

Standard Seven

FACULTY AND STAFF

The institution has sufficient full-time and part-time faculty and staff to support its educational programs and services whenever 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

A1. The institution has sufficient faculty and staff who are qualified by appropriate education, training, and experience to support its programs and services.

Descriptive Summary

According to the Spring 2000 Human Resources Staffing Report, there are 365 academic and 315 classified full-time and part-time employees at Cuyamaca College. Full-time classified personnel numbers 84 employees and part-time classified totals 219. There are 12 confidential, supervisory, and management administrators.

As of Spring 2000, there are 64 full-time faculty, 274 adjunct instructors, 11 management, 10 counselors, 4 librarians and 2 support services staff members.

Analysis

At the August 2000 Convocation, the President noted in her address that Cuyamaca College received ...\$700,000 toward partnership for excellence...a reserve account had been dedicated to hiring new faculty for 2001-2002. The Office of Instruction stated that the plan is to hire ten new instructors for the 2001-2002 academic year. Two instructors of the ten have already been selected and will begin instruction as early as Spring 2001. Since the last Accreditation Self Study, thirty new instructors have been hired, eleven have achieved tenure and seven are expected to reach tenure by the completion of Spring

2001. The final twelve faculty are currently on track toward tenure.

Despite the College's commitment to support the student population increase, a recent sampling of fifteen academic programs ((via Program Review Reports in 1999-2000 and 2000-2001 and phone interviews, Chemistry, ENVT, American Sign Language, ESL, Reading, Accounting, Paralegal, Ornamental Horticulture, Personal Development, English, Geography, Biology, Speech Communication, Spanish and French)) revealed that there is still a need for additional faculty and staff. Five departments expressed a need for full-time instructors; two departments put in an appeal for a classified member; three departments suggested a need for instructional aids and seven had either just completed a hiring process or were at a comfortable student to staff ratio. According to the Office of Instruction, Cuyamaca College is significantly under the State mandated full-time/part-time goal of 75%/25% at a ratio of 32%/68%, but is expected to increase to 36%/64% by Fall 2001.

Plan

To support the institutional value of Academic Excellence and to increase full-time faculty positions a committee should be formed to plan ways to seek additional funding from the state for hiring.

Additional funding should be evaluated to offer classified support for full-time instructors during the College's rapid growth.

A2. Criteria, qualifications, and procedures for selecting all personnel are clearly stated, public, directly related to institutional objectives, and accurately reflect job responsibilities.

Descriptive Summary

Procedures for hiring all personnel are stated in the *Review of Hiring Procedures*

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Manual. The qualifications for each position are listed in the job description and job announcement. Job descriptions are available from the District Personnel Office, job journals, agencies, registries, and educational institutions. Job descriptions are also listed in publications tailored to underrepresented populations. Most administrative, and some faculty positions, are advertised nationwide.

Selection criteria are required to correspond directly to the minimum qualifications, job duties and responsibilities listed in the job announcement. Criteria for the selection of all personnel are determined by each hiring committee and approved by the Personnel Manager and Affirmative Action Officer.

Analysis

Two questions regarding the hiring of personnel at Cuyamaca College were posed to classified staff and faculty in the *Cuyamaca College Faculty and Staff Accreditation Surveys, Spring 2000*. Question #7 on the staff survey and Question #47 on the faculty survey asked for a response to the statement "Procedure for hiring all personnel is clearly stated." The vast majority of classified staff (71%) and faculty (74.1%) were in agreement.

Question #19 on both surveys asked for a response to the statement, "Procedure for hiring all personnel is equitably administered." A majority of the faculty (70.7%) agreed, however, less than half of the staff (48.3%) agreed. Of the remaining staff (51.7%) surveyed, 29.3% were in disagreement and 22.4% were neutral.

Plan

Continue with current practice.

A3. 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

Subject area knowledge and teaching effectiveness are the primary criteria for selection and hiring of faculty at Cuyamaca College. This standard is maintained by adherence to minimum qualifications for faculty hires and by observance of our district hiring practices.

Minimum qualifications are clearly stated in the *Minimum Qualifications For Faculty And Administrators in California Community Colleges*. The minimum qualification for faculty in an academic discipline is a master's degree in a relevant subject area or the equivalent. The minimum qualification for faculty in a vocational subject area is a bachelor's degree and two years of experience or an associate degree and six years of experience. Every job announcement states the minimum qualifications and all applications are prescreened to ensure that the applicants have satisfied the minimum qualifications.

Each hiring committee for full-time faculty positions begins by developing screening criteria and interview questions that are based upon the job announcement. The interview process includes a teaching demonstration to evaluate the candidate's ability to teach effectively. Additionally, in the hiring committee interview and, in a second interview conducted by the President, an administrator, and the committee chair, questions are asked of the candidate to ensure her/his ability to contribute to the mission of the college

Applicants for adjunct faculty positions must be processed by the Personnel Office to ensure that they meet minimum qualifications established by the Statewide Academic Senate. Department Chairs and coordinators hire adjunct faculty from the pre-approved pool using various methods of

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selection deemed appropriate by each individual department.

Analysis

The College has a process that is effective in hiring qualified faculty to meet its mission.

According to the *Cuyamaca College Faculty Accreditation Survey, Spring 2000* (Q41) 65% of those answering the survey agreed that teaching ability is the principal criterion for faculty selection. Eighteen percent were neutral and 16.7% disagreed. In the same survey, (Q21) a vast majority (85%) of faculty agreed that classroom instructors were current in their field of expertise. In the Staff Survey Spring 2000, (Q41) 87% of the staff also agreed that department members were current in their field. These data support the high standard for faculty employment maintained by the College.

Plan

Continue current practice.

A4. 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

Degrees held by full-time faculty and administrators are listed in the *Cuyamaca College Catalog*. All listed degrees are from accredited institutions. Candidates with degrees from non-U.S. institutions are required to provide an evaluation, which includes proof of equivalence. The degrees held by faculty and managers in the *Cuyamaca College Catalog* are updated each year. The list of degrees is current at the time of printing.

Analysis

Cuyamaca College meets this standard, as all degrees are published yearly in the *Cuyamaca College Catalog*. The degrees are from accredited institutions or meet the equivalency standard.

Plan

Continue current practice.

B. Evaluation

B1. 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 Grossmont-Cuyamaca Community College district has formal evaluation processes for administrators, faculty and classified employees.

Evaluation procedures for faculty are clearly defined in the *United Faculty Agreement*. Components of the faculty evaluation process include peer review, student evaluation and management review.

Regular (tenured) faculty are evaluated once every 3 years. Contract faculty are evaluated once each year for four years by the Tenure Review Committee, with specific timelines to be followed. Adjunct faculty are evaluated in the first semester of employment and at least the 7th or 8th semester of teaching the same course. Thereafter, adjunct faculty are evaluated at least once every six semesters. The evaluation of non-instructional faculty (i.e., counselors and librarians) follows similar timelines.

According to the *United Faculty Contract*, follow-up activity occurs after faculty evaluations. Both the department chair or peer and the faculty member must sign off on the evaluation. Marginal and

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unsatisfactory evaluations initiate a process involving a plan for improvement.

The process for evaluation of administrators is set forth in Board Policy 210 (5/15/78), which stipulates "It shall be the policy of the Board to periodically evaluate the performance of management personnel of the Grossmont-Cuyamaca Community College District." This same statement is repeated, with no elaboration, in Chapter VII: Employee Evaluation found in *the Grossmont-Cuyamaca Community College District Administrators' Handbook (3/17/98)*. There is a one-page document titled "Management Evaluation Procedures" applicable to all management positions with the exception of the Chancellor, Vice-Chancellors, and College Presidents (Document dated 11/7/91).

The performance of the President of the college is reviewed only by the Chancellor of the district.

All full-time classified employees receive performance evaluations annually as set forth by the CSEA Contract. The immediate supervisor conducts these evaluations and discusses the evaluation with the employee, and both are required to sign the evaluation. Space is provided for the employee to add his or her own comments.

Analysis

Classified evaluations are not always conducted in a timely manner. According to the Spring 2000 Staff Accreditation Survey, staff members were split in opinion regarding (Q23) whether evaluations are conducted to contract/handbook requirements. While 51% agreed that evaluations met required deadlines, 49% disagreed or were neutral.

Follow-up activity for faculty and staff evaluations are also untimely according to concerns shared by faculty and staff attending Spring 2001 Staff Development Workshops, as well as, from results (Q 8) of

the Faculty and Staff Accreditation Survey. Respondents showed that only 23% agreed that follow up was timely for evaluations. Faculty Survey results also showed that 58% of faculty disagreed or were neutral regarding the effectiveness of evaluations for improving instruction. Specifically, concern was shown about the short time provided for viewing and signing off on completed instructional evaluations and the unavailability of results to those evaluated once the semester ended.

Faculty union contractual agreements requiring that feedback and results not be shared until the semester following the evaluation process are the major reason for delays.

At present, there is not an administrator evaluation process that is acceptable to all College constituencies.

The Cuyamaca College Academic Senate resolved (May 13, 1999) that the District and College should develop an administrator evaluation process that includes broad-based and anonymous representation by faculty and staff working with, for, or affected by the administrator. This resolution was presented to the Board, the College administration, and the District administration before and after its adoption. To this end, the District is currently piloting a new administrator evaluation process.

Plan

Study the causes creating delays in the evaluation process and request a review for improvements through faculty union negotiations.

Hire additional classified staff to expedite the evaluation process and to meet requirements of the union contract.

Improve communication regarding the process and value of faculty and staff evaluations.

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The College and District administrations should develop and implement an administrator evaluation process that is acceptable to all College constituencies

B2. Evaluation processes seek to assess effectiveness and encourage improvement.

Descriptive Summary

In the latest Grossmont-Cuyamaca United Faculty contract, the faculty evaluation process and its purpose is described and discussed in detail in Articles 5.1.1 – 5.1.1.4. The principal purpose of the evaluation process, as stated in the contract, is to “recognize and acknowledge good performance, enhance satisfactory performance and help employees who are performing satisfactorily to further enhance their own growth” and “identify weak performance and assist employees in achieving needed improvement.”

Analysis

Of the instructors who responded to the *Cuyamaca College Faculty Accreditation Survey, Spring 2000*, 42% found the faculty evaluation procedures effective in improving the quality of instruction, while 28% were neutral and 30% disagreed. Some faculty, particularly department chairs and coordinators, are dissatisfied with the evaluation process because when faculty are evaluated, particularly adjuncts, they often do not receive the results of their evaluations in a timely manner. Adjunct instructors may have to wait up to two semesters before they receive their evaluations for a particular class. This delay causes problems for chairs and coordinators in terms of making effective hiring decisions, and for adjuncts who would like the input from peers, administrators and students, so they can improve their teaching. This delay in the processing of evaluations is due to a variety of factors: Cuyamaca’s continued growth, a very large pool of adjunct instructors who must be evaluated along with full-time instructors, a severe shortage

of classified staff able to process the evaluations, and the faculty contract that prohibits giving results of evaluations to adjunct instructors until final grades are in.

Plan

Determine how to make the evaluation process more timely and effective and implement recommendations.

B3. 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

Department chairs, faculty peers, and administrators use a combination of initial careful screening in the hiring process (with the accompanying tenure review process for full-time hires), follow-up classroom observation during the evaluation process, and student evaluations as a generally reliable means of judging an instructor’s teaching expertise. The hiring process includes representatives of the involved discipline who evaluate scholarship and area of expertise and detail a job description that includes such responsibilities as professional development (developing professional skill and knowledge, participation in institutional research activities and grants, attending/participating in professional conferences, seminars or meetings). The classroom observation criteria includes categories such as: command of subject matter, communication of the subject matter, relationship of the content to course objectives, evidence of professional growth, and teaching methods. Student evaluations survey instructor teaching methods, effectiveness, and whether the course objectives are being achieved.

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Analysis

The hiring process is the initial point of assessment of faculty effectiveness, scholarship and expertise. Starting with a job announcement that states minimum educational and experiential qualifications and a clear, detailed job description that includes the professional responsibilities required outside the classroom, the paper process begins the evaluation of the faculty. The screening of applications by the hiring committee includes a point-based ranking of each candidate in the required qualification areas. A pool of applicants is selected for interview based on these rankings. Next each applicant is interviewed by the hiring committee, a two-part process that includes questions regarding education, experience and subject matter, and a teaching demonstration on a predetermined subject in the area of expertise. The last stage in the hiring process is an interview with the President and appropriate vice-president. In the *Cuyamaca College Faculty Accreditation Survey, Spring 2000*, (Question #41) 83% of faculty agreed that teaching ability is the principal criterion for hiring faculty. Faculty peers, students and administrators evaluate each faculty member. A new full-time hire is placed in a tenure review program. For four years the tenure review committee, consisting of two faculty peers and one administrator, observe the new teacher, at least once each semester, in the classroom or at student related activities. The tenure review is a formal, well-structured procedure with timely evaluations. Students, peers and administrators also evaluate part-time and tenured faculty. Evaluations are tabulated, recorded and shared with department chairs and the evaluated instructor. The faculty is divided, 42% agreed, 28% were neutral, and 30% disagreed, in their opinion of the faculty evaluation procedures effectiveness to improve the quality of instruction. (Q28) whereas the tenure review procedures are so well defined, the results of this survey question may be from the perception that

the adjunct and tenured faculty evaluations need to be more formally assessed and returned in a more timely manner to the instructors.

The Vice-President of Instruction evaluates the continuation of professional development of the faculty, including the number of professional development classes to improve skill and knowledge, the participation in institutional research and grants, attendance/participation at professional conferences, seminars or meetings. Eighty-three percent of the faculty through their answers in the faculty accreditation survey, indicated that Cuyamaca is committed to high standard of teaching. (Q41) Ninety –five percent of faculty agreed that members of their department stay current in their fields of expertise.

Plan

Most faculty members indicate that the current evaluation system has worked well. The College will continue to update job descriptions and to conduct systematic and consistent evaluations. The evaluation system is currently being re-evaluated (including changes in how librarians and counselors are to be evaluated and the methods used in distance-learning courses such as WEB courses and Tele-courses) with the intent of updating the evaluation system. Any changes to the current evaluation procedures will be discussed at the United Faculty meetings and are open to negotiations.

C. Staff Development

C1. The institution provides appropriate opportunities to all categories of staff for continued professional development, consistent with the institutional mission.

Descriptive Summary

Professional development policies for all staff are designed to be consistent with the

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College's mission statement. Staff are encouraged to apply for staff development funds to attend conferences specific to their field of expertise. Programs presented on campus to assist staff in remaining current in their field of expertise have included sessions such as Innovative Ideas for Teaching, Computer Technology Training, Conflict Resolution, Professional Growth workshops, and Multi-Media Consortia. Certificated staff are allocated time as part of their regular contract assignment for participation in professional development activities. Classified staff are invited to participate in Staff Development activities as their work schedule permits. These activities are publicized through Staff Development Bulletins, interoffice departmental notices, notices from department chairs, and the College's e-mail system.

Sabbatical leave opportunities are available for all certificated staff and have helped certificated staff increase professional expertise and keep current in their fields.

Administrative retreats are held twice a year, focusing on managerial and leadership skills.

Analysis

The goal of the College is to maintain a high level of expertise among the Cuyamaca College staff by continuing to offer staff development activities. According to the *Cuyamaca College Accreditation Survey, Spring 2000*, 87% of both faculty and staff agree the members of their department stay current in their field of expertise. Eighty eight percent of students agreed that instructors remain current in their field of expertise. Both faculty and staff continue to stay abreast in their field by attending staff development activities, professional conferences, seminars, and instructional workshops.

During the Spring 2001 Staff development Week, the Department Chair of Communication Arts mentioned that

adjuncts were not receiving the Staff Development packet in a timely manner and thus, missed the chance to attend the Orientation Seminar. Twenty adjunct instructors from Communication Arts, which is currently the largest department on campus were informally surveyed. Of the respondents, 4 were from ESL, 10 from English, 2 from Reading and 4 from the Speech Communication program. Twenty-five percent of the adjunct faculty supported the Department Chair's claim that the Staff Development packet did not arrive on time, but they claimed to have eventually asked for it or received it late. Partly due to delays in the packet arrival combined with late adjunct hires, 20% were put at a disadvantage, as they were never offered the opportunity to attend the Orientation Seminar.

Plan

The Staff Development Coordinator will meet with the Instructional Council during the last month of each semester. The Coordinator will remind department chairs to tell newly hired adjunct faculty where to locate staff development week program information, and when it will be available. This process should help the newly hired adjunct instructors receive their information in a timely manner.

C2. Planning and evaluation of staff development programs include the participation of staff that participate in, or are affected by, the program.

Descriptive Summary

The Staff Development Committee, with representation from administration, classified staff, faculty, adjunct faculty, and the classified and academic senates, is responsible for coordinating the staff development program. The Staff Development Coordinator is selected through a formal process of application and interview.

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With support of the College and the Governing Board, the Staff Development Committee is responsible for assessing needs, developing the budget, reviewing proposals and approving funds for activities. A needs assessment survey is done with regular and adjunct faculty and staff. Results of the survey are used to plan activities for each staff category within the nine authorized uses of AB 1725 funds as outlined by the State Chancellor's Office. The Staff Development Coordinator is a member of the Innovation and Planning Council to ensure that staff development activities are coordinated with the College vision and goals of the *Strategic Plan* and the *Annual Implementation Plan*.

The Flex Activity Review Sub-Committee was formed in Spring 2000 and is represented by a staff development administrator, three faculty members, and one adjunct faculty member. The committee is responsible for reviewing faculty flex hour requests and handling other staff development issues.

Some College departments budget additional funds for staff to attend professional conferences. Classified staff are also encouraged to request Staff Development funds.

Staff development programs are held on campus the week prior to the start of Fall and Spring semesters. Participants have an opportunity to evaluate each session they attend.

Analysis

Cuyamaca College's Staff Development Committee is responsible for planning, coordinating, approving and making changes to staff development functions and policies. Staff development week is held the week prior to the start of fall and spring semesters. A wide variety of sessions are available each semester, with presentations made by Cuyamaca faculty, staff and

administration, in addition to programs with outside guest speakers of broad interest.

The following are functions of the Staff Development Committee: approval of funds for activities; pre-approval of individual staff development plans for attendance at seminars, faculty attendance at professional conferences; approval of instructional workshops; coordination of meetings during staff development week. All of these activities meet the appropriate state-mandated guidelines. Staff have the choice to select from these activities, or from a variety of others including pre-approved student mentoring program which meets the committee's guidelines. In addition, there are generally some sessions held jointly with Grossmont College each semester that may be attended, as may any of the sessions on the Grossmont College staff development schedule. For staff members that may have time conflicts meeting on campus during staff development week, adjunct faculty, in particular, it is possible to view a select series of videotapes on relevant instructional topics.

All staff are encouraged to attend the Convocation at the start of each semester where plans and outcomes are reviewed, and recognition of all staff occurs.

Plan

Continue current practice.

D. General Personnel Provisions

D1. The institution has and adheres to written policies ensuring fairness in all employment procedures.

Descriptive Summary

Board policy 402, *Affirmative Action Employment Practice*, and policy 405, *Nondiscrimination*, demonstrate the College's commitment to fairness and equal opportunity in employment. These policies are reinforced through collective bargaining agreements with faculty and staff. This is

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clearly stated in the faculty and staff contracts.

Analysis

The District has designed its employment procedures to ensure fairness at each step of the hiring process. It informs all participants of the process of these policies and procedures and monitors adherence to the rules. In question #7 of the *Cuyamaca College Staff Accreditation Survey, Spring* and question #4 of the *Cuyamaca College Faculty Accreditation Survey, Spring 2000*, 74% of those questioned agreed that the procedure for hiring all personnel is clearly stated. Seventy-one percent of the faculty also agreed that the hiring procedure was equitably administered. For the classified staff (Q19) however, only 48% agreed with the same statement, indicating that there is some concern on the part of classified staff regarding fairness of hiring practices.

Plan

Continue with current practices for faculty hiring. It is recommended that the College evaluate current hiring practices for classified staff to determine why current staff members are concerned. Possible weaknesses in the system should be identified, and if found necessary, steps taken to improve them.

D2. The institution regularly assesses and reports its achievement of its employment equity objectives, consistent with the institutional mission.

Descriptive Summary

The District and the College are committed to effectively serving a diverse community. The Grossmont-Cuyamaca College District Staff Diversity Plan states,

“The Governing Board of the Grossmont-Cuyamaca Community College district affirms their commitment

to the concept and principles of providing equal educational opportunity and equal employment through affirmative action under Policy 103, Equal Access and Opportunity and Policy 209, Affirmative Action Employment Practice. This commitment applies to every aspect of educational policies, and practices in employment procedures within all position classifications, and to the treatment of employees, students, and the general public. The Policies and commitment of the Governing Board is implemented through the Staff Diversity Plan adopted by the Board”.

The Plan was adopted on November 14, 1994.

Cuyamaca College reaffirms this commitment through one of its action initiatives which is,

“Diversity and Social Harmony: To provide an educational climate which recognizes and fosters the richness of diversity and enhances social harmony among our students, staff, community, and curriculum and services.”

The Staff Diversity Plan includes Work Force Analysis (TITLE 5, SEC. 53004) and Utilization Analysis (TITLE 5, SEC. 53003 & 53004). The plan calls for a Work Force Analysis to be conducted on an annual basis by the Employment Coordinator and the Vice Chancellor Human Resources and Administrative Services. This is an analysis of protected groups in the existing staff, which follows federal and state guidelines. The Work Force Analysis determines statistically, the racial, ethnic, and gender composition of existing staff.

The District is responsible for supplying the information required by the State Chancellor's Office Management Information system to establish goals and timetables to correct deficiencies.

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The Staff Diversity Plan also includes a Utilization Analysis that is to include a determination of whether minorities, women, and persons with disabilities are being underutilized in any job category. This report is to be prepared annually by the Vice Chancellor of Human Resources and Administrative Services and the Employment Coordinator.

Cuyamaca College's *Annual Report* includes a report card on the status of the Action Initiatives, which includes Diversity and Social Harmony.

Information on employment equity is included in the annual *District Staff Diversity Plan* and in the College's *Annual Report*. The District is also responsible for supplying pertinent information on employment equity to the State Chancellor's office.

Analysis

The current Staff Diversity Plan was adopted November 15, 1994. The Board reaffirmed commitment to the plan in 1999. The Yearly Report of Expenditure of Staff Diversity Funds is compiled and sent to the State Chancellor's Office by the Vice Chancellor Human Resources and Administrative Services and the Employment Coordination, as is the Annual EEOG Report-Utilization Analysis. An analysis of the Affirmative Action Goals and timetables is conducted annually. When deficiencies are identified by the Utilization Analysis, the District shall establish and set forth specific three-year goals and timetables and submit them to the State Chancellor's office. Such goals and timetables are to be documented as part of the District's written Staff Diversity Plan.

The *New Hire Affirmative Action Report 1999-2000* which summarizes the ethnic distribution of Cuyamaca's new employees hired between 7/1/99 and 6/30/2000 is shown in Appendix A.

The District Affirmative Action Report for 1999-2000 indicates that 23 new employees hired at Cuyamaca College were as follows:

9 male – 39.1%

14 female – 60.9%

15 over 40 years old – 65.2%

2 disabled – 8.7%

1 American Indian – 4.34%

1 Asian – 4.34%

3 Black – 13.04%

1 Hispanic – 4.34%

17 White

0 Filipino, Pacific Islander

The Faculty and Staff Diversity 1999-2000 District Performance Report indicated the following was achieved by extended outreach and recruitment of underrepresented groups:

- The district attracted **1,182** applicants for academic positions of which **275 (23%)** was from traditionally underrepresented groups.
- The District received **2,165** applications for non-academic positions, of which **722 (33%)** were from traditionally underrepresented groups

1999-2000 Faculty Diversity Goals to increase underrepresented groups in hiring were improved as follows:

- The academic position filled advanced the District's goals in that, of the thirty-one (31) positions filled, eleven (11) or 35% were from historically underrepresented groups
- Among classified staff, sixty (60) positions were filled, and of those, twenty-two (22) or 37% were filled from populations, which are proportionately underrepresented among the District's staff.

Plan

The District and the College will continue its commitment to effectively serve a diverse community. Upon receipt of the Revised

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Labor Force Availability Data ,anticipated January 2001, a comprehensive review of the staff diversity plan and recalculation of goals and timelines will be conducted.

D3. Personnel policies and procedures affecting all categories of staff are systematically developed, clear, equitably administered, and available for information and review.

Descriptive Summary

The policies and administrative procedures of the Board of Trustees are developed through the shared governance process. The policy and administration manual is on file with all administrative staff and is available to other employees and employee groups for review as needed.

Many of the policies and procedures for regular faculty and regular classified staff are developed through collective bargaining and are detailed in the respective contracts.

The policies and procedures for faculty can be found in the *United Faculty Agreement*, 1997-2000. Policies and procedures affecting the management team (administrators, supervisors and confidential staff) are published in the *Administrator's Handbook '98* and the *Supervisory/Confidential Handbook 2000*. The policies and procedures affecting classified employees can be found in the *California School Employee's Association Contract 2000-2002 (CSEA)*. In addition, there is a District-wide *Affirmative Action Employee Policy*, and a *Non-Discrimination Policy*. (give policy #'s here)

There are more policies becoming available on the "M" Drive public folders located on the district network. Additional policies are available in the *Sexual Harassment Handbook* and the *Staff Diversity Plan*. The District has published a comprehensive *Shared Governance Manual*, which is distributed to all administrators, supervisors, and employee groups such as the Academic

Senate the exclusive bargaining agents. The *Shared Governance Manual* contains the shared governance policy and administrative procedures, explains the planning and budget development process, the policy development process, and describes the charge and membership of each College standing Committee.
(comment by Nette: I do not think that this document exists at the District level....there apparently is a document called District Committee Structures....is this what is being referred to here??? Need to clarify!)

Analysis

District policies and procedures are reviewed every three years. With each term they are updated and new policies or procedures are instituted if needed. The CSEA handbook was updated last year. The Board Policy handbook is current, having been updated as of June 30, 2000.

The Personnel and Human Resources Handbook is undergoing revision in order to bring it up to code, and has been submitted to the Governing Board for approval.

Plan

Personnel policies and procedures affecting all categories of staff are developed and revised periodically by the Personnel Advisory Committee in conjunction with appropriate constituents.

D4. The institution makes provision for the security and confidentiality of personnel records. Personnel records are private, accurate, complete and permanent.

Descriptive Summary

Privacy of information is clearly stated in the faculty and staff contracts, Bylaws and Board Policies, and the Grossmont - Cuyamaca Community College District Governing Board/United Faculty Agreement.

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Personnel records are kept in the District office. The records are locked in a separate room out of public view. A coded security alarm is in place. An appointment and identification is required when employees view their own records. Identification and permission of individuals are required before authorized personnel may view employee's records. Materials entered into computers are accessed through a security code.

Health records are kept in the health office at Cuyamaca College and locked every evening. These records include TB tests, workers compensation forms, and accident reports. Copies of some forms are sent to the business office at Cuyamaca College and the District office. These records are released only with the signature of the employee.

Analysis

The policies regarding confidentiality and security of personnel records are comprehensive and thoroughly documented. Information may not be released without prior consent of the individual. The District and College are following policy in this area.

Plan

Continue current practice.

Standard Seven Supporting Documents

Grossmont-Cuyamaca Community College District Governing Board/United Faculty Agreement July 1, 1997 – June 30, 2000.

Article VI Personnel Files pg. 22, 6.1, 6.2, 6.2.1-6.2.5, 6.3, 6.3.1, 6.3.2, 6.4, 6.5.

Handbook of Accreditation and Policy Manual 1996 Ed. Standard 7 D.4.

*M Drive Public Policy
#130 Retention and Destruction of Records*

**#316 Certificated Personnel Files
\$410 Classified Personnel Files
#812 Public Records**

***M Drive Public Admin.ad
AD4 Retention and Destruction of Records.***