

Standard III: Resources

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

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

A.1.a Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority. Criteria for selection of faculty include knowledge of the subject matter or service to be performed (as determined by individuals with discipline expertise), effective teaching, scholarly activities, and potential to contribute to the mission of the institution. Institutional faculty play a significant role in selection of new faculty. Degrees held by faculty and administrators are from institutions accredited by recognized U.S. accrediting agencies. Degrees from non-U.S. institutions are recognized only if equivalence has been established.

11001 **Description**

11002 The SMCCCD has developed policies for ensuring that all personnel are qualified by
 11003 appropriate education, training and experience to provide and support all programs and
 11004 services. These policies are outlined in the SMCCCD Rules and Regulations [R & R 3.1,
 11005 4.01, 5.04] and posted on the SMCCCD website.
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11007 These policies include, but are not limited to, providing full, objective and equal access
11008 for all applicants; actively seeking applicants who demonstrate the required technical
11009 expertise, competency, and sensitivity that will enable them to work effectively in a
11010 multi-cultural educational environment; compliance with all federal, state and local laws;
11011 ensuring participation by faculty, classified staff, and administrators in their respective
11012 roles throughout the process; providing training in equal opportunity and legal selection
11013 procedures so that fair and equitable treatment of all individuals can be assured; ensuring
11014 diversity on all screening committees; including a diversity-trained representative on all
11015 screening committees; and maintaining confidentiality throughout the process.

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11017 Guidelines for the selection of all employee groups—classified staff, full- and part-time
11018 faculty, and managers—have recently been revised (May 2004) and approved by the
11019 affected constituent groups and provide the general principles to guide the screening and
11020 selection of all new employees [“Faculty Selection Procedures” and “Classified Staff and
11021 Managers’ Selection Procedures”]. These guidelines cover development of the job
11022 announcement, selection of the screening committee, development of the assessment
11023 plan, screening application materials, screening candidates, recommendation of finalists,
11024 final interviews, reference checks, and candidate approval process.

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11026 District Human Resources staff work closely with screening committees to provide
11027 training for committee members and to assist in all steps of the selection process, starting
11028 with the job announcement. All job announcements provide a description of the District
11029 and Skyline College and include reference to institutional mission and goals. All job
11030 announcements emphasize the importance of an applicant’s being able to demonstrate
11031 sensitivity in working in a multi-cultural, multi-lingual educational environment.

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11033 Specific duties and responsibilities of each position are clearly outlined in all job
11034 announcements. Job announcements for faculty positions are written by the screening
11035 committee, which is composed of a majority of discipline experts, and clearly state
11036 minimum qualifications, as determined and published by the State Academic Senate. The
11037 announcement emphasizes the importance of discipline knowledge, current pedagogy,
11038 and commitment to student learning. Classified and managerial positions are based on
11039 the knowledge, skills and abilities needed to carry out the duties and responsibilities of
11040 the position in an effective manner.

11041 [Selection Guidelines]

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11043 District procedures ensure that faculty play a significant role in the selection of new
11044 faculty. Screening committees for faculty positions include at least three and no more
11045 than five members, a majority of whom are faculty, with a minimum of one discipline
11046 expert. Classified and management selection committees have at least three and no more
11047 than five members, (up to 9 members for a manager position) with representatives from
11048 classified staff and managers, and, as appropriate, faculty members.

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11050 The paper screening process includes a checklist based on the job announcement and
11051 provides a review of the applicant’s minimum qualifications, including degrees held, and

11052 a systematic assessment of each applicant's materials. Degrees held must be from
11053 recognized U.S. accrediting agencies.
11054
11055 An equivalency process has been established for applicants for faculty positions who do
11056 not directly meet minimum qualifications to determine equivalence, based on degree
11057 equivalence, academic background equivalence, or professional equivalence, The same
11058 process is followed for applicants holding degrees from non-U.S. institutions. This
11059 process includes a review of transcripts and course descriptions.
11060
11061 The equivalency process, recently revised by the District Academic Senate [Equivalence
11062 Review Process, Board-Approved May18, 2005], includes review by an equivalency
11063 committee, made up of discipline experts. The job applicant is responsible for submitting
11064 the required forms and supporting documents to assert an equivalency.
11065 In the case of classified applicants, Human Resources staff has developed general
11066 guidelines for determining equivalence (Ref. Classified Equivalency Chart).
11067
11068 Screening committees develop interview questions which address the knowledge, skills
11069 and abilities (KSAs) of each applicant as they pertain to the duties and responsibilities of
11070 the position. Key Response Elements (KREs) are also developed by the screening
11071 committees to provide a common basis for what is sought in an applicant's response.
11072 Many faculty screening committees include a skills demonstration, such as writing an
11073 essay, and/or some type of teaching demonstration as part of the screening process.
11074 Those candidates forwarded to final interviews are evaluated and assessed for their
11075 potential to contribute to the mission and goals of the department, division and
11076 institution.
11077
11078 Once finalists have been selected, extensive reference checking is conducted by the
11079 appropriate parties, as delineated in the Selection Procedures guidelines to verify the
11080 qualifications of finalists. Since 2002, screening committee members have been invited
11081 to sit in on final interviews of faculty and administrators by the college president and
11082 appropriate vice president. The final interview reviews evidence of discipline expertise
11083 and scholarly activities, but places greater emphasis on potential to contribute to the
11084 institution outside of the classroom. Consensus is usually reached at this level, but the
11085 final decision rests with the college president.
11086
11087 In order to seek qualified applicants, Human Resources staff routinely advertise
11088 classified, faculty and administrative positions in the following: the District Human
11089 Resources website, The Registry for California Community Colleges, Ed-Join (Education Job
11090 Opportunities Information Network), HERC (Higher Education Recruitment Consortium,
11091 Caljobs.ca.gov, Craig's List (depends on position & request by division), Chronicle of Higher
11092 Education webpage (administrative positions only), Careerbuilder.com, and other sites
11093 specific to the position announcement.
11094
11095 **Self Evaluation**
11096 **The College meets this standard.** The processes for employing personnel operate
11097 successfully. Each constituency is well represented in the selection process of its

11098 members and those of other groups with which it may have a connection; for example,
11099 faculty serve on screening committees of many administrative positions.

11100

11101 One measure that the process is working to yield highly qualified employees is that 100%
11102 of all faculty going through the four-year tenure process have received tenure (Division
11103 statistics). Of all classified and managerial personnel hired in the past six years, none
11104 have been let go for incompetence.

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11106 The integrity of the screening process is highly valued, as members of screening
11107 committees are encouraged to review the Selection Procedures guidelines and to report
11108 any infractions of the process to the District Human Resources department. The process
11109 itself of revising all Selection Procedures guidelines reflected wide participation and
11110 input from constituency groups. For example, the faculty group revising the Faculty
11111 Selection Procedures guidelines was composed of faculty approved by the District
11112 Academic Senate and the local bargaining unit, the AFT. All groups approved their
11113 respective Selection Procedures Guidelines.

11114

11115 Additional safeguards to ensure that established selection procedures are followed is the
11116 training provided by the District at the first meeting of a screening committee and the
11117 knowledge and vigilance by the committee chair.

11118

11119 The Employee Voice Survey reveals important information regarding human resources
11120 policies and practices. Sixty-three percent of responders agree/strongly agree that hiring
11121 procedures are clearly stated and 57% agree/strongly agree that Skyline has fair hiring
11122 procedures and policies. Rated unfavorably was an item regarding the fairness of the
11123 hiring process and policies in the District. Some comments spoke about the hiring process
11124 and the desire for the District to adhere to hiring policies.

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11128 **Planning Agenda**

11129 None.

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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.

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11132 **Description**

11133 All personnel are evaluated systematically and at stated intervals. Evaluation procedures
11134 for faculty, staff and administrators are available on the SMCCD web page [[downloads/
11135 Human resources/performance evaluations](#) District procedures have been developed for
11136 instructional and non-instructional faculty. Policies and procedures for evaluating tenure-
11137 track, tenured, and adjunct faculty are negotiated and are clearly stated in the AFT
11138 contract [[contract website](#)].
11139

11140 During the four-year tenure review period, new full-time faculty are evaluated by a four-
11141 member committee, including the division dean, two permanent faculty members from
11142 the division who serve 3- and 2-year terms, and a discipline expert. Probationary faculty
11143 undergo rigorous evaluation, which includes student evaluation, faculty portfolio, peer
11144 observation, and division dean observation each of the four years before a
11145 recommendation is made. Recommendations, signed by the candidate, are sent each year
11146 of probation to the office of the appropriate vice president and president. The
11147 probationary faculty member may file a grievance with AFT if the committee
11148 recommendation is non-renewal for years 1 and 2, but the grievance must be based on
11149 procedural aspects of the process. If the recommendation is non-renewal in years 3
11150 and/or 4, the candidate may file a grievance that the judgment is unreasonable and may
11151 pursue the matter on his/her own or with assistance from the AFT, if AFT deems the case
11152 worthy.
11153

11154 Tenured faculty are evaluated every three years, alternating between two types of
11155 evaluation: comprehensive and standard. The comprehensive evaluation includes peer
11156 observation (for instructional faculty), student surveys, the division dean's evaluation, the
11157 faculty member's self-assessment and the completion of a portfolio. The standard
11158 evaluation includes student surveys, dean's evaluation and self-assessment. The self-
11159 assessment includes information regarding the faculty member's participation in
11160 department, division, college and district activities; engagement in professional
11161 development related to discipline expertise and/or teaching techniques; publications;
11162 presentations; job-related community activities; and awards and honors. The dean's
11163 evaluation includes an evaluation of assigned duties and responsibilities, participation in
11164 division and department activities and shared-governance committees, respect given the
11165 faculty member by colleagues and students, and general conduct of all professional
11166 responsibilities. The evaluation process provides opportunity to give commendations and
11167 recommendations for improvement. If an evaluation results in a rating of
11168 "unsatisfactory," a comprehensive evaluation is scheduled for the next academic year.
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11170 The evaluation of adjunct faculty takes place in the first semester of service, and at least
11171 once every six semesters thereafter. The evaluation includes the completion of a faculty
11172 portfolio, student surveys and performance assessment by a tenured, full-time faculty
11173 evaluator. A faculty self-assessment and performance assessment by the division dean are
11174 optional components of the adjunct evaluation process.
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11176 Classified evaluations are conducted annually by the immediate supervisor. The
11177 evaluation consists of the use of a standardized evaluation form, recently modified by
11178 District Human Resources. Employee strengths and areas for improvement are noted and

11179 goals for the following year are established. If areas for improvement are identified,
11180 actions to be taken are included on the evaluation with timelines for completing. If a
11181 classified employee receives a satisfactory evaluation, he/she does not need to be
11182 evaluated for two years.

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11184 Evaluations of managers are conducted annually on their anniversary date of hire or
11185 promotion. The performance evaluation addresses the following components of a
11186 manager's job: job knowledge, functional knowledge, organization,
11187 leadership/supervision, adaptability and cooperation, quality and quantity of work,
11188 initiative and ingenuity, dependability, development in present position and evaluation of
11189 potential.

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11191 **Self Evaluation**

11192 **The College meets this standard.** The processes for evaluating all personnel are well-
11193 established and detailed and comprehensive in scope. In addition, the evaluation tools
11194 adequately measure the effectiveness of personnel in performing their duties.
11195 Mechanisms for improvement and goal setting are in place to improve job performance,
11196 if warranted through the evaluation process. Thus, there is a connection between the
11197 personnel evaluations and department, division and institutional effectiveness.

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11199 Evaluation policies and procedures of all employee groups specify deadlines to ensure
11200 that follow-up of evaluations are done in a timely manner. The majority of evaluations of
11201 faculty, classified and administrators are completed according to schedule. The District
11202 has made significant improvement in the classified evaluation procedures and forms,
11203 which has resulted in a more effective evaluation instrument. In addition, the Human
11204 Resources department now provides information to all managers regarding the evaluation
11205 dates for all classified employees. The AFT contract spells out very clearly the purpose of
11206 faculty evaluations, and the roles and responsibilities of each participant [AFT contract].

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11208 The faculty evaluation process is difficult to apply to online classes since the standard
11209 peer evaluation and student survey components are designed for in class use. District
11210 management and the AFT are considering appropriate ways to remedy this problem.

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11213 **Planning Agenda**

11214 None.

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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.

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11217 **Description**

11218 The College does not directly evaluate faculty on effectiveness of achieving student
11219 learning outcomes. Teaching effectiveness is evaluated in the peer observation in the
11220 categories of subject matter knowledge, appropriateness of methods of instruction,
11221 organization of class, appropriateness of assignment for the objectives of the course,

11222 effective communication and promoting independent thinking. Student surveys also
11223 address teaching effectiveness. Student learning outcomes will be directly considered in
11224 the program review process and indirectly considered in faculty evaluation. Skyline has
11225 established the official Course Outline for each course as the location for listing student
11226 learning outcomes and assessment methods for ascertaining if these outcomes are
11227 realized. Faculty members are evaluated, in part, on whether they follow course outlines
11228 for their classes and on their portfolios, which include syllabi and sample assessment
11229 tools. If these are not adequate, recommendations for improvement are made. These
11230 recommendations then become a component of the next evaluation.

11231
11232 The College is in the process of updating all course outlines to include SLOs and
11233 assessment. Good progress has been made. Our timetable for this process calls for all
11234 course outlines to have been updated to include SLOs by June 2010.

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11236 **Self Evaluation**

11237 **The College meets this standard.** Teaching effectiveness is currently measured using a
11238 variety of criteria. As student learning outcomes are assessed and fully integrated into
11239 course outlines and program reviews, there will be greater opportunity for assessing the
11240 desirability of having faculty evaluations to directly include a student learning outcome
11241 component. Evaluation standards and processes are negotiated between the district
11242 management and the faculty union, AFT.

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11244 **Planning Agenda**

11245 None.

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

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11248 **Description**

11249 There is no written code of ethics that covers all personnel of the College. The
11250 SMCCCD Academic Senate has developed a Faculty Statement of Professional
11251 Expectations. The AFT contract provides an additional list of duties and responsibilities
11252 for faculty. The Board of Trustees drafted an Ethics Policy in November 2005., but it was
11253 never adopted. **Who would this cover? Ask Harry Joel. For the Board itself?** There is
11254 no ethics code specifically for administrators, although there is a conflict of interest rule
11255 that would be a component of such a code. There is no ethics code covering classified
11256 personnel.

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11258 **Self-Evaluation**

11259 **The College does not yet meet this standard.** Neither the faculty statement of
11260 professional expectations nor the draft ethics policy appears to be widely known or
11261 disseminated. Either a general code of ethics or codes of ethics specific to each category
11262 of employee should be developed. To insure fairness and consistency, these codes should
11263 be developed at the district level.

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Planning Agenda

- Through the shared governance process, the institution will work with District Academic Senate and District personnel to review these documents and develop or revise written codes of professional ethics for faculty. They shall be made part of new hire orientations and shall be published on the web and in the appropriate handbooks. The College will ask the District Shared Governance Council to address the need for codes of ethics covering other personnel.

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.

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Description

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

Skyline College Staffing Levels

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

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Educ. = Educational

Acad. = Academic

Class. = Classified

Prof. = Professional

Faculty = Tenured + Academic Temporary

Administrator = Educational Administrator + Classified Administrator

Classified = Classified Professional + Classified Support

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

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

- 11297 • The institution stays close to 75/25 full-time/part-time faculty ratio, as recommended
- 11298 by the State Academic Senate and called for in statute. This number is calculated at
- 11299 the district level. (A letter signed by Harry Joel, from District Office, titled Full-Time
- 11300 Faculty obligation for Fall 2005 indicates Skyline College was at 72% full time
- 11301 faculty for Fall 2005.)
- 11302 • One publication of the Office of Research and Planning, the College Almanac,
- 11303 indicates the college has maintained a high efficiency load with a yearly average of
- 11304 568 for academic years of 2000/01 through 2004/2005. The statewide benchmark is
- 11305 525. (Load is the ratio of weekly student contact hour to FTEF.)
- 11306 • This average indicates that Skyline College is within one standard deviation of the
- 11307 mean for the ratio of FTES to tenured faculty, the ratio of FTES and all faculty, and
- 11308 also the ratio of FTES to administrators.
- 11309 • Levels of classified staffing have declined, largely because of the budget shortfall of
- 11310 2002-2003. While there were no layoffs, a managed hiring process resulted in some
- 11311 positions being eliminated. Most lost positions have not been replaced.
- 11312 • Levels of facilities staffing are a District rather than a College responsibility. It
- 11313 should be noted that the staff in this area has not increased at the same rate as the
- 11314 space added by construction.
- 11315

11316 **Self-Evaluation**

11317 **The College meets this standard.** Skyline has sufficient staff to meet the needs of the
 11318 students and to achieve the mission and goals of the College. There are sufficient full-
 11319 time faculty to keep the curriculum up to date, the programs appropriately reviewed and
 11320 to provide needed contributions on committees, including hiring committees. The
 11321 College Budget Committee has made the hiring of full-time faculty a priority and is
 11322 actively seeking a fiscally responsible way to increase full-time faculty hiring. [CBC
 11323 minutes] The College has a sufficient number of administrators. There are sufficient
 11324 classified staff to support the College mission and goals, but personnel in this category
 11325 are at such a minimum level that the College has little flexibility. For example, if a
 11326 member of the classified staff has a prolonged absence, the College finds it difficult to
 11327 cover the function.

11328 **Planning Agenda**

11329 None.

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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.

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11332 **Description—(add self evaluation and planning agenda)**

11333 All policies and procedures and rules & regulations governing employment procedures
 11334 can be found on the District website, and written copies are kept on file in each
 11335 administrative office for reference by District personnel and the public. Each
 11336 administrator is responsible for maintaining a current copy of Rules and Regulations.
 11337 Administrative procedures implementing Board-adopted policies are developed by
 11338 designated administrators (R&R 2.08).

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A.3.a

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

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Description

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

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Self Evaluation

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The College meets this standard. The written policies and procedures have been developed and refined adequately to ensure fairness in employment procedures. All constituencies, including the AFT, the CSEA, and Academic Senate, participate in shaping personnel policies and procedures through the District Shared Governance Council. AFT and CSEA handle grievances regarding working conditions.

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

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Planning Agenda

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None.

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.

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Description

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All employees have access to the contents of their own personnel files. All information is held in confidentiality by Human Resources at the District Office, except to verify employment and salary. Any other information released must be approved by the employee through a signed statement, releasing the district of liability. Employees are encouraged to add to their personnel file additional training and other supplementary documents to complement their records. (Personnel Records)

11377 Any employee may request to review his/her personnel file in the presence of Human
11378 Resources staff. As requested, copies of information from the personnel files are made
11379 available to employees.

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11381 **Self Evaluation**

11382 **The College meets this standard.**

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11384 **Planning Agenda**

11385 None.

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A.4

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

A.4.a

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

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11388 **Description**

11389 One of the hallmarks of Skyline College is its commitment to providing appropriate
11390 programs, practices, and services that support the diversity of its student and personnel
11391 populations. The College provides quality programs and services to a richly diverse
11392 community of learners to achieve intellectual, cultural, social, economic and personal
11393 fulfillment. It celebrates its diversity and promotes programs which reflect that diversity
11394 (<http://www.smccd.edu/accounts/skyline/mission.html>). Issues of diversity are part of the
11395 college's core values and permeate every aspect of college life.

11396

11397 The institution fosters an appreciation for diversity not only through its institutional
11398 mission and goals, but also through curriculum and pedagogy, student services and
11399 programs, and extracurricular activities and events. Student equity is a central focus of
11400 college experience at Skyline College.

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11402 Through its Student Equity Plan, adopted in 2005, through a shared governance process,
11403 Skyline College is committed to providing optimal learning, achievement and success for
11404 all students. An important dimension of the College mission is to reach out to students
11405 whose educational need is the greatest. Success is measured by the degree to which the
11406 College increases the success of all students, including those from historically
11407 underrepresented groups. Student access and success are achieved when students who
11408 enroll at the college are retained, complete degrees and certificates, and transfer or
11409 achieve their educational goals in proportion to their representation in the community
11410 adult population. (Student Equity Plan)

11411

11412 The goals for the overall implementation and coordination of the Student Equity Plan is
11413 as follows: 1) To make student access and success an institutional priority and
11414 responsibility 2) to develop goals, objectives and activities for student access and success
11415 that address the mission of a comprehensive community college providing transfer,
11416 occupational education and basic skill coursework for students, 3) to link the goals,

11417 objectives and activities of the plan to the program review and strategic planning
11418 processes at Skyline College, 4) to integrate the Student Success Plan with Program
11419 Review process and student learning outcomes, 5) to integrate the student access and
11420 success review and monitoring process with the shared governance structure at the
11421 college 6) to improve data collection and analysis for all matriculation components, 7) to
11422 review statewide data on student success and retention rates so as to provide base
11423 comparisons between Skyline and statewide averages (Student Equity Plan 3) .
11424

11425 To better serve underrepresented groups and to increase the numbers of students in these
11426 groups who transfer to 4-year institutions, faculty have established several learning
11427 communities: ASTEP focuses on issues related to the African American experience;
11428 Puente focuses on issues related to the Latino American experience; and Kababayan
11429 focuses on issues related to the Filipino American experience. All learning communities
11430 are a joint effort of instruction and student services, as they combine an academic
11431 discipline with a counseling component or with support from the Learning Center.
11432

11433 In addition to learning communities serving underrepresented groups, faculty have
11434 established learning communities serving underprepared students and other special
11435 interest groups. Among these are the Bilingual LC for Generation 1.5 students, the
11436 Women in Transition program, and the Scholar-Baller Athlete program. The Honors
11437 Transfer Program has been established to assist students of all backgrounds to achieve
11438 their highest educational goals and represents the full range of diversity among the
11439 student population.
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11441 To promote understanding of issues of equity and diversity, faculty are encouraged to
11442 choose texts with multicultural and multiperspective points of view in teaching their
11443 courses. English faculty, in particular, review and choose texts based, in part, on their
11444 inclusion of multicultural topics or authors.
11445

11446 Faculty participate in many diversity events on campus, including multi-cultural panels,
11447 such as “Americano as Apple Pie: The Influence of Latino Culture in America” and
11448 “Homophobia: How It Hurts All of Us,” and they encourage their students to attend
11449 campus events focused on diversity issues by awarding extra credit for attendance or for
11450 written responses or summaries of the events, for example.
11451

11452 **Museum of Tolerance (MOT)**

11453 One notable opportunity for faculty, staff, and managers to increase their understanding
11454 and appreciation of diversity is the District-sponsored, biannual trip to the Museum of
11455 Tolerance and Simon Wiesenthal Center in Los Angeles,. Each semester since the
11456 establishment of this Tools for Tolerance for Professionals diversity training, , a total of
11457 69 Skyline faculty, classified staff, and managers, have attended the training and many
11458 have reported that the experience changed their lives.

11459 The goal of this expenses-paid staff retreat is to increase awareness of the dynamics of
11460 racism and prejudice and learn ways in which individuals can help create a more tolerant
11461 work environment.. MOT’S mission is to foster tolerance by demonstrating model

11462 qualities, celebrating diversity, and speaking out when hearing or seeing examples of
11463 intolerance.

11464 **MOT Alumni Events**

11465 Personnel who have completed the MOT training have formed the MOT Alumni group.
11466 Collectively, the aim of MOT Alumni is to foster tolerance by endorsing activities that
11467 celebrate diversity, supporting groups at Skyline in their effort to advocate for diversity,
11468 and cultivating other related educational endeavors (MOT Mission Statement)

11469 MOT Alumni sponsor campus events which tackle the difficult issue of prejudice. Some
11470 of the campus activities which MOT Alumni have sponsored are:

11471 *Horizon Line*-- a one-person show which explores the root of hate crime and other bias-
11472 related incidents.

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11474 Speaker Melba Beals--one of the Little Rock Nine, who spoke about her experience with
11475 the Brown vs. Board of Education decision and its long-lasting effect on integrating
11476 schools.

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11478 *Wheels*--an interactive performance, which deals with a young immigrant's quest for a
11479 driver's license and the issues surrounding immigration and xenophobia.

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11481 *Kick*—a one-person show which explores racial stereotyping and the use of the American
11482 Indian mascot through the eyes of a Native American student.

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11484 MOT Film Festival--presented four films in two years. The first year, *Discovering*
11485 *Dominga*, about the massacre in Guatemala; and *Daughter from DeNang*, the chronicle
11486 of a woman's journey to be reunited with her mother in Vietnam, were presented. The
11487 second year, MOT presented *Tangled Roots*, a story the filmmaker Heidi Schmidt
11488 Emberling confronting her Jewish American mother and her German father after
11489 discovering her grandfather's involvement in the Nazi Party during World War II; and
11490 *Mixed Feelings*, a story about people of mixed race.

11491

11492 **The Stewardship for Equity, Equal Employment and Diversity (SEEED)**

11493 This Advisory Committee, an outgrowth of the Equal Employment Opportunity Advisory
11494 Committee, formed in 2005, assists Skyline College in fulfilling its commitment to
11495 celebrate the intellectual, educational, and social benefits of diversity. SEEED's mission
11496 is to provide stewardship for the college's value related to campus climate. Its formal
11497 mission is to:

- 11498
- 11499 • Provide stewardship for the college's value related to campus climate
 - 11500 • Oversee the college's equality in employment opportunities and make
 - 11501 recommendations to the district Equal Employment Opportunity Advisory
 - 11502 Committee regarding fair and effective hiring policies
 - Support, provide or promote training in cultural proficiency

- 11503
- 11504
- 11505
- 11506
- 11507
- 11508
- Provide support and assistance to equity and diversity-related projects and activities, and facilitate engagement in campus issues related to equity and diversity
 - Support and promote educational initiatives that result in intercultural awareness and respect for diversity in students, faculty and staff.

11509 SEEED has already sponsored a variety of activities which provide represent our
11510 multicultural population. The forum “Speak Out on Racism,” held February 2, 2006,
11511 featured Tommie Smith, a member of the 1968 Olympics gold medal track team.
11512 (SEEED Minutes 1 / 23/06).

11513

11514 The SEEED Committee sponsored a project entitled: “Skyline College...Celebrating Our
11515 Differences!” as part of a two-day event “Who Are We? Fascinating Rhythm,” held in
11516 Spring 2006. The event included various presentations, speakers, films, entertainment
11517 and food. As part of the event, instructors had the option of assigning a campus-wide
11518 writing assignment entitled “Who Am I?” which was accompanied by a photo collage.
11519 (Interview with Rosie Bell, SEEED Coordinator)

11520

11521 **Women on Writing Conference**

11522 Women on Writing Conference, organized and run by Skyline faculty, students, and
11523 community members, is held on the first Saturday in March to celebrate International
11524 Women’s Day. Heading into its fifth year, this very successful conference invites local
11525 women authors as keynote speakers, book talk participants, and workshop instructors.
11526 Particular attention is paid to diversity. Keynote speakers have all been non-white: Lalita
11527 Tademy, Christina Garcia, ZZ Packer, and Janice Mirikitani. Women On Writing is
11528 funded by the Partnership for Excellence Fund and private donations (WOW website:
11529 <http://www.smccd.net/accounts/skywow/registration06.pdf>.)

11530

11531

11532 **Campus Change Network**

11533 Skyline was one of eight schools selected to participate in the California Change
11534 Network, whose mission is to strengthen and support existing or new campus action plans
11535 towards becoming a more accessible and equitable institution. Goals of the California
11536 Change Network include setting up better data collection to monitor equity and access,
11537 building access values in to existing documentation, improving professional development
11538 on campus and strengthening the link between transfer institutions, outside businesses,
11539 and civic organizations; and continuing to work on increasing faculty diversity (CCN
11540 Overview Handout and CNN Flyer.

11541

11542 **Foundations of Excellence**

11543 Skyline College was chosen to be one of only 59 institutions, and one of only 14 two-
11544 year institutions, to participate nationwide in the Foundations of Excellence, sponsored
11545 by The Policy Center on the First Year of College, whose basic mission is to work with
11546 colleges and universities to improve the beginning college experience through enhanced
11547 learning, success, and retention of new students. The majority of first-year students at
11548 Skyline College are first-generation college students and students of color [stats?].

11549

11550 Skyline College is considering adding new postsecondary programs, some of which focus
11551 on the needs of the growing non-white community. The Educational and Facilities Master
11552 Plan has compiled a list of proposed new courses to become part of a multicultural,
11553 multiperspective curriculum: These include Native Studies; Gay, Lesbian & Bisexual
11554 Studies; Spanish: Translation and Interpretation English/Spanish; Asian Studies; Ethnic
11555 Studies; International Global Studies; Chicano/Latin American Studies; and Women's
11556 Studies (Education Plan for Skyline College, April 2006).
11557 <http://www.smccd.net/accounts/skypro/Ed%20Facilities%20Master%20Plan%2006/Skyline%20Education%20Plan%20Report%20vr3.pdf#search=%22EMP%20Program%20Competitive%20Summary%20Tables%2C%20Skyline%20College%22>
11558
11559
11560

11561 **Self-Evaluation**

11562 **The College meets this standard.** Understanding of and appreciation for diversity is a
11563 core value at Skyline College. The college has an impressive collection of practices,
11564 policies, and initiatives that afford understanding, appreciation, and celebration of its
11565 diverse population. Personnel are afforded many opportunities to interact with the
11566 diversity that characterizes the institution. Faculty, staff, and managers help to organize
11567 and participate in diversity events. Many seek out the opportunity to visit the Museum of
11568 Tolerance. The newly formed SEED committee continues the practices and policies of
11569 the institution in raising awareness of diversity among faculty and among students.
11570

11571 The Multicultural Information Center is a part of the new Student Services Community
11572 Center. This Center is a good place to centralize activities of the various multicultural
11573 groups on campus (SEED Minutes January 23, 2006).
11574

11575 **Planning Agenda**

11576 None.
11577

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

11578

11579 **Description**

11580 The District follows Equal Employment Opportunity policy in all its hiring procedures,
11581 including a commitment that successful candidates demonstrate sensitivity to and ability
11582 to work with the diverse academic, socioeconomic, cultural and ethnic backgrounds of
11583 students, faculty, and staff, including ethnic group identification, national origin, religion,
11584 age, gender, sexual orientation, race, color, or physical or mental ability.
11585

11586 The District monitors the success of equal opportunity in its recruitment, selection,
11587 retention and promotional policies and procedures by monitoring outcomes to assure that
11588 there is no adverse impact against any person or group of individuals, due to ethnic group
11589 identification, national origin, religion, age, sexual orientation, gender, or race
11590 (http://www.smccd.net/hr/employment_policies.html)
11591

11592 The District Human Resources department assesses information on employment equity
11593 and diversity for all District personnel annually. According to the latest information,
11594 employee demographic statistics for Skyline College show that the majority of Skyline
11595 College personnel are women: 59.2%, and white employees comprise 56.2% of the total.
11596 Of the 43.08% non-white employees, 15.9% are Hispanic 12.8% Asian, 6.6% Filipino,
11597 5.7% African American, 1.3% Pacific Islander, .04% Native American, with 1%
11598 declining to state.

11599
11600 Compared to the same statistics gathered in 7/01/2000, the statistics reflect a fairly
11601 constant gender ratio (58.6% female in 2000 versus 59.2% in 2006) but an increase in
11602 employees of color, from 38.8% in 2000 to 43.8%.in 2006 (Employee Demographics
11603 chart, 7/01/2006 and 7/01/2000)

11604
11605 **Insert Table showing 2000 vs. 2006 #faculty, classified, managers by gender and**
11606 **White/People of Color Also anything on other kinds of diversity e.g. age and disabilities.**

11607

11608 **Self-Evaluation**

11609 **The College meets this standard.** The Employee Voice Survey 2006 included six items
11610 regarding diversity. All rated favorably (76% to 80%). Comments were made about the
11611 inclusive atmosphere at Skyline, and much was written about how diverse the college
11612 was (students, faculty, and staff) and how the college embraced this diversity in a very
11613 positive, respectful and welcoming way
11614 (<http://www.smccd.edu/accounts/skypro/home.html>).

11615

11616 Although the College has increased the number of employees of color, notably among
11617 classified staff, the diversity of the full range of personnel still does not reflect the
11618 diversity of the student population (x% students of color). Recruitment strategies which
11619 encourage an even more diverse applicant pool could further expand the diversity of the
11620 College's human resources. Additional support for employee diversity could promote
11621 retention and advancement.

11622

11623 **Planning Agenda**

11624 None.

11625

A.4.C

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

11626

11627 **Description**

11628 Through its representative bodies, the institution has established avenues for advocacy for
11629 managers, faculty, classified staff, and students. The advocacy groups are the American
11630 Federation of Teachers Local 1493 and the Academic Senate for faculty, CSEA and the
11631 Classified Senate for classified staff, the American Federation of State, County and
11632 Municipal Employees for maintenance and custodial workers, and the Associated
11633 Students of Skyline College for students. Rules and Regulations 5.06, 5.10, 5.16, 5.26,

11634 5.56 and 5.66 assure integrity in the treatment of administrators, non-represented
11635 employees, and academic supervisors.

11636
11637 In addition to advocacy groups, the institution is guided by policies, procedures, and
11638 statute, such as the Americans with Disabilities Act, in its treatment of all constituencies.
11639 Unlawful Discrimination and Sexual Harassment Complaints for Employees and
11640 Students is a comprehensive document which provides a means by which to deal with a
11641 variety of discrimination complaints in a formalized manner. The document includes
11642 definitions of disabilities and discrimination, and provisions for anti-discrimination
11643 training for new hires and managers. There are plans to create annual training and
11644 informational services for students so that they can be informed of their rights and
11645 procedures in the event they feel their rights have been violated. The Student Handbook
11646 outlines specific procedures for students to follow if they wish to file a grievance.

11647
11648 The tenure review process safeguards and assures the principles of academic freedom as
11649 defined in District Rules & Regulations [statement]. Academic freedom is also essential
11650 in providing open debate and intellectual stimulation in the classroom (Statement on
11651 Academic Freedom, Skyline College Faculty Handbook
11652 <http://www.smccd.edu/accounts/skyfaculty/acafreed.html>). For those teachers whose
11653 practice of “academic freedom” is called into question, a formal procedure is in place to
11654 review teaching practices and course content.

11655
11656 **Self-Evaluation**

11657 **The College meets this standard.** The institution’s treatment of its administration,
11658 faculty, and staff is guided by district-wide policy and procedures, which are very clear
11659 and consistently followed. [anything from the survey to back this up?]

11660
11661 **Planning Agenda**

11662 None.
11663

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

A.5.a The institution plans professional development activities to meet the
needs of its personnel.

11664 **Description**

11665 Skyline College offers multiple avenues for professional development to management,
11666 faculty and classified employees. These opportunities are commensurate with Skyline’s
11667 stated mission to improve technology and continue to excel in instructional programs.
11668 Funding is offered through several channels. The Skyline Strategic Directions has as
11669 Goal 5: Offer faculty and staff opportunities for professional growth and advancement.
11670 Activities are planned to meet this goal.
11671

11672 Technology training for faculty and staff has had exemplary support at Skyline College
11673 over the recent years. An important element for offering development and training
11674 opportunities to both faculty and staff is The Center for Teaching and Learning at
11675 Skyline, known as the CTL. The CTL provides on-line tools such as discussion boards,
11676 on-line quiz software, and grading software for Title III faculty. In Fall 2002, the CTL
11677 began offering regular workshops in a wide of range of technology related areas,
11678 including use of on-line tools, email and web-site construction. Classes focus on how to
11679 integrate technology into the classroom and into the work that faculty does outside of
11680 class, like webpage design. The CTL website also includes information and files to
11681 download available to all Skyline employees. The CTL issues an end of the year report,
11682 compiled for and reviewed by the Vice President of Instruction. CTL also offers
11683 independent instruction including “open lab’ on the second afternoon of fall flex days.
11684 These are offered to all faculty. In addition, the CTL is open evening hours the first week
11685 of instruction to help any adjunct faculty download class lists and use Gradekeeper, an
11686 application which enables faculty to keep track of grades electronically as well as upload
11687 them to the server for student viewing. Furthermore, the CTL is used to offer specific
11688 training from vendors or suppliers, like Home Depot or VOIP. Classes are offered to
11689 train managers and classified staff in the use of various parts of Banner, the District’s
11690 management information system.

11691
11692 In 2000, Skyline received funding for a Title III Grant *Connection for Academic Success;*
11693 *High Tech with High Touch.* As a result of the funding, from Fall 2001 through Spring
11694 2003 54 faculty (44% of the 123 full-time faculty) across the disciplines participated in
11695 workshops and training in how to employ technology to enhance teaching and learning.
11696 They also participated in workshops on active learning strategies, diverse learning styles,
11697 motivating under prepared students, increasing reading comprehension, integrating
11698 research into the curriculum, and being culturally attuned. Faculty who participated in
11699 Title III were given a computer equipped with the latest technology that enabled them to
11700 enhance instruction. Every computer came equipped with Microsoft Office, Internet
11701 access, web page and graphics software, Adobe reader, specially requested software
11702 (such as Adobe Photoshop for the Photography instructor), et. al, and a laser printer.

11703
11704 As per the union contract the minimal Flex (professional development) obligation of full
11705 time Skyline faculty is delineated as 20 hours per academic year. Post retirement and
11706 adjunct faculty who teach during the day are obligated to fulfill the same number of flex
11707 hours as they would have taught on the designated flex days They are to be compensated
11708 for their Flex time after they submit a time sheet to their Division Dean. All on-campus
11709 Flex activities are considered Professional Development. Post retirement and adjunct
11710 faculty who teach during the evening are invited but not required to participate in flex
11711 activities; they are not compensated for participation.

11712
11713
11714 In Fall 2001 the position of District-wide professional development coordinator was
11715 replaced with “flexible” Flex, a broadly defined set of activities that fulfill Professional
11716 Development. Flex Activities can include but are not limited to course evaluation, staff
11717 development, in-service training and instructional improvement, program and course

11718 development, learning resource development, student personnel services, learning
11719 resource services, any support service offered to students, and departmental and division
11720 meetings and workshops.

11721
11722 In Spring 2005, Skyline's Vice President of Instruction wrote a prospectus requesting and
11723 gaining a position from the Academic Senate for a Flex coordinator at Skyline. In Fall
11724 2004 the position of Faculty/Staff Development Coordinator was funded with three units
11725 release time to a fulltime faculty member. This has resulted in a coordination of
11726 communication between various Departments and Divisions at Skyline to better plan and
11727 implement activities. A Newsletter is distributed regularly to the entire campus with
11728 updated and current events both on campus and throughout the Northern California
11729 region that would be suitable for faculty and staff development. This newsletter serves as
11730 a two-way vehicle for communication between any faculty or staff member and the
11731 Development Coordinator who can then investigate suggestions and inquires as to
11732 feasibility. For example, online surveys revealed high interest in retirement related
11733 workshops and in physical activities, such as yoga and hiking. Consequently, the District
11734 has been offering at least two retirement workshops every semester and a hike and a yoga
11735 workshop were both enthusiastically attended. Discussions are on going in investigating
11736 funding channels for a regular yoga class to be offered during the day to both faculty and
11737 staff.))

11738
11739 In Fall 2006, the District established the position of Vice Chancellor of Education
11740 Services. In Spring 2007, the Vice Chancellor designated a point person at the District to
11741 write grant proposals and seek out funding for Professional Development.

11742
11743 Currently, funding for Professional Development at Skyline is through Faculty
11744 Professional Development (which includes Sabbatical Leave), Trustees' Grants for
11745 Program Improvement, Classified Staff Development, Management Development,
11746 President's Innovation Funds, AB1725 Staff Development and Partnership for
11747 Excellence.

11748
11749 **Professional Development:** The Professional Development Committee is a committee of
11750 the AFT consisting of a chair appointed by the AFT, a faculty member from each division
11751 also appointed by the AFT, and 2 administrators, appointed by the President of the
11752 College. Funds have been allocated so that instructors may attend workshops,
11753 conferences, and other events in order to enhance their skills. The Faculty Professional
11754 Development Funds were established by a negotiated agreement on the premise that
11755 educators can make a significant contribution to a healthy instructional environment
11756 when they are exposed to new classroom techniques and current research in community
11757 college education and are able to interact with educators outside their district. The
11758 Faculty Professional Development Funds provide funding for long term projects for
11759 faculty to retrain, participate in advanced study and research with semester-long
11760 reassigned time at full pay. Short term funds enable faculty to attend conferences,
11761 workshops, seminars and training sessions. The short-term professional development
11762 grant provides money for registration fees and substitute instructors.
11763 (skyfaculty/prodev.html) Each fiscal year, 1% of faculty salaries are put into the

11764 Professional Development fund to be used for short and long term projects, and for
11765 sabbaticals.
11766
11767 Sabbaticals are more intensive projects requiring release time for a semester or full
11768 school year. Applicants apply in February for the following year. If approved by the
11769 Professional Development Committee, the President, and finally by the Board of
11770 Trustees, the faculty member is released from all of their normal duties during the time of
11771 the sabbatical. The replacement costs are paid for with Professional Development funds.
11772
11773 Because funds are limited to 1% of faculty salaries, and all three types of projects, short
11774 term, long term, and sabbaticals, come out of the same fund, the funds cannot provide for
11775 all of the requests of the faculty.
11776
11777 **Trustees Grants for Program Improvement:** Each year the SMCCCD Board of
11778 Trustees sets aside an amount of funds for meritorious projects; the allocation is based on
11779 the number of FTE and varies from year to year. Funds for the Trustees Grants for
11780 Program Improvement are available to all full-time personnel and hourly faculty.
11781 However, projects involving hourly faculty must be co-sponsored by a full-time faculty
11782 member. The funds were established in 1974 to encourage and support the development,
11783 implementation, and evaluation of instructional materials for new and existing programs.
11784 Funds also support staff development and applied research aimed at the discovery and
11785 evaluation of the effectiveness of instructional strategies and support services.
11786 Interdisciplinary proposals are encouraged. Requests are screened by the Professional
11787 Personnel Committee of the Academic Senate, which forwards recommendations to the
11788 College President.
11789
11790 **Classified Staff Development:** Each fiscal year funds are approved by the SMCCCD
11791 Board of Trustees to be used for Classified Staff Development. Classified Staff
11792 Development funds are available to all permanent classified employees who have
11793 completed the required probationary period. The funds are intended to provide
11794 opportunities to attend classes and workshops that will promote outstanding District
11795 departments, programs and services, while fostering the creativity, personal growth and
11796 advancement of our employees. Funding is also provided for the annual classified
11797 retreat.
11798
11799 **Management Development:** These funds are allocated each fiscal year and the amount
11800 is based on the number of FTE at each campus. Management Development funds are
11801 available to all Managers for staff development workshops and/or conferences.
11802 Managers and academic supervisors are eligible to participate in the Management
11803 Development Program established by the Board.
11804
11805 **The President's Innovation Fund:** The President's Innovation Fund provides seed
11806 money that encourages Skyline College's faculty and staff to "dream out loud." The PIF
11807 has four areas of concentration: 1) Provides start-up planning and financial support to
11808 faculty and staff in devising programs 2) New programs reflecting business and industry
11809 needs which brings underrepresented populations (the majority of our students) into the

11810 technological work force, 3) Development of new pedagogies and learning styles and the
11811 development of Learning Communities and 4) Program revitalization, where new
11812 components are added to existing programs, including new partnerships to expand
11813 program offerings.

11814 Individual donors through the annual President's Breakfast held in the Spring, as well as
11815 the San Mateo County Community Colleges Foundation Fall annual fundraising
11816 campaign donate towards the President's Innovation funds. President's Innovation Fund
11817 is available to all Skyline faculty and staff. The funds are to be used as seed money for
11818 innovative projects.

11819
11820 **AB1725 Program Improvement Funds:** These funds come from the State to the
11821 District. The funds are allocated to the colleges based on the FTE and Staff Data Report.
11822 AB1725 Staff Development funds are available to all management, faculty and classified
11823 staff. The funds are to be used for any staff development activity.

11824
11825 **Partnership for Excellence:** Partnership for Excellence funds are available to all full-
11826 time personnel and hourly faculty. However, projects involving hourly faculty must be
11827 co-sponsored by a full-time faculty member. Proposals will be considered for the funds
11828 if they work toward achieving one of the five System Goals described briefly below.
11829 Transfer - increase the number of transfer students to baccalaureate institutions; Degrees
11830 and Certificates - increase the number of degrees and certificates awarded; Successful
11831 Course Completion - increase the rate of successful course completions; Workforce
11832 Development - increase the number of successful completions in vocational courses;
11833 Basic Skills Improvement - increase the number of students completing coursework at
11834 least one level above their initial pre-collegiate placement. Funds will be available to use
11835 only during the fiscal year in which they are approved.

11836
11837 In addition to projects that go through the Professional Development Committee, all full-
11838 time faculty are required to participate in flex days.

11839 **Self-Evaluation**

11840 **The College meets this standard.** The various professional development activities
11841 impact student learning in many ways. The techniques, learning, and ideas developed are
11842 integrated into the classrooms and offices on campus. Best practices are modified and
11843 shared by colleagues.

11844
11845 In addition, the time off from regular duties renews faculty and staff vigor so that
11846 students may interact with a fresher face, and new ideas have more fertile soil in which to
11847 germinate. Division Deans at Skyline College feel very strongly that Professional
11848 Development is positive factor for faculty and staff.

11849
11850 According to the Employee Survey that was conducted in Spring 2006, 54% of
11851 employees surveyed felt that there are sufficient opportunities for continued Faculty Staff
11852 Development. (Employee Survey – Spring 2006)

11853

11854 Since the loss (in 200?) of AB 1725 funds, it is more difficult for newer employees and
11855 part-time employees to take advantage of off-site professional development activities. For
11856 senior employees, the tuition or conference fee reimbursement is enough to enable them
11857 to attend a conference or take a class. For those without as many personal resources
11858 available, the lack of travel funds, previously provided by AB 1725, has taken many of
11859 the opportunities out of reach.

11860

11861 As the number of proposals and the cost for each increases, the need to deny even
11862 valuable proposals increases. All the Staff Development funding sources available to
11863 administrators, faculty and staff are insufficient to fund all valuable proposals. Since Fall
11864 2002 there have been no AB1725 Staff Development funds allocated by the State to the
11865 District. Instead, each college has been given a carryover amount that was unused from
11866 the previous year to use toward Staff Development activities. The Faculty Union is
11867 looking for ways to increase District funding for Professional Development, while at the
11868 same time all the Staff Development Committees at Skyline are looking for better ways
11869 to select the best of the good proposals. A selection rubric, similar to those used in faculty
11870 hiring committees, has been discussed and such a system will be developed and adopted.

11871

11872 Guided by the success of Skyline's Faculty Development Coordinator Position, as of
11873 February 2007, the sister colleges in the District have instituted similar positions. This
11874 should allow for development of more activities and opportunities Districtwide and
11875 between colleges, which will enhance interest and involvement in Professional
11876 Development activities.

11877

11878 **Planning Agenda**

11879 None.

11880

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.

11881

11882 **Description**

11883 The Faculty Development coordinator conducted a needs survey when she began her
11884 position. This will be used to make sure that the development programs meet the needs
11885 of the participants. [Skyline College Brief Faculty/Staff Survey, Skyline College Flex
11886 Day In addition, the CTL, which provides a significant portion of our on campus
11887 professional development activities, regularly conducts needs assessments and evaluates
11888 each of its offerings. These evaluations are used to improve its programs. Many
11889 individual projects, such as SLOAC, evaluate their own offerings and use them for
11890 improvement.

11891

11892 **Self Evaluation**

11893 **The College does not yet meet this standard.** Evaluation of professional development
11894 activities is not systematic. In particular, there is insufficient input by classified staff as
11895 to their needs and whether they are being met. The College would benefit from a regular

11896 assessment that included all classifications of employee and all kinds of activities. This
11897 would allow the college to more efficiently use its resources as well as contribute to
11898 employee satisfaction. This survey might be done in conjunction with the employee
11899 voice survey, which is scheduled for every three years.

11900 **Planning Agenda**

- 11901 • Develop a systematic evaluation process for professional development programs that
11902 includes all classifications of employee and all sorts of activities.

11903

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.

11904

11905 **Description**

11906 Skyline College regularly assesses its human resources needs in a number of ways, which
11907 integrate human resources planning with institutional planning. Levels of staffing are
11908 reviewed by managers through information generated in discussions at the various
11909 constituent levels, faculty, classified, and managers; through program review documents;
11910 through the Full-Time Equivalent Faculty (FTEF) allocation process, through the
11911 Classified Hiring Priorities Process for New Classified Positions, through College Budget
11912 Committee discussions and recommendations, and through consideration of college
11913 mission and goals, as arrived at through a shared governance process in the Institutional
11914 Planning Committee.

11915

11916 Faculty hiring at Skyline College happens through a shared-governance process. The
11917 process for hiring new faculty starts with a request prepared by division deans, based on
11918 consultation with their division faculty. The deans prioritize hiring requests based on
11919 program reviews, program growth and need, enrollment projections, and retirements. The
11920 division's request is forwarded to the FTEF Allocation Committee [process docs], which
11921 was formed in 2001 to prioritize faculty hiring for the entire college. The committee
11922 consists of a representative from each division (6-7 faculty), who are approved by the
11923 Academic Senate; two division deans; and the vice president of instruction. The FTEF
11924 committee makes recommendations to the Academic Senate for endorsement and to the
11925 College President for approval.

11926

11927 In the case of new classified positions, unit plans are developed by faculty and staff at the
11928 department and division level. Based on the unit plans and program review findings,
11929 classified staff positions are identified and prioritized at the division level. The
11930 appropriate vice president compiles and prioritizes all division lists, and priorities are
11931 forwarded to the College Budget Committee for funding. If the need to hire a staff
11932 position arises at a time in the year that is out of synchronicity with the planning and
11933 budget process, managers are encouraged to use temporary staffing solutions until the
11934 position goes through the planning and budget process or is otherwise allocated and
11935 approved by the president

11936

11937 The College Budget Committee considers all hiring requests brought forward by the
11938 recommending bodies and recommends to the President the number of classified staff and
11939 faculty to be hired. The president considers the recommendations, identifies faculty and
11940 classified positions approved for hiring and communicates the results to the College
11941 Council. [Word doc from Vicky Morrow to CB].

11942

11943 Hiring decisions for replacing administrators are made in President's Cabinet.

11944

11945 **Self-Evaluation**

11946 **The College meets this standard. But,** although the decisions for prioritizing hiring
11947 requests are firmly rooted in the shared governance process, campus-wide, very little is
11948 known about operation of the FTEF Allocation Committee or the process for hiring
11949 classified staff. Agendas and minutes of these committees are not published and a limited
11950 number of printed documents was found during this fact-finding (ref: 11/13/01 memo,
11951 recommendations 03-04, recommendations 05-06).

11952

11953 Ultimate decisions are usually shaped by fiscal constraints.

11954

11955 **Planning Agenda**

11956 The FTEF committee will publish agendas and minutes in a timely manner and include
11957 the deans' written justifications for each position.