# Human Resources

## Standard IIIA.1

## The institution assures the integrity and quality of its programs and services by employing administrators, faculty and staff who are qualified by appropriate education, training, and experience to provide and support these programs and services. Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated and address the needs of the institution in serving its student population. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority.

**Evidence of Meeting the Standard**

The Ventura County Community College District (VCCCD) assures the integrity and quality of its programs and services by employing individuals who are qualified by appropriate education, training, and experience necessary for the positions in which they serve. The District ensures recruitment of sufficiently qualified applicants by requiring candidates to participate in a competitive selection process that assesses the knowledge, skills, and abilities identified as essential to successful performance in the job.

Based on the identified needs of the organization, the District establishes classifications for all positions in both the academic and classified services to allow for the appropriate assignment of responsibilities to personnel. The classifications describe the representative duties, the knowledge, skills, and abilities required to perform the duties; and the education, training and experience minimally necessary for employment consideration. The District develops all classification specifications in collaboration with subject matter experts familiar with the needs of the organization and the duties to be assigned within the respective classifications.

Minimum qualifications for administrators, faculty and staff are enforced by the VCCCD to ensure personnel are qualified to provide and support programs and services. Review of qualifications is conducted in agreement with the established procedure defined by VCCCD Board Policy (ev: BP 7211). The criteria and procedures for hiring classified employees are established by the Personnel Commission[[1]](#footnote-1) and the minimum qualifications for academic positions are established by the Legislature and the Board of Governors in consultation with the Academic Senate of the California Community Colleges. (Ev: BP/AP 7120??)

For academic personnel, in addition to state wide academic qualifications, the District identifies qualifications that are focused on knowledge, skills, and abilities of instructors, counselors, librarians, and other student services faculty, as determined by the hiring dean after consultation with faculty in the discipline and in collaboration with the Human Resources Department. Job requirements also include diversity qualifications; individuals must demonstrate “sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability, and ethnic backgrounds of community college students.” These criteria are included in standard language on all District faculty job announcements. [[2]](#footnote-2) (Ev: job description with the diversity statement highlighted). All job announcements are posted on the Human Resources (HR) page of the district website. (Evidence – website/screenshot, Sample job description – faculty/dean)

The College has written hiring procedures for each of the three employee groups: Administrative/Management, Full and Part Time Faculty, and Classified (Ev. 5, 6, 7). Currently, AP 2170 is being revised to include interim and emergency hiring procedures (Evidence: DCHR minutes?) These procedures are posted in HR Toolbox (Evidence: screenshot or copy of the procedures from there?). Hiring committees assess the degree to which applicants meet the minimum and desirable qualifications for positions, both through the screening of applications and interviews.

Job descriptions for administrative and classified employees include the specific responsibilities of the position (Ev. 4 sample job descriptions with resp highlighted). In the case of administrators, authority is also cited (Ev. 3 sample job description with authority highlighted). A standard responsibility in administrative job descriptions is participation in the development of annual and long-term plans. Thus, each administrative job description is linked to the institutional mission and priorities. Job descriptions are often revised when a position is vacated in order to ensure that emergent needs are being met (Ev. 11 sample of updated IDS job description). These revisions are related to institutional mission, goals, and priorities.

The job announcement for each full-time faculty position serves as the job description. Instructional guidelines and faculty resources are outlined in the Faculty Handbook (Ev: MC Faculty Handbook). The collective bargaining agreement, further outlines the full-time faculty member’s responsibilities and expectations (Ev. 12, 13, AFT agreement – sections highlighted). The job announcement for each part-time faculty position serves as the job description. However, the collective bargaining agreement outlines various policies and procedures for part-time faculty. (AFT agreement – section highlighted)

The Office of Human Resources accepts applications on an ongoing basis, as well as through targeted recruitment when there is not a sufficient number of part-time faculty to meet instructional, counseling, and/or library needs. (Ev 9 sample of part-time pool recruitment –screenshot or announcement?) Part-time faculty openings are also listed on the HR website (Ev. 10 screenshot). The selection committee for each part-time faculty position consists of the Department Chair, Academic Administrator, and at least one faculty member from the department or a closely related discipline. The academic administrator and the department chair/coordinator or designee serve as the co-chairs of the screening committee. Through a rigorous paper screening and interview process, hiring committees assess the degree to which candidates meet the needs of the department.

There is no formal, written hiring procedure for part-time, hourly, temporary classified personnel. Since these employees are temporary, the hiring procedure consists of completing required employment documents and an interview with the supervisor to ensure that the candidate has the skills and experience to perform the essential functions of the position. (Evidence: provisional form)

The recruitment and selection policies and procedures meet the requirements of the California Educational Code and Title 5 Code of Regulations, and were developed in collaboration with the Academic Senate.[[3]](#footnote-3) The policies and procedures require District staff, experts in the subject matter and services to be performed, to participate in the process by serving on screening committees. Screening committees typically consist of tenured faculty, managers, and classified employees, as appropriate. For all selection processes, a Human Resources Department representative serves as a facilitator to ensure that hiring processes are consistently followed in accordance with established policy, procedures, and rules. The facilitator organizes the process and is present at each stage, from the organizational meeting through the selection of candidates to present to the President. Facilitators participation at presidential interviews is typical, but not mandatory. All hiring facilitators attend a mandatory training sessions developed and presented by the Human Resources Department to ensure that all facilitators understand and follow the District hiring procedures. (Evidence: announcement/agenda?) Facilitators explain the process to hiring committee members at the organizational meeting for faculty and administrative hiring processes. A Human Resources Specialist explains the process to committee participants during each step of the classified employee hiring process. (Evidence: sample process?)

The Human Resources Department advertises jobs in a variety of electronic and printed mediums to ensure geographically broad and demographically diverse recruitments. Advertisements are typically listed in the Chronicle of Higher Education, InsideHigherEd.com, HigherEdJobs.com, Registry-California Community College State Chancellor’s Office, Hispanics in Higher Education, Blacks in Higher Education, and Monster.com. Additional sources are utilized as appropriate, and typically at the request of the experts in the subject matter and services. (Sample advertisement?)

Faculty are involved in the selection of new faculty through their participation on screening committees. Members of the screening committees (faculty and academic managers) determine which applicants are well qualified for the position and which should be forwarded to the College President for final consideration. These committees evaluate whether applicants meet minimum qualifications, develop screening criteria, review application materials, and interview applicants. (Ev: sample hiring recommendation form)

Effective teaching is evaluated in the interview process. Applicants answer questions and provide a teaching demonstration designed to allow assessment of their teaching ability. Screening committee members who are experts in the subject matter assess the effectiveness of the teaching demonstration and the appropriateness of the responses to the interview questions. Any evidence for these sections?

For classified positions, the Human Resources Department places applicants on eligibility lists following successful completion of the examination process developed in collaboration with subject matter experts familiar with the needs and mission of the organization. Only those candidates deemed qualified through successful performance in a competitive screening process are considered for employment.

The Human Resources Department verifies experience and education qualifications for newly hired personnel in several ways. The hiring manager checks references with previous employers to verify experience. The hiring manager then forwards the results of the reference checks to the Director of Employment Services/Personnel Commission for review. The Human Resources Department staff verifies educational qualifications by reviewing official copies of transcripts and obtains verification through a third-party agency that such degrees were conferred.[[4]](#footnote-4) Candidates possessing degrees from non-US institutions must provide an evaluation of their transcripts by an agency recognized by the National Association of Credential Evaluation Services. The Director of Employment Services/Personnel Commission reviews and verifies the evaluation. A formal offer of employment is not extended to a potential candidate until the hiring manager receives final approval from the Human Resources Director that the candidate meets all minimum qualifications and requirements.

It is rare to advertise specifically for academic personnel who will teach as part of the distance education program. All academic personnel are must have the skills to teach on-ground courses. Faculty may be scheduled to teach a distance education course once they have been “certified” to teach online. The College provides local training in a districtwide online teaching environment (Desire2Learn). This training includes an introduction to online instruction, an overview of the specific technical requirements and tools found in Desire2Learn, and an online pedagogy course.[[5]](#footnote-5) Once a faculty member has completed the training, the division dean may assign him/her to a distance learning course. Faculty who teach online courses are evaluated as part of the regular evaluation process, ensuring the integrity and quality of those courses.[[6]](#footnote-6) The District is transitioning from D2L to Canvass. Faculty are required to complete a training session before teaching with the new system. (Evidence: training)

**Analysis and Evaluation**

The Ventura County Community College District has well-defined policies and procedures to ensure the integrity and quality of its hiring processes. The institution employs administrators, faculty, and staff who are qualified by appropriate education, training, and experience in order to support programs and services. Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated and address the needs of the institution in serving its student population. Both program and subject-matter experts participate with administrative staff in the development of job descriptions, to ensure that positions support the institutional mission and goals and that job descriptions accurately reflect the duties, responsibilities, and authority of specific positions.

**Action Plan**

The College working with the District Council on Human Resources (DCHR) will complete and submit for Board review BP/AP 2170 with expanded wording to include policy and procedure related to interim hiring and emergency hiring.

The College working with Human Resources will work to broaden and clarify job announcements related to equity hiring practices.

## Standard III.A.2

## Faculty qualifications include knowledge of the subject matter and requisite skills for the service to be performed. Factors of qualification include appropriate degrees, professional experience, discipline expertise, level of assignment, teaching skills, scholarly activities, and potential to contribute to the mission of the institution. Faculty job descriptions include development and review of curriculum as well as assessment of learning. (ER 14)

### Evidence of Meeting the Standard

The Ventura County Community College District requires that faculty members possess the minimum qualifications for their respective disciplines as established by the Legislature and the Board of Governors in consultation with the Academic Senate of the California Community Colleges. In addition to state wide academic qualifications, the District identifies qualifications that are focused on knowledge, skills, and abilities of instructors, counselors, librarians, and other student services faculty. Job requirements also include diversity qualifications; individuals must demonstrate sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability, and ethnic backgrounds of community college students.[[7]](#footnote-7) The recruitment and selection Board Policies and Administrative Procedures (BP/AP 7120-B) meet the requirements of the California Educational Code and Title 5 Code of Regulations, and were developed in collaboration with the Academic Senate.[[8]](#footnote-8) To ensure the employment of qualified personnel, the Human Resource Department enforces qualification requirements for all regular academic positions.

The minimum and desirable qualifications for faculty hired to teach “for credit” courses are cited on job announcements and include the appropriate degree(s), professional experience, discipline expertise, level of assignment, teaching skills, scholarly activities, and potential to contribute to the mission of the institution (Ev. 1 job announcement –highlight qualifications). Each job announcement indicates the minimum educational requirement for the position pursuant to the Minimum Qualifications for Faculty and Administrators in California Community Colleges (Ev. 2 job announcement – highlight min educational req). The hiring committee reviews transcripts of applicants to ensure that the minimum educational qualification is met, which verifies discipline expertise. Where degree equivalency evaluation is required, the applicants are forwarded to the Academic Senates and District-wide equivalency committees for determination of degree equivalency. A resume or curriculum vitae is required for all faculty vacancies. This practice allows selection committees to review and assess professional experience, discipline expertise, and scholarly activities.

Minimum experiential qualifications include teaching, which applicants demonstrate by providing lists of their past and current teaching assignments, and may be required to provide a teaching demonstration. Faculty announcements also include curriculum development and assessment of student learning outcomes as responsibilities, and this experience is assessed by selection committees both through supplemental questions and interview questions For example, several new faculty members have been hired in Career Technical Education disciplines with particular emphasis on developing new curriculum to support growth in these programs. Examples include Accounting, Environmental Science, and Computer Science. (Ev: job announcements – Accounting, Env Sci, Computer Science – highlight curriculum dev )

Both California Education Code and Title 5 of the California Code of Regulations require that applicants for faculty and administrative positions demonstrate sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability, and racial/ethnic backgrounds of community college students (Ev. 5, 6 Ed Code Sections). This particular qualification is related to the candidates’ potential to contribute to the mission of the College. Selection committees also assess this qualification through supplemental and/or interview questions related to working with diverse groups of students and experience with programs that support student retention (Ev. 3, 4 sample supplemental question and/or interview question).

Hiring committees use rubrics for screening to define the first level of “effective teaching”. Supplemental and/or interview questions related to teaching pedagogy, classroom strategies that support different learning styles, and teaching demonstrations are also used by selection committees to assess teaching skills. All full-time faculty positions require a final interview with the college president, the Executive Vice President, Dean of Student Learning, and Department Chair for the program. These interviews provide another option for the College to assess whether candidates have adequate and appropriate knowledge of the subject matter, along with an understanding of the additional responsibilities of the full-time position related to college service and professional development.

Faculty continue to expand their knowledge and skills by attending conferences, trainings, and other professional development activities. (Ev: Great Teacher Seminar, Equity Summit Announcement) Faculty may also apply for sabbaticals (Ev. 7, 8 procedures, list of sabbaticals). Faculty also enhance their qualifications through their participation in a variety of professional development activities identified in Standard III.A.14.

Moorpark College employs 165 full-time and 344 part-time faculty as of fall 2015. All meet the minimum qualifications for program disciplines as defined by the California State Chancellor’s Office. The names and degrees of full-time faculty are published in the Moorpark College Catalog. (Ev 9: catalog pdf)

### Analysis and Evaluation

Moorpark College values the importance of the hiring process in supporting the mission of the institution. The College has been successful at attracting and hiring qualified, enthusiastic, dedicated full and part-time faculty members. Faculty qualifications include knowledge of the subject matter and requisite skill for the service to be performed. In fact, many full-time faculty exceed the minimum educational requirement for their respective positions, with many faculty having obtained a Ph.D. either prior to or during their employment at VCCCD.

Hiring processes are clearly defined and followed for all faculty, staff, and administrator positions. Job descriptions include a variety of job duties, including curriculum development and assessment of student learning. The College has hired several new faculty with the goal of developing new curriculum to expand a variety of CTE programs. Hiring committees ask specific interview questions and require teaching demonstrations to determine if candidates have appropriate knowledge of their subject matter.

The importance of hiring is a core value Moorpark College faculty, staff, and administrators. This is evidenced by the large number of people who willingly participate on full and part-time faculty hiring committees each semester. The process is rigorous and often time- consuming, but committee members agree to participate because of the critical need to higher exceptionally qualified faculty to support student success and achievement goals.

**Action Plan**

The College and District will consider improvements to the hiring process to more fully determine sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability, and racial/ethnic backgrounds of community college students. Currently, the District’s EEO Committee is developing recommendations for testing sensitivity to diversity that is effective and consistent District-wide.

match these to evidence suggested above, delete the rest

Evidence

III.A.2-1. Faculty Job Announcement

III.A.2-2. Minimum Qualifications for Faculty and Administrators in California Community Colleges

III.A.2-3. Supplemental Questions (Faculty Job)

III.A.2-4. Interview Questions (Faculty Job)

III.A.2-5. Education Code Section 87360

III.A.2-6. Title 5, California Code of Regulations

(Faculty Required Qualification)

III.A.2-7. Procedures & List of Projects (Salary

Advancement and Sabbaticals)

III.A.2-8. List of Projects (Sabbaticals)

III.A.2-9. List of Faculty and Degrees (Excerpt

from 2014-2015 Catalog)

## III.A.3. Administrators and other employees responsible for educational programs and services possess qualifications necessary to perform duties required to sustain institutional effectiveness and academic quality.

### Evidence of Meeting the Standard

The Ventura County Community College District ensures all administrators and staff possess minimum qualifications as defined by its Board Policy (BP 7211).[[9]](#footnote-9) Qualifications for all administrators and other employees are clearly stated in job announcements, and the educational and experiential requirements for academic administrators are in compliance with law and regulation (Ev. 1, 2 – see below). Desirable qualifications for academic and classified administrators are determined based on the needs, goals, and priorities of the department and institution. They are also developed with the intent of sustaining and/or improving the institution’s effectiveness and the quality of its programs.

The knowledge and abilities required for each classified professional position are identified in the job description. Each supervisor in consultation with the Personnel Commission identifies desirable qualifications for classified professional positions based on the scope of the assignment and the goals and priorities of the department. Supervisors seek input from appropriate faculty and staff when determining these desirable qualifications. Job classifications are assessed and updated on a regular basis.

The College assesses qualifications necessary to perform duties stated in the job descriptions during the paper screening process of applicants and further during the interview process (Ev. 3, 4 –see below). Administrators and classified staff continue to expand their qualifications through participation in conferences and other professional development activities.

### Analysis and Evaluation

Administrators and other employees responsible for educational programs and services possess qualifications necessary to perform duties required to sustain institutional effectiveness and academic quality. Screening and interview processes are applied to assess the degree to which applicants possess the necessary qualifications to perform the duties of the position being filled. Minimum and desirable qualifications take into account the institution’s needs related to effectiveness and program quality. Opportunities for expansion of knowledge and skills are available through conferences and other professional development activities.

Match Evidence in this section to:

III.A.3-1. Administrator Job Announcement

III.A.3-2. Classified Professional Job Announcement

III.A.3-3. Minimum Qualifications Appraisal Form

III.A.3-4. Interview Questions

## III.A.4. Required degrees held by faculty, administrators and other employees are from institutions accredited by recognized U.S. accrediting agencies. Degrees from non-U.S. institutions are recognized only if equivalence has been established.

### Evidence of Meeting the Standard

The Office of Human Resources works collaboratively with the hiring committees and College Academic Senates in reviewing transcripts to ensure that applicants meet the minimum educational requirements as stated in job announcements (Ev: faculty, classified, administrator job announcments – min quals highlighted). Only degrees from accredited institutions are considered to meet the educational requirement.

When questions related to equivalency arise, a District-Wide Equivalency Committee (DWEC) is convened to review the application documents and make a decision regarding the faculty qualifications. The committee includes an Academic Senate President and discipline faculty from each College. The ruling of the equivalency committee is final. Required degrees held by faculty, administrators, and other employees are from institutions accredited by recognized U.S. accrediting agencies. Degrees from non-U.S. institutions are recognized only if equivalency has been established by an approved agency.

Applicants who have earned degrees from institutions outside of the United States must provide official evaluations of the foreign degrees at the time of application. This is stated in the “application procedure” portion of the job announcement for faculty positions (Ev. job announcement – this section highlighted). The HR website guides applicants to agencies that provide this service (Ev. Screenshot of website guides applicants).

The Moorpark College faculty are required to complete an online training program prior to teaching online. The Distance Education Committee is currently working with the other Colleges in the district to develop consistent online training modules

### Analysis and Evaluation

Human Resources works collaboratively with hiring committees, and the Academic Senate  to review  transcripts  to ensure required degrees held by faculty, administrators and other employees are verified to be from institutions  accredited by recognized U.S. accrediting agencies.  Degrees from non-U.S. institutions are recognized only if transcripts have been verified by a recognized agency.  The Academic Senate and discipline faculty form District-wide Equivalency Committees (DWEC)  to review questions regarding equivalency that may arise.

## III.A.5. 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.

### Evidence of Meeting the Standard

The College has separate evaluation processes for faculty, classified staff, and administrators. Each group follows systematic procedures and timelines. Each process has specific criteria for evaluation and a component related to professional development. The processes seek to assess effectiveness of personnel and encourage improvement. All results of personnel evaluations and follow-up actions are documented and placed in the employee’s personnel file. In the event that a performance improvement plan is recommended for an employee, a timeline for follow-up is documented in the plan.

All regular and probationary faculty and staff are evaluated regularly and systematically utilizing processes agreed-upon by the collective bargaining units (AFT and SEIU) (Ev. 1). The faculty evaluation procedures include a variety of components, including teaching, professional quality, job performance, department responsibilities, and supporting students. Contract and regular faculty evaluation procedures and timelines are being followed in accordance with the contract. In the event there are areas for improvement, these are documented, along with timelines for improvement. (Evidence??)

The evaluation process for part-time faculty is administered in a consistent and timely fashion, with deans and department chairs overseeing the implementation of the process (Ev. 2). Evaluations of part-time faculty is focused on development and support to improve teaching and student support. Evidence of the improved job performance and benefit to the faculty member and the College is the significant number of part-time faculty who move into full-time positions at Moorpark College or other institutions.

Part-time faculty are evaluated during the first four semesters of employment and at least once every three academic years thereafter. As at-will employees, part-time faculty are not guaranteed continued employment. However, part time faculty earn “longevity” or seniority after completion of five semesters of service which governs the order in which assignments are received. Longevity can be lost as a result of poor evaluations. The results of evaluations are also taken into consideration when determining future assignments of part-time faculty. Part-time faculty are encouraged to participate in professional development activities when particular areas are in need of improvement.

The evaluation process for regular and probationary classified employees is outlined in Article VII of the Collective Bargaining Agreement (Ev. 4). The evaluation tool includes the following components: work quality, work habits, working relationships, demonstration of judgement and initiative, punctuality and attendance, safety, and communication. The tool also includes a component related to training and development (Ev. 5). In the event that a work plan is developed for a classified professional, it is formal and identifies timelines for improvement and follow-up. Probationary employees have a six-month probationary period. Regular classified employees are evaluated annually.(Evidence 5; class eval form with this section highlighted)

The process for administrative employees is outlined in Human Resources procedures (https://vcccdventura.sharepoint.com/sites/VCCCD/hrtools/Lists/forms/Attachments/65/Administrator%20Evaluation%20Process%202010.pdf). This process applies to all administrators, with the exception of the Chancellor. The evaluation process is intended to provide timely feedback to administrators regarding their work performance in order to meet program/area goals and to ensure that these employees are supporting the College’s mission and values.

The purpose of the evaluation of administrative staff is to: 1) promote and support appropriate leadership and management skills; 2) improve the overall operation of the organization; and 3) assist the administrator in growth and development of professional abilities.

Administrators are evaluated on the following components: communication; leadership; and administrative skills. The process includes recommendations for improvement. Training and development is also considered in the evaluation process. Administrative evaluations are completed annually. Any actions related to improvement are formal, timely, and documented. (ev : Administrator eval form)

Faculty who teach online courses are evaluated using the same criteria and process as on-ground evaluations, as outlined in the AFT contract. (ev: faculty eval form with this section highlighted) Distance education instructors are evaluated for regular and effective contact as part of this evaluation process.

### Analysis and Evaluation

Moorpark College follows a systematic process for evaluating regular and probationary personnel and full- and part-time faculty at stated intervals, and all of the processes have written criteria for evaluating 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.

It is expected that all evaluations are completed in accordance with stated intervals and within established timelines. All results of personnel evaluations and follow-up actions are documented and placed in the employee’s personnel file. In the event that a performance improvement plan is recommended for an employee, a timeline for follow-up is documented in the plan.

The number of evaluations and the extent of these meetings in providing meaningful feedback requires an extensive time-commitment from the College administrators and faculty. However, the College believes that this is a wise investment in staff and faculty to support student success and improve institutional effectiveness.

The Office of Human Resources is investigating the possibility of using an electronic document management technology platform to assist with gathering and compiling data for evaluation reports. It is hoped that this will streamline the process and lessen the workload on evaluators. Additionally, the District currently has no technological ability to track compliance with evaluation deadlines and historical performance ratings for individual or groups of employees,.

### Action Plan

The District will assess the feasibility of using an electronic tool to assist in gathering data for evaluations of all employees. The District and Colleges will provide additional training opportunities for evaluators related to an effective performance evaluation process.

Match this evidence to above, or delete

Evidence

III.A.5-1. Regular (Tenured) and Contract (Tenure-Track) Faculty Evaluation Process

III.A.5-2. Part-Time Faculty Evaluation Process

III.A.5-4. Collective Bargaining Agreement (Classified Professionals)

III.A.5-5. Evaluation Form for Classified Professionals

## III.A.6. The evaluation of faculty, academic administrators, and other personnel directly re- sponsible for student learning includes, as a component of that evaluation, consideration of how these employees use the results of the assessment of learning outcomes to improve teaching and learning.

### Evidence of Meeting the Standard

At Moorpark College, every instructional and student service program is required to assess and evaluate Student Learning Outcomes as part of their annual Program Planning process. All faculty and staff are expected to participate in their program SLO assessment as required by their department assessment cycle. The results of their assessment, along with changes made to improve their programs is documented in Tracdat. As part of the College integrated planning process, program plans require departments to document their SLO assessment and changes that their program made to improve course or program effectiveness. SLO assessment data is also tied to resource requests to ensure they are data-driven. The program planning process is one method by which programs, and the faculty and staff within them, are evaluated in terms of how results of SLO assessment are being used to improve teaching and learning. During program review, programs discuss their assessment results and course and program improvements with the Executive Vice President, Vice President of Business Services, and Academic Senate President. SLOs and assessment techniques are also discussed by the SLO Committee. (Ev: minutes)

Teaching effectiveness of faculty is currently evaluated through the contract and faculty evaluation processes, using peer observation, self-evaluation, and student evaluations. As part of this process, Deans and Department Chairs discuss the faculty member’s participation in the department SLO assessment process and hold faculty accountable for using the results of the assessment of learning outcomes to improve tacing and learning. (Evidence: see all my samples…)

Student Learning Outcomes are linked to the Course Outlines of Record in CurricuNet, as well as syllabi. Within the faculty evaluation process, syllabi are reviewed by Division Deans to ensure that faculty are consistently informing students of the SLOs and that the course content and evaluation measures are consistent with the official course objectives and SLOs.

### Analysis and Evaluation

Participation in SLO assessment is included in faculty job descriptions. Conversations regarding the assessment of student learning outcomes (SLOs) and the use of these results is a part of the evaluation of faculty and administrators and part of department and division meetings. These are perfect times to discuss how the SLO assessment can provide the tools to improve teaching and learning.  These conversations provide an effective opportunity to support individual faculty, administrator, and student service staff in their work to improve student success.  There is no formal prompt for SLO assessment in the evaluation tools.  However, Deans and Department Chairs do routinely discuss participation in the program SLO process with all faculty and work to ensure faculty use the results of the assessment of learning outcomes to improve teaching and learning.

Leadership of the SLO assessment process is also not a formal part of the Administrator evaluation, but like faculty, their role in mentoring faculty on the value of SLO assessment, and their effort to ensure the work is completed and documented in a timely manner is discussed on a regular basis. Administrators are held accountable for ensuring that faculty and staff discuss results of the assessment of learning outcomes to improve teaching and learning and make changes to improve outcomes.

### Action Plan

The Colleges will incorporate the assessment of learning outcomes to improve teaching and learning into the evaluation process of faculty, professional experts, and academic administrators. This process will include negotiation and consultation with respective employee groups.

## III.A.7. The institution maintains a sufficient number of qualified faculty, which includes full time faculty and may include part time and adjunct faculty, to assure the fulfillment of faculty responsibilities essential to the quality of educational programs and services to achieve institutional mission and purposes. (ER 14)

### Evidence of Meeting the Standard

The College maintains a sufficient number of qualified faculty, which includes full and part-time faculty members to assure the fulfillment of faculty responsibilities. Through the hiring practices discussed above, the District and College ensures that faculty are qualified to teach in their respective disciplines.

The College continuously meets its full-time Faculty Obligation Number (FON). (Ev. Full-Time Faculty Obligation (FON) Compliance History). Over the last five years, Moorpark College has hired XX full-time faculty, which has held the College above the required FON. (evidence? – a summary sheet?) During spring 2016, the College is in the process of hiring xx new instructional faculty and counselors.

In addition to maintaining the FON, Moorpark College hires qualified part-time credit faculty to meet instructional and student service needs. The College has an on-going process to hire part-time faculty in many disciplines. After significant cutbacks in part-time hiring during the budget cuts, over the last couple years, the College has significantly increased the number of part-time faculty hired resulting from the increased number of course sections offered by the College. From fall 2013 to fall 2015, course sections offered increased from xx to xx. (Ev: Need to check these facts.)

Moorpark College follows an annual process for hiring full-time faculty each year. As part of the College integrated planning process, all full-time faculty requests must be included in the discipline’s annual program plan. The Office of Institutional Research provides the list of requests, along with a variety of qualitative and quantitative data to the group charged with analyzing this data and prioritizing the requests. The Academic Senate and Deans Council hold a special joint-session for this purpose and then forward a recommended prioritization list to the president. The president, with input from Moorpark Consultation Council, determines the final prioritization list and sends an announcement to the College. (see evidence from Pam/Luis email to college)

The criteria for determining the prioritization of full- time discipline faculty to be hired each year includes consideration of full-time/part-time faculty ratios, enrollment growth, current or projected employer and student need, and the College mission (Ev. Criteria for Determining Full-Time Faculty prioritization). For example, in 2014 and 2015, the College focus on expanding CTE programs was evidenced by the number of CTE programs that were prioritized to receive a new full-time position. In addition, based on a significant decline in the full/part-time ratios due to several Math faculty retirements, the Mathematics department received prioritization of 9 positions during this two-year period. The College hired five Mathematics instructors who began in fall 2015, and is in the process of hiring four more Mathematics instructors to begin fall 2016. Also during this time, the College hired, or in the process of hiring, a total of xx Counselors to support student need and the SSSP initiative.

The College offers online training on a regular basis to ensure the College has appropriate staffing for online classes. All full- and par-time faculty are welcome to take this training. A Dean of Student Learning oversee the Distance Education program and is co-chair of the DE Committee. The College has also hired a full-time Classified position to support the online program and provide the appropriate training. The College has also hired a part-time student employee to assist with student questions about the D2L system. Last year, the College also hired a 20% release faculty DE Coordinator. This increase in staffing and focus on DE shows the support the College has for this growing program.

### Analysis and Evaluation

Moorpark College has hired a significant number of full-time faculty over the last few years to ensure the institution has a sufficient number of qualified faculty to assure the fulfillment of faculty responsibilities essential to the quality of educational programs and services. Full-time faculty members have College Service and professional development duties beyond their classroom and office hours. Faculty participate on District and College committees, councils, and workgroups as part of the participatory governance process, on full and part-time hiring committees, and on a variety of student engagement activities. Faculty also fulfill responsibilities for which they have primacy, including academic standards, curriculum development and revision, and SLO assessment and evaluation. In addition, faculty also participate in the evaluation of regular (tenured) and contract (tenure-track) faculty members.

With an understanding of the importance of these responsibilities, the College works to meet or exceed its FON each year to ensure that workload is distributed in a reasonable and equitable manner and to help ensure the College meets its mission and strategic goals for student achievement. Analysis of the Moorpark College 2014 or 15?? Student Success Scorecard data demonstrates that student achievement in all areas is greater than the average among California Community Colleges. (ev: scorecard data) It shows increases in xx and xx. Distance Education course completion data analysis shows a significant increase in success rates over the last 2-3 years. In the five years from 2010 -2015, the total number of degrees and certificates has increased from xx to xx.

These statistics, support that Moorpark College faculty and staff are providing student quality educational programs and services that support the College in achieving its mission.

## II.A.8. An institution with part time and adjunct faculty has employment policies and practices which provide for their orientation, oversight, evaluation, and professional development. The institution provides opportunities for integration of part time and adjunct faculty into the life of the institution.

**Evidence of Meeting the Standard**

The District and College have employment policies and practices for part-time faculty which provide for their orientation, oversight, evaluation, and professional development. Part-time faculty are valued members of the College and play a significant role in supporting student success and student equity.

Orientation and oversight is provided to part-time faculty by department chairs and deans, with support from discipline faculty members. Department chairs and deans assist and guide part-time faculty in the development of course syllabi, assessment of student learning outcomes, and general college policies and procedures. In most disciplines, full- time faculty share course materials with their part-time colleagues to assist with their success in the classroom. Part-time faculty members receive communication from the Deans on a regular basis, such as the welcome letter each semester, and email updates regarding schedules, final exam dates, textbook order dates, census requirements, and other information. Part-time faculty are invited to attend all division and department meetings, and can receive up to three hours of pay each semester for attending division meetings. (ev: copy of this section of the AFT contract, highlighted)

Several disciplines provide their own orientation and mentoring support for new and returning part-time faculty. The following are examples:

\*The English Department trains newly hired adjuncts through group or individual orientation sessions. The department created and, as needed, revises a set of Standard Grading Criteria (a rubric) for grading essays, along with specialized versions for literary analysis and research papers. These criteria are posted on the department website and emailed to new English faculty and occasionally to the entire faculty, so that all disciplines can share and enforce common standards for writing.

\*The Math Department holds a math faculty mentor meeting during flex week for all faculty. We discuss the relevant issues such as values and best practices of the math department, then hold course specific sessions, led by each Course Coordinator.

\*The Nursing Department….

Part-time faculty are invited to attend all on-campus professional development activities. During the fall professional development (FLEX) week, the Professional Development committee organizes an evening session specifically for new and returning part-time faculty members. In addition to providing valuable information about the college, resources, and responsibilities, this session provides an opportunity for part-time faculty to network and ask questions. (ev: part-time flex session agenda Fall 2015)

The College also provides $3,000 per year to support part-time faculty conference attendance and other professional development activities. Requests for these funds are managed by a sub-committee of the Professional Development Committee. When available, part-time faculty can also apply for travel funds from various categorical and grant funds. For example, part-time faculty members have attended the Student Success, A@MEND, and Online Education Conferences. (Ev:??? Ask prof dev committee)

During the past two years, the College has focused on bringing several speakers to the campus so that more people could attend. As a result, many part-time faculty members have attended presentations on focusing on student success, student equity, First-year experience, diversity, and Distance Education. Part-time faculty are also invited to various workshops offered through the Teaching and Learning Center. (Examples – ask prof dev or Linda Resendiz for a few samples of flyers sent to college )

While not obligated, part-time faculty also have opportunities to participate on college standing committees and in department activities, such as curriculum development, SLO assessment, program plan development, and outreach activities. For part-time faculty, activities such as these count toward their semester FLEX hours (professional development) activities. (ev: copy of flex form; agendas with committee rep names, with p-t faculty highlighted, from two committees – Senate and ??)

Part-time faculty are evaluated on a regular basis. At Moorpark College, the evaluation process is taken seriously and is considered another opportunity to connect with part-time faculty and provide mentoring and support. According to the AFT contract, new part-time faculty are evaluated during their first four semesters of teaching, followed by an evaluation every three years (or six semesters). Deans, Department Chairs, and the faculty peer conduct the evaluations and use the committee meeting to provide valuable feedback to part-time faculty members, to help them grow in their teaching, and to gain feedback from the part-time faculty member on areas of needed support or interest. Evaluations committees frequently receive praise and appreciation from the part-time faculty members for the time spent during this process and the support they receive. Many faculty have said they teach at several colleges and none have provided the support and guidance offered by Moorpark faculty and administrators. Over the last several years, the number of Moorpark College part-time faculty who have received full-time positions, either at Moorpark or another college is evidence that this evaluation and mentoring process is successful. (Ev: part-time faculty eval form, with P1-4 eval requirement highlighted)

The College provides part-time faculty phone numbers, email accounts, one paid office hour, and access to the staff resource center. The College also provides professional development support through the Professional Development Committee website resources, online resources, and Faculty Handbook. (ev: link to online sites, copy of the handbook)

Lisa – do we still pay for one office hour? YES

### Analysis and Evaluation

Moorpark College truly values the involvement and contributions of part-time faculty both in the classroom and in helping to build and promote strong programs. The College follows District employment policies during the hiring process and AFT contract regulations for class assignments and professional development obligations. The College provides a variety of methods for new part-time faculty orientation, including a FLEX session, department programs, and College communication. Deans and Department Chairs provide oversight and lead the evaluation process. Part-time faculty are welcome to attend all professional development activities, to attend division and department meetings, and to attend a variety of committee meetings. This open, inclusive culture provides numerous opportunities for integration of part-time faculty into the life of the institution.

## III.A.9. The institution has a sufficient number of staff with appropriate qualifications to support the effective educational, technological, physical, and administrative operations of the institution. (ER 8)

### Evidence of Meeting the Standard

As part of the integrated planning process, each department reflects annually on this staffing needs. All Classified staffing requests must be included in the annual program plan to be considered during the annual prioritization process. All Classified position requests are forwarded to the Fiscal Planning Committee for review and prioritization. Department representatives are invited to provide data and other information that supports their requests. The members of this standing committee vote and the final ranking is forwarded to the president for consideration. (Ev: results for 2014 and 2015)

Managerial requests are forwarded to the president, with discussions and input from Vice Presidents Council and Consultation Council.

During the budget cuts a few years ago, the College reduced the number of class sections offered by about 20-25%, and as a result, several Classified positions were lost, along with one Dean position. These reductions were difficult, but the College managed by reallocating work and hiring alternative positions, such as the Instructional Data Specialists who now enter all the class schedule changes and manage the Catalog changes. During the recent few years, the College began to increase FTES, implement the new Student Success and Student Equity state initiatives, and expand support for Distance Education. The increased workload on Classified Staff and Managers began to limit the amount of support these groups could provide to meet College goals. As a result, over the last two years, the College and District approved several new positions to provide the needed support. (ev. List of new classified hirings) The College added two new Dean of Student Learning positions, funded by a combination of Student Success, Student Equity, and General Fund money. (Ev: org chart) The College has added several new Classified staff positions, and is currently in the process of hiring several more new Classified staff positions. These positions have been funded through a combination of categorical, SSSP, SEP, and general funds.

With the addition of so many new positions, the workload has become more manageable, and the College is moving forward with many new projects and initiatives to support the mission, strategic goals, and growth goals.

The District reviews job descriptions on a regular basis (Ev: IDS position, others – ask HR). Hiring supervisors work with other knowledgeable staff to develop new job descriptions and review current job duties. New positions are taken to the personnel commission (ev: Student Success Coaches, other?). HR conducts desk audits (ev: Technical Data specialist, others??).

### Analysis and Evaluation

The College strives to have a sufficient number of staff with appropriate qualifications to support the educational, technological, physical, and administrative operations of the institution. However, due the limited number of Human Resources (HR) staff, and the large number of vacancies in the HR department, this has put a significant burden (stress and workload) on the HR staff in their effort to meet the District and Colleges’ staffing needs. This has significantly impacted the timely hiring and Moorpark College has struggled to fill several critical positions. (Evidence??)

Further, due to the large number of new requirements at the state-level, many colleges in our surrounding areas are all recruiting similar positions. As a result, some positions, such as research analyst and financial analyst, have become very difficult to fill.

As a consequence of the earlier cutbacks, and the length of time it takes to hire new or replaced current positions, there have been concerns about staff and administrator workloads due to additional projects, initiatives, and compliance requirements. To address these concerns, based on the program planning process and a review of the needed classified support staff, the College has several new Classified employees over the past two years, supported by a combination of categorical, CTE grant, SSSP, SEP, Basic Skills, and general funds.

The District works with the Personnel Commission to establish job classifications to respond to College needs, and solicits the broadest possible pool of qualified candidates. A rigorous hiring process, including testing and interviews, ensure that candidates placed on the eligibility lists have the required skills to ensure the integrity of programs and services.

As noted in Standard III.A.7, analysis of the Moorpark College 2014 or 15?? Student Success Scorecard data demonstrates that student achievement in all areas is greater than the average among California Community Colleges. It shows increases in xx and xx. Distance Education course completion data analysis shows a significant increase in success rates over the last 2-3 years. In the five years from 2010 -2015, the total number of degrees and certificates has increased from xx to xx.

These statistics, support that despite the struggles to hire additional staff, Moorpark College faculty and staff are providing student quality educational programs and services that support the College in achieving its mission.

### Action Plan

The District and Colleges will continue to analyze the barriers to timely hiring, and work with the Human Resources department to support additional staffing and review current hiring processes to streamline the processes.

## III.A.10. The institution maintains a sufficient number of administrators with appropriate preparation and expertise to provide continuity and effective administrative leadership and services that support the institution’s mission and purposes. (ER 8)

### Evidence of Meeting the Standard

As discussed in III.A.9 above, the Moorpark College integrated planning process requires that each department reflects annually on its staffing needs. All Manager and Supervisor staffing requests must be included in an annual program plan to be considered during the annual prioritization process. Requests for Classified Supervisor and Manager positions are forwarded to the Fiscal Planning Committee for review and prioritization. Department representatives are invited to provide data and other information that supports their requests. The members of this standing committee vote and the final ranking is forwarded to the president for consideration. (Ev. Fiscal minutes)

Requests for Dean and Vice-President positions are forwarded to the president, with discussions and input from Vice Presidents Council and Moorpark Consultation Council. (EVP program plan with Dean requests highlighted 2015-16)

Over the last several years, two Dean of Student Learning positions were eliminated due to budget cuts. These reductions were difficult, but the College managed by reallocating work among the remaining Deans, with some Deans taking on a significant workload. (Ev: org chart with 6 deans) During the past couple years, the responsibilities added to existing compliance requirements, included additional faculty and staff hiring, new mandates in the areas of Title IX, the Violence Against Women Act, the Affordable Care Act, SSSP, Student Equity, CTE Pathways Grants, Adult Education and Basic Skills initiatives, focus on non-credit and new CTE curriculum, and institutional effectiveness data documentation and analysis, and increased facilities and maintenance responsibilities resulting from several new buildings and new compliance regulations. These additional activities placed an unmanageable number of responsibilities on the six deans and Facilities and Operations Director. In addition, during 2015-16, two senior Moorpark College deans left to take Interim Vice President positions at Ventura College. At this point, the Managerial workload began to limit the amount of support the remaining managers could provide to faculty and staff and to meet College goals. As a result, over the last year, the College and District approved four new managerial positions: two new Dean of Student Learning positions, a Student Success Supervisor, and an Assistant Facilities and Operations Manager funded by a combination of Student Success, Student Equity, and General Fund money. (Ev: org chart with 8 deans, copy of Asst Fac and Oper manager and SSSupervisor job descriptions)

With the addition of the new positions, workload is becoming more manageable, and the College is able to move forward with many new projects and initiatives to support the mission, strategic goals, and growth goals.

The Moorpark College Executive Vice President and Deans follow a Student Learning model organizational structure that includes both instruction and student services programs. The organizational structure of the Deans is adjusted on an annual basis, or more frequently if Dean positions become vacant or new Dean positions are added. (Ev org chart with 6, 7, 8 deans)

The College determines the number of administrator positions based on data analysis of the number of course sections offered and the number of employees that report to each manager. The workload and time commitment related to the new student success plans, new grants, new program development, and new institutional effectiveness and accountability requirements is also considered. For example, as the College began to grow again in 2014-2105, several of the Deans were responsible for over 200 course sections and more than 100 direct report employees. Based on employee feedback, this was deemed too many courses and employees for Deans to provide adequate support and complete required job responsibilities, such as hiring and evaluations, in a timely manner. Given the large divisions, the Deans did not have adequate time to oversee all the new initiatives. As a result, additional positions were added.

The College ensures that administrators have the preparation and experience to support the institution’s purpose and mission by conducting a rigorous hiring process and sound evaluation practices, as described in Standards III.A.2 and III.A.5 above. All administrators meet or exceed the minimum qualifications required for their positions. (Ev: see A2 and A5 or included again?)

Moorpark College has had a relatively stable history, with administrators staying for several years. However, there has been a significant turnover in administrators during the past three years. The College had an Acting President July-September 2013, and an Interim President Sept 2013-January 2015. The permanent President was hired in February 2015, and has been with the College for one year. The Vice President of Business Services was hired in September 2015. The Executive Vice President was hired in July 2013, following one year without an EVP and another year with an Interim EVP. The College currently has three Interim Deans, with one more planning to retire this summer. So, the College is planning to hire four permanent Deans effective July 2016.

Throughout the District, there has also been significant turn-over at the senior management level (Chancellor, Presidents, Vice Chancellors, and Vice Presidents) over the past two years. The District hired an Acting Chancellor in July 2015, and voted in February 2016 to change this to Interim Chancellor through February 2017, with a month-to-month extended contract after that date. The District also has an Interim Vice Chancellor of Business Services, Interim Chancellor of Educational Services, Interim President of Oxnard College, and three Interim Vice Presidents at Ventura College. The President of Ventura College was hired in July 2013, and Oxnard College hired two new Vice Presidents, after hiring several Interim Vice Presidents, during 2015. The constant turnover and numerous Interim Senior Administrators has caused difficulty related to continuity, communication, role clarification, and job expertise. (Evidence????)

### Analysis and Evaluation

Moorpark College is working to hire enough administrators to provide continuity and effective administrative leadership. The College is in the process of adding four new management positions – two Deans of Student Learning, a Student Success Supervisor, and an Assistant Manager of Facilities and Operations. This will significantly help balance workloads and support the College in handling the daily operations and implementing several new projects and state-level initiatives.

All Moorpark College administrators meet the minimum qualifications and the College is running smoothly, despite the recent turnover in management. The College continues to attract high-quality candidates for its administrative positions, both from outside and within the College, despite the fact that the 2014 Association of California Community College Administrators (ACCCA) study shows that the District’s salary schedule is below the median salary for most administrative positions. The positive college culture and the student learning model continue to attract strong pools of potential candidates. (ev: ACCCA study results – ask HR)

However the significant turn-over and the high number of Interim Senior Administrators at the District, and across the three Colleges has been disruptive and has caused some difficulty related to communication, job expertise, and role clarification.

### Action Plan

The College and District will continue to review the hiring process to assure timely and sufficient hiring.

The College and District will use the new functional maps to define roles and responsibilities.

The College will examine the compensation structure for administrative employees, including salary schedule and benefit contributions.

## III.A.11. The institution establishes, publishes, and adheres to written personnel policies and procedures that are available for information and review. Such policies and procedures are fair and equitably and consistently administered.

### Evidence of Meeting the Standard

Moorpark College follows all Board Policies and Administrative Procedures and applies them in a consistent and equitable fashion. BPs and Aps are located on the District website. The College ensures consistent and equitable application of personnel policies and procedures through new employee orientations and regular communication with leaders of the associations (unions) and the Academic and Classified Senates. Board policies related to human resources are available to all employees and the public through the College’s website (Ev. 1 District website). Many of these policies have been recently revised and are consistent with policies recommended by the Community College League of California (CCLC). Administrative Procedures (APs) related to these policies are under constant review, and revisions are timely.

The Office of Human Resources has a variety of internal procedures, particularly related to the processing of personnel transactions. Most procedures are in written form, including the processing of Personnel Action Forms (PAFs), Requests for Contracts (RFCs), and Independent Contractor Requests check with HR…is this VCCCD or Napa wording? (Ev. TBD/forms).

The Vice Chancellor of Human Resources is responsible for ensuring consistent interpretation and application of these policies, regulations, and agreements. This is achieved through regular training and consultation with managers and union representatives. Since the College and District practice interest-based problem-solving for labor negotiations, open dialog between employee groups helps to ensure that personnel policies and procedures are equitably and consistently administered. Check this, evidence?

The practice of providing individual orientations to new employees has been in place for many years. Human Resources staff meet individually with each new employee and review policies and procedures related to their employment at the College. Each employee receives a packet of these policies and regulations and signs a document verifying receipt of such (Ev.3). The employee also receives his/her respective collective bargaining agreement, when applicable.

The Office of Human Resources also distributes specific policies to employees on an annual basis. The following policies and administrative regulations are sent to employees annually: Does HR do this? Are these VCCCD or Napa BPs?

• BP D1420: Establishment of a Drug-Free Workplace (Ev. 4);

• BP D3410:Policy Prohibiting Smoking in Non-Smoking Areas (Ev. 5);

• BP D3720: Computer Use (Ev. 6); and

• Administrative Regulations to BP D3720: Computer and Network Use (Ev. 7).

The Human Resources Department has developed an HR Toolkit that is posted on the employee porta. It includes a variety of procedures and forms. The toolkit is extremely useful because it ensures the most current process information is available for employees. It is a very effective communication tool and Moorpark College appreciates the Human Resources department’s significant effort to develop these important tool. (Ev: toolkit screenshot or link?)

### Analysis and Evaluation

Moorpark College follows all Board Policies and Administrative procedures and applies them in a consistent and equitable fashion. The institution establishes, publishes, and adheres to written personnel policies and procedures that are available for information and review. These policies are reviewed on a regular basis at DCHR, and are available to employees and the public on the District website. The policies and procedures are fair and equitably and consistently administered. Human Resource procedures and forms are available on the HR Toolkit.

## III.A.12. Through its policies and practices, the institution creates and maintains appropriate programs, practices, and services that support its diverse personnel. The institution regularly assesses its record in employment equity and diversity consistent with its mission.

**Evidence of Meeting the Standard**

The College maintains programs, practices, and services that support its diverse personnel. The College Equal Employment Opportunity (EEO) Plan addresses methods for diversifying the workforce (Ev. EEO Plan). The EEO Plan includes a requirement that all individuals serving on selection committees receive training in the importance of a diverse workforce, bias awareness, and the elements of cultural competence.

Moorpark College employees have been provided several opportunities to attend diversity training sessions. Diversity training has been provided by outside trainers and training videos posted online. (Ev: Flex flyers). In addition, Moorpark College hosted a very effective Equity Summit in conjunction with the CCCCO IEPI group. Approximately 130 people from the College and around the region attended this day-long session. (Ev: summit flyer)

The College offers an Employee Assistance Program (EAP) to its regular employees and faculty (Ev. 2). The EAP provides a wide variety of individual support to employees, as well as group trainings. EAP trainings offered at the College include teambuilding and stress and change management. EAP workshops provided over the past six years are listed in the 2014 Human Resources PEP Report (Ev. EAP trainings). Other training activities for all personnel are discussed in Standard III.A.14. Is this VCCCD or Napa?

A District-level EEO Advisory Committee was recently reactivated, consisting of three faculty members (one from each college) appointed by the Academic Senate Presidents at each college; three classified members appointed in accordance with the agreement between the Ventura County Community College District and the Service Employees International Union, Local 99; and three administrators/managers/supervisors appointed by the Chancellor.  Ex officio members shall include the Equal Employment Opportunity Officer (Director of Employment Services) and the Vice Chancellor, Human Resources.  The composition of the committee should reflect diversity in, but not limited to, the areas race, gender, disability status, belief, age and national origin.

Most recently, the committee reviewed and approved revisions to the District’s EEO Plan, approved the implementation of an online “diversity dashboard” to provide on-demand information about the current demographics of the colleges. Additionally, the committee is discussing how to strengthen our hiring inquiry about sensitivity to diversity. The committee maintains a web page providing access to membership information, meetings agendas and minutes, and relevant policies and procedures. (<http://www.vcccd.edu/departments/human-resources/diversity-and-equal-employment-opportunity>)

As the College is committed to creating and maintaining an environment that supports diversity, a total of 169 faculty and staff participated in training in the prevention of discrimination, harassment, and retaliation in the workplace between 2009-2010 and 2013-2014. (Ev. Sample of training, list of attendees?) This training provides faculty and staff with information and techniques that support the diverse student population served by the community college.

From 2008 through the present, a total of 286 faculty, staff, students, and community members participated in the hiring committee training that speaks to the importance of a diverse work force, bias awareness, and cultural competence. The institution regularly assesses its record in employment equity and diversity through a variety of reports, including the EEO6 report for the state (Ev.6). The Office of Human Resources also maintains an internal report of diversity hires among regular staff (Ev. 7).

Between 2008-2009 and 2013-2014, the percent- age of all new salaried employees hired from monitored groups (Hispanic, African American, Native American, and Asian/Pacific Islander) increased from 24.24% to 34.38%. This brought the percentage of regular employees in the monitored groups from 29.82% to 36.74% between 2008-2009 and 2013-2014. These data only include racial/ethnic diversity and do not reflect other diversity, such as gender and disability. Thus, the diversity among regular employees is higher than what is reflected by the monitored groups. **NEED HIRING DIVERSITY STATS HERE.**

Fall 2013 Management Information Systems (MIS) data demonstrate that approximately 25% of educational administrators, 27% of tenure and tenure-track faculty, and 42% of regular classified employees are from racial/ethnic groups other than white/non-Hispanic, resulting in approximately 36% of these employees being from monitored groups. The racial/ethnic composition of part-time faculty is less diverse than that of regular employees. Approximately 19% percent of temporary academic employees (part-time credit and non-credit faculty) identify with a racial/ethnic group other than white/ non-Hispanic (Ev. 8 – MIS data).

### Analysis and Evaluation

Through its policies and practices, the institution creates and maintains appropriate programs, practices, and services that support its diverse personnel. The institution regularly assesses its record in employment equity and diversity consistent with its mission.

The District EEO Committee is in the process of updating its goals and priorities related to equity and diversity. These efforts will be coordinated with the College’s initiatives in the Student Equity Plans. The role of the EEO Committee related to assessing the College’s record in employment equity and diversity also needs to be further clarified.

The diversity among regular employees has increased over the past six years. Increased awareness and training as part of the hiring process may have contributed to this increase. The College, will continue to implement strategies identified in the EEO Plan, to further increase diversity in hiring. Methods for increasing the diversity among part-time faculty will be explored as part of continuous improvement in this area.

## III.A.13. The institution upholds a written code of professional ethics for all of its personnel, including consequences for violation.

**Evidence of Meeting the Standard**

Moorpark College has a written code of ethics, which was adopted as BP 7115 Ethical Standards in May 2010 (Ev. 1). The faculty and classified labor agreements also speak to abusive, threatening, or harassing language or behavior as a cause for discipline (Ev. 2, 3).

The Academic Senate approved Faculty Ethics Procedures in May 2010 (Ev. 4). These procedures serve as administrative regulations to BP 7115. These procedures delineate a code of professional ethics for faculty and are designed to allow faculty to have a constructive dialog when a faculty members believe that an ethical violation has occurred. If there is no resolution, the procedures allow for the matter to be handled through the District’s progressive discipline process pursuant to the Faculty Collective Bargaining Agreement (Ev. 2). In such cases, the administration would need to determine whether the respondent had violated any aspect of the labor agreement or rules and regulations of the College.

### Analysis and Evaluation

The College has a board policy on ethical standards for all constituent groups. All constituent groups are in the process of developing administrative regulations appropriate to their group to address this new requirement. The faculty adopted procedures related to ethical violations, which is a referral to the disciplinary process so those procedures do address consequences. The procedures for the classified and administrative groups are being developed and will incorporate consequences for violation.

**Nenagh will re-write this section**

## III.A.14. The institution plans for and provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on evolving pedagogy, technology, and learning needs. The institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement.

### Evidence of Meeting the Standard

Moorpark College considers providing professional development opportunities a core value and supports numerous opportunities for professional development for all college personnel. The College provides funds for travel and conference for administrators, faculty, and Classified staff, as well as multiple workshop and training opportunities on-campus.

The College has a Professional Development Committee which has three co-chairs….and is comprised of members from…..discuss why changed…

The Professional Development Committee is responsible for…(see committee charge Making Dec Doc…)

 The Committee plans and provides a variety of professional development opportunities that are open to all faculty, staff and administrators. Examples include….on-course, speakers, etc…list several. Need evidence.

Fall Professional Devopment week, January and March self-assigned days.

Goal is to support College-wide initiatives such as Student Success, Student Equity, Basic Skills, provide teaching strand, etc….

Reference FIG here ???

Distance Education….

Teaching and Learning Center

Part-time faculty activities.

Classified Staff activities.

New Faculty Orientation…..

New Classified Orientation…..

Travel money for full-time faculty and part-time faculty. Employees may apply for travel funds from categorical funds, such as SSSP, Student Equity, Basic Skills and CTEA, to attend conferences that relate to these initiates and support College goals.

Professional Development webpage and online resources….

Faculty are also eligible for sabbatical leave for projects that provide additional professional development.

The institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement.

What does the committee do related to assessment and evaluation of prof dev activiities….??.

The District has demonstrated its support of classified staff development through provisions in the Collective Bargaining Agreement (Ev. 10). This agreement includes staff development opportunities, including three hours per week of release time for employees to take classes or to participate in other staff development activities, including cross-training. There are also provisions in the contract for employees to adjust their schedules to take college classes.

The Office of Human Resources coordinates a variety of training opportunities for faculty and staff through the following entities: Employee Assistance Programs, a training consortium sponsored by the law firm of Liebert Cassidy Whitmore; and the College’s insurance administrator, Keenan and Associates (Ev. 12, 13). The latter is offered online through a program called SafeColleges. There are more than 90 training opportunities available. The Office of Human Resources also provides training to faculty and staff on hiring practices and the prevention of harassment in the workplace (Ev. 12). With the exception of the SafeColleges training modules, each of these professional development activities includes an evaluation by the participants for the purpose of improvement. HR has developed and delivers diversity training for hiring committees, and has implemented the LEAD (Learn, Engage, Achieve, Develop) Academy for leadership development.

Despite limited funds for professional development activities, the institution has continued to offer many training opportunities to faculty and staff.

### Analysis and Evaluation

The College plans for and provides personnel with a variety of opportunities for continued professional development, consistent with the institutional mission and based on evolving pedagogy, technology, and learning needs. The College also systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement. In an effort to continuously improve, a goal of the College is to more fully develop all strands of the professional development (faculty, classified, and administrative). Or…..

## III.A.15. 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.

**Evidence of Meeting the Standard**

Moorpark College follows Board Policy xxxx, and makes provisions for keeping all personnel records secure and confidential. Employee records are housed at the District Administrative Center, and employees may review their personnel records in accordance with law. Only individuals authorized by employees may review personnel files, unless otherwise noted in Board Policy and collective bargaining agreements (Ev. 1, 2, 3???). The Office of Human Resources is secure in that it may not be accessed by employees other than staff from the Office of Human Resources. The confidentiality of job applicant records is ensured by the execution of confidentiality agreements by all members of selection/hiring committees. (Evidence)

**Analysis and Evaluation**

Moorpark College follow District Board Policy and makes provision for the security and confidentiality of personnel records. All hiring committee members must sign confidentiality forms to ensure candidate information is kept secure. Employees may review their personnel files at the District Office, in accordance with the law.

1. BP 7120 [↑](#footnote-ref-1)
2. BP 7211; California Code of Regulations, Title 5, section 53022 [↑](#footnote-ref-2)
3. AP 7120 (A, B, C, D, and E) [↑](#footnote-ref-3)
4. New Hire Processing Procedure for full-time and part-time faculty from HR [↑](#footnote-ref-4)
5. NEED EVIDENCE of training materials???? [↑](#footnote-ref-5)
6. NEED EVIDENCE OF Evaluations??? [↑](#footnote-ref-6)
7. NEED copies of job announcements [↑](#footnote-ref-7)
8. VCCCD AP 7120-B Recruitment and Hiring: Faculty [↑](#footnote-ref-8)
9. BP 7211 [↑](#footnote-ref-9)