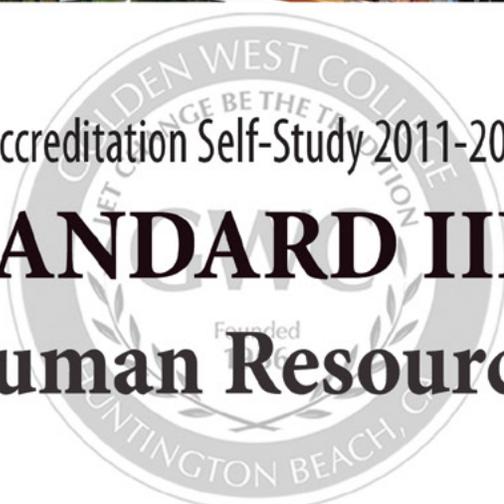Accreditation Self-Study 2011-2012

# STANDARD III.A
# Human Resources

**Standard III.A Subcommittee**

**Crystal Crane**
Director, Human Resources

**Janet Houlihan**
Vice President
Student Life and Administrative Services

**Theresa Lavarini**
Professor, English
Academic Senate President

# III.A Human Resources

**The institution employs qualified personnel to support student learning programs and services wherever offered and by whatever means delivered, and to improve institutional effectiveness. Personnel are treated equitably, are evaluated regularly and systematically, and are provided opportunities for professional development. Consistent with its mission, the institution demonstrates its commitment to the significant educational role played by persons of diverse backgrounds by making positive efforts to encourage such diversity. Human resource planning is integrated with institutional planning.**

**III.A.1**
**The institution assures the integrity and the 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 Descriptive Summary

GWC adheres to a comprehensive set of District-wide recruitment and selection procedures, to ensure that personnel are fully qualified for their positions. College and District-wide hiring practices provide for the prioritization of personnel needs with search procedures that insure candidates possess the appropriate education, training and experience for each position. When filling positions for full-time faculty, classified staff, and management personnel, a hiring committee comprised of diverse constituents, including members with specific expertise in the discipline or position requirements, is constituted at the onset of the recruitment process. The committee's initial responsibility is to review the job description and verify that the duties and qualifications appropriately reflect current regulations, standards and expectations. The hiring committee using criteria taken from the job description then screens applicants. As a result, all faculty and administrators meet or surpass the state minimum qualifications as required by the California Education Code, Title 5 of the California Code of Administrative Regulations, or have been granted equivalency in their discipline using standards consistent with those established by the Board of Governors and the Statewide Academic Senate. In addition, these search procedures ensure that support staff possesses the appropriate knowledge, experience, and skills required for their respective classifications. Classifications for support staff are also vetted through a District Reclassification Committee to ensure appropriate education; experience and training requirements are delineated for each classification within the classified service. On an annual basis, the College also employs hourly student help, Federal Work Study students, and hourly/temporary employees for the purpose of assisting with more routine and repetitive operational functions (III.A.1._.01: *GWC Catalog 2011-12, "Administration & Faculty," pp. 189-195*).

Methods used to assure qualifications for each position are closely matched to specific programmatic needs:

- Faculty and Educational Administrators - Minimum Qualifications as established by the Board of Governors of the California Community Colleges. (Educational Administrators, full-time faculty, and part-time faculty positions).

- All job announcements and performance measures are reviewed and approved by the Campus Personnel Office and the District Office of Human Resources.

- Constituent review and input on position responsibilities, appropriate knowledge, skill, ability, and other desirable characteristics

- Classified staff and classified management positions - Job specifications are periodically reviewed and updated to ensure classification and duties are appropriate for the position.

### III.A.1 Self Evaluation
GWC meets the standard.

The goal of the CCCD is to recruit, select and hire persons who are highly qualified (III.A.1. _.02: *Board Policy 7121, Employee Recruitment and Selection Policy*).

Position prioritization processes for faculty, classified, and short-term personnel are defined and incorporated into College planning processes through program review. This allows the college to evaluate both permanent and temporary staffing levels along with broader program assessment. The Faculty position prioritization process is conducted by the Academic Senate every two years, and provides Division faculty an opportunity to share program needs with one another and rank both new and replacement positions for full-time faculty by discipline.

Classified and short-term personnel position prioritization process also encompass both new and replacement positions. These requests are presented through program review, and are ranked by planning teams in a two-year cycle. These rankings are presented as recommendations to the College President and Vice Presidents as funding becomes available for support staff positions. These rankings also provide the College an opportunity to assess program growth and/or decline to determine where staffing levels may need to be realigned to more fully support student services and instructional program integrity.

Once position priorities and funding have been identified for hiring, District adopted recruitment and selection policies and procedures are followed for filling all vacancies at the College. These procedures ensure that a thorough review of qualifications for all personnel is done during each hiring process. The College also conducts extensive reference checking to verify experience and training. The District Office of Human Resources at the point of hire also does degree and experiential verification for all academic personnel.

Additionally, the Academic Senate continues to fine-tune its faculty hiring request process. Currently, the faculty reads program reviews of departments requesting faculty and then asks questions of the department representative at a formal Q&A session. Senators rate each request,

using a rubric that identifies campus and district priorities. When all ratings are processed, a ranked order is created. This process, while valuable, is not perfect. The Academic Senate is currently working on process refinement to ensure that rating inflation does not occur and that mathematical bias is eliminated. In spring 2012, the Academic Senate will initiate a subcommittee to review the process for potential improvements.

Additionally, search and selection policies and procedures adhere to California Labor Law, Title V of the California Code of Regulations, and the California Education Code to ensure compliance, equity and consistency in hiring. The College adheres to a variety of policies, manuals, guides, and procedures in the prioritization, recruitment, screening, and selection of personnel:

- III.A.1._.03a: *Board Policy 7839, Faculty Qualifications*
- III.A.1._.03b: *Board Policy 7838, Faculty Hiring Policy*
- III.A.1. .03c: *Board Policy 7816, Faculty Hiring Policies and Procedures*
- III.A.1._.04: *Board Policy 7815, Rights of Administrators - Faculty Tenure*
- III.A.1_.05: *Equivalency Determination to Minimum Qualifications Procedures and Forms*
- III.A.1._.06: *Board Policy 7856, Classified Staff Hiring Policy*
- III.A.1._.07: *Board Policy 7849, Job Classifications– Classified*
- III.A.1._.08: *Board Policy 7848, Agreement between CCCD and Coast Federation of Classified Emploees Local 4794*
- III.A.1_.09: *Board Policy 7859, Confidential Staff Hiring Policy*
- III.A.1._10: *Board Policy 7888, Management Hiring Policy*
- III.A.1._11: *Equal Employment Opportunity Training Presentation*
- III.A.1._13: *Board Policy 3420, Equal Employment Opportunity (EEO)*
- III.A.1._13: *Board Policy 3421, Equal Employment Opportunity Plan*
- III.A.1._14: *Board Policy 7909, Search/Selection of Executive Management*
- III.A.1._15: *Faculty Position Prioritization Process*
- III.A.1._16: *Classified Position Prioritization Process*

In 2009 the District formed a Hiring Policy Task Force comprised of constituent representatives from all employee groups and colleges within the District to undertake a review and update process for all Hiring Policies and Administrative Procedures. In March 2010 the Board adopted a revised Faculty Qualifications Policy and Hiring Policies for Faculty, Classified, Confidential, and Management personnel. The Task Force is currently completing work on updating administrative procedures as well.

**III.A.1 Actionable Improvement Plan**
None

**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.**

### III.A.1.a Descriptive Summary

Policies and procedures related to the employment and selection of personnel are adopted as a part of Board Policy and are available to college employees and the public on the District website. Search and selection committees are provided with Equal Employment Opportunity training, as well as training related to applicable search policies and procedures during each recruitment process. Faculty hiring procedures are delineated in the Faculty Hiring Procedures Handbook that was developed by the Academic Senate and adopted by the Board of Trustees (III.A.1.a.17: *Board Policy 7816, Faculty Hiring Policies and Procedures*). Search committees for hiring faculty are comprised of full-time faculty from the discipline, or, if too few faculty members are available in a given discipline, from the college or District.

As classified vacancies occur, job descriptions are reviewed and modified to ensure they reflect appropriate minimum qualifications, job-related desired qualifications, essential functions for the position, adhere to nondiscriminatory criteria, and are related to the mission of the institution (III.A.1.a.18: *Board Policy 7856, Classified Staff Hiring Policy*). Detailed job specifications for each position classification include job duties and minimum qualifications as approved by the Board of Trustees (III.A.1.a.19: *Board Policy 7849, Job Classifications- Classified*).

Search and Selection Committees evaluate minimum qualifications for all candidates during each recruitment process. For faculty positions, candidates making their application on the basis of equivalency have their applications forwarded to a separate Equivalency Determination Committee, as prescribed by the Faculty Hiring Procedures and Academic Senate standards, for a determination of qualifications. Credentials, transcripts from accredited institutions, or approved equivalency determination forms evidencing the applicant's ability to meet the state minimum qualifications are submitted to the District Office of Human Resources upon hire and are maintained in the employee's personnel file.

### III.A.1.a Self Evaluation

GWC meets the standard.

A district-wide Policy Task Force is currently evaluating the hiring policies, search and selection procedures for all employee groups. The Board of Trustees adopted updated hiring policies in March 2011, and individual constituent groups are developing, drafting, and vetting search procedures for adoption in 2012-13 (III.A.1.a.20: *Board Policy 7838: Faculty Hiring Policy). New management search and selection procedures were adopted in fall 2011* (III.A.1.a.21: *Board Policy 7888, Management Hiring Policy*). Updated faculty, classified, and confidential search and selection procedures are expected to be completed in Spring 2013.

The College EEO/Recruitment Coordinator provides individual training to all search committees to ensure consistency and familiarity with District policies, applicable laws, EEO guidelines, and process procedures (III.A.1.a.22: *Equal Employment Opportunity Training Presentation*).

Recruitment announcements describe primary duties as well as other terms and conditions of employment, and clearly identify minimum and desired qualifications by which candidates will be evaluated.  Prior to recruitment, College administration and the search committee review position descriptions. To promote diversity and access in recruitment, position announcements are circulated widely in a variety of print and electronic forms through:

- The Coast Community College District website
- The 24- hour Coast Community College District Job Hotline
- Human Resources electronic mailings
- Newspaper ads
- National and local employment publications
- The California Community Colleges Registry
- Various online recruitment websites (Ed Join, Monster.com, Hotjobs.com, etc.)

Screening and selection procedures are standardized to ensure fairness to all applicants. The hiring process involves paper screening, oral interviews and teaching/performance demonstrations.  Search committees for faculty positions are comprised of discipline faculty as defined in the Faculty Hiring Procedures adopted by the Academic Senate and the Board of Trustees. Search committees for management positions are representative of college-wide constituencies as described in the Management Hiring Procedures.  Search committees for classified and confidential personnel are also constituent-based.

The Search committees develop paper-screening criteria (using minimum and desirable qualifications from the job announcement), as well as interview questions that address job-related requirements.  Teaching demonstrations are required for all faculty positions. Writing samples and/or oral presentations are required for management and administrative positions.

The criteria and questions developed by the committee are fairly and consistently applied to all applicants. Committee members assign numerical ratings to each criterion using a scale agreed upon by the committee. All applicants submitting materials on the basis of equivalency to the minimum qualifications are referred to a separate discipline equivalency committee for review, as approved by the Academic Senate. The College EEO/Recruitment Coordinator monitors the search process to ensure compliance with hiring policies and procedures.

Overall, the District demonstrates effectiveness in the area of hiring qualified faculty.  The one area of challenge is in granting faculty equivalency. There have been inconsistencies related to standards for granting equivalency district-wide (III.A.1.a.23: *Board Policy 7815 Rights of Administrators - Faculty Tenure*). To address this concern, the faculty subcommittee of the Hiring Policy Task Force has taken a lead role in working through Faculty Senates, district-wide, to redesign the faculty equivalency process. The subcommittee, incorporating feedback from each Senate, is currently refining a recommended process for district-wide implementation. This work will be completed in Fall 2012.

Reference checks are conducted for candidates considered for employment. All credentials, transcripts and/or approved equivalency determination forms are submitted to the District Office of Human Resources for verification and are maintained in the employee's personnel file.

### III.A.1.a Actionable Improvement Plan
None

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

### III.A.1.b Descriptive Summary
The College reviews the effectiveness of its human resources through established evaluation processes.  The evaluation process for faculty, management, classified, and confidential employees at the College is covered in Board policy and collective bargaining agreements.

The College is committed to the ethical obligation of providing performance feedback and the performance evaluation is the formal, structured process that allows management to meet that responsibility.  A properly delivered performance evaluation can boost productivity, identify performance gaps, and promote continuous improvement in the quality of work.

Evaluation forms are reviewed and revised as needed for relevance and effectiveness. Evaluation discussions are scheduled on a regular basis in accordance with the various collective bargaining agreements.  Less formal discussions also occur when the nature of the assignment or other circumstances make it meaningful to do so. Reports are run on a monthly basis by District HR to ensure review cycles are completed.

The evaluation process for classified staff is outlined in the Agreement Between the CFCE and the District. The intent of the performance appraisal is to provide the employee with commendations and recommendations. The process is intended as a tool to enhance performance and provide a means to plan and achieve long-term employment goals. The appraisal is based on job-related criteria, and a standard evaluation form is used for all classified staff throughout the District. Each manager is responsible for providing staff with an opportunity to complete a self-evaluation prior to preparing their performance appraisal. Once the evaluation is prepared, the manager meets with the employee to discuss the evaluation and develop goals or action plans as necessary for performance improvement before it is included in the personnel file. Classified staff members are evaluated at the third and fifth month of service during the probationary period, one year following the completion of the probationary period, and once every two years thereafter (III.A.1.b.24a: *Board Policy 7848 Agreement Between CCCD and Coast Federation of Classified Employees Local 4794*).

The full-time faculty evaluation process is outlined in the Agreement Between the CFE/AFT and the District.  The purpose of the faculty evaluation process is to improve instruction, counseling, and other educational services provided to students. The same evaluation process is followed

for faculty who are temporary (employed two out of six semesters), categorical, part-time (50% through 60%), contract (tenure-track), and regular (tenured). Each temporary faculty member is evaluated during the semester of temporary employment, but not to exceed once in an academic year. Categorical faculty members are evaluated each year of employment for four years. Thereafter, an evaluation is conducted at least once every six regular semesters. Part-time faculty (50% through 60%) faculty members are evaluated the first semester of employment, and at least once every six regular semesters thereafter. Contract faculty members are evaluated once each year until tenure is granted. Regular (tenured) faculty are evaluated every three years. The full-time faculty evaluation process is conducted by a panel and includes a student survey, panel observation, an evaluation conference, and the submittal of a formal evaluation report to the Vice President of Instruction or Student Services, as appropriate. In addition, a self-evaluation component is included in the evaluation process for contract (tenure track) faculty. Regular (tenured) faculty can choose either a self-evaluation or a formal on-site instructional observation by an evaluation panel of their peers. The evaluation process for a faculty member who is placed in a special assignment for 50% or more of a regular contract-teaching load follows the same procedures as for regular faculty but is limited to a self-evaluation (III.A.1.b.24b: *Board Policy 7828, Agreement Between the Coast Federation of Educators/AFT and the CCCD*).

The evaluation process for part-time faculty employed less than 50% is outlined in the Agreement Between the District and the CTA/NEA. Its purpose is to improve individual teaching performance. Unit members are evaluated in the first year of employment and at least once every six semesters thereafter. The evaluation process is comprised of classroom observations, a self-evaluation, and a student survey. An evaluation conference is held before the evaluation report is filed (III.A.1.b.25: *Board Policy 7829, Agreement Between the California Teachers Association/NEA and the CCCD*).

The process for evaluation of classified supervisors, managers, and educational administrators is contained in Board policy. The purpose of the management evaluation and its professional development component is to encourage higher levels of performance in the service of students, the institution, and the community. The evaluation process is designed to give encouragement, motivation, and constructive feedback to managers about their job performance, defining both areas of strength and areas of needed improvement. The evaluation is based upon goals related to objectives developed by the individual and his or her administrator, upon the individual's job description, and upon the perceptual feedback from a selected pool of employees. The performance evaluation for each manager is conducted once in each of the first two years of employment and every second year thereafter. The evaluation is comprised of a review of annual goals and objectives, a behavioral survey, self-evaluation by the manager, and an evaluation by the employee's administrator. Manager goals are evaluated to see the extent to which they met college goals. The Chancellor evaluates the college President as required by his or her employment contract (III.A.1.b.26: *Supervisory and Management Personnel Policies*).

### III.A.1.b Self Evaluation
GWC meets the standard.

Employee evaluation processes and instruments are defined at the District level and consistently applied in accordance with collective bargaining agreements at the college level. The evaluation instruments for all employee groups provide for avenues of assessment of job performance as well as engagement in college-wide activities and governance.

There is significant improvement, district-wide, in the timely completion of evaluations. However, there are still some inconsistencies relative to strict adherence to timelines. To encourage improvement in this area, the management evaluation includes a component that indicates timely completion of evaluations as a key responsibility. By way of incentive, management longevity stipends are also tied to ensuring employee evaluations are current.

The effectiveness of evaluation processes for all employee groups are continually under ongoing discussion. There is always debate as to whether or not evaluations are used as meaningful or effective tools in performance management.

Further, the Board of Trustees has expressed an interest in moving from a cycle that is every other year for managers and classified employees to an every year cycle. It should be noted that managers who have a large number direct reports would be severely challenged by that expectation. For classified employees, this is a negotiable item.

Both faculty and administration welcome a continued look at evaluation processes. Part-time faculty are evaluated department chairs who have less time to conduct evaluations now that the department chair compensation has been converted primarily to stipend instead of release time. Thus, part-time faculty are not evaluated as often as recommended. Full-time faculty believes that evaluations are not particularly helpful and would like to find a way to turn evaluations into tools to help fine tune teaching skills. Therefore, through the Academic Senate, the faculty is working with the union to create a new evaluation process that allows faculty to help other faculty improve and grow without fear of reprisals, and the faculty is sure administration will welcome the dialog on the improving this process.

### 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.**

### III.A.1.c Descriptive Summary
Due to collective bargaining agreements, GWC does not currently link faculty evaluations to student learning outcome results.

### III.A.1. c Self Evaluation
GWC does not meet this standard.

At present, the faculty evaluation instrument does not include student learning outcomes as an indicator of instructional effectiveness. At the College, the faculty is extensively engaged in dialogue regarding the development and implementation of student learning outcomes; however, the inclusion of this element in the faculty evaluation process will need to be negotiated with the Coast Federation of Educators before it can be implemented. Discussions are underway at both the Academic Senate and the Union to link participation in creating and assessing student learning outcomes to the class evaluation of faculty. SLOs are currently required on the faculty syllabi, and the faculty is encouraged to post which assignments are assessing the particular SLOs on the syllabi so that students better understand the skills and/or learning that they can expect

to possess after passing a particular course (III.A.1.c.27: *Academic Senate Minutes May 17, 2011; September 13, 2011; & September 27, 2011*). The SLO Coordinators are endeavoring to encourage the faculty and union to support the participation and assessment of SLOs becoming part of the classroom evaluation while protecting faculty from being evaluated on SLO results (which may result in non-compliance or false SLO assessment results).

### III.A.1. c Actionable Improvement Plan
In order to fully achieve Standard III.A.1.c, the College and the District will work through negotiations to ensure that the evaluation process for faculty includes student learning outcomes (SLOs) as indicators of instructional effectiveness.

Absent such an agreement, and to meet this standard, commencing in the Spring 2013, instructors shall provide evidence that they have posted SLOs on the syllabi for the classes they are currently teaching.  Having completed and documented the assessment of SLOs to improve student learning, instructors shall also document the changes they have made as a result of those assessments.

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

### III.A.1.d Descriptive Summary
GWC places an emphasis on ethics in its written documents, behavior, mission, and core values. The College mission and value statements emphasize a commitment to and provide a framework for the professional ethics and conduct of all personnel.  Faculty value and uphold a written code of professional ethics described in the Faculty Handbook (III.A.1.d.28: F*aculty Handbook, "Professional Ethics" 022012*; III.A.1.d.29: *Faculty Statement on Ethics*). In addition, GWC publishes a college handbook that delineates policies and processes to maintain ethical conduct of its employees (III.A.1.d.30: *Faculty Handbook January 2012*).

In 2010, the Board also adopted a policy specifying a Code of Professional Ethics for members of the Board of Trustees (III.A.1.d.31: *Code of Ethics for Members of the Board of Trustees*).

### III.A.1.d Self Evaluation
GWC meets the standard.

GWC's mission and value statements provide evidence of a college community committed to ethical behavior beyond the written codes of professional ethics/conduct.  Of the ten value statements published in the College Catalog and on the College website, four in particular speak to the value of people, embrace a commitment to integrity, equity, diversity and openness, and focus on a stewardship toward the college and students. They are:

Access and Equity
We value and strive to ensure open access to our college and equitable opportunities for all the residents of our community.

Collaborative Climate
We support active participation based on trust, openness, consistency, and respect in the college's decision-making process. We encourage students, faculty, and staff to work together to solve problems by listening to one another, by speaking honestly, and by demonstrating ethical

behavior and responsibility for the good of the college. GWC has numerous committees and sub-committees, and in fall 2010, the executive board of the college administration and the Academic Senate spent several meetings reviewing and culling committees to ensure that committee charges and memberships are not overlapping. The Senate regularly sends out calls for participation on committees and appoints faculty every two weeks to various committees. The Academic Senate encourages both full and part-time faculty to participate, and the president and vice presidents of the Senate review committees each semester and personally ask faculty to fill vacant positions (III.A.1.d.32: *Campus Committee Structure*).

Inclusiveness and Diversity
We value diversity and recognize the contributions of all individuals. We support the free and open exchange of thoughts and ideas in an environment that embraces mutual respect and civility.

Stewardship and Sustainability
We are responsible for utilizing and developing our human, environmental, and fiscal resources efficiently and effectively and in a manner consistent with the principles of health and sustainability.

Leadership
We promote active leadership for students, faculty, and staff at all levels of the institution and through partnerships with the community at large. We embrace our responsibility to clearly communicate, inspire, and proactively respond to the changing needs of our students and community.

The Academic Senate encourages leadership by recruiting faculty to serve on the Senate and campus and district committees. The Academic Senate changed to having two vice presidents (instead of just one) serve one-year terms (instead of two years) to have more faculty with senior faculty leadership experience. The chairs of the senate's standing committees, CCI (curriculum committee) and IPD (professional development committee), are encouraged to nurture leaders, as well.

The Academic Senate regularly encourages its senators and faculty members to attend the ASCCC Plenary Conferences held in fall and spring each year, as well as the Accreditation, Leadership, Curriculum, Student Learning Outcomes, and Academic Institutes (III.A.1.d.33: *Academic Senate Agenda September 27, 2011*).

IEC (Institutional Effectiveness Committee) also created a plan to replace the one SLO Coordinator with four faculty SLOCs. These four faculty members have become important leaders on the campus, going from department to department to give hands-on help with SLOs and becoming the communicators of SLO information and progress on various committees: CCI, IPT, ERC, Strategies for Student Success, Academic Senate, Planning and Budget, and AIC (III.A.1.d.34: *Contracts of the SLOCs and the log of committees visited*).

The Academic Senate created an Academic Integrity Subcommittee in fall 2010, which has been meeting regularly to review the process of how to promote academic integrity in the classroom. In spring 2011, the Senate also collaborated with the Associated Students of Golden West College (ASGWC) to give and review a student survey on cheating in the classroom.

One of the recommendations after that collaboration is that all faculty put the Academic Honesty Policy on their syllabi and review the policy in class with their students the first week of class every semester. This will help ensure that students are at least aware of the policy. The committee continues to meet with the goal of preventing cheating and promoting academic honesty at GWC.

The Academic Senate is exploring a plan of creating a mentorship program in which senior senators pair with newly-elected senators to help guide them to full participation and knowledge regarding the Academic Senate for California Community Colleges (ASCCC). The Senate has also been discussing having full-time faculty members of departments mentor part-time faculty, as well. The concern is that GWC has an ever decreasing number of full-time faculty members to be the standard bearers in their departments, and communication between the faculty is becoming fragmented.

The Academic Senate is updating its statement on the faculty code of ethics (III.A.1.d.35: *Academic Senate Minutes November 8, 2011; November 22, 2011; & December 6, 2011*).

The Academic Integrity Subcommittee is continuing to meet with the ASGWC (student government) to work together to create a plan that continues to promote academic integrity while preventing cheating.  Faculty and Administration should work together to study the problem of academic dishonesty that seems to be rising.  GWC needs to encourage the academic integrity of the student body while training administrators and faculty how to identify cheating and prevent dishonest practices.

These values reflect an institutional commitment to ethical practice.

**III.A.1.d Actionable Improvement Plan**
None


**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.**

**III.A.2 Descriptive Summary**
The college provides a wide array of course offerings for students, and relies on its corps of full-time faculty to safeguard curriculum, provide instruction, and promote college life.  The college utilizes various collaborative and constituent-based processes to evaluate human resource allocations in order to identify and maintain sufficient numbers of faculty, support staff, and administrators for instructional integrity and optimal services to students.

The College continually evaluates what constitutes a sufficient number of full-time faculty members, and ensures there are sufficient numbers of faculty to meet student needs in high demand classes, ensure program vitality, and to meet or exceed the target of the state required faculty obligation number.  Adherence to the 50% law serves as another benchmark.  New full-time faculty positions are identified using a participatory governance process. The Academic Senate conducts a rating process for new faculty positions every two years (to coincide with program review) in which discipline faculty delivers presentations to the Academic Senate based on its department and enrollment needs. A ranked list of disciplines requesting new faculty is then presented to the

college President for review and recommendation. The college President then presents to the college P&B Committee the number of vacancies that will be filled in order to meet institutional needs. The Academic Senate has also has created a mid-cycle faculty hiring prioritization process to address faculty needs that may arise sooner than the two-year program review cycle. With recent retirement incentives, this process was initiated for the first time in fall 2011, and the Senate has presented its prioritized disciplines to the College President as recommendations for hire as funding becomes available for faculty positions.

Classified staff, working throughout the organization, fulfills support functions in the areas of direct classroom support, admissions and records, paraprofessional counseling support, technology, clerical services, maintenance and operations, campus safety, and governance. The College assesses needs to support institutional effectiveness and hires accordingly. Support staffing needs are identified through the program review process and are prioritized by each of the College planning teams before they are presented to the President for review and recommendation. As vacancies occur throughout the year, college administration first reviews organizational structures to determine where consolidations or efficiencies can be made through reorganization. If re-organizational opportunities are not viable, then the prioritized list of needs is evaluated to determine if the vacancy is a critical need which must be replaced immediately, or if funding should be reallocated from that vacancy to another higher priority need from the list.

Management and administrative structures are reviewed by the College President and are staffed based on program need and compliance requirements.

The college recruits and hires qualified personnel by clearly and publicly stating minimum qualifications on each position announcement. Search and Selection Committees carefully review these qualifications for each applicant before an offer of employment is made. The District Office of Human Resources ultimately verifies appropriate qualifications and degrees before employment begins.

### III.A.2 Self Evaluation
GWC meets the standard

GWC has qualified faculty, staff, and administrators presently filling positions with full-time responsibility to the institution. Due to budgetary constraints however, many positions have not been replaced over the past two years and the College and district have become increasingly conscious, through necessity, of the need to evaluate each and every position in terms of student demand and operational effectiveness.

Every position requested for recruitment must be justified both at the local level and to President's Council (comprised of the three college Presidents, Vice Chancellors, and chaired by the Chancellor), prior to approval to proceed with recruitment. From 2010 to present, there has been a hiring slow down, requiring that needed positions are first filled through reorganization, transfers, or internal only recruitment. External recruitment is allowed under strict parameters mandated through Resolution by the Board of Trustees.

Currently GWC employs:

- Full-Time Faculty – 125
- Part-Time Faculty – 467
- Classified Staff – 170
- Confidential Staff – 2
- Managers – 32
- Hourly Employees – 297
- Student Assistants – 162
- Professional Experts – 37

(III.A.2.01: *GWC Census, Spring 2012*)

Over the course of a decade, district-wide, the number of full-time faculty declined by 30%, classified staff numbers declined by 5%, and management (certificated and classified combined) declined by 35%.  These reductions stemmed largely from retirement incentives and natural attrition. Budgetary considerations have been the driving force of decisions relating to replacements. Ongoing discussions are occurring regarding staffing needs in all areas.

While the district and colleges continue increasingly to rely upon part-time faculty and technology as the less costly alternative to full-time faculty, the Academic Senate sees this as a serious threat to the academic integrity of the institution. The Academic Senate President warned the College and District in her fall 2011 Welcome Back Letter by indicating that the Academic Senate believes "we need full-time faculty if we are going to continue to focus on serving our students to the best of our ability" (III.A.2.02:  *Academic Senate President's Welcome Back Letter August 23, 2011*).

The College and District need to uphold the absolute number of full-time faculty positions at each college and to move closer, not farther, from the goal of having 75% of classes taught by full-time faculty.  In 2007, the California Community College Chancellor Drummond commented that "none of the Basic Skills Initiative happens without adequate numbers of full-time faculty" (III.A.2.03: *"Academic Excellence: Why California's Community Colleges Need the 75/25 Full-Time Faculty Standard" by Ian Walton, ASCCC, Sept. 2008*).  Thus the College is forming a Task Force in fall 2012, comprised of faculty, staff and administration to develop a Staffing Master Plan to address and assess staffing levels across the institution for alignment with the GWC Educational Master Plan and the District Staffing Plan, as the full-time faculty obligation number is set at the District level (III.A.2.04: *GWC Educational Master Plan (2011)*; III.A.2.05: *Vision 2020, Appendix H.1, "Vision for Human Resources and Staffing," pp. 72-84*).

The District has authorized the College to hire 12 full-time faculty and recruitments and selections were complete in spring 2012 III.A.2.06: *Faculty Hiring Status Report 13, spring 2012*).

As noted above, the College has experienced a number of full-time faculty retirements without replacement instructors being hired due to State revenue reductions. Some disciplines currently have no full-time faculty, other have very few full-time faculty. Currently in the Social Sciences area there are four academic disciplines without any Full Time faculty, Anthropology, Economics, Geography and Philosophy. A full-time Philosophy instructor position is in the hiring process and

is expected to begin teaching in the fall 2012 semester. The lack of full-time faculty in these disciplines has placed a burden on the part-time discipline faculty and the full-time faculty of other disciplines to facilitate the creation and assessment of SLOs for courses and programs.

In 2008-09, the Arts and Letters division had a total of 41 full-time instructors, with 15 full-time instructors in the "Arts," and the remaining 26 instructors in the "Letters." Effective this coming fall, the Arts and Letters division will have only 30 full-time instructors, with 9 assigned to the "Arts" and 21 assigned to the "Letters." This represents a division-wide loss of 27 percent of the full-time Arts and Letters faculty in a period of just four years.

Perhaps the two departments most seriously affected by this attrition have been English and Fine Arts.  Effective fall 2012, the English department will have only nine full-time instructors, down from 12 in 2008-09, which is still far fewer full-time English faculty than is recommended for a college the size of GWC. In 2008-09, the Fine Arts department had five full-time instructors and, effective fall 2012, there will be only two full-time instructors remaining.  In fact, nine of eleven programs in the Arts and Letters have lost more faculty through retirements and death than have been rehired since 2008.  This shortage has created some obvious changes in terms of faculty representation and participation in departmental and college-wide committees. They may also be reflective of the college's efforts to respond to the pressures from the state to refocus our mission toward transfer, career and basic skills. The development of SLOs and SLOAs has been delayed, in some instances, because of the shortage of qualified full-time faculty to lead in these efforts. Faculty and staff report feeling stressed and over-extended as a result of having to assume duties that in years past were performed by others.

These staffing challenges are something that will need to be assessed by both faculty and administration during the development of the College Staffing Plan in 2012-13 to ensure continued academic integrity (III.A.2.07:  *Census Data; III.A.2.08: GWC Catalog 2011-12, "Administration & Faculty, pp. 189-195*).

**III. A.2 Actionable Improvement Plan**
None

**III.A.3**
**The institution systematically develops personnel policies and procedures that are available for information and review. Such policies and procedures are equitable and consistently administered.**

All personnel policies are developed and adopted by the Board of Trustees, and are available to the public and the college community through the District website. (III.A.3.01: *District Board Policy Website*). Faculty and classified employment contracts are established through the collective bargaining process and are adopted by the Board upon ratification through constituencies. Generally, administrative procedures are developed or revised through a participatory governance process.  However, the collective bargaining process is used for faculty and classified staff in cases where the administrative procedures affect conditions of employment. Copies of these documents are also available for review through the District website.

**III.A.3.a**

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

**III.A3.a Descriptive Summary**

There are approximately 140 Board Policies guiding the work of Human Resources. The District relies on the policy services of the Community College League of California (CCLC) to determine which policies are mandated by law and to access models for local use. In 2010, the Office of Human Resources developed a three-year plan for the systematic review of HR Policies. Policies are also developed based on constituent request or Board request as communicated through the Board's Personnel Committee (III.A.3.a.02: *Board Personnel Committee Agendas & Minutes Web Page; III.A.3.a.03: Human Resources Policy Review Plan Matrix*).

The process for policy development typically begins with a request from the Board of Trustees, a change in legal requirements, or constituent interest. The need for the development of a policy or the updating of a policy begins with a presentation to the Chancellor's Cabinet, comprised of leaders from each of the District's internal constituent groups. Several HR Policies have been updated or developed with the assistance of a Task Force comprised of district-wide representatives.

Based on current requirements, draft policies are forwarded to the District's General Counsel for review to ensure consistency with current legal requirements.

The Board adopts Policy in a two-reading process. Therefore, newly developed policies or revised policies are placed on a board agenda for review during public meetings, allowing broad-based exposure prior to adoption. Once adopted, policies are placed on the District's website to allow for full public access. Administrative procedure manuals are on file in administrative offices and are available to employees and employee groups for review upon request. Policies and administrative procedures are widely distributed to college personnel and are consistently applied to ensure fairness and equitable treatment.

**III.A.3.a Self Evaluation**

GWC meets the standard.

Personnel policies and procedures for regular faculty and classified staff are developed through collective bargaining and are detailed in the respective contracts. The Agreements between the Coast Community College District and both the Coast Federation of Classified Employees (Local 4794) and the Coast Federation of Educators/American Federation of Teachers (Local 1911) are provided to all bargaining unit employees and to managers and administrators. Additionally, the responsibilities of faculty members participating on hiring committees are included in the Faculty Hiring Policy and Procedures manual (III.A.3.a.04: *Board Policy 7816, Faculty Hiring Policies and Procedures*).

An exclusive bargaining agent also represents part-time faculty (III.A.3.a.05: *Board Policy 7828, Agreement between the American Coast Federation of Educators/AFT and the CCCD*). The contract governing part-time faculty is the Agreement between the Coast Community College Association and the California Teachers Association/National Education Association (III.A.3.a.06: *Board Policy 7829, Agreement between the California Teachers Association/NEA and the CCCD*). Personnel

policies and procedures affecting confidential and management employees are included in Board policy (III.A.3.a.07: *Board Policies on Confidential Employees Web Page*)

III.A.3.a.08: Board Policies on Supervisory/Management Employees Web Page). The Coast District Management Association also publishes a Manager's Handbook. This document is distributed to all supervisors, managers, and administrators (III.A.3.a.09: *Coast District Management Association Handbook*).

In addition, information affecting all employee groups is shared through various new employee orientation processes. The District's Office of Human Resources conducts meetings with new employees to address such issues as salary placement, workplace safety, workers' compensation, and sexual harassment training. Academic administrators provide new faculty orientation that covers specific instructional and student services policies and procedures.

A Hiring Policy Task Force was formed in May 2009 to work with Human Resources to update all of the District's hiring policies and procedures for faculty, classified staff, and management. The Hiring Policy Task Force received training in equal opportunity employment prior to engaging in the work of policy development.

Eight Board Policies related to hiring were developed or revised, as applicable, by the Task Force, reviewed by General Counsel, and adopted by the Board in March 2010. Specifically, the Task Force presented policies relating to Equal Opportunity Employment, Equal Opportunity Plan, Recruitment and Selection, Faculty Hiring, Faculty Qualifications, Classified Hiring, Confidential Hiring, and Management Hiring. The Task Force also significantly revised the District's Nepotism Policy to address any bias in hiring or supervision of employees based on relationships by blood, marriage, adoption, or domestic partnerships where conflicts of interest may exist (III.A.3.a.10: *Board Policy 7310, Nepotism*).

The Task Force finalized its work on Management Hiring Procedures, which were ratified by the Board, in August 2011, as being consistent with its adopted policy (III.A.3.a.11: *Board Policy 7888, Management Hiring Policy*).

Though several human resources policies are out of date, significant strides have been made in the area of policy review and development over the past five years. Legal mandates and constituent feedback has driven many of the more recent policy changes. The development of a Management Hiring Policy and Procedure was a high priority for the District based on real or perceived inconsistencies in management hiring. The District's General Counsel has also identified policies that require immediate updating to avoid legal exposure. Competing time demands make it challenging to make timely policy changes. However, the review process is ongoing and has also resulted in increased focus on ensuring that policies are consistently administered.

**III.A.3 and 3.a Actionable Improvement Plan**
None

**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 the law.**

**III.A.3.b Descriptive Summary**

The Coast Community College District Office of Human Resources (Employment Services and Records Department) is responsible for maintaining official personnel files for all District employees. The Personnel Services Office is responsible for ensuring that campus personnel records are private and secure.

Personnel records for employees (past and present) are maintained to document employment-related decisions, benefit choices, and to comply with statutory record-keeping requirements. Only one official master personnel file is maintained by the District and is kept in the District Office of Human Resources.

To ensure confidentiality of personal information, access to an employee's file is restricted to the employee, an authorized agent, and authorized administrators and supervisors. An employee's medical and benefits records file is maintained separately from the personnel file in accordance with the Americans with Disabilities Act. Access to an employee's medical file and any medical-related information is restricted to an employee and the Vice Chancellor of Human Resources or his/her designee.

Each employee has the right, by appointment, to review and copy, but not remove, the contents of his/her own official personnel file.  Any other reproduction of master file documents occurs in the course of day-to-day human resources work or by court order.

**III.A.3.b Self Evaluation**

GWC meets the standard.

Both the campus and the district personnel offices follow procedures regarding access to person-nel files to ensure their security and confidentiality. Master file documents are well-organized and filed in a timely manner by the District Office of Human Resources. The employee must give any-one outside of Human Resources staff or immediate organizational supervision written permis-sion before their master file can be reviewed. Once granted, persons reviewing a file must present a photo ID and complete/sign a Personnel File Utilization Form stating the purpose of the file review.  Once signed, this form is kept in the master file. These forms provide an excellent "paper trail" ensuring only persons authorized by the employee are viewing confidential employee infor-mation. Collective bargaining agreements for all employee groups also define standards for the maintenance of personnel files and their contents (III.A.3.a.12: *Board Policy 7848, Agreement Between CCCD and Coast Federation of Classified Employees*; III.A.3.a.13: *Board Policy 7828, Agreement Between the California Federation of Educators/AFT and the CCCD*; III.A.3.a.14: *Board Policy 7829, Agreement Between the California Teachers Association/NEA and the CCCD*).

The College Personnel Services Office maintains all recruitment and selection documentation and monitors the confidentiality of the screening and selection process. Upon the conclusion of a screening process, screening committee documents, and hiring outcomes are forwarded to the District Office of Human Resources.  Employee files are permanent and are kept indefinitely. Recruitment and selection records are kept for three years.

**III.A.3.b Actionable Improvement Plan**
None

**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 Descriptive Summary**

GWC values and encourages an active dialog related to equity and diversity, which occurs throughout the college and is supported by a variety of activities. A College task force has developed a Diversity Plan and an Equity of Service Report. The two documents identify requirements for measuring and reporting the effectiveness and evaluation of the college's diversity efforts (III.A.4._.01: *Equity of Service Report*).

In order to provide a curriculum and learning environment responsive to the needs of a diverse student body, and in accordance with Board Policy, the District continues to strengthen its faculty and staff diversity efforts by providing equal employment opportunities for all persons, and continues to refine recruitment and selection efforts to promote diversity and equity. The Coast Guiding principles and goals were collaboratively developed and incorporated in the Vision 2020 Plan. District-wide principles include:

Diversity- reflect inclusiveness with all ethnic, socio-economic, educational, and cultural backgrounds.

Equity - All staff serves and contributes to our students' success with equal importance.

Methods used to facilitate the achievement of diversity goals are as follows:
- Use of electronic applications and screening tools (broad outreach and assessment consistency)
- Marketing materials that reflect commitment to equal employment opportunity
- Participation in diversity job fairs
- Use of State and National Academic ListServs
- Distribution of Job Summaries to over 200 local community organizations
- Partnership and use of California Community College Registry
- Collaborative creation and consistent application of training and diversity information.

The District Office of Human Resources continues to follow broad-based recruitment procedures for all employment opportunities at the College. The District also participates in annual diversity job fairs to recruit for faculty and administrative positions. In addition, an increased utilization of technology in recruitment efforts has allowed the District to reach a large base of diverse and qualified applicants. (III.A.4._.02: *Board Policy 3420, Equal Employment Opportunity (EEO)*)

GWC has a designated Equal Employment Opportunity/Staff Diversity Officer responsible for monitoring all aspects of the employment selection process to ensure compliance with equal employment opportunity guidelines. Personnel Services also provides Equal Employment Opportunity/Staff Diversity training as part of its hiring committee orientations for all faculty, staff, and management positions (III.A.4._.03: *Equal Employment Opportunity Training Presentation*).

In addition, the college uses the campus-wide Access and Equity Committee to monitor progress toward increased student and employee equity and diversity. A variety of cultural awareness, sensitivity, and tolerance activities are also provided for students, faculty, and staff through the Student Activities and Intercultural programs (III.A.4.04: *Intercultural Program Calendar of Events Web Page*).

**III.A.4 Self Evaluation**
GWC meets the standard.

The extent to which diversity and equity values are embraced at GWC is strongly evidenced through the perceptual feedback from students collected in the 2011 Accreditation Survey (III.A.4._05: *Accreditation Student Survey 2011 Results, pp.1-4, items 14 to 16*). The survey supports that activities at GWC reflect an appreciation for different groups of people, including ethnic diversity and sensitivity to the disabled, with 38.6% of students giving the college an A grade in this category and 42.3% of students giving it a B grade. The mean rating in this area of assessment rose from 3.07 in 2006 to 3.15 in 2011. Students also described the classes offered at GWC as the type to broaden views on cultural diversity, and that GWC makes a sincere effort to attract and keep students of different ethnic backgrounds.

In the 2011 Community College Survey of Student Engagement (CCSSE), GWC students also provided feedback consistent with comparison cohorts. Students acknowledged the encouragement they received to engage with others from different economic, social, and racial/ethnic backgrounds at the College (III.A.4._.06: *GWC CCSSE Student Survey Results 2011, item 9c*).

This data supports that the policies, procedures, and activities related to equity and diversity at GWC are widely understood and embraced by faculty, staff, managers, and students.

**III.A.4 Actionable Improvement Plan**
None

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

**III.A.4.a Descriptive Summary**
GWC supports its faculty and staff through a variety of programs and services developed through collective bargaining processes, staff development programs, wellness committees, and planning teams. These support services include comprehensive health and welfare benefits, wellness programs, professional growth incentives, and recognition programs for all regular faculty, staff and managers at the College.

**III.A.4.a Self Evaluation**
GWC meets the standard.

The collective bargaining process provides comprehensive health and welfare benefits to all contract employees. The District Benefits Office provides information and support related to these benefits. The District Wellness Committee also holds wellness activities at the College several times throughout the year, in addition to distributing informational materials related to a variety of health care issues to personnel (III.A.4.a.07: *Wellness Calendar*).

Professional growth incentives are available to both faculty and staff. The Coast Federation of Classified Employees offers salary stipends, released time, and expense reimbursement for classified staff. Professional growth incentives are built into the salary schedule for full-time faculty and are defined in the Agreement Between the American Federation for Teachers/Coast Federation of Educators and the District (III.A.4.a.08: *Professional Growth Website* III.A.4.a.09: *Board Policy 7848, Agreement Between CCCD and Coast Federation of Classified Employees Local 4794*).

The Institute for Professional Development (IPD) provides conference and travel funding, department workshops, salary advancement and training opportunities, seminars, sabbaticals and other professional growth incentives for faculty. Funding is consistently provided for these activities through the faculty collective bargaining agreement.

GWC also looks to recognize faculty and staff for their contributions to the institution. Service Awards are held each year to honor employees who have given five years of more of service to the District. The Board of Trustees presents these awards during one of their regular meetings each year. The College also offers the Charlie Sianez Outstanding Service Award, created in honor of an employee whose service had an inspirational impact on the College (III.A.4.a.10: *Charlie Sianez Award Nomination Form*).

### III.A.4.a Actionable Improvement Plan
None

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

### Standard III.A.4.b Descriptive Summary
Diversity information for applicants and employees is maintained in human resource information systems used by the District and GWC. The College EEO/Recruitment Coordinator, the Director of Personnel, college administration and the Board of Trustees regularly assess this report to evaluate the progress of diversity efforts at the college and District levels.

GWC has also provided reports on college diversity programs and practices to the Board of Trustees in their annual review of hiring, diversity, and equity issues within the District (III.A.4.b.11: *Diversity Report to Board 2010*).

### III.A.4.b Self Evaluation
GWC meets the standard.

The College remains committed to equity and diversity in its employment practices. The College's mission, vision, and values statements, as well as the College goals, have defined this commitment (III.A.4.b.12: *GWC Goals, Values Web Page*).

Throughout the year, the College and District evaluate current equity and diversity issues. With input from the District Office of Human Resources, the College continually redefines its equity and diversity programs in employment, and the college remains sensitive to the importance of these issues.

The District adopted a new Equal Employment Opportunity Policy and Equal Employment Opportunity Plan Policy in March 2011 to reflect current Title V regulations. The District will be developing and adopting a new EEO Plan, per the regulations, as technical guidance and timelines are defined by the Chancellor's Office. A task force is already in place to begin work on this project, and both the College EEO/Recruitment Coordinator and Director of Personnel will participate on the task force.

Absent formal EEO Plan or current availability data from the State, the College has remained successful in achieving and maintaining diversity in its classified services and has made significant improvements in achieving greater diversity in its faculty ranks.

| Academic Year | Asian | Hispanic/ Latino | African-America | White | Non-disclosed | Total Hires |
|---|---|---|---|---|---|---|
| 2006-2007 | | | | | | |
| Classified | 4 | 1 | 0 | 7 | 0 | 12 |
| Academic | 1 | 0 | 0 | 1 | 0 | 2 |
| 2007-2008 | | | | | | |
| Classified | 1 | 6 | 1 | 11 | 0 | 19 |
| Academic | 0 | 0 | 0 | 2 | 0 | 2 |
| 2008-2009 | | | | | | |
| Classified | 2 | 2 | 0 | 6 | 0 | 10 |
| Academic | 0 | 1 | 0 | 5 | 1 | 7 |
| 2009-2010 | | | | | | |
| Classified | 1 | 0 | 0 | 4 | 0 | 5 |
| Academic | 0 | 0 | 0 | 4 | 1 | 5 |
| 2010-2011 | | | | | | |
| Classified | 0 | 0 | 0 | 2 | 0 | 2 |
| Academic | 1 | 1 | 1 | 1 | 0 | 4 |

**III.A.4.b Actionable Improvement Plan**
None

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

**III.A.4.c Descriptive Summary**
GWC adheres to a variety of policies and procedures that reflect California Education Code, California Labor Law, Title V of the California Code of Regulations, and collective bargaining agreements which ensure the fair and equitable treatment of employees and students.

**III.A.4.c Self Evaluation**
Terms and conditions of employment for faculty, staff, and management personnel are clearly defined in collective bargaining agreements and are consistently applied to ensure the integrity of benefits provided and for fair treatment.

- AFT/CFE Contract – Establishes procedures for fair treatment, wages, hours, benefits, leaves, transfers, evaluations, grievances, and other conditions of employment for full-time faculty (III.A.4.c.13: *Board Policy 7828*).

- CFCE Contract – Establishes procedures for fair treatment, wages, hours, benefits, leaves, transfers, evaluations, grievances, and other conditions of employment for classified personnel (III.A.4.c.14: *Board Policy 7848*).

- CTA/NEA Contract – Establishes procedures for fair treatment, wages, hours, benefits, leaves, transfers, evaluations, grievances, and other conditions of employment for part-time faculty (III.A.4.c.15: *Board Policy 7829*).

- Coast District Management Association Handbook – Establishes procedures for fair treatment, benefits, leaves, evaluations, and other conditions of employment for managers (III.A.4.c.16: *Coast District Management Association Handbook*).

- Board Personnel Policies – The District Board of Trustees has adopted various administrative personnel policies to ensure the integrity of the institution (III.A.4.c.17: *Board Policies Web Page*).

- College administrative procedures, information, codes of conduct, and grievance processes are also in place to ensure equitable treatment for students.

- Student Equity Plan – Assesses student equity and seeks areas for improvement.  GWC completed its Student Equity Plan in January, 2005.  A set of equity goals and actions were identified (III.A.4.c.18: *Student Equity Plan, 2005*; III.A.4.c.19: *Student Equity Plans & Research 2005-2011*).

- College Catalog – Provides detailed information to students regarding college policies, academic policies, matriculation requirements, codes of conduct, and grievance procedures (III.A.4.c.20: *GWC Catalog 2011-12 Web page*).

GWC's 2011 Accreditation Survey supports that students feel GWC is a positive and supportive environment in which to receive an education that is, in part, a result of the policies, procedures, and practices in place at GWC that ensure access and equitable treatment for all.

**III.A.4.c Actionable Improvement Plan**
None

**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.**

**III.A.5.b With the assistance of the participants, the institution systematically evaluates pro-fessional development programs and uses the results of these evaluations as the basis for improvement.**

**III.A.5, 5.a, 5.b  Descriptive Summary**

The College's Staff Development Advisory Committee and the Institute for Professional Development (IPD) Committee are responsible for organizing, coordinating and approving the funding for staff development activities. The college mission statement and college goals are the focal points used to determine event participation.

The Staff Development and the Institute for Professional Development (IPD) Committees seek input from faculty, staff and administrators to determine where program changes and improvements should be made. Evaluations are used to examine the value of an activity, and campus-wide input is solicited for agenda suggestions.

The overall coordination of staff development is the responsibility of the Staff Development Advisory Committee. The membership includes four members each from the faculty and classified staff, three administrators, as well as one part-time faculty and one student representative. The committee meets once each month.

The committee recommends distribution of state staff development funding (when available), surveys employees regarding staff development needs, plans and organizes annual staff development activities and events. To assist in the evaluation of the individual workshops and the planning of future events reviews, the committee tabulates results of surveys taken after staff development activities.

The Staff Development Advisory Committee historically has set its budget based on the AB 1725 funds received each year.  For the past several years there have been no new funds from the state budget allocated for staff development. The committee has tried to stretch the carry-over funds to allow for the continuation of funding a limited number of activities. When a call goes out for available funding for activities, the application process and due dates are widely published.

Individual professional development activities for faculty are also supported through the Institute for Professional Development (IPD) which provides conference and travel funding, department workshops, salary advancement, training opportunities, seminars, sabbaticals and other professional growth incentives. Funding is consistently provided for these activities through the Agreement between the AFT/CFE and the District.

Professional growth support is also available to staff through the Classified Professional Development Program. This program offers to classified staff salary stipends, released time, and/or expense reimbursement for continuing educational goals. Funding for this support is consistently provided through the Agreement between the CFCE and the District.

Management personnel are also offered support for continuing education, conferences, workshops and seminars through the Coast District Management Association's professional development program.

**III.A.5, 5.a, 5.b Self Evaluation**

GWC meets the standard.

The CCCD recognizes the need for continued growth and learning for all employees.  Board policy supports professional development programs to provide positive individual professional growth

that will contribute to achieving the mission of the District (III.A.5.01: *Board Policy, 7854, Classified Professional Development Program Guidelines*; III.A.5.02: *Board Policy 7862, Confidential Employees Professional Development Program*; III.A.5.03: *Board Policy 7886, Management Professional and Staff Development Program*).

While individual professional development programs continue and are widely utilized through the Institute for Professional Development (IPD) for faculty, the Classified Professional Development Program, and the Coast District Management Association Professional Development Program. College-wide staff development efforts began to restructure during fall 2011. Due to ongoing funding reductions and retirements, College administration and constituencies are reviewing staff development coordination positions and the Staff Development Advisory Committee at this time. Although the faculty staff development coordinator position was not funded for 2011-12 due to broader budget reductions in released time assignments, a trainer position was replaced and a management co-coordinator was named.

The College does see opportunity for increased organization in communication between the three colleges and the District related to professional development activities, particularly for discipline faculty. Faculty would like a plan that gives them the time and space to have additional professional development opportunities within the college and district, beyond usual conferences and sabbaticals. Additionally, as GWC continues to rely upon ever-changing technology, faculty requires training for emerging technology tools to free up time to focus on the needs of students. The Academic Senate invited two District administrators, the Vice Chancellor of Human Resources and the Vice Chancellor of Educational Resources, to the Academic Senate on October 11, 2011 to begin the dialog of improving professional development activities. (III.A.5.04: *Academic Senate Minutes October 11, 2011*).

A task force consisting of three managers, two faculty members, and one classified staff member was convened in fall 2011 to review and do pre-planning research for a new College staff development plan. The five year plan is intended to address college-wide training needs for all constituent groups as well as to develop a proposal for funding. A college-wide survey related to staff development training needs was also conducted during Spring 2011. The results from this survey will assist the Staff Development Advisory Committee in the development of a new plan. The Advisory Committee will present its plan and funding request to the College President in 2012-13.

**III.A.5, 5.a and 5.b Actionable Improvement Plan**
None

**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.**

**III.A.6 Descriptive Summary**
Throughout the year, the College evaluates the policies, needs, and effectiveness of our human resources through a variety of planning processes. The program review process, tied to the College goals, considers individual program data in conjunction with current staffing levels. This process allows for the planning of future program growth or vitality as well as the evaluation of its human resource needs to effectively support the instructional program or service area.

The College also has defined position prioritization processes for human resource needs that are identified during program review. The Academic Senate has a position prioritization process for instructional staffing needs as well. Staffing priorities from these processes are submitted to the College President, and as funding is identified, hiring recommendations are vetted through the College P&B Committee, as the main planning body for the college. Staffing levels are continually reviewed by College administration throughout the year and the results from these position prioritization processes are used as a guide in where the most significant needs and priorities are for our human resources.

A Staffing Plan was also developed at the District level as part of the larger Master Planning Process.  This plan will provide a framework for the College Staffing Plan to be developed during spring 2012 (III.A.6.01: *Vision 2020, Appendix H.1, "Vision for Human Resources and Staffing," pp. 72-84*).  The District has authorized GWC to hire 12 new full-time faculty as of spring 2012 (III.A.6.02: *Faculty Hiring Status Report 13, spring 2012*).

### III.A.6 Self Evaluation
GWC meets the standard.

Program review data and analysis, coupled with the established prioritization processes for faculty and staff, are an integral part of the evaluation and allocation of human resources at GWC.  These processes allow the college to evaluate both permanent and temporary staffing levels along with broader program assessments and strategic planning.

The Faculty position prioritization process, conducted by the Academic Senate every two years, provides Division faculty an opportunity to share program needs with one another and rank both new and replacement positions for full-time faculty by discipline. Although SLOs are used to evaluate courses and programs, a clearer link needs to be established to course SLOs driving the prioritization of the institution's resources. The dialog has begun in the Academic Senate and IE Committee on how to best proceed with creating this clearer linkage. The Senate rankings are then presented to the College President as recommendations for hire as funding becomes available for faculty positions. The District has authorized the College to hire 12 new full-time faculty.  Recruiting for those positions has begun in spring 2012 (III.A.6.03: *Faculty Hiring Status Report 13, spring 2012*).

The Classified and Hourly position prioritization process also encompass both new and replacement positions. These requests are presented through program review and are ranked by planning teams in a two-year cycle. These rankings are presented as recommendations to the College President and Vice Presidents as funding becomes available for support staff positions.  Both prioritization processes also have a mid-cycle rating process to capture emergent needs. (III.A.6.04: *Classified Position Prioritization Process; III.A.1 16: Faculty Position Prioritization Process*; III.A.6.05: *Hourly One Time Funding Request Form*)

Additionally, as part of the College Master Planning Process, a Task Force has been formed during Fall 2012 to begin work on a College Staffing Master Plan that will coordinate with the framework of the District Staffing Plan, while addressing the particular needs of the College Master Plan.

### III.A.6 Actionable Improvement Plan
None

**Standard III.A Evidence List**

Links to evidence are available at www.goldenwestcollege.edu/accreditation2011-2012.

3.A.1._.01: GWC Catalog 2011-12, Administration & Faculty pp. 189-195
GWCCatalog2011_12AdministrationAndFacultypp189_195.pdf

3.A.1._.02: Board Policy 7121 Employee Recruitment and Selection Policy
BP7121EmployeeRecruitmentAndSelection.pdf

3.A.1._.03a: Board Policy 7839 Faculty Qualifications
BP7839FacultyQualifications.pdf

3.A.1._.03b: Board Policy 7838 Faculty Hiring Policy
BP7838FacultyHiringPolicy.pdf

3.A.1._.03c: Board Policy 7816 Faculty Hiring Policies and Procedures
BP7816FacultyHiringPoliciesAndProcedures.pdf

3.A.1._.04: Board Policy 7815 Rights of Administrators - Faculty Tenure
BP7815RightsOfAdministratorsInvolvingFacultyTenurePoliciesAndProcedures.pdf

3.A.1._.05: EEO Training PowerPoint
EquivalencyApplication2andEQForms.pdf

3.A.1._.06: Board Policy 7856 Classified Staff Hiring Policy
BP7856ClassifiedStaffHiring.pdf

3.A.1._.07: Board Policy 7849 Job Classifications – Classified
BP7849JobClassifications_Classified.pdf

3.A.1._.08: Board Policy 7848 Agreement Between CCCD and Coast Federation of Classified Employees Local 4794
BP7848AgreementBetweenCCCDandCoastFederationOfClassifiedEmployeesLocal4794.pdf

3.A.1._.09: Board Policy 7859 Confidential Staff Hiring Policy
BP7859ConfidentialStaffHiring.pdf

3.A.1._.10: Board Policy 7888 Management Hiring Policy
BP7888ManagementHiringPolicy.pdf

3.A.1._.11: Equal Employment Opportunity Training Presentation
EEO_TrainingPowerPoint.pdf

3.A.1._.12: Staff Diversity/Affirmative Action Policy and Plan
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3.A.1._.13: Board Policy 3420 Equal Employment Opportunity (EEO)
BP3420EqualEmploymentOpportunity.pdf

3.A.1._.14: Board Policy 3421 Equal Employment Opportunity Plan
BP3421EqualEmploymentOpportunityPlan.pdf

3.A.1._.15: Board Policy 7909 Search/Selection of Executive Management
BP7909SearchAndSelectionOfExecutiveManagement.pdf

3.A.1._.16: Faculty Position Prioritization Process
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3.A.1.a.17: Board Policy 7816 Faculty Hiring Policies and Procedures
BP7816FacultyHiringPoliciesAndProcedures.pdf

3.A.1.a.18: Board Policy 7856 Classified Staff Hiring Policy
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3.A.1.a.19: Board Policy 7849 Job Classifications – Classified
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3.A.1.a.20: Board Policy 7838 Faculty Hiring Policy
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3.A.3.a.02: Board Personnel Committee Agendas & Minutes Web Page
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3.A.3.a.03: Human Resources Policy Review Plan Matrix
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