

Standard Seven: Faculty and Staff

The institution has sufficient qualified full-time and part-time faculty and staff to support its educational programs and services wherever offered and by whatever means delivered. Consistent with its mission, the institution demonstrates its commitment to the significant educational role played by persons of diverse ethnic, social, and economic backgrounds by making positive efforts to foster such diversity.

A. Qualifications and Selection

7A.1 *The institution has sufficient faculty and staff who are qualified by appropriate education, training, and experience to support its programs and services.*

Descriptive Summary:

Since the 1996 Self Study Report, El Camino College has continued its commitment to quality postsecondary education for students. The college provides instruction for approximately 25,000 students who attend full- or part-time. The college employs a well-qualified staff to meet the needs of the students and the institution. To maintain the instructional program, there are 311 full-time and 514 part-time instructors. Thirty-four full-time non-instructional faculty, which includes counselors, librarians, and Health Center personnel and 35 part-time faculty, provide key student support services. To support and oversee the college's program and services, El Camino College employs 381 classified and confidential employees, 13 police officers, 19 supervisors, and 50 administrators (7.1).

The college reviews personnel needs for programs and services annually. Each requested position, whether new (7.2) or a replacement (7.3), is carefully reviewed by executive management, the area management team, Human Resources representatives, and members of the Budget Development Committee (BDC).

Employees meet qualifications deemed appropriate for the position and approved by the Board of Trustees. Minimum qualifications and

equivalency procedures for faculty were established through mutual agreement between the Academic Senate and Board.

Self Evaluation:

The college strives to maintain a sufficient number of faculty and staff to offer quality programs and services. Since 1996, the total employees at El Camino increased from 1,259 to 1,321. The two areas that reflect the greatest growth are the faculty and support staff. Full-time and part-time faculty exhibited a 6% and 5% growth respectively, while the classified staff showed a 9% growth. Currently, the ratio of full-time faculty to part-time faculty at El Camino, as of Fall, 2001, is 67:33 (7.4). Although the college has not met the California community colleges goal that 75% of the instruction is taught by full-time faculty, El Camino College continues to work toward that goal. In 2000, the college hired 15 additional full-time faculty, utilizing Partnership for Excellence monies. Student support services, Aid, received additional staff to meet the increased demands of both the students and the government.

The extensive review process, established by the college for staffing, includes all necessary factors for organizational and program needs. The BDC supported an effort to ensure adequate and equitable staffing in academic division offices based on the number of faculty and programs in each division (7.5). Due to budget restrictions, current funding is unavailable to implement the proposal; therefore, some divi-

sion offices are unable to meet the demands of the division.

Careful monitoring during the hiring process ensures that the prospective employees are qualified for the positions they seek. Human Resources personnel screen applications for full-time positions prior to releasing them to the screening committees, who further review the qualifications of the candidates. Prior to being submitted to the Board for final approval, Human Resources staff again review the qualifications of the successful candidate.

The Noel-Levitz Student Survey (7.6) measured student feedback relevant to faculty and staff issues and qualifications. Results indicated that 73% of the students expressed some degree of satisfaction with the quality of instruction, faculty knowledge, and the courses and programs offered. Almost all faculty hold graduate degrees. Over 92% of the full-time faculty have master s degrees in their area of expertise, and 84 hold doctorates. Similar qualifications are observed with the part-time faculty. In addition, many faculty members are practicing professionals in their fields.

7A.2 Criteria qualifications and procedures for selecting all personnel are clearly stated, directly related to institutional objectives, and accurately reflect job responsibilities.

Descriptive Summary:

The college is committed to following fair employment guidelines and using objective job-related criteria determined by position minimum qualifications, institutional objectives, and representative selection. All employees, regardless of category, must meet specific criteria that have been established as necessary to perform representative duties of the classification or job. These criteria include minimum qualifications for both certificated and classified positions, which the college lists in classification specifications (job descriptions) that are approved by the Board of Trustees and position announce-

ments. The college develops position announcements, in conjunction with the division, and publishes them through Human Resources. Both certificated and classified employees hiring processes are described in Board-approved policies and procedure and respective agreements (7.7-7.10).

In 1998, to ensure that classification specifications accurately reflect job responsibilities, the college and the California School Employees Association (CSEA) agreed to systematically review, for clarity and accuracy, all classification specifications within five years. To assist in this process, the college and CSEA agreed to establish the Classification Review Committee, composed of representatives of the district, CSEA, and the Office of Student and Staff Diversity.

Self Evaluation:

The college has developed selection policies and procedures to monitor the hiring process. The continued review and renewal of staff diversity goals is part of this effort, which is based on demographic data of the communities served by the district (7.11). In addition, Human Resources staff provide committee chairs with a checklist to guide them through the process. However, due to the decentralized nature of the college s hiring process, timelines are not always followed, resulting in the delay of filling vacant positions that can negatively impact the operations of a division or cause the loss of well-qualified candidates who find employment elsewhere. Some divisions have found it difficult to adhere to the faculty hiring procedures because divisions do not have sufficient tenured faculty within specific disciplines. While a joint committee of the Academic Senate and administration has recommended some changes to the procedures, they have not reached mutual agreement.

In preparation for this accreditation review, the Standard 7 subcommittee conducted a culture survey of El Camino College employees (7.12). During Spring, 2001, the subcommittee distrib-

uted approximately 1,500 surveys, and 407 employees responded. Seven statements in the survey addressed selection issues. Most respondents agreed that hiring processes, interviews, conditions of employment, applicant information, and hiring outcomes are clearly defined and consistently applied.

Since its inception, the Classification Review Committee has been reviewing the reclassification requests of classified employees. As of June 30, 2001, the committee has reviewed 58% of all classified unit positions. The decertification of CSEA and certification of the El Camino Classified Employees (ECCE) Local 6142 has impacted the target date of 2003 for the review of all bargaining unit positions. However, the district and ECCE Board are working on reviewing the classification specifications of all existing classified positions.

Although the local minimum qualifications for faculty are in compliance with Title 5, the college has not reviewed the list since its adoption in 1991. Since that time, the California Community Colleges Board of Governors has approved revisions to the state's Discipline's List, which serves as the foundation for minimum qualifications for faculty. Some disciplines are experiencing difficulties finding part-time faculty who meet the more stringent local requirements, which might be alleviated if the State minimum qualifications were adopted.

Unlike classified positions, there is no systematic process for reviewing classification specifications of administrative and supervisory positions. The last major review occurred in 1996. However, when a vacancy occurs, the classification specification for the position is reviewed to ensure that it accurately reflects the job responsibilities prior to the college announcing the vacancy.

7A.3 *Criteria for selecting faculty include knowledge of the subject matter or service to be performed, effective teaching, and potential to contribute to the mission of the institution.*

Descriptive Summary:

The selection process (7.13) for full-time instructors includes working cooperatively with the Academic Senate, developing the position announcement, screening committee participation, demonstrating subject expertise by a teaching demonstration or role play, and responding to situational questions. The college utilizes a two-prong approach during the hiring process. The initial screening committee, which is composed of subject matter experts, reviews all applications to determine who will be interviewed. The first interview focuses on the candidate's knowledge of subject matter although the presence of faculty from outside the division provides the committee with additional insight to the candidate's potential to contribute to the college. The final interview, with representatives of the screening committee and the President's Cabinet, focuses on the candidate's understanding of the mission of the community college and his or her potential to contribute to the success of that mission.

Self Evaluation:

The college has established procedures to ensure that selection processes solicit enough information for the committee to assess a candidate's knowledge of subject matter and his or her ability to teach.

7A.4 *Degrees held by faculty and administrators are listed in the institution's primary catalog. All U.S. degrees are from institutions accredited by recognized accrediting agencies. Degrees from non-U.S. institutions are recognized only if equivalence has been established.*

Descriptive Summary:

The college catalog lists degrees and qualifications of faculty and administrators (7.14). The list also includes part-time faculty who have taught ten consecutive semesters.

Qualifications of faculty and administrators are verified through official transcripts. In order for

foreign degrees to be accepted, they must be evaluated by a certified evaluation service. Upon request, the college provides a list of possible services (7.15).

Self Evaluation:

Prior to the publication of the catalog, the faculty listing is sent to the division offices for review. Previously, the Public Information and Marketing Department sent faculty an information update sheet to indicate any changes in degrees attained and to apply to the Academic Senate for appropriate ranking. Now, the only source of information for the catalog pages is the division offices. Also, currently only 184 part-time faculty are listed out of 549. Since more than half of the current part-time faculty members have been with the college for an extended period, the process for including them in the catalog does not appear to be adequate and should be revised.

To ensure all degrees are from accredited colleges and universities, candidates selected for employment must provide official transcripts to Human Resources where staff verify whether the college or university is accredited. Those individuals possessing degrees from non-U.S. institutions must submit an evaluation of their work from a recognized evaluative service in lieu of transcripts.

B. Evaluation

7B.1 The evaluation of each category of staff is systematic and conducted at stated intervals. The follow-up of evaluations is formal and timely.

Descriptive Summary:

The college establishes evaluation procedures which meet all requirements specified in AB 1725 and other statutes. Collective bargaining agreements specify evaluation procedures for faculty, classified service employees, and police officers.

The faculty Agreement spells out evaluation and follow-up procedures for contract, tenured, and part-time faculty (7.16). Each division evaluates contract faculty during the first, second, third, and fifth semester after hiring. The evaluation of contract faculty consists of a self-evaluation, student evaluations, a peer evaluation, and a dean's evaluation. Following a satisfactory evaluation during the fifth semester, the evaluation panel meets during the seventh semester to recommend whether or not to grant tenure. Permanent (tenured) faculty are evaluated every three years. Their evaluation consists of a self-evaluation, student evaluation, and peer evaluation followed by a conference. The college evaluates part-time faculty members during the first semester of employment, at least once during the next three semesters of employment, and once every three years thereafter, provided that a break of service of over one year does not occur. Their evaluation consists of the same components as the permanent faculty evaluation.

In 1999, the college revised the evaluation procedure for administrators and supervisors (7.17). It consists of the immediate supervisor's evaluation and conference with the evaluatee, a self-evaluation, and faculty/staff opinionnaires. The college evaluates administrators/supervisors once a year for the first two years, and no less than once every three years thereafter. It administers additional evaluations, if needed.

Immediate supervisors evaluate classified employees at least twice during their probationary period and at least once annually thereafter (7.18). The immediate supervisor records performance ratings and comments on a standardized form. The evaluation procedure includes a meeting called by the evaluator with the employee to discuss the employee's performance (7.19).

Self Evaluation:

Evaluation procedures continue to be reviewed. The college provides periodic workshops for supervisors and administrators regarding perfor-

mance evaluation processes. However, more follow-up is needed with division management to ensure that communication of job expectations continues beyond new hire orientation (7.20).

The Office of the Vice President of Academic Affairs monitors the evaluation process for faculty. Each semester the division offices provide a list of faculty to be evaluated. The college tracks the evaluations of full-time faculty each semester, and these evaluations take place as scheduled unless the faculty member requests a postponement per the faculty Agreement (7.21). Although the list submitted by the deans includes the part-time faculty to be evaluated, there is no formal process to monitor that the part-time evaluations are conducted, as required in the faculty Agreement. Human Resources staff maintain a log of completed evaluations; however, no analysis has taken place to verify that the evaluations occur in a timely manner. At the end of each semester, the evaluator and evaluatee hold a conference and submit a report that becomes part of the evaluation.

In 1999, the college amended and distributed its Administrator/Supervisor evaluation policy and procedures (7.22). Some confusion about the faculty/staff opinionnaire component of the administrators and supervisors evaluation process resulted. The number of opinionnaires to be sent out and the selection of people to whom they are to be sent are not specified in the procedures and causes variations and inconsistencies in the process. Also, the staff opinionnaire has been designed to be used by staff to evaluate their supervisor, and not for the purpose of peer evaluation, for which it is also being used. Clarification of this part of the supervisor and management review process has reinforced the perception of a fair evaluation. A committee addressed this problem, and it constructed an opinionnaire for employees to assess the supervisor or administrator to whom they report. It also designed a separate peer evaluation for supervisors and administrators to assess their colleagues (7.23). Additionally, the evaluation procedures for administrators and supervi-

sors have been updated and incorporate the revised opinionnaires.

The timely administration of evaluations on a consistent basis is a recognized problem. In 1997, the college administration discovered that the primary issue with classified employee evaluations was the concern that supervisors and management did not follow through with issuing evaluations on a timely basis. There are some managers who have never administered evaluations to their staff. The Office of Human Resources monitors the administration of performance evaluations and reports to the applicable area vice president. Consequences for not evaluating staff must be clearly stated and circulated to the management team. Timely evaluation of employees directly reporting to an administrator/supervisor should be one of the criteria in the performance evaluation for this group. This is an administrative issue that must be addressed by the district.

In February, 2001, classified employees elected to change their exclusive representative. The district is negotiating a new collective bargaining agreement with the new representative. The college administration anticipates that an annual review process will continue to be required.

7B.2 Evaluation processes seek to assess effectiveness and encourage improvement.

Descriptive Summary:

A part of the evaluation process for every employee group is setting goals and assessing the achievement of goals set in the previous evaluation. In the self-evaluation, faculty members identify objectives for the continued improvement of instruction, based on a self-examination of teaching effectiveness and student evaluations. Likewise, managers and supervisors set performance goals for the next evaluation period and account for the achievement of goals set in the previous evaluation.

The purpose of the classified staff evaluation is to assess the employee's work performance, establish future performance objectives, and identify areas for improvement. Working together, the employee and supervisor identify strengths and major accomplishments, as well as weaknesses. Goals for the future include plans to address the identified weaknesses.

Self Evaluation:

The district has taken steps to design an evaluation process that assesses effectiveness, acknowledges effort, and recognizes the value of self-evaluation. While not everyone recognizes the importance of the self-evaluation, many employees provide thoughtful assessments of their effectiveness in their positions, and this information is then used to identify areas of improvement. Changes in the administrator evaluation procedures will provide administrators and supervisors more pertinent data to assist them in assessing of their effectiveness.

The district has specific policies and procedures that address how to deal with employees whose performance is rated as in need of improvement or unsatisfactory. While the process is delineated in the employee agreements, more in-depth training is needed to help administrators and supervisors address performance deficiencies in a more proactive and effective manner.

7B.3 Criteria for evaluation of faculty include teaching effectiveness, scholarship or other activities appropriate to the area of expertise, and participation in institutional service or other institutional responsibilities.

Descriptive Summary:

The evaluation process for probationary and tenured faculty is clearly outlined in Article XX of the collective bargaining Agreement between the district and the El Camino College Federation of Teachers. Institutional service and participation responsibilities are outlined in

Article VIII of the same Agreement, which highlights hours and working conditions for faculty and in the individual faculty descriptions, which are in Appendix A of the Agreement.

The evaluation process for all groups of faculty includes evaluation of teaching effectiveness by the students and by peers. Peer evaluations, conducted by the evaluation panel, incorporate the assessment of teaching effectiveness of the evaluatee and additional duties, including committee work, and other appropriate institutional responsibilities.

Self Evaluation:

The district and the Federation continue to work collaboratively to ensure that the faculty evaluation process is equitable and fair. Faculty evaluations are part of a review process that incorporates discipline specific expertise, feedback from the division administrator, and student evaluations. Occasionally, the review processes have been problematic when there was no tenured faculty member within the same discipline to evaluate the member scheduled for review. Memoranda of understanding have been developed to address this issue (7.24).

Although the evaluation process looks at a faculty member's participation on committees and other institutional responsibilities, the evaluation centers on the faculty member's teaching effectiveness. This contributes to the continuing problem of getting faculty participation on campus committees.

C. Staff Development

7C.1 The institution provides appropriate opportunities to all categories of staff for continued professional development, consistent with the institutional mission.

Descriptive Summary:

The college is very supportive of providing professional development opportunities to all

staff categories. The Staff Development Office designs a variety of programs and workshops throughout the year to provide administrators, faculty, and staff the tools necessary for their work.

Faculty and staff attend a general college address and division meetings during the morning of mandatory Flex/Professional Development Days in August and January. The college schedules 10 to 15 workshops during the afternoon hours. It invites staff or non-faculty members to attend.

The Staff Development Office provides on-campus workshops and training. In 1999, the college held mandatory sexual harassment workshops for faculty, staff, supervisors, and administrators. Several departments hold informational brown bags during the semester. Technology training is ongoing. In Fall, 1999, 262 full-time teaching faculty received laptop computers to facilitate participation in professional and instructional activities. More than 189 faculty members have since attended specialized computer skills workshops (7.25).

The Staff Development Office conducts orientation for new faculty and staff. In 1998, the college established a New Faculty Learning Academy. This Academy has evolved to an eight-hour program that is now included in the collective bargaining agreement with faculty. The purpose of the Academy is to provide time, resources, and support to new faculty so they will be better informed with regard to administrative and academic issues and to create a cross-campus cohort of faculty learners. The college holds a three-hour evening orientation prior to the beginning of the Fall semester for new part-time faculty. Fifty to 90 new hires generally attend. In November, 2000, the college implemented an all-day orientation,

Welcome Aboard, for new staff members. The orientation provides new employees with a history of El Camino, an overview of community colleges, and knowledge of ECC policies and procedures. As of June, 2000, over 73 new employees have attended.

Conference funding was incorporated into the faculty collective bargaining agreement. The college budgets a conference and travel fund administered by each academic division. It provides additional funding for faculty attendance at conferences dealing primarily with technology, diversity, and retention. Also, in 2000, the college received a federal Title V grant, which includes a faculty development component that focuses on teaching students from different ethnic and cultural backgrounds.

Classified and police bargaining units have annually renewable funds available for professional growth for their members on a first-come, first-served basis. A joint committee of administrators and classified staff administers these funds. The college makes separate funds available to administrators for professional growth outside of the specific field of expertise. Staff Development also funds attendance at workshops and conferences for managers and supervisors. In 1998, the college provided additional funding from the state (TTIP-Telecommunication Technology Infrastructure Program) for technology training and attendance at technology-related conferences. The Staff Development Office provides for the use and distribution of AB 1725 Faculty and Staff Development funds (7.26).

The district continues its practice of providing sabbaticals and other leaves of absence to allow employees the opportunity to further their professional interests and development. The college grants faculty up to seven sabbatical leaves annually. It also provides personal leave options to employees, pending no conflicts with business operations. The district established an Educational Reimbursement Program that provides tuition and book costs reimbursement to all categories of employees who attend classes offered at El Camino.

The college offers \$1,500 summer mini-grants to seven to ten faculty members annually for research and writing, innovations in teaching and learning, and incorporating technology into classroom instruction.

Self Evaluation:

On-campus professional development opportunities, offered on specific flex days and throughout the year, assist faculty and staff carry out the mission of the college. These programs range from area specific, such as the departmental brown bags where faculty members focus on the educational program and discuss ways to improve offerings, to those of general interest, such as the flex day general session where more global issues are introduced. Since 1998, the college has placed a strong emphasis on computer training for both faculty and staff to ensure that they can meet the needs of our students. The classified staff hold an annual professional development day during spring break, and it is generally attended by 50% of the staff (7.27).

The district continues to provide and support a wide variety of professional development opportunities for all categories of staff. Conference funds will be augmented for employees participating in professional organizational meetings and for those presenting at professional conferences. Classified staff do not have as much opportunity to participate in professional development activities during the workday.

Recognizing the importance of these professional growth activities, the district is in the process of developing a comprehensive training program for staff, consisting of a minimum of 24 hours of required professional development/training per year.

Through participation in a consortium of California community colleges and sponsored by Leibert, Cassidy, and Whitmore, the college provides administrators and supervisors with an opportunity to receive current information on key topics such as evaluation, hiring, handling difficult employees, discipline, and updates on legal changes to assist them in their positions. The consortium held nine workshops during 2000-2001 of which seven managers attended four. The college also holds monthly management forums on campus to focus on critical issues facing the college. These forums have included presentations on contract management,

classification review, planning, emergency preparedness, information technology changes, and budget reviews.

7C.2 *Planning and evaluation of staff development programs include the participation of staff that participate in, or are affected by, the programs.*

Descriptive Summary:

The Staff Development Office surveys faculty and staff at least once a year to solicit their needs and interests for on-campus staff development opportunities/programs. Both the Faculty Development Team (selected by the Academic Senate) and the Classified Staff Development Committee (selected at large) are instrumental in the planning of activities for their constituent groups. All evaluation forms provide an opportunity for suggestions for future programs. The Staff Development Advisory Committee, with input from the other two committees, is responsible for writing the AB1725 Human Resources Development Plan (7.28).

Self Evaluation:

The Staff Development Office solicits program evaluations from participants. Programs continue to receive above average ratings, and generally between 80% to 85% of responses indicate that the information from the workshops will help increase student success in the classroom or assist them on the job. Conference attendees submit a Conference Attendance Final Report. Over 91% of those who complete the report indicate they have gained job skills or teaching strategies they would incorporate into their jobs (7.29).

Staff development programs have grown significantly since the last accreditation process due to excellent program coordination and management, increased funding options (TTIP Technology funds), and active faculty and staff committee participation (7.30).

The district will continue to promote staff development activities. Technology training needs to address not only the skills level, but also the correct application of technologies on the job and in the classroom.

D. General Personnel Provisions

7D.1 The institution has and adheres to written policies ensuring fairness in all employment procedures.

Descriptive Summary:

The college establishes written policies and procedures to ensure fair hiring practices. The following Board policies (7.31) pertain to specific hiring processes:

7310 — Nepotism;

7100 — Commitment to Diversity;

4119 — Equivalency of Minimum Qualifications;

4210 — Employment Categories;

4211 — Recruitment, Selection & Employment of Classified Employees;

4310 — Management Positions; and,

4311 — Recruitment and Selection of Management.

The Board of Trustees also approved hiring procedures for full time, part-time, and temporary faculty.

Additionally, written guidelines pertaining to hiring are in the collective bargaining agreements for faculty, classified service employees, and police officers. The district's Hiring Procedures Manual (7.32), written by the Office of Human Resources, consolidates the hiring procedures for faculty. Guidelines include the composition of the screening committee, qualifications of its members, the criteria used in screening candidates, and procedures that are to be followed throughout the hiring process.

Self Evaluation:

The college has written policies regarding employment procedures although many had not

been reviewed prior to last year. The district began a formal review of all Board policies in Fall, 2000. The policies referenced in the description above, pertaining to employment, are included in this review, and the college has revised two of the policies. The college leadership is separating policies and establishing relevant administrative instructions or procedures. As is presently the practice, collective bargaining agreements supercede Board policies. During Spring, 2001, the college initiated the consultative review process. The balance of the revised employment policies will be submitted to the Board of Trustees for approval and adoption by Spring, 2002 (7.33).

Presently, Board-approved hiring procedures exist for faculty. These procedures were developed and approved in 1990-1991. Members of the Academic Senate and administration have met periodically to revise these procedures; however, they have yet to be finalized.

At this time, hiring procedures for management are included in the Board policy. Since 1990, there have been several attempts to draft hiring procedures for management, supervisors, and classified employees; however, nothing has been finalized. A project is in progress to separate procedures from Board of Trustees' policies.

The district administration recognizes that a decentralized hiring process and/or procedures have led to perceptions of inconsistency. Every hiring committee chairperson approaches hiring to fill vacancies differently. Some chairpersons follow the process in a timely manner; others delay components of the hiring process; and many times, due to limited pools of qualified candidates, some recruitment processes are extended. To ensure fairness, the Human Resources staff created checklists for certificated and classified recruitments (7.34) to assist committee chairs with the employment process. The college is developing training to help hiring committee members and to ensure consistency in the application of employment procedures.

7D.2 *The institution regularly assesses and reports its achievement of its employment equity objectives, consistent with the institutional mission.*

Descriptive Summary:

The college continues to use the guidelines specified in its diversity plan to ensure equity in hiring of all employees. Lacking key data from the Chancellor's Office, this plan has not been updated since 1995. However, the college remains committed to the goal of achieving parity between its employee composition and the diverse populations served by the district.

In an effort to ensure representation and visibility, the district participates in community college job fairs in Southern and Northern California. Presence at the Southern California job opportunity fairs significantly increased community awareness regarding vacant faculty and management positions. Though the district participated in the fairs held in Northern California in 2000 and 2001, it did not have good attendance. In an effort to conserve resources, the district will focus future job fair participation on Southern California events.

Based on the figures contained in the California Community College Management Information System Employee Ethnicity Report for Fall Census, 2000, that includes employee demographics for census for Fall, 1998, and Fall, 1999, there is evidence that Asian, Hispanic and Black Non-Hispanic employees increased each year, although the representation of American Indians decreased.

Self Evaluation:

The district continues to use outreach efforts in all recruitment processes, particularly for faculty and management searches that typically have limited response from candidates who identify themselves as ethnic minorities or members of under-represented groups. In response to this pattern, the college increased outreach efforts, including a pilot project of one person research-

ing and following through with referrals made by direct contacts, which improved the number of respondents to the college's announcements.

During the academic year 1999—2000, the college experienced significant improvement in the area of employment equity objectives for management. Excluding the executive search for the Vice President of Student and Community Advancement, the Board filled nine management positions. A dean on special assignment to the Superintendent/President as an executive recruiter conducted searches that attracted high caliber employment pools. Fifty-five point five percent (55.5%) of the newly hired managers identified themselves as members of underrepresented ethnic groups.

Despite outreach efforts, the majority of newly hired full-time faculty members are not representative of the ethnic minority populations residing within the district. During the 1999-2000 academic year, the Office of Human Resources announced 85 certificated positions. Thirty-four percent of the applicants identified themselves as ethnic minorities, of which two were hired as full-time faculty. Part-time faculty accounted for 61 of the certificated searches.

During that same year, the college announced 83 classified service positions and filled 76. The Office of Human Resources received a total of 1,921 classified applications, with 65.5% of the applicants self-identifying themselves as ethnic minorities. Sixty-seven percent of the classified service hires self-identified themselves as members of traditionally underrepresented populations (7.35).

7D.3 *Personnel policies and procedures affecting all categories of staff are systematically developed, clear, equitably administered, and available for information and review.*

Descriptive Summary:

The Office of Human Resources is responsible

for developing personnel policies and procedures. Once developed, the proposed policy or procedure is reviewed through the college's consultation procedures prior to being adopted. Each division office has Board policies and management procedures manuals that are available to staff and the public. As Board policies are revised, they are posted on the Infonet where they can be downloaded as needed. A copy of Board of Trustees policies is also issued to the exclusive representatives of the bargaining units.

Self Evaluation:

Personnel policies and procedures are readily available for public review. Most of these policies and procedures have not been reviewed since the late 1970s. Recognizing that the all Board policies must be updated, the Office of Human Resources began its review of personnel-related Board policies in Spring, 2000. Utilizing models proposed by the Community College League of California, the Office of Human Resources is customizing the policies for this district.

College consultation and review of initial revisions began in February, 2001. The college incorporated a systematic approach in reviewing the personnel-related policies and procedures. The Director of Human Resources, in collaboration with a personnel consultant, is making the recommended changes, additions, and deletions. As policies are updated, they are presented to the College Council, a group that is comprised of appointed members from each employee group, a student representative, and the Superintendent/President's cabinet members. The consultative review process is at least four weeks, but typically longer, based on the volume and complexity of the policies being reviewed. After this review, the college presents the policies to the Board of Trustees for approval and adoption.

An issue that must still be addressed is the district's obsolete personnel procedures. Most of the district's Board policies related to personnel

are laced with procedures. The updated policies do not include procedures.

The Community College League of California model document for procedures is in the process of being developed. Once completed, this model will be distributed to community college districts within the League. The League's distribution of the procedures is anticipated during Fall, 2001. When received, the Director of Human Resources will make revisions, additions, or deletions that are more appropriate for the personnel operations of the district and in compliance with negotiated provisions of bargaining units where appropriate. Recommended procedural revisions will be submitted for college consultation and review.

7D.4 The institution makes provision for the security and confidentiality of personnel records. Personnel records are private, accurate, complete, and permanent.

Descriptive Summary:

The policy regarding privacy of information is clearly stated in Board policy and in collective bargaining agreements. Board Policies 4216 (7.36) and 4312 (7.37) dealing with personnel files and the district's collective bargaining agreements for faculty, classified employees, and police officers have provisions regarding the contents and ensurance of information privacy of employee personnel files.

The Office of Human Resources serves as the custodian for employee personnel files and is responsible for insuring that the district maintains the personnel files in a manner that provides privacy and that the records are accurate and complete. It maintains these records permanently.

Self Evaluation:

The college trains staff members within the Office of Human Resources to be sensitive to privacy issues in maintaining personnel records. The office maintains separate medical, griev-

ance, and complaint files for each employee. The staff members also monitor access to personnel records by employees and management.

Emphasis in areas of employee confidentiality and privacy need regular review and re-enforcement with division management. The college ensures strict confidentiality of records. It also reinforces the privacy of personnel records within the provisions of Board policy and collective bargaining agreements. The college's implementation of an integrated database, allowed the utilization of security codes to restrict access to confidential employee information.

Regular communication and consultation with all employees ensures that there is no conflict with provisions of collective bargaining agreements or Board policies.

Planning Agenda:

¥ Allocate appropriate funds in the program and operational budgets for the division offices to ensure adequate and equitable staffing. (7A.1)

¥ Review and update, as necessary, local minimum qualifications for faculty. (7A.2)

¥ Develop a process for updating the faculty listing in the college catalog. (7A.4)

¥ Improve the evaluation process for all employees and communicate consequences for not evaluating staff in a timely manner. (7B.2)

¥ Develop in-depth training to assist administrators and supervisors in addressing subordinates performance deficiencies in a proactive manner. (7B.2)

¥ Ensure that all new employees are participants in a formal orientation program designed to meet their specific needs. (7C.1)

¥ Institute a training program for all employees, consisting of a specified amount of required professional development/training every year, to ensure that the skills of ECC employees remain current. (7C.1)

¥ Address technology training on the individual skills level and the application within the job and the classroom. (7C.2)

¥ Develop processes to support hiring committees to ensure consistency in employment procedures. (7D.1)

¥ Develop a strategic recruitment plan. (7D.2)

¥ Design a process to ensure the regular review of personnel policies and procedures. (7D.3)

References:

- 7.1 California Community Colleges Management Information System EEO6 Activity by Employee Classification for Fall Census 2000.
- 7.2 Justification to Establish a New, Unbudgeted Position
- 7.3 Justification for Filling Established, Non-Faculty Vacant Positions
- 7.4 Full-Time Faculty Obligation Reports
- 7.5 Budget Development Committee Minutes of July 20, 2000
- 7.6 Noel-Levitz Student Satisfaction Survey, Spring 2000
- 7.7 El Camino College Personnel Policies — General Provisions
- 7.8 Agreement between El Camino Community College District & El Camino College Federation of Teachers, Local 1388, AFT, AFL-CIO, July 1, 2000 through June 30, 2003
- 7.9 Agreement between El Camino Community College District & El Camino College Police Officer Association, January 1, 2000 through December 31, 2002
- 7.10 Agreement between El Camino Community College District, California School Employees Association and El Camino College Chapter 453, effective January 1, 1998 through December 31, 2000
- 7.11 Faculty & Staff Diversity Plan, June 11, 1993, revised April 8, 1996
- 7.12 El Camino College Culture Survey
- 7.13 Faculty Agreement, Appendix M-1, El Camino College Tenure-Track Faculty Hiring Procedures, pp. 237-246
- 7.14 El Camino College Catalog, 2001-2002, pp. 229-246
- 7.15 List of Certified Evaluation Services
- 7.16 Faculty Agreement, Article XX, Procedures for Faculty Evaluation; Student Survey of Instructor Effectiveness; Student Evaluation of Honors Courses
- 7.17 ECCCD Office of Human Resources Performance Evaluation Procedures for Administrators & Supervisors
- 7.18 CSEA Agreement, Article X, pp. 38-40
- 7.19 Classified Employees Performance Evaluation Form
- 7.20 ECC Welcome Aboard! A One-Day Staff Orientation Program; New Hires (January 2000 — October 2, 2000)
- 7.21 Agreement between El Camino Community College District & El Camino College Federation of Teachers, pp. 138-139
- 7.22 ECCCD Office of Human Resources Performance Evaluation Procedures for Administrator/Supervisor Evaluation Policy 8/99 & Procedures 11/99
- 7.23 ECC Office of Human Resources Updated Administrator/Supervisor Evaluation Opinionnaire & Peer Evaluation 5/15/01
- 7.24 Memorandum of Understanding between ECCCD & ECC Federation of Teachers, Local 1388, AFT, AFL-CIO

- 7.25 Faculty & Staff Flex/Professional Development Activities, Fall 1999-Spring 2000 and Fall 2000-Spring 2001 Programs
- 7.26 Staff Development Report
- 7.27 Faculty & Staff Development & Flexible Calendar Activity Summary FY 1999-2000
- 7.28 ECC Human Resources Development Plan 1997 — 2000
- 7.29 Staff Development Summary of Conference Attendance Final Reports 1999-2000 Academic Year
- 7.30 Technology Classes, Number of Management Trained, Summer 1997 — Spring 2000 and August 8, 2000
- 7.31 Board Policies:
 - 7310 — Nepotism;
 - 7100 — Commitment to Diversity;
 - 4119 — Equivalency of Minimum Qualifications;
 - 4210 — Employment Categories;
 - 4211 — Recruitment, Selection & Employment of Classified Employees;
 - 4310 — Management Positions and 4311 — Recruitment and Selection of Management
- 7.32 Hiring Procedures Manual
- 7.33 Proposed Calendar for Review of Board Policies Chapter 7 — Human Resources
- 7.34 Hiring Committee Checklists for Certificated & Classified Recruitment
- 7.35 Administrative Services Annual Report, November 2000, pp. 46-50
- 7.36 Board Policy 4216 — Personnel Files for Classified
- 7.37 Board Policy 4312 — Personnel Files for Management