Standard III
Resources

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Standard III: Resources

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.

A.1   The institution assures the integrity and quality of its programs and services by employing personnel who are qualified by appropriate education, training, and experience to provide and support these programs and services.

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.

Description

The SMCCCD has developed policies for ensuring that all personnel are qualified by appropriate education, training and experience to provide and support all programs and services. These policies are outlined in the SMCCCD Rules and Regulations 3.10, 4.10, 5.04 and posted on the SMCCCD website (IIA.1.a.1-3).

These policies include, but are not limited to, providing full, objective and equal access for all applicants; actively seeking applicants who demonstrate the required technical expertise, competency, and sensitivity that will enable them to work effectively in a multicultural educational environment; complying with all federal, state and local laws; ensuring participation by faculty, classified staff, and administrators in their respective roles throughout the process; providing training in equal opportunity and legal selection

Skyline College

procedures so that fair and equitable treatment of all individuals can be assured; ensuring diversity on all screening committees; including a diversity-trained representative on all screening committees; and maintaining confidentiality throughout the process.

Guidelines for the selection of all employee groups—classified staff, full- and part-time faculty, and managers—have been revised (May 2004) and approved by the effected constituent groups and provide the general principles to guide the screening and selection of all new employees (IIIA.1.a.4-5). These guidelines cover development of the job announcement, selection of the screening committee, development of the assessment plan, the screening of application materials, the screening of candidates, the recommendation of finalists, final interviews, reference checks, and the candidate-approval process.

District Human Resources staff work closely with screening committees to provide training for committee members and to assist in all steps of the selection process, starting with the job announcement. All job announcements provide a description of the district and Skyline College and include reference to institutional mission and goals. All job announcements emphasize the importance of an applicant's being able to demonstrate sensitivity in working within a multicultural, multilingual educational environment.

Specific duties and responsibilities of each position are clearly outlined in all job announcements. Job announcements for faculty positions are written by the screening committee, which is composed of a majority of discipline experts, and clearly state minimum qualifications, as determined and published by the state Academic Senate. The announcement emphasizes the importance of discipline knowledge, current pedagogy, and commitment to student learning. The process for classified staff and managers is similar with job announcements written by the screening committee based on the knowledge, skills and abilities needed to carry out the duties and responsibilities of the position in an effective manner (IIIA.1.a.4-5).

District procedures ensure that faculty play a significant role in the selection of new faculty. Screening committees for faculty positions include at least three and no more than five members, a majority of whom are faculty, with a minimum of one discipline expert. Classified committees have at least three and no more than five members, while management selection committees have up to nine members. Both committees are composed of representatives from classified staff and managers, as well as—when appropriate—faculty members and students who have the expertise or are directly affected by the position.

The paper-screening process for all hires includes a checklist based on the job announcement and provides a review of the applicant's minimum qualifications, including degrees held, and a systematic assessment of each applicant's materials. Degrees held must be from recognized U.S. accrediting agencies.

For faculty positions, an equivalency process has been established for applicants who do not directly meet minimum qualifications to determine equivalence, based on degree

equivalence, academic background equivalence, or professional equivalence. The same process is followed for applicants holding degrees from non-U.S. institutions. This process includes a review of transcripts and course descriptions.

The equivalency process, revised by the District Academic Senate (IIA.1.a.6), includes review by an equivalency committee, made up of discipline experts. The job applicant is responsible for submitting the required forms and supporting documents to assert an equivalency. In the case of classified applicants, Human Resources staff has developed general guidelines for determining equivalence (IIIA.1.a.7).

Screening committees develop interview questions which address the knowledge, skills and abilities of each applicant as they pertain to the duties and responsibilities of the position. Key response elements are also developed by the screening committees to provide a common basis for what is sought in an applicant's response. Many faculty screening committees include a skills demonstration, such as writing an essay, and/or some type of teaching demonstration as part of the screening process. Those candidates forwarded to final interviews are evaluated and assessed for their potential to contribute to the mission and goals of the department, division and institution.

Once finalists have been selected, extensive reference checking is conducted by the appropriate parties, as delineated in the selection procedures guidelines, to verify the qualifications of finalists. Since 2002, screening committee members have been invited to sit in on final interviews of faculty and administrators by the College President and appropriate vice president. The final interview reviews evidence of discipline expertise and scholarly activities, but places greater emphasis on potential to contribute to the institution outside of the classroom. Consensus is usually reached at this level, but the final decision ultimately rests with the College President.

In order to seek qualified applicants, Human Resources staff routinely advertise classified, faculty and administrative positions in the following outlets: the District Human Resources website, the California Community Colleges Registry, Education Job Opportunities Information Network, Higher Education Recruitment Consortium, Caljobs.ca.gov, Craig's List (depends on position and request by division), Chronicle of Higher Education webpage (administrative positions only), Careerbuilder.com, and other sites specific to the position announcement.

Self Evaluation
The college meets this standard. The processes for employing personnel operate successfully. Each constituency is well represented in the selection process of its members and those of other groups with which it may have a connection; for example, faculty serve on screening committees of many administrative positions.

One measure that the process is successful at yielding highly qualified employees is that 100 percent of all faculty going through the four-year tenure process since the last self study have received tenure (IIIA.1.a.8). Of all classified and managerial personnel hired in the past six years, none has been let go for incompetence.

The integrity of the screening process is highly valued, as members of screening committees are encouraged to review the selection procedures guidelines and to report any infractions of the process to the District Human Resources Department. The process itself of revising all selection procedures guidelines reflected wide participation and input from constituency groups. For example, the faculty group revising the faculty selection procedures guidelines was composed of faculty approved by the District Academic Senate and the local bargaining unit, the American Federation of Teachers (AFT). All groups approved their respective selection procedures guidelines.

Additional safeguards to ensure the integrity of the established selection procedures is the training provided by the district at the first meeting of a screening committee and the knowledge and vigilance by the committee chair.

The Employee Voice Survey reveals important information regarding human resources policies and practices. Sixty-three percent of responders agree/strongly agree that hiring procedures are clearly stated and 57 percent agree/strongly agree that Skyline has fair hiring procedures and policies.

Planning Agenda
None.

Evidence

IIIA.1.a.1	Rules and Regulations 3.10	http://www.smccd.edu/portal/District%20Information/Rules%20And%20Regulations/3_10.pdf
IIIA.1.a.2	Rules and Regulations 4.10	http://www.smccd.edu/portal/District%20Information/Rules%20And%20Regulations/4_10.pdf
IIIA.1.a.3	Rules and Regulations 5.04	http://www.smccd.edu/portal/District%20Information/Rules%20And%20Regulations/5_04.pdf
IIIA.1.a.4	Faculty Selection Procedures	http://www.smccd.edu/portal/Human%20Resources/Selection%20Committee%20Information/Faculty_Selection_Procedures_5-04.pdf
IIIA.1.a.5	Classified Staff and Managers' Selection Procedures	http://www.smccd.edu/portal/Human%20Resources/Forms/AllItems.aspx?RootFolder=%2fportal%2fHuman%20Resources%2fSelection%20Committee%20Information&View=%7b7410A2C8%2d5FAF%2d4B10%2dBE7B%2dA1AB6192C273%7d
IIIA.1.a.6	Equivalence review process, board-approved May 18, 2005, p. 20	http://www.smccd.edu/portal/Human%20Resources/Selection%20Committee%20Information/Faculty_Selection_Procedures_5-04.pdf
IIIA.1.a.7	Classified Equivalency Chart	Hard copy only
IIIA.1.a.8	Faculty tenure completion statistics	Hard copy only

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.

Description

All personnel are evaluated systematically and at stated intervals. Evaluation procedures for faculty, staff and administrators are available on the SMCCCD webpage (IIIA.1.b.1). These processes are covered in board policies and procedures and in contracts negotiated with the various collective bargaining units: AFT for faculty, California State Employees Association (CSEA) for classified personnel, and American Federation of State, County, and Municipal Employees (AFSCME) for facilities personnel.

During the four-year tenure review period, new full-time faculty are evaluated by a four-member committee, including the division dean, two permanent faculty members from the division who serve three- and two-year terms, and a discipline expert. Probationary faculty undergo rigorous evaluation, which includes student evaluation, faculty portfolio, peer observation, and division dean observation each of the four years before a recommendation is made. Recommendations and commendations, signed by the candidate, are sent each year of probation to the office of the appropriate vice president and president. The probationary faculty member may file a grievance with AFT if the committee recommendation is non-renewal for years 1 and 2, but the grievance must be based on procedural aspects of the process. If the recommendation is non-renewal in years 3 and/or 4, the candidate may file a grievance that the judgment is unreasonable and may pursue the matter on his/her own or with assistance from the AFT, if AFT deems the case worthy.

Tenured faculty are evaluated every three years, alternating between two types of evaluation: comprehensive and standard. The comprehensive evaluation includes peer observation (for instructional faculty), student surveys, the division dean's evaluation, the faculty member's self-assessment and the completion of a portfolio. The standard evaluation includes student surveys, dean's evaluation and self-assessment. The self-assessment includes information regarding the faculty member's participation in department, division, college and district activities; engagement in professional development related to discipline expertise and/or teaching techniques; publications; presentations; job-related community activities; and awards and honors. The dean's evaluation includes an evaluation of assigned duties and responsibilities, participation in division and department activities and shared-governance committees, respect given the faculty member by colleagues and students, and general conduct of all professional responsibilities. The evaluation process provides opportunity to give commendations and recommendations for improvement. If an evaluation results in a rating of "unsatisfactory," a comprehensive evaluation is scheduled for the next academic year.

Monitoring the evaluation of contract and tenured faculty rests in division offices. The documentation for the evaluation of contract and tenured faculty is transmitted from the

division office to the Office of Instruction. The Office of Instruction, in turn, transmits the necessary documentation to District Office of Human Resources, confirming that timelines have been met in the case of contract faculty and whether the tenure review committee has recommended the advancement of the evaluee to the next contract status or for tenure. In the case of tenured faculty, the Office of Instruction monitors the compliance of instructional divisions with evaluation timelines and procedures and transmits the results to the District Human Resources Department for inclusion in the faculty member's personnel file.

The evaluation of adjunct faculty takes place in the first semester of service, and at least once every six semesters thereafter. The evaluation includes the completion of a faculty portfolio, student surveys and performance assessment by a tenured, full-time faculty evaluator. A faculty self-assessment and performance assessment by the division dean are optional components of the adjunct evaluation process. Monitoring and documentation for the evaluation of adjunct faculty reside in division offices.

Classified evaluations are conducted annually by the immediate supervisor. The evaluation consists of the use of a standardized evaluation form, recently modified by District Office of Human Resources. Employee strengths and areas for improvement are noted and goals for the following year are established. If areas for improvement are identified, actions to be taken are included on the evaluation with timelines for completion. If a classified employee receives a satisfactory evaluation, he/she does not need to be evaluated for two years.

Monitoring of the evaluation of classified personnel is done at the district level and at the college office, program, or division level. The overall coordination of classified evaluation is done by the District Office of Human Resources, which receives the reports that the process has been completed. On a quarterly basis, the District Human Resources Department reminds managers of a classified employee's due date.

Evaluations of managers are conducted annually on their anniversary date of hire or promotion. Evaluation instruments are sent to a sample of full-time employees, both faculty and classified, and all other managers at the same level, plus a selection of other managers at the same level at the other two district campuses. The performance evaluation addresses the following components of a manager's job: job knowledge, functional knowledge, organization, leadership/supervision, adaptability and cooperation, quality and quantity of work, initiative and ingenuity, dependability, development in present position and evaluation of potential.

Self Evaluation
The college meets this standard. The processes for evaluating personnel are well-established, detailed, and comprehensive in scope. The evaluation tools adequately measure the effectiveness of personnel in performing their duties. Mechanisms for improvement and goal setting are in place to improve job performance, if warranted through the evaluation process. Thus, there is a connection between the personnel evaluations and department, division and institutional effectiveness.

Evaluation policies and procedures of all employee groups specify deadlines to ensure that follow-up of evaluations is done in a timely manner. The majority of evaluations of faculty, classified and administrators are completed according to schedule (IIIA.1.b.2). The district has made significant improvement in the classified evaluation procedures and forms, which has resulted in a more effective evaluation instrument. In addition, the Human Resources Department now provides information to all managers regarding the evaluation dates for all classified employees. The AFT contract spells out very clearly the purpose of faculty evaluations, and the roles and responsibilities of each participant (IIIA.1.b.3).

The faculty evaluation process is difficult to apply to online classes since the standard peer evaluation and student survey components are designed for in class use. District management and the AFT are considering appropriate ways to remedy this problem through the negotiation process.

Planning Agenda
None.

Evidence

IIIA.1.b.1	Performance Evaluations	http://www.smccd.edu/portal/Human%20Resources/Forms/AllItems.aspx?RootFolder=%2fportal%2fHuman%20Resources%2fPerformance%20Evaluations&View=%7b7410A2C8%2d5FAF%2d4B10%2dBE7B%2dA1AB6192C273%7d
IIIA.1.b.2	District HR evaluation records, timeline aspect only	Hard copy only
IIIA.1.b.3	AFT contract	http://www.smccd.edu/portal/District%20Information/Labor%20Documents/AFT%20Contract%202006-2009.pdf

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.

Description
The college does not directly evaluate faculty on effectiveness of achieving student learning outcomes. Teaching effectiveness is evaluated in the peer observation in the categories of subject matter knowledge, appropriateness of methods of instruction, organization of class, appropriateness of assignment for the objectives of the course, effective communication and promoting independent thinking. Student surveys also address teaching effectiveness. Student learning outcomes will be directly considered in the program-review process and indirectly considered in faculty evaluation. Skyline has established the official course outline for each course as the location for listing student learning outcomes and assessment methods for ascertaining if these outcomes are realized. Faculty members are evaluated, in part, on whether they follow course outlines for their classes and on their portfolios, which include syllabi and sample assessment

tools. If these are not adequate, recommendations for improvement are made. These recommendations then become a component of the next evaluation.

The college is in the process of updating all course outlines to include student learning outcomes (SLO's) and assessment. The timetable for this process calls for all course outlines to have been updated to include SLO's by fall 2010. The framework for the assessment of SLO's will be implemented beginning fall 2008.

Self Evaluation
The college meets this standard. Teaching effectiveness is currently measured using a variety of criteria. As student learning outcomes are assessed and fully integrated into course outlines and program reviews, there will be greater opportunity for assessing the desirability of having faculty evaluations directly include a student learning outcome component. Evaluation standards and processes are negotiated between the district management and the faculty union, AFT.

Planning Agenda
None.

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

Description
There is no written code of ethics that covers all personnel of the college. The SMCCCD Academic Senate has developed a Faculty Statement of Professional Expectations (IIIA.1.d.1). The Board of Trustees drafted an Ethics Policy in November 2005, but it was never adopted. There is no ethics code specifically for administrators, although there is a conflict of interest rule that would be a component of such a code. There is no ethics code covering classified personnel.

Self-Evaluation
The college does not yet meet this standard. Neither the faculty statement of professional expectations nor the draft ethics policy appears to be widely known or disseminated. Either a general code of ethics or codes of ethics specific to each category of employee should be developed. To ensure fairness and consistency, these codes should be developed at the district level.

Planning Agenda
• Through the shared-governance process, develop ethics codes for all personnel.

Evidence

IIIA.1.d.1	SMCCCD Academic Senate Faculty Statement of Professional Expectations	Hard copy only

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.

Description

Staffing levels for the college were at the following levels as of April 2007.

Skyline College Staffing Levels

	Educ. Admin.	Tenured/ Tenure	Acad. Temp.	Class. Admin.	Class. Prof.	Class. Support	Total FTEF	Credit FTES
Skyline (2005)	11.0	128.0	68.2	3.0	5.3	89.1	304.5	7,450.55

Educ. = Educational
Acad. = Academic
Class. = Classified
Prof. = Professional
Faculty = Tenured + Academic Temporary
Administrator = Educational Administrator + Classified Administrator
Classified = Classified Professional + Classified Support

Human Resources, Payroll, Facilities, Information Technology Support, Multimedia Support, and Buildings and Grounds are handled by the District Office and, thus, are not reported and funded as Skyline College staff even though they provide services to the Skyline community.

Staffing levels of all personnel groups are determined through the College Budget Committee, a shared-governance group which recommends staffing allocations to the College President. The recommendations of the CBC are based on staffing priorities that are driven by the college mission and goals established through planning processes and based on budgetary conditions.

The institution stays close to a 75/25 full-time/part-time faculty ratio, as recommended by the state Academic Senate and called for in statute. This number is calculated at the district level. A letter received from the Vice Chancellor of Human Resources, titled Full-Time Faculty Obligation for Fall 2005 indicates Skyline College was at 72 percent full-time faculty for fall 2005 (IIIA.2.1).

One publication of the Office of Planning, Research and Institutional Effectiveness, the College Almanac, indicates the college has maintained a high efficiency load with a yearly average of 568 for academic years 2000-2001 through 2004-2005. The statewide benchmark is 525. (Load is the ratio of weekly student contact hours to FTEF.)

Levels of classified staffing have declined, largely because of the budget shortfall of 2002-2003. While there were no layoffs, a managed hiring process resulted in some positions being eliminated. Most lost positions have not been replaced. Levels of facilities staffing are a district rather than a college responsibility. It should be noted that the staff in this area has not increased at the same rate as the space added by construction. District funding for facilities staffing is currently calculated on total assignable square footage rather than on the institution's total actual square footage.

Self-Evaluation

The college meets this standard. Skyline has sufficient staff to meet the needs of the students and to achieve the mission and goals of the college. There are sufficient full-time faculty to keep the curriculum up to date, the programs appropriately reviewed and to provide needed contributions on committees, including hiring committees. The College Budget Committee has made the hiring of full-time faculty a priority and is actively seeking a fiscally responsible way to increase full-time faculty hiring (IIIA.2.2). The college has a sufficient number of administrators. There are sufficient classified staff to support the college mission and goals, but personnel in this category are at such a minimum level that the college has little flexibility. For example, if a member of the classified staff has a prolonged absence, the college finds it difficult to cover the function.

Planning Agenda

- Use the budget planning process, the FTE's Allocation Process and the overall Staffing for Student Success processes to increase access to counseling services.
- Seek additional resources to increase local computer technical support. (Note: This recommendation also appears in III.C.1.)

Evidence

IIIA. 2.1	Letter signed by Vice Chancellor of Human Resources: Full-Time Faculty Obligation for Fall 2005	Hard copy only
IIIA.2.2	College Budget Committee minutes	http://www.smccd.edu/accounts/skycbc/archives.html

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

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

Description

All policies, as well as rules and regulations, governing employment procedures can be found on the district website, and written copies are kept on file in each administrative office for reference by district personnel and the public. Each administrator is

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responsible for maintaining a current copy of Rules and Regulations. Administrative procedures implementing board-adopted policies are developed by designated administrators (IIIA.3.a.1).   All constituencies, including the AFT, the CSEA, AFSCME, and Academic Senate, participate in shaping personnel policies and procedures through the District Shared Governance Council. AFT and CSEA handle grievances regarding working conditions.

Skyline adheres to written personnel policies and procedures that have been developed by the SMCCCD Human Resources Department to ensure fairness in all employment procedures. General principles include district compliance with federal, state and local laws, and district commitment to equal opportunity, fairness, and inclusion. Included are policies on unlawful discrimination, sexual harassment, equal employment opportunities, hiring, equivalency, and other policies governing hiring and working conditions. The district has established procedures for handling and investigating any complaints of discrimination in the employment process.

Self Evaluation
The college meets this standard. The written policies and procedures have been developed and refined adequately to ensure fairness in employment procedures.

Responses to the Employee Voice Survey indicate that 63 percent of faculty and staff believe hiring procedures are clearly stated; 57 percent responded that Skyline adheres to fair hiring procedures and practices (IIIA.3.a.2). The district has received no discrimination complaints with respect to hiring procedures. There have been only three formal Equal Employment Opportunity Complaints in the district in the last four years. All resulted in a failure to find any discriminatory practices.

Planning Agenda
None.

Evidence

IIIA.3.a.1	Rules and Regulations 2.08	http://www.smccd.edu/portal/District%20Information/Rules%20And%20Regulations/2_08.pdf
IIIA.3.a.2	Employee Voice Survey 2006	http://www.smccd.edu/accounts/skypro/Surveys%20&%20Focus%20Group%20Studies/employee_voice_2006_survey_exec_sum.pdf

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

Description
All employees have access to the contents of their own personnel files. All information is held in confidentiality by the Human Resources Department at the district office, except to verify employment and salary. Any other information released must be approved by the employee through a signed statement, releasing the district of liability. Employees are

encouraged to add to their personnel file additional training and other supplementary documents to complement their records (IIIA.3.b.1).

Any employee may request to review his/her personnel file in the presence of Human Resources staff. As requested, copies of information from the personnel files are made available to employees.

Self Evaluation
The college meets this standard.

Planning Agenda
None.

Evidence

IIIA.3.b.1	Skyline College employee personnel records	Hard copy only

A.4 The institution demonstrates through policies and practices an appropriate understanding of and concern for issues of equity and diversity.

Description
Issues of equity and diversity are part of the college's core values and permeate every aspect of college life. Many policies and practices are in place that address both. In regards to equity, Skyline College adopted, through a shared-governance process, a Student Equity Plan in 2004, a plan that demonstrates the college's commitment to providing optimal learning, achievement and success for all students. An important dimension of the college mission is to reach out to students whose educational need is the greatest. Success is measured by the degree to which the college increases the success of all students, including those from historically underrepresented groups. Student access and success are achieved when students who enroll at the college are retained, complete degrees and certificates, and transfer or achieve their educational goals in proportion to their representation in the community adult population (IIIA.4.1).

The goals for the overall implementation and coordination of the Student Equity Plan are as follows: 1) to make student access and success an institutional priority and responsibility, 2) to develop goals, objectives and activities for student access and success that address the mission of a comprehensive community college providing transfer, occupational education and basic skill coursework for students, 3) to link the goals, objectives and activities of the plan to the program review and strategic planning processes at Skyline College, 4) to integrate the Student Equity Plan with the program-review process and student learning outcomes, 5) to integrate the student access and success review and monitoring process with the shared-governance structure at the college, 6) to improve data collection and analysis for all matriculation components, 7) to review statewide data on student success and retention rates so as to provide base comparisons between Skyline and statewide averages (IIIA.4.1).

The policies and practices that address the college's commitment to an atmosphere that shows understanding of and concern for diversity issues are several For example, to better serve underrepresented groups and to increase the numbers of students in these groups who transfer to four-year institutions, faculty have established several learning communities: African American Success Through Excellence and Persistence (ASTEP) focuses on issues related to the African-American experience; Puente focuses on issues related to the Latino-American experience; and Kababayan focuses on issues related to the Filipino-American experience. All learning communities are a joint effort of instruction and student services, as they combine an academic discipline with a counseling component or with support from The Learning Center.

In addition to learning communities serving underrepresented groups, faculty have established learning communities serving underprepared students and other special-interest groups. Among these are the Bilingual Learning Community for Generation 1.5 students, the Women in Transition program, and the Scholar-Baller Athlete program. The Honors Transfer Program has been established to assist students of all backgrounds to achieve their highest educational goals and represents the full range of diversity among the student population.

To promote understanding of issues of equity and diversity, faculty are encouraged to choose texts with multicultural and multiperspective points of view in teaching their courses. English faculty, in particular, review and choose texts based, in part, on their inclusion of multicultural topics or authors.

Faculty also participate in many diversity events on campus, including multicultural panels, such as Americano as Apple Pie: The Influence of Latino Culture in America and Homophobia: How It Hurts All of Us, and they encourage their students to attend campus events focused on diversity issues by awarding extra credit for attendance or for written responses or summaries of the events, for example.

Beyond this, Skyline College is also considering adding new postsecondary programs, some of which focus on the needs of the growing diverse community. The education and facilities master plans have compiled a list of proposed new courses to become part of a multicultural, multiperspective curriculum: These include Native Studies; Gay, Lesbian & Bisexual Studies; Spanish: Translation and Interpretation English/Spanish; Asian Studies; Ethnic Studies; International Global Studies; Chicano/Latin American Studies; and Women's Studies (IIIA.4.2).

The college also plans to institute a Multicultural Information Center in a proposed multicultural technology administration building which will serve to centralize learning communities and the multicultural activities and groups on campus.

Additionally, the college is engaging in several other initiatives that promote, through policies and practices, an understanding of and concern for issues of equity and diversity. They are as follows:

- **Campus Change Network:** Skyline was one of eight schools selected to participate in the California Change Network, whose mission is to strengthen and support existing or new campus action plans towards becoming a more accessible and equitable institution. Goals of the California Change Network include setting up better data collection to monitor equity and access; building access values into existing documentation; improving professional development on campus; strengthening the link between transfer institutions, outside businesses, and civic organizations; and continuing to work on increasing faculty diversity (IIIA.4.5).

- **Foundations of Excellence in the First Year Experience:** Skyline College was chosen to be one of only 59 institutions, and one of only 14 two-year institutions, to participate nationwide in the Foundations of Excellence, sponsored by The Policy Center on the First Year of College, whose basic mission is to work with colleges and universities to improve the beginning college experience through enhanced learning, success, and retention of new students. The majority of first-year students at Skyline College are first-generation college students and students of color (IIIA.4.3).

- **The Stewardship for Equity, Equal Employment and Diversity (SEEED) Advisory Committee:** This committee, an outgrowth of the Equal Employment Opportunity Advisory Committee, was formed in 2005 to assist Skyline College in fulfilling its commitment to celebrate the intellectual, educational, and social benefits of diversity. SEEED's mission is to provide stewardship for the college's value related to campus climate.

- **Women on Writing Conference:** Women on Writing Conference**,** organized and run by Skyline faculty, students, and community members, is held on the first Saturday in March to celebrate International Women's Day. Heading into its fifth year, this very successful conference invites local women authors as keynote speakers, book talk participants, and workshop instructors. Particular attention is paid to diversity. Keynote speakers have all been from diverse backgrounds: Lalita Tademy, Christina Garcia, ZZ Packer, and Janice Mirikitani. Women on Writing is funded by the Partnership for Excellence Fund and private donations (IIIA.4.4).

Self-Evaluation
Understanding of and appreciation for diversity is a core value at Skyline College. The college has an impressive collection of practices, policies, and initiatives that afford understanding, appreciation, and celebration of its diverse population. Student equity is also a central focus of the experience at Skyline College.

Planning Agenda
None.

Evidence

IIIA.4.1	Student Equity Plan 2004	http://www.smccd.edu/accounts/skypro/equity/equity0405.doc

IIIA.4.2	Education Master Plan 2006	http://www.smccd.net/accounts/skypro/Ed%20Facilities%20Master%20Plan%2006/Skyline%20Education%20Plan%20Report%20vr3.pdf#search=%22EMP%20Program%20Competitive%20Summary%20Tables%2C%20Skyline%20College%22
IIIA.4.3	Census enrollment by demographic	http://www.smccd.edu/accounts/skypro/enrollment_reports/annual/enrollment_annual_demog.htm
IIIA.4.4	Women on Writing website	http://www.smccd.net/accounts/skywow/registration06.pdf.
IIIA.4.5	CCN Overview Handout and CCN Flyer	Hard copy only

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

Description
The college creates and maintains several appropriate programs, practices, and services that support the diversity of its personnel. Some of these are as follows:

- **Museum of Tolerance (MOT):** One notable opportunity for faculty, staff, and managers to increase their understanding and appreciation of diversity is the district-sponsored, biannual trip to the Museum of Tolerance and Simon Wiesenthal Center in Los Angeles. Since the establishment of the Tools for Tolerance for Professionals diversity training, a total of 69 Skyline faculty, classified staff, and managers have attended the training, and many have reported that the experience changed their lives.

  The goal of this expenses-paid staff retreat is to increase awareness of the dynamics of racism and prejudice and learn ways in which individuals can help create a more tolerant work environment. MOT'S mission is to foster tolerance by demonstrating model qualities, celebrating diversity, and speaking out when hearing or seeing examples of intolerance.

- **MOT Alumni Events:** Personnel who have completed the MOT training have formed the MOT Alumni group. Collectively, the aim of MOT Alumni is to foster tolerance by endorsing activities that celebrate diversity, supporting groups at Skyline in their effort to advocate for diversity, and cultivating other related educational endeavors (IIIA.4.a.1).

  MOT Alumni sponsor campus events which tackle the difficult issue of prejudice. Some of the campus activities which MOT Alumni have sponsored are:

  Horizon Line—a one-person show which explores the root of hate crime and other bias-related incidents.Speaker Melba Beals--one of the Little Rock Nine, who spoke about her experience with the Brown vs. Board of Education decision and its long-lasting effect on integrating schools.

Wheels—an interactive performance, which deals with a young immigrant's quest for a driver's license and the issues surrounding immigration and xenophobia. *Kick*—a one-person show which explores racial stereotyping and the use of the American Indian mascot through the eyes of a Native American student.

MOT Film Festival—a film festival that has presented four films in two years. The first year, *Discovering Dominga*, about the massacre in Guatemala; and *Daughter from DeNang,* the chronicle of a woman's journey to be reunited with her mother in Vietnam, were presented. The second year, MOT presented *Tangled Roots*, a story the filmmaker Heidi Schmidt Emberling confronting her Jewish-American mother and her German father after discovering her grandfather's involvement in the Nazi Party during World War II; and *Mixed Feelings*, a story about people of mixed race.

- **The Stewardship for Equity, Equal Employment and Diversity (SEEED) Advisory Committee:** This committee aids the college in its goal of honoring the campus community's diversity and celebrating the benefits of this diversity. SEEED's formal mission is to:

  o provide stewardship for the college's value related to campus climate;
  o oversee the college's equality in employment opportunities and make recommendations to the district Equal Employment Opportunity Advisory Committee regarding fair and effective hiring policies;
  o support, provide or promote training in cultural proficiency;
  o provide support and assistance to equity and diversity-related projects and activities, and facilitate engagement in campus issues related to equity and diversity; and
  o support and promote educational initiatives that result in intercultural awareness and respect for diversity in students, faculty and staff.

SEEED has already sponsored a variety of activities which provide represent the college's multicultural population. The forum "Speak Out on Racism," held February 2, 2006, featured Tommie Smith, a member of the 1968 Olympics gold medal track team. (IIIA.4.a.2).

The SEEED Advisory Committee sponsored a project entitled: "Skyline College...Celebrating Our Differences!" as part of a two-day event "Who Are We? Fascinating Rhythms," held in spring 2006. The event included various presentations, speakers, films, entertainment and food. As part of the event, instructors had the option of assigning a campuswide writing assignment entitled "Who Am I?" which was accompanied by a photo collage. (IIIA.4.a.3)

Self-Evaluation
The college meets this standard. One of the hallmarks of Skyline College is its commitment to providing appropriate programs, practices, and services that support the diversity of its personnel. Both the MOT opportunities and the newly formed shared-

governance committee, SEEED, provide support for and understanding of the College's multicultural and diverse personnel.

Planning Agenda
None.

Evidence

IIIA.4.a.1	Museum of Tolerance mission statement	Hard copy only
IIIA.4.a.2	SEEED Minutes 1-23-06	http://www.smccd.edu/accounts/skyseeed/2005/min012306.pdf
IIIA.4.a.3	Interview with 2006-2007 SEEED Coordinator	Hard copy only

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

Description
The district follows Equal Employment Opportunity policy in all its hiring procedures, including a commitment that successful candidates demonstrate sensitivity to and ability to work with the diverse academic, socioeconomic, cultural and ethnic backgrounds of students, faculty, and staff, including ethnic group identification, national origin, religion, age, gender, sexual orientation, race, color, or physical or mental ability.

The district monitors the success of equal opportunity in its recruitment, selection, retention, and promotional policies and procedures by monitoring outcomes to assure that there is no adverse impact against any person or group of individuals, due to ethnic group identification, national origin, religion, age, sexual orientation, gender, or race (IIIA.4.b.1).

The District Human Resources Department assesses information on employment equity and diversity for all district personnel annually. According to the latest information, employee demographic statistics for Skyline College show that the majority of Skyline College personnel are women: 59.2 percent, and white employees comprise 56.2 percent of the total. Of the 43.08 percent non-white employees, 15.9 percent are Hispanic 12.8 percent Asian, 6.6 percent Filipino, 5.7 percent African American, 1.3 percent Pacific Islander, .04 percent Native American, with 1 percent declining to state (IIIA.4.b.2).

Compared to the same statistics gathered in July 2000, the statistics reflect a fairly constant gender ratio (58.6 percent female in 2000 versus 59.2 percent in 2006) but an increase in employees of color, from 38.8 percent in 2000 to 43.8 percent in 2006 (IIIA.4.b.3).

Standard IIIA.4.b

Self-Evaluation

The college meets this standard. The Employee Voice Survey 2006 included six items regarding diversity. All rated favorably (76 percent to 80 percent). Comments were made about the inclusive atmosphere at Skyline, and much was written about how diverse the college was (students, faculty, and staff) and how the college embraced this diversity in a very positive, respectful and welcoming way (IIIA.4.b.4).

Although the college has increased the number of employees of color, notably among classified staff, the diversity of the full range of personnel still does not reflect the diversity of the student population (68 percent students of color). Recruitment strategies which encourage an even more diverse applicant pool could further expand the diversity of the college's human resources.

Planning Agenda

None.

Evidence

IIIA.4.b.1	Human Resources Employment Policies	http://www.smccd.edu/accounts/smccd/departments/humanresources/policies.shtml
IIIA.4.b.2	Skyline College Enrollment Report 2002-2003 to 2006-2007	http://www.smccd.edu/accounts/skypro/enrollment_reports/annual/enrollment_annual_demog.htm
IIIA.4.b.3	Employee demographics chart, 7/01/2000 vs. 7/01/2006	Hard copy only
IIIA.4.b.4	Employee Voice Survey 2006	http://www.smccd.edu/accounts/skypro/Surveys%20&%20Focus%20Group%20Studies/employee_voice_2006_survey_exec_sum.pdf

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

Description

Through its representative bodies, the institution has established avenues for advocacy for administrators, faculty, staff, and students. The advocacy groups are the American Federation of Teachers Local 1493 and the Academic Senate for faculty, California School Employees Association and the Classified Senate for classified staff, the American Federation of State, County and Municipal Employees for maintenance and custodial workers, and the Associated Students of Skyline College for students. Districtwide policies assure integrity in the treatment of academic supervisors, administrators, and non-represented employees (IIIA.4.c1-6).

In addition to advocacy groups, the institution is guided by policies, procedures, and statutes, such as the Americans with Disabilities Act, in its treatment of all constituencies. Unlawful Discrimination and Sexual Harassment Complaints for Employees and Students is a comprehensive document which provides a means by which to deal with a

variety of discrimination complaints in a formalized manner. The document includes definitions of disabilities and discrimination, and provisions for anti-discrimination training for new hires and managers. There are plans to create annual training and informational services for students so that they can be informed of their rights and procedures in the event they feel their rights have been violated. The student handbook outlines specific procedures for students to follow if they wish to file a grievance.

The tenure review process safeguards and assures the principles of academic freedom as defined in district Rules and Regulations (IIIA.4.c.7). Academic freedom is also essential in providing open debate and intellectual stimulation in the classroom (IIIA.4.c.8).   For those teachers whose practice of academic freedom is called into question, a formal procedure is in place to review teaching practices and course content (IIIA.4.c.9).

Self-Evaluation
The college meets this standard. The institution's treatment of its administration, faculty, staff and students is guided by advocacy groups and districtwide policy and procedures, which are very clear and consistently followed.

Planning Agenda
None.

Evidence

IIIA.4.c.1	Rules and Regulations 5.06	http://www.smccd.edu/portal/District%20Information/Rules%20And%20Regulations/5_06.pdf
IIIA.4.c.2	Rules and Regulations 5.10	http://www.smccd.edu/portal/District%20Information/Rules%20And%20Regulations/5_10.pdf
IIIA.4.c.3	Rules and Regulations 5.16	http://www.smccd.edu/portal/District%20Information/Rules%20And%20Regulations/5_16.pdf
IIIA.4.c.4	Rules and Regulations 5.26	http://www.smccd.edu/portal/District%20Information/Rules%20And%20Regulations/5_26.pdf
IIIA.4.c.5	Rules and Regulations 5.56	http://www.smccd.edu/portal/District%20Information/Rules%20And%20Regulations/5_56.pdf
IIIA.4.c.6	Rules and Regulations 5.66	http://www.smccd.edu/portal/District%20Information/Rules%20And%20Regulations/5_66.pdf
IIIA.4.c.7	Rules and Regulations 3.20	http://www.smccd.edu/portal/District%20Information/Rules%20And%20Regulations/3_20.pdf
IIIA.4.c.8	Statement on academic freedom, faculty handbook	http://www.smccd.edu/accounts/skyfaculty/acafreed.html
IIIA.4.c.9	AFT Contract 2006-2009, appendix G, p. 66	http://www.smccd.edu/portal/District%20Information/Labor%20Documents/AFT%20Contract%202006-2009.pdf

A.5   The institution provides appropriate opportunities to all categories of staff for continued professional development, consistent with the institution mission and based on identified teaching and learning needs.

The institution plans professional development activities to meet the needs of its personnel.

Description

Skyline College offers multiple avenues for professional development to classified, employees, faculty, and management that are consistent with the college's mission and are based on teaching and learning needs. In fact, these opportunities follow from Skyline's stated mission to "provide innovative instruction and student support" to its students. Furthermore, the Skyline Strategic Directions has as Goal 5: Offer faculty and staff opportunities for professional growth and advancement (IIIA.5.1).

As per the union contract the minimal flex (professional development) obligation of full-time Skyline faculty is delineated as 20 hours per academic year. Post-retirement and adjunct faculty who teach during the day are obligated to fulfill the same number of flex hours as they would have taught on the designated flex days. They are to be compensated for their flex time after they submit a time sheet to their division dean. All on-campus flex activities are considered professional development. Post-retirement and adjunct faculty who teach during the evening are invited but not required to participate in flex activities; they are not compensated for participation. Records of activities used to fulfill faculty flex-day obligations are maintained in each division office.

In fall 2001 the position of districtwide professional-development coordinator was eliminated, and "flexible" flex was initiated, a broadly defined set of activities that fulfill professional development. Professional-development activities that can be used to meet flex obligations include but are not limited to professional conferences and workshops, in-service training and instructional improvement, program and course development, learning resource development, and departmental and division meetings and workshops.

In spring 2004, Skyline's Vice President of Instruction wrote a prospectus requesting and gaining a position from the Academic Senate for a flex coordinator at Skyline. In fall 2004 the position of Professional Development Coordinator was funded with three units release time to a full-time faculty member. This has resulted in a coordination of communication between various departments and divisions at Skyline to better plan and implement activities. A newsletter is distributed regularly to the campus with updated and current events both on campus and throughout the Northern California region that would be suitable for faculty and staff development. This newsletter serves as a two-way vehicle for communication between any faculty or staff member and the Development Coordinator who can then investigate suggestions and inquires as to feasibility.

In fall 2006, the district established the position of Vice Chancellor of Educational Services and Planning. In spring 2007, the Vice Chancellor designated a point person at the district to write grant proposals and seek out funding for professional development. Currently, funding for professional development at Skyline provided through a variety of sources:

- **Professional Development**: The Professional Development Committee, a committee of the AFT, allocates funds so that instructors may attend workshops, conferences, and other events to enhance their skills. The Faculty Professional Development Funds were established by a negotiated agreement to expose faculty to new classroom techniques and current research in community college education and enable them to interact with educators outside their district. The Faculty Professional Development Funds are provided for both long- and short-term projects. Each fiscal year, 1 percent of faculty salaries are put into the Professional Development fund to be used for short- and long-term projects.   Sabbatical leaves are also approved and funded by these monies.

- **Trustees Grants for Program Improvement**: Each year the SMCCCD Board of Trustees sets aside an amount of funds for meritorious projects; the allocation is based on the number of FTE and varies from year to year. Funds for the Trustees Grants for Program Improvement are available to all full-time personnel and hourly faculty. The funds were established in 1974 to encourage and support the development, implementation, and evaluation of instructional materials for new and existing programs. Funds also support staff development and applied research aimed at the discovery and evaluation of the effectiveness of instructional strategies and support services. Interdisciplinary proposals are encouraged. Requests are screened by the Professional Personnel Committee of the Academic Senate, which forwards recommendations to the College President, who sends approved requests to the Board of Trustees for final approval.

- **Classified Staff Development:** Each fiscal year funds are approved by the SMCCCD Board of Trustees to be used for Classified Staff Development. Classified Staff Development funds are available to all permanent classified employees who have completed the required probationary period. The funds are intended to provide opportunities to attend classes and workshops that promote outstanding district departments, programs and services, while fostering the creativity, personal growth and advancement of its employees. Funding is also provided for the annual classified retreat.

- **Management Development:** These funds are allocated each fiscal year and the amount is based on the number of FTE at each campus. Management Development funds are available to all managers for staff development workshops and/or conferences. Managers and academic supervisors are eligible to participate in the Management Development Program established by the board.

- **The President's Innovation Fund:** The President's Innovation Fund (PIF)—supported through individual donors and the San Mateo County Community Colleges Foundation—provides seed money that encourages Skyline College's faculty and staff to "dream out loud." The PIF has four areas of concentration: 1) start-up planning and financial support to faculty and staff in devising programs, 2) new programs reflecting business and industry needs which bring underrepresented

populations (the majority of Skyline students) into the technological workforce, 3) development of new pedagogies and learning styles, as well as development of learning communities and 4) program revitalization, where new components are added to existing programs, including new partnerships to expand program offerings.

- **AB 1725 Program Improvement Funds**: These funds come from the state to the district. The funds are allocated to the colleges based on the FTE and Staff Data Report. AB 1725 Staff Development funds are available to all management, faculty and classified staff. The funds are to be used for any staff development activity.

- **Partnership for Excellence**: Partnership for Excellence funds are available to all full-time personnel and hourly faculty. Proposals are considered for the funds if they work toward achieving one of the five system goals—transfer, degrees and certificates, successful course completion, workforce development and basic-skills development.

Another outlet for offering development and training opportunities to both faculty and staff is the Center for Teaching and Learning (CTL) at Skyline (IIIA.5.2). The CTL provides software tools such as discussion boards, online quiz software, and grading software for faculty. In fall 2002, the CTL began offering regular workshops in a wide of range of technology related areas, including use of online tools, email and website construction. Classes focus on how to integrate technology into the classroom and into the work that faculty does outside of class, like webpage design. The CTL website also includes information and files to download available to all Skyline employees. The CTL issues an end-of-the-year report, compiled for and reviewed by the Vice President of Instruction. The CTL also offers independent instruction including an open lab on the second afternoon of fall flex days. These are offered to all faculty. In addition, the CTL is open evening hours the first week of instruction to help any adjunct faculty download class lists and use Gradekeeper, an application which enables faculty to keep track of grades electronically as well as upload them to the server for student viewing. Furthermore, the CTL is used to offer specific training from vendors or suppliers, like Home Depot or VoIP. Classes are offered to train administrators and classified staff in the use of various parts of Banner, the district's management information system.

Also, in 2000, Skyline received funding for a Title 3 grant—Connection for Academic Success: High Tech with High Touch. As a result of the funding, from fall 2001 through spring 2003, 54 faculty (44 percent of the 123 full-time faculty) across the disciplines participated in workshops and training in how to employ technology to enhance teaching and learning. They also participated in workshops on incorporating active-learning strategies, addressing diverse learning styles, motivating underprepared students, increasing reading comprehension, integrating research into the curriculum, and being culturally attuned. Faculty who participated in Title 3 were given a computer equipped with the latest technology that enabled them to enhance instruction (IIIA.5.3).

Self-Evaluation
The college meets this standard. The institution offers a variety of professional-development opportunities for its administrators, faculty and staff, all of which have at

their core the goal of positively impacting student learning. The techniques, learning, and ideas developed are integrated into the classrooms and offices on campus. Best practices are modified and shared by colleagues. It's also worth noting that technology training for faculty and staff has had exemplary support at Skyline College over the recent years.

In addition, the time off from regular duties renews faculty and staff vigor so that students may interact with a fresher face, and new ideas have more fertile soil in which to germinate. Division deans at Skyline College feel very strongly that professional development is positive factor for faculty and staff.

According to the Employee Voice Survey conducted in spring 2006, 54 percent of employees surveyed felt that there are sufficient opportunities for continued professional development (IIIA.5.4).

Since the loss in 2002 of state-allocated AB 1725 funds, it is more difficult for newer employees and part-time employees to take advantage of off-site professional-development activities. For senior employees, the tuition or conference-fee reimbursement is enough to enable them to attend a conference or take a class. For those without as many personal resources available, the lack of travel funds, previously provided by AB 1725, has taken many of the opportunities out of reach.

As the number of proposals and the cost for each increases, the need to deny even valuable proposals increases. Staff development funding sources available to administrators, faculty and staff are insufficient to fund all valuable proposals. Since fall 2002, no AB 1725 Staff Development funds have been allocated by the state to the district. Instead, each college has been given a carryover amount that was unused from the previous year to use toward staff-development activities. The faculty union is looking for ways to increase district funding for professional development, while at the same time all the staff-development committees at Skyline are looking for better ways to select the best of the good proposals. A selection rubric, similar to those used in faculty hiring committees, has been discussed and such a system will be developed and adopted.

Guided by the success of Skyline's Professional Development Coordinator position, as of February 2007, the sister colleges in the district have instituted similar positions. This should allow for development of more activities and opportunities districtwide and between colleges, which will enhance interest and involvement in professional development activities.

Planning Agenda
None.

Evidence

IIIA.5.1	College mission, vision, values, goals, and strategies	http://www.smccd.edu/accounts/skypro/planning/Mission-Vision-Values-Goals-Strategies-05.pdf
IIIA.5.2	Center for Teaching and Learning website	http://ctlonline.net/
IIIA.5.3	Title 3 Grant participation records	Hard copy only

IIIA.5.4	Employee Voice Survey spring 2006	http://www.smccd.edu/accounts/skypro/Surveys%20&%20Focus%20Group%20Studies/employee_voice_2006_survey_exec_sum.pdf

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

Description
The Professional Development Coordinator conducted a needs survey in fall 2005, which is being used to make sure that the development programs meet the needs of the participants (IIIA.5.b.1). In addition, the CTL, which provides a significant portion of the on-campus professional development, regularly conducts needs assessments and evaluates each of its offerings. These evaluations are used to improve its programs. Many individual projects, such as the Student Learning Outcomes Assessment Cycle, evaluate their own offerings and use them for improvement. There is no mechanism by which to obtain classified staff's needs.

Self Evaluation
The college does not yet meet this standard. Evaluation of professional-development activities is not systematic. In particular, there is insufficient input by classified staff as to their needs and whether they are being met. The college would benefit from a regular assessment that included all classifications of employee and all kinds of activities. This would allow the college to more efficiently use its resources as well as contribute to employee satisfaction. This survey might be done in conjunction with the Employee Voice Survey, which is scheduled for every three years.

Planning Agenda
- Develop a systematic evaluation process for professional-development programs that includes all classifications of employee and all professional development-related activities.

Evidence

IIIA.5.b.1	Skyline College brief faculty/staff Survey, Skyline College flex day	Hard copy only

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.

Description

Skyline College regularly assesses its human resources needs in a number of ways which integrate human resources planning with institutional planning. Levels of staffing are reviewed by managers through information generated in discussions at the various constituent levels, faculty, classified, and managers; through program review documents; through the Full-Time Equivalent Faculty (FTEF) allocation process (IIIA.6.1), through the Classified Hiring Priorities Process for New Classified Positions, through College Budget Committee discussions and recommendations (IIIA.6.2), and through consideration of college mission and goals, as arrived at through a shared-governance process in the Institutional Planning Committee (IIIA.6.3).

Faculty hiring at Skyline College happens through a shared-governance process. The process for hiring new faculty starts with a request prepared by division deans, based on consultation with their division faculty. The deans prioritize hiring requests based on program reviews, program growth and need, enrollment projections, and retirements. The division's request is forwarded to the Full-Time Equivalent Faculty (FTEF) Allocation Committee (IIIA.6.1), which was formed in 2001 to prioritize faculty hiring for the entire college. The committee consists of a representative from each division (six to seven faculty), who are approved by the Academic Senate; two division deans; and the Vice President of Instruction. The FTEF Allocation Committee makes recommendations to the Academic Senate for endorsement and to the College President for approval.

In the case of new classified positions, unit plans are developed by faculty and staff at the department and division level. Based on the unit plans and program-review findings, classified staff positions are identified and prioritized at the division level. The appropriate vice president compiles and prioritizes all division lists, and priorities are forwarded to the College Budget Committee for funding. If the need to hire a staff position arises at a time in the year that is out of synchronicity with the planning and budget process, managers are encouraged to use temporary staffing solutions until the position goes through the planning and budget process or is otherwise allocated and approved by the President.

The College Budget Committee considers all hiring requests brought forward by the recommending bodies and recommends to the President the number of classified staff and faculty to be hired. The President considers the recommendations, identifies faculty and classified positions approved for hiring and communicates the results to the College Council.

Hiring decisions for replacing administrators are made in President's Cabinet.

Self-Evaluation

The college meets this standard. The decisions for prioritizing hiring requests are firmly rooted in the shared-governance process, campuswide. Ultimate decisions are usually shaped by fiscal constraints.

Planning Agenda

None.

Evidence

IIIA.6.1	Full-Time Equivalent Faculty (FTEF) evaluation process	Hard copy only
IIIA.6.2	College Budget Committee	http://www.smccd.edu/accounts/skycbc/minutes/06-07/CBC%20Minutes%20Oct%2019%2006%20_2_.pdf
IIIA.6.3	College mission, vision, values, goals, and strategies	http://www.smccd.edu/accounts/skypro/planning/Mission-Vision-Values-Goals-Strategies-05.pdf