative that supervisors acknowledge hard working, efficient employees and reward them for their hard work and dedication in getting the job done in an efficient manner.

The evaluation criteria for classified and administrative employees measures the effectiveness of personnel in performing their duties by having to evaluate performance based on ten categories and five possible rating choices: Outstanding, Superior, Fully Successful, Needs Some Improvement, and Unsatisfactory. The procedure sheet, Exhibit 1,⁶ clearly outlines that the

“... performance review should be a constructive way to highlight the employee’s strengths and weaknesses. It should be used to help an employee develop better skills and abilities in his or her job and alert managers to where training or skill development may be needed. A performance evaluation should not be used as discipline or in a punitive way. Poor work performance or behavioral concerns should be addressed through corrective disciplinary action.”

Also, if certificated personnel are not performing in a rating of satisfactory, then the guidelines are put into motion under the Agreement Between the Board of Trustees of San Mateo County Community College District and San Mateo Community College Federation of Teachers Local 1493, AFT, AFL-CIO, Appendix on Evaluation Process—Follow Up Comprehensive Evaluation.⁷

⁶ <http://smcweb.smccd.net/portal/Human%20Resources/Forms/AllItems.aspx>

⁷ <http://www.smccd.net/portal/District%20Information/Forms/DispForm.aspx?ID=377&RootFolder=%2fportal%2fdistrict%20information%2flabor%20documents&Source=http%3a%2f%2fwww%2esmccd%2enet%2fportal%2fdistrict%20information%2flabor%20documents>

For classified employees not performing in a rating of satisfactory, then the guidelines under the CSEA contract are followed.⁸

Planning Agenda

No recommendations at this time.

Standard III.A.1.c

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

Descriptive Summary

The College does not use progress toward student learning outcomes as a component of faculty, staff, or administration evaluation.

Self-Evaluation

The evaluation of faculty is guided by the negotiated contract between the District and the AFT. The inclusion of a criteria regarding progress toward student learning outcomes has not been addressed. However, the College is making progress toward using student learning outcomes to improve the quality of teaching and learning. As discussed in Standard II, faculty members are engaged in discussions at multiple levels regarding SLOs. The Curriculum Committee is the Academic Senate committee that has taken on the responsibility for developing institutional SLOs. All courses that are submitted to the Curriculum Committee are required to identify SLOs and many have included assessment tools to accompany the SLOs. Departments are engaged in conversations regarding SLOs, and some have articulated the departmental SLOs.⁹

Planning Agenda

Facilitate campus-wide teaching and learning dialog regarding Student Learning Outcomes.

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<http://www.smccd.net/portal/District%20Information/Labor%20Documents/CSEA%20Contract%202004-2007.doc>

⁹ SLO Website

A.1.D

The institution upholds a written code of professional ethics for all of its personnel.

Descriptive Summary

The SMCCCD does not have as part of its Rules and Regulations a statement regarding professional ethics. Until recently, there was no formal code of ethics adopted for employees of the College. In the 2006-2007 academic year, the Administrative Council adopted the ACCCA (Association of California Community College Administrators) Code of Ethics¹⁰ as a statement they would embrace. The Academic Senate is currently reviewing the AAUP (American Association of University Professors) Code of Ethics, and will adopt it by the end of the academic year.

Self-Evaluation

Both the Administration and the Academic Senate have recognized the need to adopt a Code of Ethics. In the absence of a formal policy at the District level, each group has made progress in identifying and adopting a formal Code. It would seem important for the District to adopt such a policy.

Planning Agenda

District will adopt a Code of Ethics for all personnel.

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

Descriptive Summary

The number of full time faculty at the College is below optimal levels. There are multiple departments with no full time faculty. Well qualified adjunct faculty have been able to maintain the viability for these departments, but the institution could greatly benefit by hiring more full time faculty. The ratio of full-time to adjunct faculty is of particular concern for Cañada College. While the full-time to adjunct faculty ratios are at acceptable levels for the San Mateo County Community College District as a whole, the full-time to adjunct ratio at Cañada College is substantially below acceptable standards.

During the 2003-04 academic year, the College went through a managed hiring process, eliminating several classified positions and resulting in a significant reduction of classified employees. At the same time, the class schedule was cut back to accommodate the loss in funding resulting in significant reduction in the number of adjunct faculty.

¹⁰ ACCCA Code of Ethics

The College has reinstated some of the positions that were lost during the budget crisis and thus increased the number of classified during the last three years. The current numbers of faculty, adjunct faculty, classified employees and administrators are as follows: ¹¹

Employees	00-01	01-02	02-03	03-04	04-05	05-06
Full-Time Faculty	75	76	79	70	64	64
Adjunct Faculty	85	106	96	92	96	99
Classified	53	52	56	45	49	58
Administrators **	4	6	5	6	9	9

** This figure takes into consideration one administrator who is counted that is no longer at Cañada College based on an agreement with the District.

Self Evaluation

The College struggles to provide the level of service to students and the community that it would like to provide due to the limited number of full time employees—administrative, faculty, and classified. When full-time faculty positions become vacant, high priority is placed on hiring new faculty members. The College uses a well defined faculty hiring process to determine which faculty positions are most important at that moment in time.

Various classified employees are cross trained in different positions and are able to work to support a variety of programs and services. Each division and department has an opportunity throughout the academic year to revisit any classified positions that are vacated in order for the division and or department to function in an efficient manner. When the College identifies new classified positions required to support the its operations, justifications can be presented by the appropriate manager to the Planning and Budget Committee. The committee will review the budget to determine if the funding is available to support a new position. The faculty hiring process occurs once each academic year, but may be revisited in the middle of the year if an unexpected change in the number of faculty positions occurs.

The qualifications for all employees are guaranteed based on the comprehensive hiring process followed in identifying new employees.

Planning Agenda

To review the full-time to adjunct ratio of faculty members at Cañada College and bring this ratio to a level determined appropriate by the College.

Include a mid-year hire process for faculty positions.

¹¹ *http://employeeedata.ccccoedu/fte_by_college.05.pdf

Standard III A 3

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

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

Descriptive Summary

The Selection Procedures¹² used by the College are kept current by the Human Resources Department at the District Office. These procedures ensure equitable treatment of all staff in the employment process. Job descriptions are drafted using required details, including clear statements regarding required and desirable qualifications. One of the General Principles in the selections procedures is “Hiring decisions shall comply with federal, state, and local laws, and the District commitment to equal opportunity, fairness, inclusion, respect of all candidates, and objectivity throughout the selection process.”

Self Evaluation

All policies are available for download and may be reviewed by anyone on the District’s website at <http://www.smccd.net/portal> under “Downloads” and “Human Resources”. These policies include a complete list of health benefits, salary schedules, evaluation procedures, and employment procedures for all Faculty, Administrators, and Classified Staff.

The District Employment Policies are designed to ensure the fair and equal treatment of all persons either employed by or applying to the District. In these policies, the District identifies itself as an equal opportunity employer and expresses its commitment to honor and reflect the diversity of its community in all employment practices. All District opportunities and programs are open to everyone, and offensive or abusive behavior toward anyone based on their ethnicity, nationality, religious affiliation, age, sex, sexual orientation, or level of mental and physical ability will not be tolerated. The District provides opportunities for and accommodates persons with disabilities in accordance with the Americans with Disabilities Act of 1990. These policies are monitored and enforced by the District’s Human Resources Department for purposes concerning the recruitment of new employees, and by the appropriate administrators for purposes concerning established employees.

The District’s Human Resources Department has posted detailed step-by-step procedures for the recruitment and hiring of new employees. The Human Resources Department

¹² Selection Procedures Manual

keeps an extensive list of websites on which to post new job announcements so as to reach as broad and diverse a base of potential employees as possible. In order to ensure that the diverse populations of the District's varied communities are properly represented by its employees, the District Human Resources Department keeps track of the demographic breakdown of employees of the SMCCCD.

Planning Agenda

No recommendations at this time.

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

Descriptive Summary

All personnel records are kept at the District Office in a secured location and only Human Resource personnel have keys to unlock the cabinets. All employees have access to their personnel record under Rules and Regulations, 2.12.1.b.¹³ Employees are encouraged to send the Human Resource Personnel paperwork on completion of additional training or supplemental work to keep the employees' files up to date.

Self Evaluation

The District Human Resources Department houses all regular, student assistants, and short-term employees' files in a secured location. All personnel files are stored in locked cabinets and are only opened by the Human Resources personnel. The District Payroll Department houses all adjunct faculty payroll and new hire packets in a secured location at the District Office. The College's Payroll Office houses all adjunct faculty personnel files.

Planning Agenda

No recommendations at this time.

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Standard III.A.4

The Institution demonstrates through policies and practices an appropriate understanding of and concern for issues of equity and diversity.

Descriptive Summary

Cañada College demonstrates its commitment to high standards of equity and diversity at every level of the college organization. This commitment is described in the college mission statement, (document # 18), and is most completely documented in the Student Equity Plan (document # 16). Cañada's Student Equity Plan¹⁴ was updated and submitted to the Chancellor of California Community Colleges in April of 2006. This update was part of the District commitment to the "tasks and timeframes outlined in the (State) Equity and Diversity Task Force." (See document #17 of January 31, 2003) The Student Equity Plan is posted on the College web page.

The Museum of Tolerance is a leading provider of transformational workplace learning and leadership development. Set in experiential state of the art training facilities, programs bridge personal, local and global issues, challenging participants to redefine professional roles in an increasingly complex and changing world.

Cañada's participation in the Museum of Tolerance Training program is a keystone of its institutional commitment to faculty and staff training and awareness of issues in diversity, cultural sensitivity, equity, and tolerance. A part of the Cañada's commitment to embracing diversity is to send two groups of 5 employees each year to a two-day Tools for Tolerance for Professionals training at the Museum of Tolerance in Los Angeles, one group in the spring and one group in the fall.

Recognized as a promising practice by the Presidential "One America" Initiative on Race, the acclaimed Tools for Tolerance® for Professionals program has trained over 35,000 educators, over 45,000 law enforcement personnel and criminal justice professionals, plus thousands of others including municipal employees, foundation board members, and corporate executives, since 1996. Each group participated in customized programs designed to address their unique professional concerns and challenges.

Self Evaluation

To date, Cañada has sent 13 groups of staff and faculty to the Museum of Tolerance (MOT).

In addition, the college maintains a presence on the District Equal Employment Opportunity Advisory Committee with faculty and staff representatives. The mission of this committee is to "advise the Chancellor on every aspect of valuing diversity in so far

¹⁴ Student Equity Plan

as it will affect hiring, retention and respectful treatment of every employee and student within our college community.” (document #15) Participation in the EEOAC provides feedback to our local campus on district issues and policies, and allows input into the district policies on equal employment opportunity.

Planning Agenda

Reactivate the EEOAC committee at the College and District level.

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

Descriptive Summary

Hiring policies and practices at Cañada are consistent with the SMCCCD Equal Employment Opportunity Policy (Document #9). This policy mandates a commitment to “equal employment opportunity and full recognition of the diversity of cultures, ethnicities, language groups and abilities that are represented in its surrounding communities and student body.” It provides for equal access to all programs and activities for people of any “ethnic group, identification, national origin, religion, age gender, sexual orientation, race, color or physical or mental ability.”

Self Evaluation

Cañada has participated in the Museum of Tolerance Training program in Los Angeles by sending 60 faculty, staff, and administrators over the past 6 years. The alumni of the MOT training meet after the sessions, and also share information and ideas with other faculty and staff. MOT alumni are encouraged to participate in hiring committees.

Academic freedom is guaranteed in the district document, “Study of Controversial Issues.” The document establishes criteria in selecting issues for study, and asserts faculty and students’ rights to discuss these issues. The criteria are

1. The issue should contribute to; the prescribed course of study and the general education program of the Colleges.
2. The issue should be of sufficient interest to encourage participation by the students.
3. The issue should provide opportunity for critical thinking, tolerance, and understanding of conflicting points of view.
4. The issue should be one about which sufficient information is available to allow for discussion and evaluation on a factual and reasonable basis.

Resources for Professional Development for faculty and staff are outlined on the Cañada web page, *Faculty and Staff Development Resources*. Resources for faculty include application material and guidelines for the Trustee’s Fund for Program Improvement and information faculty applications for short term and long term Professional Development proposals. Classified resources include funding for Staff Development Conferences

Workshop funding and Classified Staff Development tuition reimbursement. The Centers for Teaching and Learning provide instructional support, purchase of programs, hardware and software, web based services and instructional tools.

Planning Agenda

No recommendations at this time.

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

Descriptive Summary

The San Mateo County Community College District is committed to the Equal Employment Opportunity and full recognition of the diversity of cultures, ethnicities, language groups and abilities that are represented in its surrounding communities and student body. The San Mateo County Community College District is an equal opportunity employer that shall provide an educational and work environment in which no person is denied access to, or the benefits of, any program or activity of the District on the basis of ethnic group identification, national origin, religion, age, gender, sexual orientation, race, color, or physical or mental ability. This includes District decisions about employment, retention, compensation, promotion, termination and/or other employment status.¹⁵

The District Human Resources Department assesses information on employment equity and diversity for all District personnel on an annual basis.

Self Evaluation

As of July 1, 2006 the diversity of personnel, other than white, at Cañada College is made up of 51% of diverse backgrounds. The diversity has increased by 1% since 2000. Cañada College is a Hispanic Serving Institution and serves 43% of the Hispanic population. The diversity of Hispanic personnel as of July 1, 2006 is 23% compared to 21% in July 1, 2000.

2000	2000		2006	2006		2000	2006
Females	Males		Females	Males		Diversity	Diversity
33	77		53	97		50%	51%

¹⁵<http://www.smccd.edu/accounts/smccd/departments/humanresources/policies.shtml>

Planning Agenda

No recommendations at this time.

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

Descriptive Summary

The College encourages formal advocacy for faculty, staff, administration, and students. The classified staff is represented by CSEA and Classified Senate, the facilities staff is represented by AFCSME, the faculty is represented by AFT Local 1493, American Federation of State, County and Municipal Employees and Academic Senate, and the Associated Students of Cañada College represents the student body.

The practice of shared governance also provides a high level of respect for the opinions and ideas of faculty, staff, administration and students in making policy and in the implementation of policy on campus.

Self Evaluation

District policies for the treatment of administrators, faculty and staff are presented on the district web page, "Rules and Regulations." Examples of relevant sections are, "2.12 Employee Rights and Protection," "2.15 Employer-Employee Relations," "2.20 Equal Employment Opportunity," "2.25 Policy on Sexual Harassment," "2.30 Policy on Political Activity," "3.25 Wages, Hours; Other Terms; Conditions of Employment." "5.06 Nonrepresented Employees: Conflict Resolution," "5.10 Managers: Employment & Reassignment," "5.16 Managers: Evaluation," "5.26 Academic Supervisors: Evaluation," "5.56 Classified Professional/Supervisory: Evaluation" and "5.66 Confidential Personnel: Evaluation" are regulations that address evaluation of non represented employees, managers, and academic supervisors to assure integrity in the treatment of administrators.

District policies for the treatment of students are presented on the district web page, "Rules and Regulations, sections 7.00 through 7.75." Policies for student grievances and appeals are included in the College Catalogue in the section titled, "Grades and Academic Standing" and are also listed on the web page under section 7.73, Student Grievances and Appeals.

Planning Agenda

No recommendations at this time.

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

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

Descriptive Summary

The following are professional development funds supported by the institution:

The Trustees' Fund for Program Improvement is allocated for full-time faculty, classified staff, administrators, coordinators, certificated supervisors, and part-time hourly faculty. Part-time hourly faculty and classified staff personnel must be co-sponsored by a full-time faculty member. (See Eligibility under Trustees' Fund for Program Improvement Applications link http://www.canadacollege.edu/inside/development/trustees_fund_app.pdf)

The purpose of the Fund for Program Improvement is to support faculty members and others to participate in educational activities beyond the normal professional duties and responsibilities. The activities must have specific and applicable outcomes to enrich student learning and improve student services.

The goals and objectives of the Program Improvement are to support projects that align with the District mission, goals and directives; support efforts in the planning, development, implementation, and evaluation of new courses and programs; support new development and evaluation of instructional materials which will facilitate the implementation of new methods of instruction exemplified by but not restricted to— individualized instruction, computer-related delivery systems, etc.; support projects aimed to improve retention support services for students, support research aimed at enhancing student access and success; and to support cooperative staff development efforts at both college and district-wide levels.

A committee is formed to evaluate and select proposals to be funded. The committee is chaired by a faculty member and consists of a faculty member, an administrator, and a college staff member. The process and procedures for application for funding, guidelines for writing proposals, criteria for evaluating proposals are in place. See Procedures for Evaluating Proposals link: http://www.canadacollege.edu/inside/development/trustees_fund_app.pdf)

Professional Development Long Term and Short Term funding is allocated for full-time and part-time faculty members. The funds provide tenured faculty members the opportunity to participate in short-term workshops and/or conferences. It also provides funds for long-term projects such as retraining, conducting research, and/or participating in advanced study. The purpose of the funding is to update, retrain, and extend the expertise of faculty to meet the current and future needs of the students.

A committee, chaired by a faculty member, evaluates long term and short term proposals and selects for funding. The committee consists of six members. The process and procedures for application for funding, guidelines for writing proposals, criteria for evaluating proposals are in place. See the PROFESSIONAL DEVELOPMENT link: http://www.canadacollege.edu/inside/development/Prof_Dev_App.pdf

Extended/Sabbatical Leave

Extended professional development leave is intended to provide full release from regular duties and enable unit members to respond to changing educational conditions and to engage in substantive professional growth projects. Extended leaves allow time for advanced formal coursework, independent study, work experience, programs of study and/or research and other beneficial activities which do not fall under regular faculty responsibilities. Intellectual property created during an extended or a long-term leave is the property of the faculty member unless other specific agreements have been made with the District. For extended leaves of a full semester or academic year, activities will be considered according to one or more of the following categories, all categories being considered equally:

1. Retraining of applicant to allow for future new assignment in a needed area;
2. Study, project or activity that provides an applicant with opportunities to upgrade skills and knowledge for current or future assignments;
3. Study, project or activity for the improvement of curriculum, educational delivery, student personnel services or other support services;
4. Study, project or activity for development or revision of certificate or degree program;
5. Study, project or activity related to feasibility or revision of new or existing programs.

Selection process for Extended Leave/Sabbatical is governed by the potential of future service to the District and students, relative merits of application, and seniority. The selection committee is the same committee formed for the Professional Development Long-Term/Short Term funding.

AB1725 Staff Development funding was to encourage and provide support to faculty and classified staff to pursue educational and professional development. Funding source for AB1725 has expired; however, there are still limited funds available for the classified employees.

Classified Staff Development Program is designated for classified personnel. The program provides funding for classified staff to further their education, attend workshops, seminars, and or conferences. Since each staff is allocated an allowable amount per year, the staff can apply for the AB1725 funds. In addition, the staff can apply for funds through the Trustees Fund for Program Improvement with a full-time faculty member sponsorship.

Management Development is a funding designated for administrative personnel. This program provides funding for administration to attend conferences and to enhance their professional skills.

Community College District Centers for Teaching and Learning provides the opportunity for faculty, staff, and administrators to continually update in all areas of technology. Through campus-based Centers, district employees are provided with access to current hardware and software as well as the assistance of the CTL staff. **(See CTL Technology Plan 2005-2008)**

The goal of the Centers is:

- Training staff to use ever-changing technological tools to keep up with the demands of their jobs.
- Supporting staff use of SMCCCD web services, new VoIPphones, and a selection of applications.
- Finding cost effective ways to help staff put instructional material and student services online.

They have provided professional growth and development of faculty, staff and administrators through seminars, forums and workshops based on employees' needs. New equipment (faculty laptops) has caused staff to see assistance in the CTL. Staff work habits often favor drop-in- one-to-one assistance over attending scheduled workshops. **(See Annual Reports see summer 2005 – Spring 2006).**

Self Evaluation

According to the Cañada College Employee Accreditation Survey, September 2006,¹⁶ the mean score of 3.57 was given to the statement “the college provides sufficient opportunities for continued professional staff development.”

During the spring 2007 semester, the Vice President of Instruction and the Academic Senate Governing Council agreed to give release time to a faculty member to become the Faculty and Staff Development Coordinator for the College. The faculty member will work to develop and implement a series of professional development activities for faculty and staff. The Coordinator will work closely with employees to gather input in developing such activities.

Professional development opportunities relate to teaching and learning needs directly. Professional development provides opportunities for all personnel to train, gain new knowledge, and upgrade skills to ensure that we bring current technology, new paradigm enhancing the scholarship of teaching and learning, develop and implement new programs, participate and conduct research to apply innovative approach for successful student learning. A sampling of activities include attendance at an International Career

¹⁶ <http://www.canadacollege.edu/inside/institutional-reports/employee-survey-10-06.pdf>

Development Conference, CAPED Conference, Frontiers In Education Conference, 2007 Teaching Institute, California Association of Medical Assisting Instructors Seminar, Professional Association of Custom Clothing for Educators Conference, American Chemical Society National Conference, Engineering Liaison Council, 22nd Annual Tax Seminar, Tech Prep and Career Pathway Conference, Balance & Mobility Conference, and a PALMA Conference.

In 2002, a delegation of Cañada College administrators, faculty members and classified staff visited Santa Ana College. Santa Ana College student population is similar to Canada College student population. There is a high percentage of minority students at Santa Ana College. Title V (HSI Grant—Hispanic Serving Institute) funded this activity. The participating members were divided into groups. Each group was designated to observe a different subject area. In addition to the classroom observation, member groups interviewed the students, faculty members, and administrators during the visit at Santa Ana College. The result of the visit was the implementation of Freshman Success Program.

The group met several times to discuss, evaluate, and troubleshoot on how the College can have a positive effect on student retention and student success. Cañada College implemented a program that helps retain incoming students and provide a safe environment for learning. The Freshman College Success Program is a learning community, an alternative way of teaching and learning.

The data shows that the Freshman College Success Program is a successful program. English 836 and Math 110 courses were linked as a learning community. Based on the data, it shows 20.9 percent increase in retention for freshman students enrolled in linked English 836 compared to those who enrolled in non-linked English 836. The linked Math 110 showed a 22.1% retention rate. In addition, the GPA of the students in the linked classes was higher.

Planning Agenda

Develop additional support for workshops, seminars, and guest speakers
Collect data for the website and methodologies for evaluating the data

Standard III.A.5.b

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

Descriptive Summary

There are a variety of professional development opportunities for faculty, staff, and administration. The Professional Development, Trustees Fund, and the President's Fund

for Innovation committees meet throughout the academic year to evaluate proposals submitted for funding. As part of the professional development process for Short-Term projects, all recipients of this particular funding are required to complete a project report that answers five specific questions.¹⁷ For Long-Term projects, all recipients are required to provide in a report of 3-5 pages a description of the completed project with six items addressed. At the end of every Center for Teaching Learning workshops/presentations offered on campus to faculty, staff, and administration, all are asked to complete an evaluation form that is analyzed and used to improve courses in the future. An example of this funding has been used to develop and offer new courses, revamp current courses, and the development of a website for all college students to use. Classified Staff Development proposals must meet the criteria set by the Classified Staff Development Committee Districtwide.¹⁸ Through the staff development opportunities, we hope to create a positive climate of open communication, mutual respect and appreciation for the advantages of a diverse community. There is no final written report required for this funding.

Management Development funding is requested by the individual manager and then approved by the Vice President, then President. There is no final written report required for this funding.

Self Evaluation

All proposals submitted are reviewed and voted upon by the committee members. After the professional development project has been completed, the participants have an opportunity to disseminate information at department and division meetings. Over the past year, there has been an increase in applications for the Professional Development and Trustees Fund dollars and it is critical to have enough funding to support professional development activities on campus. It is critical also to have funding allocated to travel, hotel, and food expenses that tie directly to the professional development conferences and or workshops.

Comment [S1]: You need to consider how the College evaluates the professional development activities and uses the evaluation for improving the process.

Planning Agenda

To allocate funding to support travel, hotel, and food expenses that tie directly to professional development requests for conferences and workshops.

Standard 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.

¹⁷ http://www.canadacollege.edu/inside/development/Prof_Dev_Report.pdf

¹⁸

http://smcweb.smccd.net/portal/Human%20Resources/Classified%20Staff%20Development/Classified_Staff_Dev_Policies,%20Word%20Version.doc

Descriptive Summary

Cañada regularly assesses its human resources needs and that assessment is integrated with institutional planning. All levels of management continually review staffing levels and changing needs of programs. Needs are identified, in part, by program review documents, faculty hiring discussions, and divisional requests. Faculty positions are requested once per year. Administrative and classified positions are requested when a vacancy occurs or a strongly identified need arises. Specific procedures are in place that must be followed to receive funding for new positions. All requests for new positions are reviewed to assure there is some correlation between the College's mission and goals. Once the positions are approved at the Vice President level, they are considered by the Planning and Budget Committee. Planning and Budget Committee recommendations are forwarded to the College Council which then makes a recommendation to the President.

Self Evaluation

The college evaluates personnel needs on an on-going basis. However, when there is a budgetary constraint, as in the 2003-2004 school year, the normal hiring process must be adjusted. During that year, summer school was cancelled and several classified positions were eliminated. Those employees were allowed to apply in other departments in the District. In addition, the schedule of classes was reduced resulting in reductions to the number of adjunct faculty positions during that year. Since that time, with better budgets, there have been new hires and there has been a better distribution of work loads.

There is a need to hire additional full time faculty members in specific departments which are growing or in which there are currently no full-time faculty members. The College Council recommended adding seven new faculty positions and five new classified positions for the 2007-2008 academic year.

Planning Agenda

Mid year faculty hiring process needs to be developed.