Standard III A
Human Resources

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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.

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. 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 plays 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 District maintains accurate job descriptions and evaluates job duties being performed versus work being accomplished. The District, and the Classified School Employees Association (CSEA), are currently discussing an option to conduct a position classification study to confirm that job descriptions match the work completed by employees and to review the compensation structure of the organization. The discussions began in spring 2012 as part of contract negotiations.

Hiring procedures and guidelines were agreed upon by the constituent groups in a participatory process. As evidenced in the administrative services survey, 72 percent of staff are satisfied with the current hiring procedures (3A.16).
The Academic Senate president recommends faculty members to screening committees for new staff and faculty hires. The superintendent/president appoints administrators to participate on screening committees including serving as the chair for administrator recruitments. The CSEA president appoints classified representatives to each screening committee, and the president of the Associated Student Body (ASB) appoints student representatives.

The District hires and maintains highly qualified employees as evidenced by results of performance evaluations, degrees held by employees, student evaluations of faculty, staff completion of professional development activities, involvement on district-wide committees and contributions to communities served.

Faculty: Part-Time and Full-Time

Faculty job requirements are specified by the State of California in the Minimum Qualifications directive (3A.1). These minimum standards and qualifications must be met and verified by each candidate's college coursework and transcripts or the candidate must successfully complete the college's equivalency process. In addition to the mandated minimum qualifications, faculty job announcements contain "desirable qualities" that are specific to the academic discipline and the direction of the department (3A.2). The Academic Senate, through a collaborative process, may add other requirements in order to meet the institution's programmatic needs.

Currently the District has 74 full-time faculty members and 17 percent hold doctorate degrees in their respective fields. A complete listing of the educational backgrounds of full-time faculty is located in the Gavilan College 2011-2013 Catalog (3A.3). Part-time faculty must meet the minimum standards and qualifications established for the discipline they are hired to teach. Prior to being hired faculty candidates must verify their degrees by providing sealed official transcripts from their accredited institutions. Degrees from institutions outside the United States must be verified by a certified verification and equivalency agency. If necessary, the verified documents are further reviewed by the Equivalency Committee. The candidate completes a request for equivalency (3A.15) along with the requested documentation for submittal to the Equivalency Committee. The Equivalency Committee is a subcommittee of the Academic Senate with approved written procedures and is composed of an administrator, an academic counselor, and three faculty members. The Human Resources Director participates as a resource to the committee (3A.14).

The faculty hiring procedures were developed in collaboration with the Academic Senate to ensure that the highest caliber of faculty are attracted to the College and subsequently hired. Faculty screening committees can have up to five faculty members in addition to an administrator, representatives from the classified staff, and the student body. The chair of a faculty screening committee must be the faculty department chair in which the vacancy exists (3A.4). Typically the screening committee recommends three finalists to the superintendent/president. The final recommendation for hire is made by president and presented to the Board of Trustees for final approval.
Full-time faculty are hired by using the current Full-time Faculty Five Year Hiring Plan. This plan was created in collaboration with all the faculty department chairs (a subcommittee of the Academic Senate) and the Executive Vice-President and Chief Instructional Officer. The plan takes into account the current needs of the College and is examined and amended annually based upon retirements and other programatic concerns of the College (3A.5).

The Human Resources Department (HRD) verifies that applicants meet minimum qualifications. The screening committee then determines the process to be used to identify the best-qualified candidate.

The following process is used for the selection of faculty:

a. Candidates provide a personal statement reflective of their life experiences and how they have incorporated these experiences into their teaching practices and philosophy.

b. Candidates write essays to describe their expertise in a certain academic area.

c. Candidates invited for an interview may be asked to present a teaching demonstration or perform some other type of activity as it relates to the requirements of a particular position.

The screening committee develops questions for candidates designed to extract knowledge of the discipline as well as evaluate problem solving ability, communication skills and performance related achievements (3A.10). Once a candidate has successfully completed all phases of screening, the HRD conducts a reference check to validate qualifications and past performance in the field (3A.11).

Part-time Faculty are selected for hire by the Dean of the particular discipline with the assistance of the Department Chair and the Human Resources Department (HRD). There is a written procedure for the recruitment process which includes the responsibilities of each party (3A.33). The HRD advertises for the open positions prior to each academic semester and the deans and department chairs screen applications and interview candidates. The selection is made by the dean and the candidate is placed at the appropriate salary range based on qualifications.

Candidates for both full-time and part-time faculty positions must possess minimum qualifications required by the state for the particular classification or establish equivalency to be considered for a position at Gavilan College. The HRD verifies that applicants meet minimum qualifications. The screening committee then determines the process to be used to identify the best-qualified candidate.

Management: All administrators possess undergraduate and graduate degrees. The Superintendent/President and the Executive Vice President/Chief Instruction Officer have earned doctorate degrees. The Superintendent/President and the Vice President of Administrative Services possess Certified Public Accountant licenses. Administrators are also members of professional organizations that provide on-going development and networking opportunities. There are ten administrators, 19 managers, and six confidential employees.
When hiring administrators, the screening committee consists of representatives from administration, faculty, classified staff, the student body, as well as a community representative. When hiring at the executive level Vice President and Superintendent/President, members of the Board of Trustees also serve as committee members.

**Classified:**
The classified staff is composed of individuals with diverse areas of training and experience based upon their specific job responsibilities. There are 52 different job classifications and several require an associates degree, bachelors degree or proof of equivalency. Ongoing education is supported and encouraged. At least twice a year, there is a mandatory professional development day where employees are required to attend a general session (keynote presentation) after which they may choose from a series of breakout sessions. With approval, classified staff can participate in additional staff and professional development activities which can contribute toward increasing their salaries (3A.7).

Staff members are encouraged to stay current in their respective fields and the College offers a variety of programs and incentives to achieve this goal. For example, the District promotes training in emerging technologies. The Teaching and Learning Center (TLC) is a considerable asset in this regard. The TLC is staffed by the Distance Education Coordinator and a part-time faculty member and offers a variety of courses open to staff members. The primary purpose of the center is to supplement staff learning in the area of technology (3A.9). Needs are assessed by individual faculty requests and survey results.

Hiring procedures for classified personnel follow the same process as hiring for supervisors and confidential staff. Representatives from each constituent group participate as members of a screening committee. Each committee includes the supervisor of the current opening, and representatives from administration, management, faculty, classified employees, and the associated student body. The College hiring procedures for permanent employee types were reviewed and recommended through the College's shared governance process. The Board of Trustees adopted the procedures.

Typically the screening committee recommends three finalists to the Superintendent/President. The final recommendation for hire is made by the Superintendent/President and the Executive Vice President/Chief Instruction Officer. The recommendation is then presented to the Board of Trustees for final approval.

The District’s mission is used as a guide when determining job descriptions, recruitment goals, objectives, and selection processes. The mission statement is: "Gavilan College cultivates learning and personal growth in students of all backgrounds and abilities through innovative practices in both traditional and emerging learning environments; transfer pathways, career and technical education, developmental education, and support services prepare students for success in a dynamic and multicultural world.” (3.12)

In addition, mission-specific interview questions are developed in order to assess the candidate’s commitment and alignment to the College’s mission and direction (3A.10).
The District is committed to attracting a broad base of applicants for all job openings. In general, job openings are posted internally in the lobby of the HRD and current employees are notified via email. The District also utilizes a wide range of external advertising venues (3A.13). Depending on the position, jobs are advertised in local and statewide newspapers, professional journals, publications and newsletters of professional organizations. Evidence material (3A.13) provides a summary of publications, newspapers, magazines, websites, etc.

There are safeguards in place to assure that hiring procedures are consistently applied. Screening committees formed for the purpose of screening participate in an orientation to review the actual hiring procedures, rules of engagement, importance of confidentiality, proper methods for evaluating applications, interview questions, etc. Questions are developed and agreed upon by the committee. In order to maintain fairness and consistency, the same questions are used to interview each applicant. In addition, the HR Director acts as the Equal Employment Officer to ensure District compliance with the laws, regulations, and policies that prohibit discrimination.

EVALUATION:


PLAN:

None.

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:

Evaluations lead to improvement of job performance as demonstrated by the processes outlined in both the California School Employee Association (CSEA) and the Gavilan College Faculty Association (GCFA) contracts. According to a Gavilan College Administrative Services survey, 72 percent of employees agreed that the Human Resources Department (HRD) provided adequate information for properly conducting job performance evaluations (A.16).

Further evaluation criteria measure the effectiveness of personnel performing their duties as evidenced in the GCFA evaluation process. CSEA employees are evaluated on a yearly basis and a standard performance evaluation form is used (3A.23). The evaluation form measures the effectiveness of the duties performed, as well as the level of understanding employees
have of their job duties. Administrators have an extensive evaluation process (3A.22) that critiques performance in key leadership areas. The process for evaluating administrators is initiated by the president and conducted according to his direction.

The District has adopted an Institutional Planning Policy (Administrative Procedure 3250) (3A.17) which outlines the major areas that must receive participation from constituent groups. The committee chair, presidents of respective employee groups and the Superintendent/President of the District make every effort to include all constituent groups.

**Faculty: Full-time and Part-time**

Faculty are evaluated in accordance with the process outlined in the Gavilan College Faculty Association (GCFA) contract. Full-time tenured faculty are evaluated every three years. This process is required by both the GCFA contract and the Education Code in 87663 (a). The purposes of faculty evaluation are reviewed in the evaluation packet (3A.18).

The evaluation of a faculty member involves four parts: self-evaluation, peer evaluation, administrative evaluation, and student evaluation. Each part of the process must meet specific goals and criteria. For example, in the self-evaluation process the faculty member must show evidence of professional competence and teaching effectiveness. The necessary criteria and evidence required in the self-evaluation, peer evaluation, and administrative evaluation are reviewed in the evaluation packet (3A.18).

The student evaluation is designed to provide the instructor with feedback which can be considered and used to make improvements to instruction. The administration of this process has specific guidelines to ensure confidentiality and ensure validity. This process is outlined in detail in the GCFA contract (3A.19).

The evaluation process for tenure-track faculty requires strict confidentiality and is conducted by a committee including the dean or designee, the supervising administrator, two faculty members appointed by the Academic Senate president (one of whom shall serve as committee chair) and the appropriate department chair. Faculty tenure review committee members must be tenured.

If areas of deficiency are identified for any faculty member, the supervisor works with the employee to develop a performance improvement plan that includes a timeline and specific activities. In these cases a follow-up evaluation is scheduled and the employee's progress is again evaluated against the set goals and objectives identified in the work improvement plan.

The performance evaluation process for part-time faculty is described in the GCFA contract (3A.19). Part-time faculty are evaluated by their deans during their first semester of teaching. Subsequent assessments are completed by faculty members who recommend whether a classroom visit by the dean is needed: If the faculty member does not recommend a visit, then the dean does the evaluation based on student evaluations, the self-evaluation, and, if the part-time faculty member chooses, the full-time faculty member’s assessment. If a classroom visit is recommended, the dean makes it and also includes that in the evaluation.
Additional evaluations can be scheduled at the discretion of the District. The part-time faculty employee is evaluated by a full-time faculty member who has been trained as an evaluator. If necessary, an additional review is completed by the administrator. The process includes student evaluations, administrative evaluation, a self-evaluation, and observation. The evaluator attends classes and observes the instructor conduct a class. This format (3A.20) enables the evaluator to review good performance qualities and achievements and identify areas that need improvement. The results of the observation are shared with the instructor.

Full-time faculty received training to become trained faculty evaluators for part-time faculty during Professional Development Day at the beginning of the Spring 2012 semester. Part-time faculty members can choose the full-time employee they wish to be responsible for their assessment; however, the full-time faculty member may decline, at which point another faculty member will be selected or the administrator may aid in selecting the trained faculty evaluator (3A.23).

Management:
Administrators are evaluated annually. An extensive performance evaluation form is used to evaluate administrators (3A.22). Goals and Objectives are developed in collaboration with the supervisor and employee. The HRD monitors the compliance of annual performance evaluations.

Classified:
Classified employees are evaluated by their manager once per year as set forth in the CSEA contract. The manager completes an employee evaluation form which includes rating the knowledge and quality of work performance. For probationary employees, the manager provides feedback at three months, six months, and up to the completion of the probationary period at nine months. The HRD has an active role in managing employee performance for classified staff members. The HR office provides coaching and offers guidance to supervisors to ensure that evaluations are done in a timely manner and are professional, consistent with the District's mission, in compliance with the bargaining unit contracts, and properly documented. The HRD sends reminders to supervisors each April to alert them of evaluation due dates and sends a follow-up reminder in the middle of May.

The HRD maintains a database of employees and evaluation due dates. As evaluations are completed and turned in, the database is updated. If evaluations are not turned in by the due dates, and supervisors have not presented sufficient reasons for the delay, the Vice President of the division becomes responsible for ensuring the evaluations are completed. The HRD notifies the managers to submit evaluations for their staff.

Classified employee evaluations are reviewed by the Human Resources Director in order to identify training needs, trends in performance and deficiencies as well as to analyze the consistency in ratings. These indicators can lead to a variety of actions from the HR Director including discussing training needs with the supervisor, reviewing the department progress as a whole to ensure that employees are being supplied with the necessary tools to get their jobs
done, and confirming the supervisor is providing a fair and consistent performance evaluation for employees in similar positions.

Personnel who assume responsibility for evaluating staff will participate in or attend professional development workshops designed to provide them with the proper guidelines and procedures involved in the evaluation process. Informal training may take place during monthly management meetings.

While classified unit members are evaluated at least once per year, probationary unit members are evaluated at least twice during their probationary period. Probationary or permanent unit members may be evaluated more often when there is reasonable cause. More extensive information on the evaluation process for classified employees can be found in the CSEA contract (3A.7). The contract requires that the District provide evaluation forms to include ratings of unsatisfactory, needs improvement, satisfactory, exceeds expectations, and outstanding performance (3A.23).

To assure evaluations lead to enhancement of job performance, justification for unsatisfactory appraisals are furnished in writing and must include specific recommendations for improvement as well as provisions for assisting the unit member with implementing any recommendations made. If applicable, a timeline for improvement and re-evaluation is included.

Employees who exhibit deficiencies in performance during the evaluation process are placed on Performance Improvement Plans. The goal is to remediate employees to a satisfactory level which meets the performance standards of the District. This includes specific targets and deadlines which allows the employee ample time to demonstrate progressive improvement.

Continued unsatisfactory job performance can lead to disciplinary measures. The CSEA contract outlines the process for implementing disciplinary actions and describes conduct that is subject to remediation. Throughout the process, employees are given opportunities to rectify their performance, behavior, and informed of timelines to clarify expectations. Employees who receive satisfactory performance evaluation are guided through the evaluation process to areas for continued improvement in order that the District aim for the highest performance standards for all employees.

**EVALUATION:**

Gavilan College meets Standard III (A)(1)(b).

**PLAN:**

None.
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 District remains engaged in a campus-wide effort to establish and evaluate Student Learning Outcomes (SLOs) for each course offered in alignment with Institutional Learning Outcomes. Under the direction of Department Chairs and the curriculum committee, instructors rewrite and revise course outlines to include SLOs. In the jointly signed agreement between Academic Senate and administration, faculty acknowledge this is a faculty practice based on current negotiations. Currently, all courses and programs have identified SLOs.

SLOs are evaluated using an array of different methods and techniques. Instructors provide students with course syllabi containing course content, objectives, outcomes, and grading methods. These are reviewed by the area dean and revised as needed to ensure all data are current and applicable. Course descriptions found in the College catalog and in the schedule of classes are based on SLOs.

Individual courses and programs have developed Student Learning Outcomes (SLOs) and are reviewed on a regular cycle by the College’s curriculum committee. The assessment of these SLOs is well under way at the course level, with nearly 70 percent of all courses having been assessed at least once (3A.47). This work has been used to inform modifications in curriculum, assessment, and pedagogy (see above examples). The course, program, and institutional-level assessments are reported through an online interface, which details the assessment instrument, the results and how the results were used (3A.48). A reporting function on the site summarizes the proportion of courses assessed, when they were last assessed, and who reported the data.

In addition to course level assessment, 94 percent of non-instructional programs, e.g., Human Resources, Tutoring Center, are regularly assessing and reporting upon their outcomes (3A.49). For instructional programs, 42 percent have assessed and reported upon this work (3A.50), while 50 percent of the institutional SLOs have been assessed. SLO data has been used to modify services, curriculum, and inform budget requests (3A.51).

The Gavilan College Learning Council is a group of teaching faculty, counselors, staff, students, and administrators who meet on a regular basis to promote a collaborative community of inquiry and change focused on increasing student learning. They work to foster high expectations and to identify and address barriers to student success. The Learning Council fosters the ideal of all members of the Gavilan community becoming strong advocates for learning. The Learning Council has repeatedly used data and information to discuss and develop interventions (3A.52). As a result of the Learning Council, the shift over the past two years has been evident: from a community of teaching to a community of learning. The Teaching and Learning Center, as well as the Student Success Center have been established on campus as a result of this shift. These developments have been
influenced by the ubiquity of SLO and other data (3A.53). In classrooms, instructors are adapting learner-centered pedagogies such as learning projects, small group work, and service learning.

Outcome data is periodically shared in campus governance committees, specifically the Curriculum Committee, the Learning Council, the President’s Council, the Academic Senate and the Department Chairs. Data is regularly presented from the Office of Institutional Research and time is provided for discussion regarding the impact of assessments on teaching and learning (3A.52, 3A.54).

Article 19.5.1 of the current Gavilan College Faculty Association contract states that as a part of the annual self-evaluation process, faculty “evaluates student learning outcomes to identify strengths and weaknesses and incorporates findings into modifying teaching or non-teaching strategies” (3A.19).

In addition to the support provided by an SLO coordinator, the College has been providing financial compensation for part-time instructors, when they are the only instructor for a particular course, for assessing, reflecting upon and reporting SLO work.

Individual departments and instructors have used SLO and course success data to advance campus-wide developments. For example, as a result of the gaps identified by SLOs (3A.55), the English and Math departments have completed the screening and placement preparation to implement Accuplacer in January 2013.

The current GCFA contract includes language regarding self-assessment and SLO evaluation. The District maintains a Student Learning Outcome intranet web site that contains the SLO plan along with guidelines for staff. Student Learning Outcomes guidelines were developed by the Student Learning Outcomes committee, academic senate, and administration. The guidelines include the assessment process, the responsibilities of staff and the College, how the assessment will be used, etc. A mechanism to connect student attainment of learning outcomes to staff and faculty evaluations requires further development. A memorandum of understanding has been signed with the academic senate regarding the integrative cycle of student and program learning outcome college-wide (3A.56, 3A.19).

Looking forward, Gavilan College has approved the use of three 20 percent reassignments for full-time or part-time faculty members to become Instructional Liaisons who will carry forward the work of the SLO coordinator. The work will include: training on current practices and requirements for SLOs and PLOs; educating other faculty about how to develop, evaluate, assess, and document SLOs and PLOs; and directly assisting faculty with the assessment and reporting processes.

**EVALUATION:**

Gavilan College meets Standard III (A)(1)(b).
PLAN:

- None.

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

DESCRIPTION:

Gavilan College provides a solid framework for ethical behavior mandated for all of its employees. The Board of Trustees has demonstrated its commitment to developing and implementing several policies to guide administrators with facilitating programs and policies that ensure ethical behavior is fostered in its employees.

The District has written policies established by the Board of Trustees that provide codes of conduct applicable to all employees and students. These items are published in the Board Policies and Procedures on the District's website, in the course schedule, in the Faculty Handbook, and included in the hiring packets (3A.57). Employees have access to all board-approved policies and they are given copies of certain policies and procedures during the new hire orientation that includes: Prohibition of Sexual Harassment and Hate Crimes, Drug Free Policy, and Injury and Illness Prevention procedures. Management staff recently completed Sexual Harassment and Discrimination Training to comply with State mandates. All employees attended a training on mandated reporting and workplace bullying at the beginning of the Spring Semester 2012.

Board Policy 2715 is the Code of Ethics/Standards of Practice for the Board of Trustees, and Board Policy 2710 is the Conflict of Interest policy for the district. Administrative Procedure 2710 describes the Conflict of Interest procedures for all district personnel (3A.58).

There are many other Board Policies and Procedures that encompass professional behavior expectations:

**Principles of Community** guides the institution’s actions and is administered and prominently displayed on campus to every employee at the time of employment. Adherence to the guidelines is the professional responsibility of all staff (3A.34, 3A.59).

**The Oath of Office** is administered to every employee at the time of employment. The new employee recites the oath and signs at the end of the document, signifying a commitment to defend the Constitution of the United States and the Constitution of the State of California (3A.24).

**Drug Free Policy** gives notice to all employees of the prohibition and consequences of unlawful manufacture, distribution, dispensing, possession or use of controlled substances (drugs). Compliance is required and is a condition of employment with the district (3A.25).
Gift Acceptance Policy states that in no event shall the district accept a donation from any donor who engages in practices or policies that discriminate against any person on the basis of race, gender, color, religion, national origin, age, disability, sexual preference or when the stated purposes of the donation are to facilitate such discrimination in providing educational opportunities (3A.26).

Computer Use Policy covers issues relating to the use of district resources. Employees and students have a responsibility not to abuse the resources and are to respect the rights of others (3A.27).

Political Activity prohibits employees from using district funds, services, supplies or equipment to urge the passage or defeat of any ballot measure or candidate, including, but not limited to, any candidate for election to the governing board. This policy prohibits political activity during an employee's working hours, but shall not be construed to prohibit an employee from urging the support or defeat of a ballot measure or candidate during non-working time (3A.28).

Personal Use of Resources prohibits employees or consultants from using or permitting others to use public resources, except that which is incidental and minimal, for personal purpose or any other purpose not authorized by law (3A.29).

The combination of the aforementioned policies all contribute to the district assurance and support for a high standard of ethics.

EVALUATION:

Gavilan College meets Standard III (A)(1)(c).

PLAN:

None.

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:

The District adheres to the Gavilan College Strategic Plan and Operating Budget Standards to determine appropriate staffing levels for each program and service.

Each program is reviewed every three to five years by the Institutional Effectiveness Committee (IEC) to determine program needs and effectiveness. Program review affects all parts of the college community including instruction, student services and administration. Each of these divisions conducts a program review in order to ensure the allocation of
resources is made appropriately to meet the needs of the district.

A full-time faculty requirement is established for each division based on prior year base revenues. Increases in the number of full-time faculty members may be required when the District receives growth or equalization revenue. Gavilan College complies with the state requirement that an increase be calculated to determine the number of new faculty hires that are to be hired as a result of achieving growth revenue. The District may also evaluate the need for additional full-time faculty members in order to meet instructional demands that are difficult to satisfy because of a shortage of part-time faculty members and/or program regulations. The Gavilan College full-time faculty number as required by AB 1725 is currently 73.

The District follows a 5-year full-time Faculty Hiring Plan, which was created in collaboration with all the faculty department chairs and the executive vice-president and chief instructional officer. The plan takes into account the current needs of Gavilan College and is examined and amended annually based upon retirements and other programmatic concerns of the college (3A.40).

Classified positions are evaluated on a year-to-year basis to determine where additional employees are needed to support student success, the instructional program or to enhance the working and learning environment. Support staffing levels are also considered when evaluating changes to instructional programs and student services. Each year at the development of the tentative budget, new positions are discussed and if appropriate, recommended to the Board of Trustees for approval. Although a definitive hiring plan for classified employees remains in the planning stages, the institution continues to evaluate its effectiveness through regular evaluations and recommendations performed by the Institutional Effectiveness Committee.

The District is developing a Resource Allocation Committee (RAC) with the purpose of reviewing vacant classified and faculty positions and recommending staffing allocations based on the District’s budget. The RAC will include representation from each constituent group of the District and will be entrusted to thoroughly examine the vacant position from a broad organizational perspective. The RAC will utilize the expertise of the HR Director, Chief Business Officer, etc. to formulate its recommendation. The RAC will make a recommendation to fill a vacant position or allocate the resources in another capacity and report this information to the President’s Council. The Superintendent/President will make the final decision after considering the RAC’s recommendation. As with the development of any new process, there will certainly be opportunities for the RAC to evolve as a body responsible for creating policies and procedures that address hiring priorities.

The strategic plan identifies the long-term direction and goals of the District while the fiscal standards as described in the 2012-2013 fiscal year budget set an operational baseline that is applied to maintain acceptable operating standards in pursuit of the strategic plan. Operating budget standards state total salaries and benefit costs should not exceed 80 percent of total expenditures. This level is consistent with other California Community College Districts. The need for part-time faculty is related to student enrollment, as well as the established needs of
the academic departments. Permanent additions to staff levels are made with the following considerations:

- Increased state funding which permits/requires adding full-time faculty personnel.
- Additional staff leads to an increase in revenue from FTES.
- Inability to obtain part-time faculty within an academic discipline.
- Workload demands resulting from growth and increased volume of work.
- If there is a need to enhance support services to address additional demands for instructional programs, student retention efforts or increased technology.
- Ability to pay.
- 5-year faculty hiring plan.
- The "50 percent” rule

Compliance with the “50 percent rule” of the California Education Code requires that at least 50 percent of unrestricted funds (fund 100 for Gavilan) are spent directly on instructional activities, not on administrative costs. This law has led to some challenges for community colleges. For example, counseling salaries are not considered instructional costs even though these services are critical to student success. The librarians and school nurse are also not considered instructional and most direct costs are not considered instructional (supplies/services). The District has met the 50 percent requirement each year (3A.60).

EVALUATION:

Gavilan College meets Standard III (A)(2).

PLAN:

None.

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

DESCRIPTION:

Personnel policies are included in the Board Policies and Procedures, updated online by the Office of the Superintendent/President after Board of Trustees' approval. General personnel policies and procedures are adopted by the Board of Trustees and available on the District’s intranet website for review and information (3A.32). Procedures that are specific to classified and faculty employees are found in the specific contracts for that bargaining unit (3A.7, 3A.19).
Personnel policies and procedures are generally driven by a combination of changes/amendments to the Education Code, state and federal law, and the Fair Labor and Standards Act. When mandated changes occur, the District works with legal counsel to develop appropriate policies and procedures. New policies and procedures are discussed with the college's constituent groups prior to implementation. If a change/amendment requires specific training for employees, the Human Resources Department (HRD) coordinates training and workshops at various levels.

For example, AB 1825 requires employers to provide sexual harassment and discrimination training for all managers and supervisors every two years. To make sure there is compliance, the HRD coordinates and monitors attendance of this training. As a good practice, the District provides training annually on Staff Development Day to district employees, emphasizing the Gavilan College Principles of Community. The training at the beginning of the Spring Semester 2012 included mandated reporting and workplace bullying. Throughout the school year, the Director of Human Resources conducts sexual harassment training for tutors and other staff as needed.

The District has developed extensive written policies and procedures to ensure fairness in all phases of the employment process (3A.4). These hiring procedures were developed in collaboration with all of the College's constituent groups: classified staff, faculty, administrators, managers/supervisors, and student body representatives.

Every job announcement and job application contains language indicative of the District's commitment to non-discrimination (3A.4). The District's employment website illustrates the hiring process and provides clear information about the application, interview, and hiring processes.

The Human Resources Department assists administrators and managers with implementing new personnel policies as necessary. New labor laws are discussed with administrators and managers at monthly meetings. If specific assistance is needed with implementation, the HR department works with the particular department to ensure training is completed so there is a clear understanding of what changes may need to be addressed Hiring procedures are developed in collaboration with the College's shared governance structure.

**EVALUATION:**


**PLAN:**

None.
b. The institution makes provision for the security and confidentiality of personnel records. Each employee has access to his/her personnel records in accordance with the law.

DESCRIPTION:

Gavilan College makes provisions for keeping personnel records secure and confidential by securing them in locked cabinets in a building with an alarm system. All personnel records, medical files, workers’ compensation files and other employment related records are kept in the Human Resources Department (HRD). The Director of Human Resources acts as the custodian of all employment records (3A.30).

Medical, Workers’ Compensation files and I-9 Forms are kept separately to protect private, sensitive information of employees. The Human Resources Department (HRD) has adequate space for storage of current personnel documents. This extensive file organization process keeps personnel records secure whenever human resources personnel needs to access them. Employees who wish to review their files can call and make an appointment with a staff member from the HRD.

Provisions contained in the Board Policies and Procedures, the Gavilan College Faculty Association (GCFA) contract, and the California School Employees Association (CSEA) contract limit access to employee files (3A.61, 3A.62). The GCFA contract gives specific instructions on what to include in personnel files. It provides employees the right to inspect their files upon request, provided that the request is made at a time when the employee is not actually required to render services to the district. The CSEA contract provides that a CSEA representative, field staff, or local chapter officer shall have access to a unit member's personnel file providing that there is signed authorization from the unit member. The authorization is required to be specific as to the date of the authorization and the actual date of the review.

The Board of Trustees approved Administrative Procedure 7145 which is specific to the custody of personnel files. This policy complies with Education Code Section 87031 and Labor Code Section 1198.5. This policy states that personnel records are private, accurate, complete, and permanent. Every employee has the right to inspect personnel records pursuant to the California Labor Code. The policy further discusses the type and manner in which information is entered into an employee's personnel records (3A.30).

EVALUATION:


PLAN:

None.
4. The institution demonstrates through policies and practices an appropriate understanding of and concern for issues of equity and diversity.

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

DESCRIPTION:

Gavilan College has woven throughout its institutional documentation a sense of equity and encouragement of unique expression. The mission of the College is only one place where diversity is supported and facilitated. The College's values statement includes, "A college environment and social climate characterized by inclusiveness and mutual respect for all students, staff and community…" (3A.12).

In 2011, the Gavilan College Board of Trustees adopted the Gavilan College Principles of Community, a set of ideals that all Gavilan employees strive to maintain. These principles have been presented and distributed during Staff Development Day as well as on the Administrative Retreat and Interest Based Bargaining Workshop. The principles include the following statement regarding diversity:

   “Gavilan College aspires to be diverse – we embrace and celebrate diversity in all its forms (the heritage, achievements, uniqueness, and contributions of all our members) and seek to uphold an inclusive, open and enlightened community” (3A.34).

The Gavilan College Schedule of Classes includes the following non-discrimination statement:

   “The District is committed to equal opportunity in educational programs, employment, and all access to institutional programs and activities.” (3A.63).

Students can find the same statements as well as procedures for reporting discrimination in the Student Handbook which is available to all students and can be found in the Student Center, on the Gavilan website and throughout campus (3A.35).

The Board of Trustees has adopted nondiscrimination policies (Board Policy BP 3410) (3A.36) supporting the College's educational programs and employment practices.

The Human Resources Department (HRD) ensures all newly hired employees are aware that Gavilan College is an equal opportunity employer by including an Equal Employment Opportunity (EEO) statement and survey on both the faculty and classified application forms. The EEO survey includes the following statement:

   “Gavilan College is an equal opportunity employer, committed to fair and equal treatment in all areas of employment”.

In addition to this statement, the classified employment application also includes the following statement:
“Gavilan College is an equal opportunity/affirmative action/Title IX/Employer of Disabled, committed to hiring a diverse staff. . .” (3A.64).

All job announcements for open positions also include the following non-discrimination statement:

“Gavilan College does not discriminate on the basis of race, gender, ethnicity, religion, national origin, age, disability, or disabled veteran status in providing educational services and programs, or in the employment process, pursuant to Federal and State statutes and regulations pertaining to unlawful discrimination.” (3A.65).

Gavilan College participates in a number of diversity-themed activities onsite as well as in the communities it serves. Cultural celebrations such as Grito and Black History Month promote cross-cultural understanding. *Bach to Blues* is an annual musical revue featuring performers of different cultures, genres, and generations. The annual Marian Filice Youth Piano Competition and Music festival also attracts different generations and cultures to campus. In October 2012 Gavilan College presented the third annual California Folklorico Festival in partnership with professional folklorico and mariachi groups. In fall 2011, a theater production titled *Tales of the Americas*, was presented by the Gavilan College Children’s Theatre class. This production was based on folklore and legends of several tribes from the Americas and was inspired by North and South American tribes from the Inuit in Alaska to the tribes of the Amazon. In March 2011, Eve Ensler’s *Vagina Monologues* provided a theatrical venue for expression, and raised over $4,500 to support programs that prevent violence against women. From the proceeds of the show, a donation of $550 was made to Community Solutions and Emmaus House, two local domestic violence agencies (3A.66).

The District also reaches out to specific student groups by bringing targeted services to them through the Disability Resource Center, the Student Services department and the Associated Student Body. One new and innovative way of reaching out to a specific population of our student body is through the Mobile Veterans’ Center which visits campus throughout the semester to provide services to students who have served in the military. Individuals can obtain resources for post-traumatic stress disorder counseling, medical referrals and assistance with claim forms. The aforementioned events and services bring a sense of community and pride to the campus as various groups come together to celebrate diversity, community, student accomplishments and staff involvement.

In addition to cultural events, the College organizes Professional Development Days for all staff twice per year. The purpose of Professional Development Day is to gather all faculty and staff before the Spring and Fall semesters to update them on any new laws, developments, programs, and services available to staff and students as well as to offer professional development trainings. These trainings are customized to fit the needs and interests of both faculty and classified staff (3A.37).

In 2003 the College added domestic partnership benefits for the domestic partners of gay and lesbian staff and faculty (3A.67).
EVALUATION:


PLAN:

None.

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

The Human Resources Department (HRD) maintains records of employees hired. Confidential Equal Employment Opportunity (EEO) data is housed in the HRD for federal reporting purposes. Data is also gathered from all applicants through a voluntary EEO questionnaire (3A.39). The information collected through the EEO Surveys is also useful in completing the Integrated Postsecondary Education Data System (IPEDS) report which is a requirement of the California Community College Chancellor’s office.

The recruitment screening committees emphasize diversity as part of the assessment of prospective employees. The Human Resources Department (HRD) recommends that a diversity question is included in the interview and provides sample questions to committee members in the category of diversity. The Director of Human Resources’ role in screening committees is to ensure discrimination based on race, color, religion, ancestry, national origin, gender, age, and disability is absent from the process. According to most recent data, however, the demographic characteristics of the staff and faculty differ from those of the community Gavilan College serves (3A.38).

EVALUATION:

Gavilan College does not meet Standard III (A)(4)(b). The College tracks employment equity and diversity data, and has procedures in place to consider sensitivity to diversity in hiring, but has not formally linked results to the College mission through the review or planning process.

PLAN:

- Assess whether the Gavilan College record in employment equity and diversity is consistent with the Gavilan College mission.

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

Gavilan College is committed to providing a safe and comfortable campus environment for all students and staff. The College publishes its policies, procedure’s, and commitment to a safe campus in the following venues: schedule of classes, College catalog, College website, intranet, and postings on public and employee bulletin boards around campus.

The College's values statement describes Gavilan as "a college environment characterized by inclusiveness and mutual respect for all students, staff, and community" (3A.12). There is a sense of mutual respect that is demonstrated in the college's shared governance structure.

In 2011, the College established the Principles of Community which states,

“As members of the Gavilan College community, we value the worth and dignity of every person, the pursuit of truth, devotion to excellence, acquisition of knowledge, and the nurture of democratic citizenship. We strive to maintain these ideals in an environment of inclusiveness and mutual respect. The Principles of Community provide the foundation which creates this environment. The expectation is that we maintain the highest ethical standards in order to establish an atmosphere of civility, honesty, cooperation, professionalism and fairness. . .”

The District is committed to providing an academic and work environment that respects the dignity of individuals and groups (3A.42). The Board of Trustees in Board Policy 3430 lays out a comprehensive statement of its commitment to providing an academic and work environment free of unlawful harassment. The same policy presents a clear process for an employee, staff member, or student to participate in a process that is aimed at thorough investigation and resolution of any complaint filed. It also establishes a procedure for administrative response to hate crimes within the district (3A.41).

The "Alleged Discrimination/Harassment Complaint" form is available to all students, staff, and open to the general public from the Vice President of Administrative Services. The information is publicized in the College catalog (3A.43), schedule of classes (3A.44) and on the internet. The form allows a complainant to address alleged discrimination based on race/ethnicity, religion/creed, color, national origin, ancestry, disability, gender, age, sexual harassment, sexual orientation, and/or marital status. Once a complaint is received, it is immediately addressed by the Vice President of Administrative Services and/or HR Director. The complainant is contacted and subsequently interviewed at the earliest opportunity. Confidential interviews are conducted to gather facts related to the complaint. The complainant is encouraged to identify a "remedy" to the problem or situation. The Vice President of Administrative Services and/or HR Director prepares a "Memorandum of Facts" for the Superintendent/President's review and resolution.

The District also has a student problem resolution process (3A.45). This process is outlined in the College's catalog as well as the student handbook and provides a step-by-step process to problem resolution. Mediation is also offered through the counseling department as a voluntary alternative to handling student-student disputes. If a discrimination complaint is
submitted to the Administrative Services Division and/or HRD, it is addressed immediately
to ensure employees and/or students are protected from harassment.

Each shared governance committee is made up of a diverse group representing constituents,
which allows different perspectives to be considered before making a decision.

**EVALUATION:**

Gavilan College meets Standard III (A)(4)(c).

**PLAN:**

None.

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

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

**DESCRIPTION:**

There are numerous programs available at Gavilan College to enable and encourage members
of the support staff, faculty, and administration to remain current in their respective fields of
expertise. Many faculty and staff have taken advantage of campus and community-based
opportunities for development.

For classified staff members, there is the professional growth program and the professional
growth leave program. The staff development program provides a one-time reimbursement
for completion of appropriate coursework. The professional growth program provides salary
increases based on the completion of fifteen units of approved coursework. After five years
of service in the District, classified staff may apply for professional growth leave and may be
eligible to receive 50 percent of their full salary. During the leave the employee may be
entitled to the benefits of a classified employee (however only 50 percent of service time can
be credited by the Public Employee’s Retirement System) (**3A.46**).

For faculty members and staff, there are both campus and community-based opportunities for
development including a Spanish language program, customer service training, community
leadership programs, webinars, and annual seminars on various topics of interest. There are
also funds available to provide outside technical training for classified staff, faculty and
administrators.

Two staff development days each year offer professional development sessions. Since the
2007-2008 academic year, there have been ten flex days for full-time faculty; eight are
designated as “contract flex” days and two as “mandatory flex” days. Part-time faculty members have a proportional flex day requirement based upon teaching load. For the flexible contract days, faculty members may attend planned campus activities or may contract to do individual activities. Faculty members may also remain current by using district funds to attend appropriate workshops/conferences. Each full-time faculty member has $400.00 each academic year for professional travel and conference. Unused funds can be rolled over to the next year and accumulated for a two-year period. A portion of no less than $50.00 may carry over to a second consecutive year.

Each part-time faculty member is eligible, after teaching at Gavilan for four consecutive fall or spring semesters, to use $100.00 each fall and spring semester for professional travel and conference. If part-time faculty members choose to accumulate this allotment for a two-year period, a portion of no more than $200.00 and no less than $50.00 may carry over to a second consecutive year.

For full-time and part-time faculty members, there are several types of professional growth opportunities available to include sabbaticals, conferences, workshops and Professional Growth Plans per approval by the Faculty Staff Development Committee. Faculty members who are granted sabbatical leave may apply for a year-long (60 percent pay) or semester-long (100 percent pay) leave. During these leaves, instructors are encouraged to maintain currency through salary incentives. They may receive track advancement or career increment credit for completion of individually chosen coursework and/or special projects in their assigned areas or in other areas that contribute to the improvement of teaching. The Faculty Staff Development Committee approves courses and projects used for track advancement (3A.68).

Full-time faculty members who submit an individual Professional Development Plan that specifically supports the College Strategic Plan can receive up to $250.00 every two years. The individual Professional Development Plan must be submitted to the Department Cahir and/or the Vice President of Instructional Services.

For administrators, there are individual travel/conference funds available for workshops and conferences. Administrators can also attend on campus flex activities. Additionally, they go on a retreat annually to address current needs of their division and participate in regional meetings as required to stay current on regulations and trends.

The District is also a member of the Bay Area Community College Districts Consortium providing additional opportunities for employees to participate in a broad range of professional development trainings and workshops. As part of the Basic Skills initiative, faculty and staff attend free conferences and trainings organized through the California Community Colleges Success Network (CCCSN).

2010 Title V funding has provided faculty opportunities to become immersed in best practices: grant funds have paid for attendance at conferences, workshops and institutes regarding Acceleration, Reading Apprenticeship, Contextualized Learning, Project-Based Learning, Technology in Education, and Supplemental Instruction.
Focused Inquiry Groups (FIGs) and Faculty Learning Communities (FLCs) have since been established to gather faculty together to read and discuss current research and to brainstorm, pilot, and assess projects in classrooms across disciplines.

FIGs are a faculty initiative to pilot innovative projects, putting into practical use new teaching and learning experiences and then meeting to evaluate their success. As a result, A First Year Experience (FYE) began in the spring 2011 semester; curriculum to link Spanish language Child Development courses with English as a Second Launugage (ESL) courses; Contextualized Learning was written in summer 2011; Supplemental Instruction, previously used in Math and Natural Sciences, spread to the English department in the spring 2011 semester and then to the Social Science areas in fall 2011; Acceleration in Reading and Writing classes was piloted for the first time in the spring 2012 semester; and numerous instructors have been making use of service learning, project-based learning, and technology to improve the classroom experience.

An FLC is a small group of inter-disciplinary faculty engaging in an active, collaborative, year-long program with a specific set of curriculum to enhance teaching and learning with frequent seminars and activities that provide learning, development, the scholarship of teaching and learning, and community building. Each topic-based learning community designs a curriculum to address a special campus or divisional teaching and learning need, issue, or opportunity. These FLCs offer membership to and provide opportunities for learning across all faculty ranks.

The Teaching and Learning Center (TLC) provides a broad array of resources and trainings. Tutorials are offered to enhance proficiency with programs such as iLearn, Moodle, Gradebook and Excel. Off campus trainings are available through @One website. Self-paced lessons are provided as well. The Staff Development Committee will give participants credit for participating in online courses and trainings. One unit can be counted toward track advancement, a half unit can be counted toward career increment, and 24 hours of flex time can be earned.

The TLC is open five days per week for drop-in training for staff and faculty. It provides a flexible, innovative, and cost effective way to introduce administrative and instructional technology to all Gavilan employees, both part and full time. It is also available for part-time instructors who do not have an office, as well as other Gavilan employees wishing to use the technology available in the TLC. The TLC provides a flexible space for staff to collaborate. Grant funding has helped equip the TLC with the latest innovative technologies and adequate space.

The TLC also maintains a webpage with online help pages for staff and faculty, online modules for instructors to practice the various programs and technological materials at their own pace, as well as regular facilitated training sessions, both group and individual. The Teaching and Learning Center maintains a webpage calendar with scheduled trainings plus email links and telephone numbers to TLC support staff. The TLC site also maintains communication forms for requesting online course shells, troubleshooting help, training, or requesting an EduStream account.
The TLC also offers workshops: for example in fall 2012 the TLC in coordination with the Gavilan College Learning Council presented a schedule of professional growth activities, some of which continued the themes introduced during the fall 2012 Staff Development Day by keynote presenter and renowned educator Dr. Vincent Tinto.

EVALUATION:

Gavilan College meets Standard III (A)(5)(a).

PLAN:

None.

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:

Employees attending on-campus staff development activities are granted an opportunity to evaluate their experience at the end of each program. Data is gathered using feedback from resources such as online surveys via SurveyMonkey, questionnaires and informal discussions via the intranet (3A.69).

Data collected from surveys after each Professional Development Day provide valuable information about the efficacy of professional development activities toward satisfying the teaching/learning needs of faculty and other personnel. Results from these surveys are considered by the Staff Development Committee when determining ways to improve these experiences.

The institution identifies the teaching and learning needs of its faculty and other personnel using multiple methods including:

• Reviewing institutional research data which includes statistics on student outcomes, degree achievement, success/retention rates, persistence rates and completion/transfer rates
• Asking employees what they need via their participation on various committees (shared governance, union meetings etc…)
• Self-evaluations, peer evaluations and student evaluations of instruction and
• Discussions that take place during department meetings.

EVALUATION:

Gavilan College meets Standard III (A)(5)(b).
PLAN:

None.

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:

The District uses the Strategic Plan to identify the long-term direction and goals of the District. When the goals of the District identify the need for additional human resources, decisions are made based on the actual needs of the new program and funding available. If permanent staff is identified for a long-term project, the budget process is used to determine priority. Permanent additions to staff levels are made under the following conditions:

- Increase in full-time faculty personnel required by state funding.
- Additional staff that will result in an increase in FTES revenue.
- Inability to obtain part-time faculty within an academic discipline.
- Workload demands resulting from growth and increased volume of work.
- Enhancements to support services necessary to support growth in instructional programs, student retention efforts, or increased technology.

A full-time faculty requirement is established by the state based on the prior year's base revenues. Increases in full-time faculty levels are required when the College receives growth revenue or equalization revenue. Gavilan College complies with the state requirement that an increase be calculated to determine the number of new faculty hires as a result of achieving growth revenue. The Department Chairs have developed, in consultation with the administration, a Board approved five-year hiring plan for full-time faculty (3A.40). The District may also evaluate the need for additional full-time faculty members in order to meet instructional demands that are difficult to satisfy because of the shortage of part-time faculty members and/or program regulations.

Classified employee positions are evaluated on a year-to-year basis to determine where additional employees are needed to support student success, the instructional program, or to enhance the working and learning environment. Support staffing levels are also considered when evaluating changes to instructional programs and student services.

The Human Resources Department (HRD) has an annual program plan that is developed by linking the Gavilan College Strategic Plan goals to specific human resources objectives for the year. The effectiveness of the HRD is evaluated through an Administrative Services Survey. A recent survey revealed that overall the stakeholders are satisfied with the work of the HRD (3A.16). The Director of Institutional Research monitors the completion and the
reporting of the student learning outcomes assessment for all departments throughout the College. Once the survey has been reviewed by each department director, it is emailed to all staff.

Staff provide feedback about each department’s services and offer comments on how to improve. In the Administrative Services Division survey (3A.16), 72.4 percent of respondents rated the HRD’s hiring processes as “Good” or “Very Good” and 79.5 percent of respondents rated HR’s handling of benefits as “Good” or “Very Good”. Once this information is compiled, each department has access to the results through the Gavilan intranet. Directors of each department are responsible for reviewing the data and implementing changes as appropriate in response to survey results. Information collected is also used by directors to adjust their program plans for the following fiscal year.

The District is developing a Resource Allocation Committee (RAC) with the purpose of reviewing vacant classified and faculty positions and recommending staffing allocations based on the District’s budget. The RAC will include representation from each constituent group of the District and will be entrusted to thoroughly examine the vacant position from a broad organizational perspective. The RAC will utilize the expertise of the human resources director, chief business officer, etc. to formulate their recommendation. The RAC will make a recommendation to fill a vacant position or allocate the resources in another capacity and report this information to the President’s Council. The superintendent/president will make the final decision after considering the RAC’s recommendation. As with the development of any new process, there will certainly be opportunities for the RAC to evolve as a body responsible for creating policies and procedures that address hiring priorities.

**EVALUATION:**

Gavilan College meets Standard III (A)(6).

**PLAN:**

None.
Standard III (A) Evidence

3A.1 California Minimum Qualifications directive
3A.2 Faculty Job Announcement
3A.3 Catalog p. 247-249
3A.4 Fulltime faculty hiring process, p 2
3A.5 Department chair minutes discussing faculty hiring plan
3A.6 Learning Outcomes Guidelines
3A.7 CSEA contract
3A.8 Board Policies and Procedures
3A.9 Teaching and Learning Center webpage
3A.10 Sample Interview Questions – screening committee
3A.11 Reference Check
3A.12 http://www.gavilan.edu/aboutUs.html
3A.13 List of advertising media
3A.14 Equivalency Committee
3A.15 Equivalency Determination Application
3A.16 Administrative Services Survey
3A.17 AP 3250 – Institutional Planning Policy
3A.18 Faculty Evaluation Packet
3A.19 GCFA Contract
3A.20 Part-time Faculty Evaluation
3A.22 Administrators / Managers Evaluation
3A.23 Classified Employee evaluations
3A.24 Oath of Office
3A.25 BP 3550 - Drug-Free Policy
3A.26 BP 3820 - Gift Acceptance Policy
3A.27 BP 3720 - Computer Use Policy
3A.28 BP 7370 - Political Activity Policy
3A.29 BP 7371 - Personal Use of Resources
3A.30 Administrative Procedure 7145
3A.31 Conflict of Interest Procedure
3A.32 Board Policies and Procedures main page
3A.33 Part-time faculty recruitment and hiring responsibilities
3A.34 Principles of Community
3A.35 Student Handbook
3A.36 Nondiscrimination policies (Board Policy BP 3410)
3A.37 Professional Development Day Agenda Fall 2011
3A.38 Report on Staffing for Fall 2010
3A.39 EEO Voluntary Questionnaire
3A.40 Five-Year Faculty Hiring Plan
3A.41 Hate Crimes Procedure – AP 3430
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