

Standard III.A Human Resources

The institution employs qualified personnel to support student learning programs and services wherever offered and by whatever means delivered, and to improve institutional effectiveness. Personnel are treated equitably, are evaluated regularly and systematically, and are provided opportunities for professional development. Consistent with its mission, the institution demonstrates its commitment to the significant educational role played by persons of diverse backgrounds by making positive efforts to encourage such diversity. Human resource planning is integrated with institutional planning.

III.A.1

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

Descriptive Summary

By employing personnel who are qualified by appropriate education, training, and experience to provide and support programs and services, College of San Mateo assures program and service integrity and quality. Criteria for education, training, and experience as well as levels of certification based on position requirements are established in District Rules and Regulations, which are available on the district website (Ref. 1), and the hiring procedures for all personnel are clearly stated and available on the district Human Resources website (Refs. 2, 3).

Assessment

College of San Mateo meets this standard. By continually reevaluating the employee hiring procedures in order to be more effective and helping the college adhere to its institutional mission, the district's Human Resources and college personnel are responsible for ensuring that hiring policies and procedures are consistently applied at the college.

Plan for Improvement

None needed at this time.

III.A.1.a

Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority. Criteria for selection of faculty include knowledge of the subject matter or service to be performed (as determined by individuals with discipline expertise), effective teaching, scholarly activities, and potential to contribute to the mission of the institution. Institutional faculty 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.

Descriptive Summary

The processes for the selection and hiring of qualified management, faculty, and classified personnel at College of San Mateo are specified in the policies and procedures

of the San Mateo County Community College District. The policies are clearly and publicly stated in the District Rules and Regulations, available on the district website (Ref. 1), and the hiring procedures for each personnel category are available on the district Human Resources website (Refs. 2, 3). The district's Office of Human Resources coordinates the selection and hiring processes with the appropriate division, office, or operation involved. In 2004, revised selection policies and procedures for faculty, classified, and management positions were approved by the relevant employee groups in the district and adopted by the Board of Trustees. They provide the basis for the current recruitment and selection of all new employees. Included in the revised selection procedures are guidelines for developing job announcements; paper screening criteria such as minimum qualifications, knowledge, skills, abilities, and experience; interviews; and relevant demonstrations of skill or experience.

Human resources planning is integrated with the overall institutional planning efforts of the college. In 2001, CSM began a strategic planning initiative, which currently serves as a roadmap for planning, decision making, and resource allocation. The Strategic Planning Committee developed strategic objectives—formerly referred to as college goals—which are reflective of the major directives and initiatives that have been adopted by the college. For each objective, a series of action steps is created annually to address how each will be achieved (Ref. 4). According to Strategic Objective 5, “College of San Mateo will recruit, select, retain, develop and recognize faculty, staff and administrators to advance the mission and vision of the college” (Ref. 4, page 3).

The college follows established procedures for determining the need for a new classified position or for filling a vacancy in a classified position (Ref. 2). Human Resources staff members coordinate the recruitment, examination, and selection of classified personnel and also coordinate the preparation of all essential pre- and post-appointment documents involving the applicants and selected candidates. Once the classified position has been approved for filling, the hiring manager, usually in consultation with a three-member selection committee, develops the job announcement; during this period a Human Resources staff member reviews the selection and hiring process with the committee members. Once the hiring manager and a committee member who serves as an equal employment opportunity representative approve the job announcement, it is sent to Human Resources for distribution. Classified position job announcements appear online and in brochure format. However, before announcing a classified opening to the public, the classified position is advertised online in-house to enable current classified personnel to consider new opportunities within the district (Ref. 10).

Faculty selection committees must include at least one member who has been trained in equal employment opportunity guidelines in order to assist the committee in its compliance with equal employment opportunity policies and practices. According to the district's revised Selection Procedures for Faculty, selection committees for new faculty should include a diverse membership in order to bring a variety of perspectives to the assessment of applicant qualifications. The committees usually consist of four to five members, a majority of whom are faculty, and include at least one discipline expert, one member serving as the staff diversity representative, and the appropriate dean. Lacking a regular faculty member in the discipline in question, selection committees have reached out to discipline experts at sister colleges in the district or to other academic institutions

in the area. The Academic Senate Governing Council approves the composition of faculty selection committees (Ref. 3, page 6).

Selection committees for managerial positions vary in size and composition, depending on the scope of the manager's role in the administration of the college. Faculty, classified staff, students, and one or two administrators, serve on these selection committees. An administrator, appointed by the college president, and a faculty member, appointed by the Academic Senate, serve as co-chairs of the committee. As with classified and faculty hiring, a representative of Human Resources briefs the committee at its first meeting. Unlike classified and faculty selection committees, however, the Human Resources representative may advise the committee throughout its deliberations and attend committee meetings. Again, as in other hiring situations, a selection committee for managers is charged with developing the criteria for paper screening, the interview questions, and skills demonstrations the committee members deem appropriate.

As in the case of classified positions, once a faculty or administrative position has been approved for filling, the hiring manager and selection committee develop the job announcement, which appears in both online and brochure formats. The announcement includes a description of the college and the district, minimum qualifications, duties, and desirable attributes (Ref. 3, page 4). The president and the vice president of instruction approve instructional faculty position announcements, and the president and vice president of student services approve announcements for counseling faculty positions. Subsequently, the campus equal opportunity representative reviews announcements for non-discriminatory language.

Human Resources and the selection committee cooperate in determining the most effective distribution of the announcement to obtain a diverse pool of candidates. Committees can suggest placing announcements in professional or community publications to attract a broader pool of applicants. Faculty and administrative openings are sometimes listed in The Registry for California Community Colleges, Craig's List, Caljobs.ca.gov, and *The Chronicle of Higher Education*, which reaches a wide national readership. As a founding member of Northern California Higher Education Recruitment Consortium (HERC), the district, through the Office of Human Resources, posts openings on HERC's job listings database, which includes academic, administrative, and classified positions. HERC's membership is comprised of two dozen Northern California four-year institutions and 17 two-year college districts.

After the deadline for the submission of applications for a position has passed, Human Resources gathers the applications for transmission to the respective selection committees. The selection committee, using a checklist based on the job announcement, determines through the paper screening process that the candidates to be advanced to the next stage in the process have met the minimum qualifications in education or experience, have the desirable skills and attributes the committee had identified, and have fulfilled other qualifications that may be in the job announcement. The committee uses multiple measures in the screening process, which include interview questions that address the knowledge, skills, and abilities (KSAs) of each candidate as these relate to the duties and responsibilities of the position. In addition to an interview during the

screening process, faculty selection committees usually require a teaching demonstration, and/or some type of skills demonstration such as writing an essay (Ref. 3, page 8). A skills demonstration is also usually part of the screening process of managerial positions.

Regarding faculty and administrative positions at College of San Mateo, for more than a decade the college president has invited members of the selection committee to attend the finalists' interviews with the president and the appropriate vice president and to offer their observations on the finalists. (Ref. 3, page 11). The president and appropriate vice president assume that the knowledge, skills, and abilities of the finalists have been determined by the committee, and the purpose of the final interview by the president and appropriate vice president is to assess any other qualities that candidates might have that would make a significant contribution to the mission and goals of the department/program/unit, division, and college. The final recommendation to hire rests with the college president; the recommended candidate is forwarded to the Board of Trustees for final approval.

All new faculty and administrators are required to submit official transcripts in order to be hired. Prior to actual hiring, Human Resources verifies degrees held by candidates for faculty and administrative positions. Human Resources has a list of accredited degree-granting institutions in the United States. If the prospective employee holds degrees from non-United States institutions, it is the responsibility of the prospective employee to provide verification of the equivalency of the degrees and courses taken to degrees and courses at United States colleges and universities.

The back of the College Catalog lists all administrators and full-time faculty, the year they were hired, and the degrees they hold (Ref. 28, pages 179-187).

Assessment

College of San Mateo meets this standard. Human Resources is responsible for ensuring that hiring policies and procedures are consistently applied, continually reevaluating its employee hiring procedures in order to be more effective. The current vice chancellor for human resources, appointed in the summer of 2002, and his staff have been actively assisting in the opening phases of a committee's work, and announcing position openings in a timely fashion, which has proved very helpful to hiring committees. Selection committee members determine desirable attributes and professional competence of candidates for positions at the college. Committees screen applicants' papers, conduct interviews, and may require a demonstration of competence and knowledge in a field, for example, by a lecture or a workplace simulation.

In general, the majority of CSM employees highly value the integrity of the screening process. According to the 2005 accreditation survey of faculty and administration, 83 percent of respondents reported that the procedures and policies for hiring faculty are clearly stated (Ref. 5, question 20). Similarly in the 2005 accreditation survey of classified staff, 75 percent of respondents also agree or strongly agree that the classified hiring process is "clearly stated"; in addition, 84 percent of classified employees indicated their satisfaction with faculty at the college: "Overall, CSM provides a high quality learning experience for students" (Ref. 6, questions 28 and 43).

In addition to employees' satisfaction with the hiring process, community business leaders appear to be extremely satisfied with the quality of instruction provided by faculty who are eventually hired; in a survey of San Mateo County Business Leaders, respondents indicated their overall satisfaction with the quality of instruction, as 90 percent of respondents agree that CSM students are learning "the things that are important to know" (Ref. 7, question 2).

Plan for Improvement

None needed at this time.

III.A.1.b

The institution assures the effectiveness of its human resources by evaluating all personnel systematically and at stated intervals. The institution establishes written criteria for evaluating all personnel, including performance of assigned duties and participation in institutional responsibilities and other activities appropriate to their expertise. Evaluation processes seek to assess effectiveness of personnel and encourage improvement. Actions taken following evaluations are formal, timely, and documented.

Descriptive Summary

A systematic evaluation process is in place for all personnel at College of San Mateo. This process is covered in Board Policies and Procedures (Ref. 4) and in contracts negotiated with the various collective bargaining units: American Federation of Teachers (AFT) for faculty (Ref. 11), California State Employees Association (CSEA) for classified personnel (Ref. 12), and American Federation of State, County, and Municipal Employees (AFSCME) for facilities personnel (Ref. 13). The criteria for evaluation of faculty and administrators have been established in board policy (Ref. 9) and in contractual provisions for employees covered by collective bargaining. Evaluation of faculty is covered in Article 15, Performance Evaluation, of AFT Contract 04-07 (Ref. 11) and in Appendix G to the contract, Evaluation Procedures. Appendix G outlines the procedures for the evaluation of tenure-track, regular classroom, regular non-classroom, and adjunct faculty and provides samples of evaluation forms (Ref. 14).

After appointment, classified and administrative managers are evaluated on a biennial basis. If satisfactory or higher, they are evaluated annually by the immediate supervisor on the anniversary of their hire in the district; part of the comprehensive managerial performance evaluation process includes the circulation of a survey of the manager's peers, co-workers, faculty, and staff. The manager's supervisor then reviews the findings with the evaluatee (Ref. 8). A comprehensive performance evaluation is done every third year (Ref. 8). The instruments used to evaluate administrative personnel were revised in spring 2006 and have been in use since then.

Classified personnel are evaluated annually by the immediate supervisor on the anniversary of their hiring in the district. Categories for evaluation include quality of work, quantity of work, knowledge of work, dependability, organization of work, initiative, cooperation and professionalism, adaptability, use of time, and leadership. Monitoring of the evaluation of classified personnel is done at the district and the college office, program/unit, or division levels. Human Resources oversees the overall

coordination of classified evaluations and receives the notification that the process has been completed (Ref. 12). On a quarterly basis, Human Resources will remind managers of a classified employee's evaluation due date. Human Resources revised the evaluation instrument for classified employees in 2005.

According to District Rules and Regulations, the objectives of the evaluation process for faculty are "to improve instruction and other educational services" and "to evaluate individual performance as a basis for judgments regarding retention and nonretention" (Ref. 9). There are three major categories of faculty evaluation procedures: evaluation of tenure-track (contract) faculty, evaluation of permanent tenured faculty, and evaluation of adjunct faculty.

Tenure-track, or contract faculty, are evaluated annually for four years by a tenure review committee. The evaluation process is well defined and specific regarding the composition of the tenure review committee, the criteria used to evaluate the contract faculty member, procedures and timelines, and due process.

At least once every three years, permanent tenured faculty alternate between comprehensive and standard evaluations; a division-wide peer review committee chosen annually from the division full-time tenured faculty evaluates faculty. A comprehensive evaluation consists of student surveys, a peer observation, the division dean's evaluation, completion of a faculty portfolio, and a self-assessment or professional development plan. A standard evaluation consists of student surveys, the division dean's evaluation, and a self-assessment.

Adjunct faculty members are evaluated during the first semester of service and at least once every six regular semesters thereafter by full-time faculty in the adjunct's discipline. The evaluation process includes student surveys, a faculty portfolio, a classroom assessment by a full-time faculty member, an optional self-assessment, and a professional development plan.

The results of all faculty evaluations are formally communicated to the faculty member in a timely manner. After the faculty member signs the evaluation form, the documentation for the evaluation of tenure-track (contract) and permanent tenured faculty is transmitted from the division office to the instruction or student services vice president, as appropriate, who in turn transmits the documentation to Human Resources confirming that the timelines have been met, and, in the case of contract faculty, whether the tenure review committee has recommended the advancement of the faculty member to the next contract status or for tenure. In the case of tenured faculty, the appropriate vice president monitors the compliance of divisions with evaluation timelines and procedures and transmits the results to Human Resources for inclusion in the faculty member's personnel file.

Assessment

College of San Mateo meets this standard. An evaluation process is in place, mandated by board policy and, in the case of collective bargaining employees, also detailed in contractual provisions.

To improve job performance, the college has mechanisms for improvement. The evaluation process is monitored at several levels: division, college, and district.

In general, classified staff members appear to be satisfied with how their evaluations are conducted. According to the 2005 accreditation survey of classified staff, 64 percent of those polled deemed the classified evaluation process to be “fair and appropriate” (Ref. 6, question 29).

Faculty and administrators also appear to be generally satisfied with the evaluation process. According to the 2005 accreditation survey of faculty and administration, 63 percent indicated that the tenure review process is “systematic, timely, and fair”; 83 percent agree or strongly agree that faculty members “are evaluated in an appropriate and reasonable manner” (Ref. 5, questions 21, 29).

Plan for Improvement

None needed at this time.

III.A.1.c

Faculty and others directly responsible for student progress toward achieving stated student learning outcomes have, as a component of their evaluation, effectiveness in producing those learning outcomes.

Descriptive Summary

College of San Mateo faculty, both instructional and student services, were involved in the 2005-2006 academic year in developing student learning outcomes (SLOs) for their departments/programs/units and courses, and this involvement has continued.

Much of the preliminary work in developing student learning outcomes began with the efforts led by student services and its vice president in fall 2003, and during the academic year 2003-2004, first drafts of student learning outcomes for the units in student services were finalized. By fall 2004, a College Assessment Committee (CAC), a subcommittee of the Academic Senate, was formed and the college-wide effort on SLOs began. Aiding the faculty and staff in developing SLOs and facilitating the overall task is the student learning outcomes and assessment coordinator, a member of the faculty who was appointed to this part-time position in late 2004.

After two years of working with faculty and staff in developing SLOs at the college, in 2006 the assessment coordinator was able to report that, among other things, more department and course SLOs were being posted to the college assessment/SLO website (Ref. 15), and program reviews due in 2006 included SLOs. The College Assessment Committee identified electronic portfolios (eportfolios) as one possible means of assessing the college’s ISLOs.

As of May 1, 2007, of the 79 instructional departments or programs at College of San Mateo, 26 had developed department or program SLOs, and 45 departments or programs had developed SLOs for at least one of their courses. All student services had developed SLOs for their units. The College Assessment Committee urged that all

departments/programs/units that already have department/program/units SLOs complete the matrix that aligns their SLOs with the Institutional SLOs by May 15. Those departments/programs that had yet to develop department/program-level SLOs were urged to begin to do so by May 15 and by September 15 were asked to have the matrices completed. The goal is that by the September date each department, program, and unit will have completed the alignment matrix (Ref. 30).

The college has made substantial progress in developing SLOs. The process of incorporating them into the official course outlines that are kept on the college website, in the Office of Instruction, and into course syllabi, has likewise proceeded. Beginning spring 2006, new or revised course outlines must include SLOs, and the form used for course outlines reflects this development. Consequently, new, revised, and updated course outlines all have SLOs. The tasks of developing SLOs for other existing courses or updating previous course outcomes into appropriate student learning outcomes remain.

College of San Mateo has made a concerted effort to ensure that faculty and staff will be effective in assessing student learning outcomes. To this end, faculty and staff have collaborated in a number of student services unit, department, and program meetings to develop SLOs and have attended workshops to help them in articulating and assessing SLOs. However, having SLOs as an identified component of faculty evaluations is a contractual matter; currently, SLOs are not specifically a part of the evaluation process.

Assessment

College of San Mateo partially meets this standard. Faculty members are engaged in dialogue to articulate SLOs, and a number are assessing specifically identified outcomes. As faculty and staff become more familiar with assessment techniques, they will measure student learning more systematically, thus improving teaching methodologies and learning outcomes. However, the current instruments used in evaluating faculty do not yet include student learning outcomes. For example, the student questionnaire does not ask the student whether the instructor has met the learning outcomes of the course or whether the student feels he/she acquired the learning outcomes set forth by the instructor for the course. Likewise, the form used by the evaluator for classroom observation emphasizes competence of the instructor in a classroom setting and knowledge of subject matter, but does not specifically address student learning outcomes.

After student learning outcomes are fully assessed and integrated into program reviews, course outlines, and syllabi, they should eventually be incorporated into faculty evaluations; SLOs may need to be incorporated into other employee evaluations as well. Student learning outcomes, if they are to be a component of evaluation, need to be incorporated in the instruments used in the evaluation process. This will entail collective bargaining, most significantly where faculty are concerned.

Plan for Improvement

- Work with Human Resources staff and collective bargaining representatives to include SLOs as a component in the evaluation process, as appropriate.

III.A.1.d

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

Descriptive Summary

As far as academic employees are concerned, the Academic Senate Governing Councils at the colleges in the district adopted the Statement on Professional Ethics of the American Association of University Professors (AAUP), after this statement was amended and recommended by the Academic Senate of the California Community Colleges at its spring conference in 1988. Among other things, this five-part statement includes the following passage: “Faculty members demonstrate respect for students as individuals and adhere to their proper roles as intellectual guides and counselors. Faculty members make every reasonable effort to foster honest academic conduct and to assure that their evaluations of students reflect each student’s true merit. They respect the confidential nature of the relationship between faculty member and student. They avoid any exploitation, harassment, or discriminatory treatment of students” (Ref. 16).

Assessment

College of San Mateo partially meets this standard. The statement on professional ethics is one of the documents making up the tenure review packet for new faculty. As part of the process, the chair of the tenure review committee reviews the statement on professional ethics with the new faculty member. Also, the statement can be found in the 2005-2006 Faculty Handbook (Ref. 17, page 94). Apparently, no other statement on professional ethics exists for non-faculty personnel.

Related to this matter is the ongoing district-wide discussion on a district mutual respect policy. The District Shared Governance Committee spent months drafting a policy, but last year following considerable discussion over a period of time, it was decided to abandon the adoption of a written policy.

Plan for Improvement

- Work with college and district personnel to develop a code of professional ethics for non-teaching personnel.

III.A.2

The institution maintains a sufficient number of qualified faculty with full-time responsibility to the institution. The institution has a sufficient number of staff and administrators with appropriate preparation and experience to provide the administrative services necessary to support the institution’s mission and purposes.

Descriptive Summary

College of San Mateo maintains a sufficient number of faculty, administrators, and classified staff to support its instructional mission and purposes. In 2006-2007, College of San Mateo had a full-time equivalent (FTE) of 403.18 employees, of which 253.92

FTE were faculty, 132.66 FTE classified staff, and 16.60 FTE administrators. As of fall 2006, the academic staff is comprised of 160 full-time contract faculty; 67 post-retirement faculty or part-time contract faculty who are teaching or counseling part-time; and 234 adjunct faculty (Ref. 25).

Both the district Human Resources and the college ensure that faculty are qualified to provide a broad spectrum of quality education, encompassing courses in general education, lower-division transfer programs, occupational education and training programs, developmental or remedial education, and student services; similarly, both the district Human Resources and the college work to ensure a sufficient number of administrators and classified staff with appropriate preparation and experience to effectively support the college's instructional mission and purposes.

Each administrator possesses appropriate experience and preparation to effectively guide college operations, instruction, student services, and administrative services. Since the last accreditation self study, the number of managers at the college has remained the same although some administrative responsibilities have been realigned among managers. The policy of managed hiring, initiated during the hiring freeze of 2002-2003, resulted primarily in fewer classified personnel. However, since that time the number of classified employees has increased by 16 percent; that is, from 101 in 2003-2004 to 117 in 2006-2007.

The State Academic Senate has established the state-mandated 75/25 full-time to part-time faculty ratio as a minimum standard. Several programs at College of San Mateo, however, fall short of this ratio. Adjunct faculty members mostly, if not entirely, staff programs such as ethnic studies, American Sign Language, Italian, and geography, and library personnel have expressed a need for additional full-time librarians.

Assessment

College of San Mateo partially meets this standard. Since the last self study, the college appears to have sufficient staffing levels of classified staff and administrators to enable the institution to attain its institutional mission and goals. However, the need for full-time faculty remains in the case of certain disciplines and services. The issue is a complex one, compounded by escalating housing costs in the Bay Area, which make recruiting and hiring diverse and qualified faculty increasingly challenging. But more full-time faculty members are needed to carry out faculty obligations such as program review, course revisions, faculty evaluation, and committee service.

Some programs, as noted above, have become dependent upon part-time faculty. These and other programs would not be viable were it not for the presence of part-time faculty. Still, a program's continuity, standards, and visibility in the campus community to some extent depend upon the presence of full-time faculty. Also, certain obligations, such as faculty evaluations and membership on selection and Academic Senate committees, fall upon full-time faculty. The consequence is that, in some instances, these responsibilities have been taken up by adjunct faculty members who have volunteered to help.

Plan for Improvement

None needed at this time.

III.A.3

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

Descriptive Summary

The San Mateo County Community College District Board of Trustees systematically establishes and implements personnel policies, procedures, and rules and regulations regarding employment to ensure fairness in the employment process. All district policies and procedures, including those related to employment, are available for information and review on the district website (Ref. 1). The Office of Human Resources maintains all personnel policies and procedures for the college and makes them available for review on the district Human Resources website (Ref. 18). Administrators are responsible for maintaining written copies of these policies and procedures, including a current copy of the District Rules and Regulations (Ref. 1), and for making them available for review by faculty and classified staff. Administrators are also responsible for administering these policies and procedures.

Assessment

College of San Mateo meets this standard. All policies and procedures can be found on the district and Human Resources websites, in the Office of Human Resources, and in administrative offices.

Plan for Improvement

None needed at this time.

III.A.3.a

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

Descriptive Summary

College of San Mateo establishes and adheres to written policies ensuring fairness in all employment procedures. Those policies and procedures are available under Human Resources on the district webpage (Ref.1). Included among these policies are those on equal employment opportunities, hiring, equivalency, sexual harassment, and unlawful discrimination. Working within board policy, the Office of Human Resources implements these policies and develops procedures to ensure such policies are equitably and consistently administered.

To ensure fairness in the hiring process of all college employees, a member of the Human Resources staff meets with each selection committee to conduct an orientation. Included in the orientation are reminders of the district's confidentiality within the selection process and its policy on Equal Employment Opportunity that the district is "an equal opportunity employer that shall provide an educational and work environment in which no person is denied access to, or the benefits of, any program or activity of the

District on the basis of ethnic group identification, national origin, religion, age, gender, sexual orientation, race, color, or physical or mental ability. This includes District decisions about employment, retention, compensation, promotion, termination and/or other employment status” (Ref. 19). Also included in the orientation are descriptions of procedures put into place to ensure that all applicants are treated equally and fairly without adverse impact (Ref. 2, 3, 18).

Assessment

College of San Mateo meets this standard. The Office of Human Resources rigorously monitors the selection and hiring process to determine if board policy is being followed. Human Resources also works to ensure that the hiring process is updated with any changes in District Rules and Regulations and, when necessary, contractual provisions. The Office of Human Resources also continues to evaluate and refine the employee process through feedback from district and college personnel.

Generally, faculty, administrators, and classified staff seem satisfied that current employment policies and procedures ensure fairness. According to the 2005 accreditation survey of faculty and administration, 83 percent of respondents indicated that the procedures and policies for hiring faculty are clearly stated (Ref. 5, question 20). Furthermore, 75 percent of respondents in the 2005 accreditation survey of classified staff agree or strongly agree that the procedures and policies for hiring classified staff are “clearly stated” while 64 percent of classified staff believe that performance evaluations of classified staff are “fair and appropriate” (Ref. 6, questions 28, 29).

Plan for Improvement

None needed at this time.

III.A.3.b

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

Descriptive Summary

Permanent personnel records are securely maintained and kept confidential in a locked location within the San Mateo County Community College District Office of Human Resources. Employee personnel files, which are stored permanently, are generally paper files; however, student and short-term hourly classified records are stored electronically. Personnel records of part-time faculty are maintained in the appropriate division office. Employees can call ahead to review the contents of their personnel file. Human Resources does not release any personal information without a signed consent form from the employee.

Assessment

College of San Mateo meets this standard. The college works with the district office to ensure the security and confidentiality of records for which the college and the district are responsible.

Plan for Improvement

None needed at this time.

III.A.4

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

Descriptive Summary

The San Mateo County Community College District and its three colleges—College of San Mateo, Cañada College, and Skyline College—demonstrate through policies and practice an appropriate understanding of and concern for issues of equity and diversity.

Board Policy on Equal Employment Section 2.20 states: “The San Mateo County Community College District is committed to equal employment opportunity and full recognition of the diversity of cultures, ethnicities, language groups and abilities that are represented in its surrounding communities and student body” (Ref. 19).

For its part, College of San Mateo, through its Strategic Planning Committee, has developed strategic objectives—formerly referred to as college goals—which include diversity and are reflective of the college’s Mission, Values, Vision, and Diversity Statements (Ref. 4). For each objective, a series of action steps is created annually to address how each will be achieved. One of the college’s main goals or strategic objectives is diversity: “College of San Mateo will promote a diverse learning and working environment that encourages tolerance, mutual respect, and the free exchange of ideas” (Ref. 4, Strategic Objective 3). To achieve this objective, the college has an action step, which is “to work in conjunction with the Human Resources department to promote the hiring of faculty and staff that reflects the diversity of CSM’s community” (Ref. 4, Strategic Objective 3e).

In addition, the college has included in its Diversity Statement the following:

College of San Mateo endorses, supports and actively pursues a policy of inclusiveness that recognizes, values and reflects the diversity of the community we serve, the professionals with whom we serve, and the subject matter we impart (Ref. 20).

This statement emphasizes that for the college to thrive as an academic institution, it must foster learning and support a working environment that encourages multiple perspectives as well as the free exchange of ideas. In addition, the college must constantly evaluate its progress and encourage the support of the community to achieve these goals.

Assessment

College of San Mateo meets this standard. Through its policies and practices, the college

demonstrates an appropriate understanding of and concern for issues of equity and diversity.

Administrators, faculty, and classified staff are generally satisfied with the development and implementation of policies and procedures regarding issues of equity and diversity. According to the 2005 accreditation survey of faculty and administration, 79 percent of respondents agree or strongly agree that “Diversity (in regard to gender, ethnicity, and age) is actively promoted on campus” (Ref. 5, question 66); furthermore, in the 2005 accreditation survey of classified staff, 87 percent of respondents agree or strongly agree that the college has provided them with opportunities to increase their understanding of diversity and “Diversity is actively promoted on campus” (Ref. 6, questions 54, 55).

Plan for Improvement

None needed at this time.

III.A.4.a

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

Descriptive Summary

College of San Mateo is committed to providing appropriate programs, practices, and services that support its diverse personnel. The college’s Vision Statement includes the following, which supports the previously mentioned Diversity Statement: “College of San Mateo will endorse, support and actively pursue a policy of inclusiveness that recognizes, values and reflects the diversity of the community we serve, the professionals with whom we serve and the subject matter we impart” (Ref. 21). In addition, the college’s Values Statement says: “We believe in fostering sensitivity to, respect for and appreciation of the individual differences among the college’s diverse students, faculty, and staff” (Ref. 22).

To implement board policy and to achieve the objectives articulated in the college’s Mission, Diversity, Vision, and Values Statements (Ref. 31), the Diversity In Action Group (DIAG) serves as College of San Mateo’s institutional committee. Since September 2004, its members have been advising the president in matters relating to diversity. DIAG replaced the College Diversity Advisory Committee, which formerly had this function. DIAG has frequent meetings, usually on a monthly basis, and has promoted discussion on such issues as race and ethnicity, gender, diversity in the curriculum, and retention of historically under-represented students. The dean of enrollment services has been instrumental in initiating and coordinating DIAG’s activities since its inception. All members of the college community are welcome to participate in the meetings of DIAG (Ref. 29).

Several years ago, DIAG began to coordinate Campus Conversations on Diversity, which, in turn, developed out of brown-bag discussions following talks given by speakers invited to campus to participate in the President’s Speakers Series on Diversity. College psychologists have facilitated these discussions. With the theme of diverse voices in writing, this series, coordinated by the dean of language arts, has continued since 2005 as

the President's Lecture Series: Diverse Voices in Writing; it now focuses on authors and is funded through a private family charitable trust. Among the authors featured in the last two years have been Vicki Ward, Khaled Hosseini, Anne Lamott, Gary Soto, Daphne Muse, Tobias Wolff, Bharati Mukherjee, Alejandro Murguia, Paul Ehrlich, Jeanne Wakatsuki Houston and James Houston, Al Young, and Robert Sapolsky (Ref. 23). DIAG has also sponsored or coordinated other programs, including cultural events and talks. Faculty members strongly encourage their students to attend these campus discussions and programs by requiring written reports and providing extra credit to their students for attendance.

To keep the College of San Mateo staff apprised of relevant events, DIAG publishes a Diversity Calendar of Events. Among the diversity events sponsored by DIAG in 2006-2007 were the film *A Day without a Mexican*, followed by a discussion led by a faculty member; the film *Brokeback Mountain*, again followed by a discussion period; and a discussion on "African-American Male Students at CSM: A Personal Perspective." In addition, DIAG cooperated with the College of San Mateo Library and the San Mateo County Libraries' One Book, One Community Initiative with a campus dialogue on *The Kite Runner*. These cultural, community, and informational events illustrate the commitment of College of San Mateo to an appreciation and understanding of equity and diversity in contemporary society and on campus.

College of San Mateo personnel have also been participating in the diversity training program of the Museum of Tolerance (MOT) in Los Angeles (Ref. 24). This program grew out of a proposal made by the District Faculty and Staff Diversity Advisory Committee (FASDAC) and began in December 2000. FASDAC, with representation from each college, coordinated the effort with its campus counterparts through the Office of Human Resources. FASDAC's primary role has been to advise the chancellor on matters relating to diversity and equity in the colleges and the district, especially in the area of staffing. Each campus, including the district office, sends five individuals twice a year: two classified employees and three individuals who are either faculty or administrators. The Museum of Tolerance has become a leader in transformational workplace training through its Tools for Tolerance program for professionals.

New participant groups in MOT training are debriefed at a meeting, usually held at the district office, on their experience, providing an opportunity to decompress after the intensive program in which they have participated. Later, they join previous participants in the MOT program in periodic meetings to assess how the program has had an effect upon them and their college. In spring 2007, the fourteenth group of district employees attended MOT training, bringing the total of district personnel who have participated in MOT training to approximately 280, of which one-fourth have come from College of San Mateo. While the district is committed to the onsite MOT training program, there is the possibility, as indicated below, of developing a train-the-trainer program in which MOT participants would replicate some of the training at their colleges.

In fall 2002, FASDAC became the Equal Employment Opportunity Advisory Committee (EEOAC). Changes in state law due to Proposition 209 concerning affirmative action and a subsequent court decision required amendment of district policies and procedures as well as the change in the district advisory committee's name.

In addition, the district's Office of Human Resources has acquired MEET on Common Ground, a diversity awareness training program, as a possible tool to be used in orienting selection committees as they begin their work. In connection with this, a retired College of San Mateo faculty member, lately the coordinator of the international students program, has been appointed coordinator of the district's diversity training program and will be facilitating discussions with the objective of holding a professional development workshop on diversity in the workplace.

Assessment

College of San Mateo meets this standard. As a college in the San Mateo County Community College District, it is an equal opportunity employer. Diversity language is required in all job announcements.

The college has been highly committed to supporting programs and practices that promote an appreciation of diversity within the college and beyond. The efforts of DIAG and the President's Lecture Series encourage dialogue and communication and promote understanding of issues relating to diversity and equity. The district has been supportive of programs such as the Museum of Tolerance training to heighten awareness of diversity issues. The MEET on Common Ground program is being implemented by the Office of Human Resources in coordination with the colleges in the district and the newly-appointed coordinator of diversity training.

On the district level, the Equal Employment Opportunity Advisory Committee may be preempted by the appointment of a district coordinator of diversity training. With the demise of affirmative action as a policy and the appointment of a diversity training coordinator, this committee needs to know what its mission should be, if any, in the aftermath of Proposition 209. Remaining members of the EEOAC, two of whom are from College of San Mateo, have expressed interest in meeting with the diversity training coordinator and a representative of the Office of Human Resources to reexamine and revitalize the role of the EEOAC in district diversity matters.

Plan for Improvement

- Clarify the roles of the college's Equal Employment Opportunity Advisory Committee and the district coordinator of diversity training.

III.A.4.b

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

Descriptive Summary

College of San Mateo's Diversity Statement, noted above, declares: "[W]e are consciously guided by our priority to achieve broad inclusiveness and afford equal opportunity to all We constantly evaluate our progress, and we gratefully acknowledge and welcome the support of the community in our efforts to achieve our goals" (Ref. 20).

The Office of Human Resources, which in the past prepared a report on diversity for the State Chancellor's Office, keeps track of the progress of the college as described in the Diversity Statement above. Although the Office of Human Resources still collects statistics on diversity and employment equity, it does not, in light of the passage of Proposition 209, carry out any type of assessment of this data.

To ensure employment equity, the district does follow Equal Employment Opportunity policy in all its hiring procedures. In CSM's hiring processes, selection committees consider the fact that employees need to reflect more closely the college's student population. Informal and formal discussions of the college's progress in employment equity and diversity have taken place under the auspices of DIAG.

Assessment

College of San Mateo meets this standard. The district follows Equal Employment Opportunity policy in all its hiring procedures. For instance, all screening committees for full-time faculty must include a staff diversity representative to ensure compliance with fair hiring guidelines. Also, screening committees are charged with selecting candidates who demonstrate sensitivity and ability to work with persons from diverse backgrounds.

One way to assess diversity at CSM is to determine the diversity of the college community. CSM's Institutional Research Office and the district's Office of Human Resources maintain statistics on district and college employee demographics. In fall 2006, of the 667 employees at College of San Mateo, 63 were Asian/Pacific Islander; 19, Filipino; 30, African American; 51, Latino/Hispanic; and 4, Native American. There were 324 females (all groups) and 251 white males (Ref. 25).

Since the last self study, College of San Mateo has increased the number of employees of color although the diversity of its personnel still does not mirror the diversity of the college's student population. Problems, such as the cost of available housing in the area, may at times explain an insufficiently diverse applicant pool when a position opens. In an effort to address the cost of housing, the district has constructed affordable apartments and made them available to employees—classified staff, faculty, and administrators.

Plan for Improvement

None needed at this time.

III.A.4.c

The institution subscribes to, advocates, and demonstrates integrity in the treatments of its administration, faculty, staff, and students.

Descriptive Summary

College of San Mateo has many established policies and procedures in place to ensure that personnel and students are treated fairly. These policies and procedures are available on the District Rules and Regulations webpage (Ref. 1) and in contracts negotiated with various collective bargaining units. Included among these policies are

those on equal employment opportunities, hiring, equivalency, sexual harassment, and unlawful discrimination. Working within board policy, the Office of Human Resources and administrators implement these policies and develop procedures to ensure such policies are equitably and consistently administered. The contract of the California State Employees Association (CSEA) covers grievance and performance evaluation procedures for classified personnel (Ref. 32), and the Faculty Handbook includes statements on professional ethics and academic freedom (Ref. 17, pages 94, 95). To ensure fair treatment of students, the Student Handbook, included in the College Catalog, also provides students with grievance procedure information (Ref. 28).

In addition to policies and procedures, the college's shared governance structure ensures that faculty, classified staff, students, and administrators each have advocates for their respective points of view. District Rules and Regulations assures fair treatment of administrators, academic supervisors, and non-represented employees (Ref. 1). Advocacy groups for faculty are the Academic Senate and the American Federation of Teachers Local 1493, CSEA for classified staff, and Associated Students of the College of San Mateo for students.

Assessment

College of San Mateo meets this standard. District Rules and Regulations guide the institution's treatment of its administration, faculty, classified staff, and students. By its strict adherence to policies and procedures, the Office of Human Resources and the college demonstrate integrity in the treatment of personnel and students. Furthermore, through its shared governance structure and different constituencies, the college provides advocacy for its personnel and students. The 2005 accreditation survey of classified staff revealed that 73 percent of respondents believe that "There is high respect for Classified Staff in my area" while 91 percent agree or strongly agree that "My area treats students in a fair and ethical way" (Ref. 6, questions 34, 35).

Faculty seem to agree with classified staff that they, too, are treated fairly. According to the 2005 accreditation survey of faculty and administration, 71 percent of respondents reported that "Overall, there is a climate of mutual trust and respect among faculty and administrators" (Ref. 5, question 16).

Plan for Improvement

None needed at this time.

III.A.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.

Descriptive Summary

The district and college provide all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission. Unlike some colleges in other districts, however, College of San Mateo does not yet have a specific staff development office. While there are no specific professional development activities planned by the college, as once was the case on college and district flex days,

“flexible flex” is the current practice. The term “flexible flex” means that faculty, whether full-time or adjunct, can fulfill flex day professional development responsibilities on days other than designated flex days, including opening day activities at the beginning of each fall semester. Such activities also include conferences, meetings, and workshops attended by the faculty member on his/her own time and at his/her own expense, except for conference registration fees. Flex days are scheduled to provide faculty with the opportunity to engage in professional development-related activities such as working on student learning outcomes or attending college, division, and departmental meetings. By contract, there are four flex days per academic year with two flex days per semester.

Assessment

College of San Mateo meets this standard. While no specific professional development activities have been created and scheduled by the college, CSM has encouraged participation in professional growth and development through short-term and long-term activities on the part of managers, classified staff, and faculty. In fact, the survey of classified staff indicates that 82 percent of respondents are aware of opportunities to attend conferences, workshops, or training (Ref. 6, question 31). Similarly, 79 percent of faculty report that they have opportunities to attend conferences, workshops, or training (Ref. 5, question 31).

Plan for Improvement

None needed at this time.

III.A.5.a

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

Descriptive Summary

The district and college encourage professional development for managers, classified staff, and faculty. Personnel are encouraged to apply for short-term and long-term activities related to their work at the college—activities such as workshops, professional meetings, seminars, and college-level courses. If recommended by the respective professional development committees for managers, classified employees, and faculty, the college funds these activities. Professional development activities for faculty are funded at an amount based upon one percent of the district budget for regular and third- and fourth-year contract academic faculty. In addition, the district Board of Trustees offers faculty a Trustees’ Fund for Program Improvement to support the ongoing effort of improving the educational programs and services at the college (Ref. 33).

All college personnel have opportunities to increase their technological proficiency through courses regularly offered by the district’s Center for Teaching and Learning (CTL). CTL staff members provide individual assistance to faculty regarding online courses, computer-related issues, and digital technology (Ref. 26). The district regularly provides training for district users in such programs as Banner, the college’s online management system software.

Among the plans for the college as it evolves into the twenty-first century is the Center for the Scholarship of Teaching and Learning (SoTL) Scholars Program, which serves, in

effect, a staff development function for faculty. This voluntary program, which is being piloted in the 2007-08 academic year, is focused on faculty development with an emphasis not on discipline-based scholarship but rather on pedagogy, meaningful assessment, and student learning. The SoTL Scholars Program, an initiative that seeks the goal of improved student learning, encourages, supports, and publicizes course-focused research projects that are faculty-defined and implemented. It also carefully fosters an interdisciplinary community of conversation and engagement centered on teaching and learning. This community supports and enhances both the inquiry of individual faculty and a more evidence-based approach to teaching generally (Ref. 27).

The Center for the Scholarship of Teaching and Learning is not intended to replace the current professional development program; rather, the SoTL Scholars Program is intended to complement that program. Faculty need support keeping up with research in their disciplinary fields. The program has a part-time coordinator and a number of faculty members who will receive release time to work on projects and to share information with others on campus and in the broader community. Each year, a new group of scholars will be selected, thus providing an opportunity for many faculty members to get involved. The SoTL program will also sponsor events for faculty, staff, and administrators to get together and discuss issues around teaching and learning.

Also available to full-time faculty are extended leave (sabbatical) opportunities. The applicants for such leaves submit their requests early in the spring semester for leave to be taken the following year, either for one semester or for the entire academic year. The Professional Development Committee receives the applications, reviews them, determines their relevance to the mission of the college as well as to the professional growth of the applicant, and forwards its recommendations to the president of the college.

In addition, faculty can participate in the Great Teachers' Seminar that takes place each summer, sponsored by the Community College League of California, the Faculty Association of California Community Colleges, and the Academic Senate for the California Community Colleges. For several years, one faculty member from College of San Mateo has been selected to participate. The college's Academic Senate Governing Council makes recommendations for a faculty participant.

Since 1985, a classified staff development program has existed through the Office of Human Resources. In a given fiscal year, classified personnel currently may be reimbursed up to a maximum of \$325 per conference workshop and a maximum of \$700 for tuition and related expenses for college work towards a degree. In addition, classified personnel hold a retreat every spring.

For administrators, the district has allocated in recent years around \$4,500 per fiscal year for management development activities for College of San Mateo managers. These activities have included participation in librarians' conferences, registrars' workshops, and nursing administrators' meetings. Also, under the auspices of the district Office of Human Resources, monthly meetings of management personnel have taken place to discuss such work-related matters as collective bargaining, state-mandated but non-funded programs, and sexual harassment in the workplace.

Assessment

College of San Mateo meets this standard. As mentioned above, no specific professional development activities have been created and scheduled by the college. However, CSM continues to encourage participation in professional growth and development through short-term and long-term activities on the part of managers, classified staff, and faculty.

Plan for Improvement

None needed at this time.

III.A.5.b

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

Descriptive Summary

Members of College of San Mateo's Professional Development Committee for faculty meet to evaluate proposals submitted for funding. Recipients of extended professional development activities or sabbaticals are required by the AFT contract to submit documentation within thirty days of their return to regular duties, verifying that the sabbatical project was completed and including a report on what was accomplished. This documentation is submitted to both the chair of the Professional Development Committee and the president of the college. If necessary, the Professional Development Committee may request further documentation to confirm the completion of the sabbatical project. Ultimately, the reports on sabbaticals are kept in the archives of the College of San Mateo Library for future reference.

A designated member of the classified staff reviews classified proposals for staff development. The CSM Management Development Committee reviews management requests and, if approved, forwards these to the president.

Assessment

College of San Mateo partially meets this standard. The faculty Professional Development Committee reviews faculty applications for long-term and extended professional development and makes determinations as to whether an activity is an appropriate one to be funded, basing its decision, among other things, upon the activity's relation to the mission and programs of the college, the time period involved in the proposal, and the relevance to professional growth.

An evaluation of management and classified development activities and their subsequent use as a basis for improvement, however, is not systematically done. Nor does the faculty Professional Development Committee evaluate the activities in which faculty have engaged. However, since faculty members choose their own flex activities on the basis of professional interest, faculty are expected to share best practices with colleagues and to incorporate what they have learned in their professional development activities into their classes and curriculum.

Plan for Improvement

- Develop a mechanism to evaluate and, if needed, improve the college’s professional development programs.

III.A.6.

Human resource planning is integrated with institutional planning. The institution systematically assesses the effective use of human resources and uses the results of the evaluation as the basis for improvement.

Descriptive Summary

Human resource planning has been fully integrated into the overall institutional planning efforts of the college. As previously noted in this standard, in 2001 CSM began a strategic planning initiative, which has since served as a guide for planning, decision making, and resource allocation. The Strategic Planning Committee subsequently developed strategic objectives—formerly referred to as college goals—which are reflective of the major directives and initiatives that have been adopted by the college (Ref. 4). For each objective, a series of action steps is created annually to address how each will be achieved.

College Council assesses the action steps for each strategic objective annually to determine which of them have been most effective in moving the college forward and to identify new efforts for the next year. The first strategic objective includes human resources planning with the intent to match the college’s programs and services to the evolving needs and expectations of its students and community. One of the action steps outlined with this objective is “to use the results from annual program review for program improvement, staffing, and instructional equipment allocation” (Ref. 4, Strategic Objective 1d).

CSM systematically monitors the need for program staffing and improvement by regularly assessing the results from annual program reviews and other needs assessments done by the college. The instructional program review document describes the department’s or program’s mission, enrollment patterns, full-time to part-time faculty ratios, retirements, and state mandates, if appropriate. The student services program review document, using data obtained from surveys and other sources, identifies needs, including staffing, for the following year. With the information obtained from program review, faculty members of each division prioritize requests for full-time faculty positions and use the results of the program reviews as the basis for program improvement. The vice president of instruction annually summarizes program review information for use by instructional administrators to make recommendations regarding hiring of full-time instructional faculty and purchasing of equipment, instructional materials and software, and furniture. Student services needs for faculty are also taken into account in developing college hiring recommendations.

Hiring of faculty at the college occurs through a shared governance process. Recommendations for faculty hiring are initially made at the division level; then the instructional administrators along with the Academic Senate president and the dean of counseling/advising and matriculation review and prioritize faculty staffing needs based

on program review, retirement, program growth and needs, and enrollment. President’s Cabinet then reviews these recommendations, as does the college’s Budget Subcommittee. College Council also reviews the recommendations, as well as the shared governance process leading to the recommendations, and forwards the final recommendations to the president. Classified staff needs are forwarded through the deans to President’s Cabinet and are subsequently reviewed by the Budget Subcommittee; again, the final hiring recommendations are forwarded to the president. When an administrative opening occurs, the college president determines whether the position should be filled, based on a needs assessment by President’s Cabinet.

Assessment

College of San Mateo meets this standard. Human resource planning is fully integrated with institutional planning through the program review process. While no formal written human resource plan exists, the college has a systematic process in place to help determine faculty and classified hiring needs at the division/program/unit level and management needs at the college level. As outlined in the college’s first strategic planning objective, managers and division deans use the results from annual program reviews to systematically assess program improvement and faculty and classified staffing needs.

Plan for Improvement

None needed at this time.

Evidence– Standard III.A

Ref. #	Title of Document	Source
1	SMCCCD Portal District Information Rules and Regulations	< http://www.smccd.net/portal/District Information/Forms/AllItems.aspx > (Click on Rules and Regulations)
2	Classified Staff and Managers’ Selection Procedures	< http://smcweb.smccd.net/portal/Human Resources/Selection Committee Information/Classif Mgmt Selection Procedures Final 05-04.pdf >
3	Faculty Selection Procedures	< http://smcweb.smccd.net/portal/Human Resources/Selection Committee Information/Faculty Selection Procedures 5-04.pdf >
4	College of San Mateo Strategic Objectives and Action Steps, 2006-2007	< http://www.collegeofsanmateo.edu/csminternal/re sources/reference_backup/Strategic Objectives & Action Steps 06-07.pdf >
5	CSM Accreditation Survey – Faculty and Administration, Fall 2005	< http://www.smccd.net/accounts/csmresearch/Acc reditation Related Surveys/Faculty/Faculty All Responses.pdf >
6	CSM Accreditation Survey – Classified Staff, Fall 2005	< http://www.smccd.net/accounts/csmresearch/Acc reditation Related Surveys/Staff/Staff All Survey Items.pdf >
7	CSM Accreditation Survey – San Mateo County Business	< http://www.smccd.net/accounts/csmresearch/Acc reditation Related Surveys/Business >

	Leaders, Spring 2005	leaders/BusinessLeaders_All_Survey_Items.pdf >
8	District Rules and Regulations, 5.16, Managers: Evaluation	< http://smcweb.smccd.net/portal/DistrictInformation/Rules And Regulations/5_16.pdf >
9	District Rules and Regulations, 3.20, Evaluation of Faculty	< http://smcweb.smccd.net/portal/DistrictInformation/Rules And Regulations/3_20.pdf >
10	SMCCCD Human Resources Employment Opportunities	< http://www.smccd.edu/accounts/smccd/departments/humanresources/employment.shtml >
11	Agreement Between The Board of Trustees of San Mateo County Community College District and San Mateo Community College Federation of Teachers Local 1493, AFT, AFL-CIO, Article 15: Performance Evaluation Procedures	< http://smcweb.smccd.net/portal/DistrictInformation/Labor Documents/AFTCONTRACT04_07.pdf >
12	Agreement Between The San Mateo County Community College District and The California School Employees Association, Chapter 33, Article 14: Performance Evaluation Procedures	< http://smcweb.smccd.net/portal/DistrictInformation/Labor Documents/CSEA Contract 2004-2007 updated 2006.doc >
13	Agreement Between The Board of Trustees of San Mateo County Community College District and Local 829, Council 57 American Federation of State, County and Municipal Employees (AFSCME), AFL-CIO, July 1, 2004 – June 30, 2007	< http://www.smccd.edu/portal/DistrictInformation/Forms/AllItems.aspx?R > (Click on Labor Documents)
14	Agreement Between The Board of Trustees of San Mateo County Community College District and San Mateo Community College Federation of Teachers Local 1493, AFT, AFL-CIO, Appendix G: Evaluation Procedures, page 60	< http://www.smccd.edu/portal/DistrictInformation/Forms/AllItems.aspx?R > (Click on Labor Documents)
15	Assessing Student Learning Outcomes	< http://www.collegeofsanmateo.edu/SLOAC/sl_deptPrograms.htm >
16	American Association of University Professors Statement on Professional Ethics	< http://www.aaup.org/AAUP/pubsres/policydocs/statementonprofessionalethics.htm >

17	Faculty Handbook, 2005-2006	< http://collegeofsanmateo.edu/csminternal/resources/reference_backup/Faculty_Handbook_0506.pdf >
18	Human Resources Policies and Procedures	< http://www.smccd.edu/accounts/smccd/departments/humanresources/policies.shtml >
19	SMCCCD Rules and Regulations, 2.20, Equal Employment Opportunity	< http://www.smccd.net/portal/District Information/Rules And Regulations/2_20.pdf >
20	College of San Mateo Diversity Statement	< http://collegeofsanmateo.edu/webpages/default.asp?WebPgID=191&CatID=1 >
21	College of San Mateo Vision Statement	< http://collegeofsanmateo.edu/webpages/default.asp?WebPgID=191&CatID=1 >
22	College of San Mateo Values Statement	< http://www.collegeofsanmateo.edu/webpages/default.asp?WebPgID=192&CatID=1 >
23	Flyer from Speakers Series	< http://www.collegeofsanmateo.edu/csminternal/images/lect_series >
24	Museum of Tolerance	< http://smcweb.smccd.net/portal/Lists/Caada Announcements/Attachments/116/Museum of Tolerance_About the Museum.htm >
25	Employee Counts for College of San Mateo: Email from Debbie Carrington in Human Resources	Hard copy available in standard box
26	Centers for Teaching and Learning	< http://www.smccd.edu/accounts/ctl/ >
27	The Scholarship of Teaching and Learning – Email from Jeremy Ball, Academic Senate President	Hard copy available in standard box
28	College of San Mateo Catalog, 2006-2007	< http://collegeofsanmateo.edu/files/01_cat_0607.pdf >
29	Committees - Diversity In Action Group (DIAG)	< http://collegeofsanmateo.edu/csminternal/?url=committees/currentedition.html >
30	Department/Program/Student Service SLOs and Institutional SLOs Alignment Matrix	< http://www.collegeofsanmateo.edu/SLOAC/docs_main/Matrix_to_align_ISLOs_with_dept-prog-ss_SLOs.pdf >
31	CSM's Mission, Vision, Values and Diversity Statements	< http://collegeofsanmateo.edu/csminternal/resources/reference_backup/College_Statements.htm >
32	Agreement Between the San Mateo County Community College District and the California School Employees Association, Chapter 33, Article 12: Grievance Procedure and Article 14: Performance Evaluation Procedures	< http://smcweb.smccd.net/portal/District Information/Labor Documents/CSEA_Contract_2004-2007_updated_2006.doc >
33	Trustees' Fund for Program	< http://www.collegeofsanmateo.edu/csminternal/re >

	Improvement	sources/resources file folder/trustees app revised 05-06.pdf >
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