STANDARD III: RESOURCES

The institution effectively uses its human, physical, technology, and financial resources to achieve its broad educational purposes, including stated student learning outcomes, and to improve institutional effectiveness.

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.

Submit comments

Standard 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.

Standard 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 play a significant role in selection of new faculty. Degrees held by faculty and administrators are from institutions accredited by recognized U.S. accrediting agencies. Degrees from non-U.S. institutions are recognized only if equivalence has been established.

Description

The SMCCCD has developed policies for ensuring that all personnel are qualified by appropriate education, training and experience to provide and support all programs and services. These policies are outlined in the SMCCCD Rules and Regulations [which?] and posted on the SMCCCD website (www.smccd.edu).

Submit comments

These policies include, but are not limited to, providing full, objective and equal access for all applicants; actively seeking applicants who demonstrate the required technical expertise, competency, and sensitivity that will enable them to work effectively in a multi-cultural educational environment; compliance with all federal, state and local laws; ensuring participation by faculty, classified staff, and administrators in their respective roles throughout the process; providing training in equal opportunity and legal selection procedures so that fair and equitable treatment of all individuals can be assured; ensuring

diversity on all screening committees; including a diversity-trained representative on all screening committees; and maintaining confidentiality throughout the process.

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

Submit comments

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

Specific duties and responsibilities of each position are clearly outlined in all job announcements. Job announcements for faculty positions are written by the screening committee, which is composed of a majority of discipline experts, and clearly state minimum qualifications, as determined and published by the State Academic Senate. The announcement emphasizes the importance of discipline knowledge, current pedagogy, and commitment to student learning. Classified and managerial positions are based on the knowledge, skills and abilities needed to carry out the duties and responsibilities of the position in an effective manner. All job announcements are approved by the Equal Employment Opportunity (EEO) Committee. The college president is the EEO officer.[website with job announcements]
[Selection Guidelines]

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

Submit comments

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

An equivalency process has been established for applicants for faculty positions to determine equivalence, based on degree equivalence, academic background equivalence, or professional equivalence. The same process is followed for applicants holding degrees

from non-U.S. institutions. This process includes a review of transcripts and course descriptions.

The equivalency process, recently revised by the District Academic Senate Equivalence Review Process, Board-Approved May 18, 2005), includes review by an equivalency committee, made up of discipline experts. The job applicant is responsible for submitting the required forms and supporting documents to assert an equivalency.
In the case of classified applicants, Human Resources staff has developed general guidelines for determining equivalence (Ref. Classified Equivalency Chart).

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

Submit comments

Once finalists have been selected, extensive reference checking is conducted by the appropriate parties, as delineated in the Selection Procedures guidelines to verify the qualifications of finalists. Since 2002, screening committee members may sit in on final interviews of faculty and administrators by the college president and appropriate vice president. Consensus is usually reached at this level, but the final decision rests with the college president.

All full-time faculty and administrators are listed in the college catalog, along with the year they were hired, their degrees, and the degree-awarding institution. Over 16% hold doctoral degrees.

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

Submit comments

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

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

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

Submit comments

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

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

Planning Agenda

None.

Standard 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.

Submit comments

Description

All personnel are evaluated systematically and at stated intervals. Evaluation procedures for faculty, staff and administrators are available on the SMCCCD web page [which?]. District procedures have been developed for instructional and non-instructional faculty. Policies and procedures for evaluating tenure-track, tenured, and adjunct faculty are negotiated and are clearly stated in the AFT contract [contract website].

During the four-year tenure review period, new full-time faculty are evaluated by a four-member committee, including the division dean, two permanent faculty members from

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

Submit comments

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

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

Submit comments

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

Evaluations of managers are conducted annually on their anniversary date of hire or promotion. The performance evaluation addresses the following components of a manager's job: job knowledge, functional knowledge, organization, leadership/supervision, adaptability and cooperation, quality and quantity of work,

initiative and ingenuity, dependability, development in present position and evaluation of potential.

Self Evaluation

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

Submit comments

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

The one area that still needs Union and district attention is the process by which to evaluate faculty who exclusively teach online courses.

Planning Agenda

Approve a process for evaluating faculty who teach online courses.

Standard 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.

Description

Skyline does not have a component of faculty, staff, or administrator evaluation that addresses student progress toward achieving stated student learning outcomes.

Submit comments

However, faculty and staff directly responsible for student progress toward achieving stated student learning outcomes have been involved in developing learning outcomes since 2005. The Student Learning Outcome and Assessment Committee (SLOAC) was established to oversee the implementation of student learning outcomes at the institutional, program and course level. A faculty representative from each division serves on the SLOAC Committee. The committee has developed a Student Learning Outcomes Framework. In addition, a website for the SLOAC Committee has been developed (http://www.smccd.edu/accounts/skysloac/index.htm).

Faculty have been actively engaged in ongoing dialogue at committee and department meetings regarding how students are learning in their programs and courses, and have begun to develop assessment criteria to measure the student learning outcomes. Student learning outcomes are now included on all new course outlines submitted to the Curriculum Committee.

Student services faculty and staff have engaged in dialogue regarding the development and implementation of student learning outcomes at student services retreats, division and department meetings. All departments have developed student learning outcomes for their respective departments. There has been a significant shift away from simply documenting the services used by students to an evaluation of the skills acquired/learned by students through their involvement/interaction with a particular student service. Student services have developed a Student Learning Outcome matrix by theme (e.g. critical thinking, communication, self-awareness and interpersonal skills, personal actions and civic responsibility, global awareness and technological awareness). (Ref SLO Matrix)

Submit comments

Self Evaluation

At the present time, there is no formal component of the evaluation process for faculty that includes the effectiveness in establishing and measuring student learning outcomes. However, there has been significant, ongoing dialogue at the department, division, and institutional level regarding assessment of student learning in courses and programs,

As student learning outcomes are assessed and fully integrated into course outlines and program reviews, there will be greater opportunity for faculty evaluations to include a student learning outcome component.

Planning Agenda

Various constituent groups, including the AFT and the Academic Senate, will work with Human Resources to modify the evaluation procedures to include a component to assess effectiveness in achieving stated student learning outcomes.

Standard III.A.1.d

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

Description

Submit comments

The SMCCCD Academic Senate has developed a Faculty Statement of Professional Expectations. The AFT contract provides an additional list of duties and responsibilities for faculty. The Board of Trustees drafted an Ethics Policy in November 2005, but it was never adopted.

Self Evaluation

Neither the faculty statement of professional expectations nor the draft ethics policy appears to be widely known or disseminated.

Planning Agenda

Through the shared-governance process, the institution will work with District Academic Senate and District personnel to review these documents and develop a written code of professional ethics for personnel.

Standard 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.

Submit comments

Description

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 as determined through processes established for this purpose, and on budgetary conditions.

- The institution stays close to 75/25 full-time/part-time faculty ratio, as recommended by the State Academic Senate and called for in statute. This number is calculated at the district level. (A letter signed by Harry Joel, from District Office, titled Full-Time Faculty obligation for Fall 2005 indicates Skyline College was at 72% full time faculty for Fall 2005.)
- One publication of the Office of Research and Planning, the College Almanac, indicates the college has maintained a high efficiency load with a yearly average of 568 for academic years of 2000/01 through 2004/2005. The statewide benchmark is 525. (Load is the ratio of weekly student contact hour to FTEF.)
- This average indicates that Skyline College is within one standard deviation of the mean for the ratio of FTES to tenured faculty, the ratio of FTES and all faculty, and also the ratio of FTES to administrators.
- The ratio of FTES to Classified is outside one standard deviation. However, 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.

Submit comments

Skyline College Staffing Levels

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

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

Administrator = Educational Administrator + Classified Administrator
Classified = Classified Professional + Classified Support

Self Evaluation

Skyline College maintains a sufficient number of full-time faculty and administrators but not the sufficient number of classified.

Submit comments

Planning Agenda

Standard 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.

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

Standard IIIA.3.a

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

Description

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.

Submit comments

Self Evaluation

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.

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.

Planning Agenda
None.

Standard 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.

Submit comments

Description
All employees have access to the contents of their own personnel files. All information is held in confidentiality by Human Resources, 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)

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

Self Evaluation
This standard is met.

Planning Agenda
None.

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

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

Submit comments

Description
One of the hallmarks of Skyline College is its commitment to providing appropriate programs, practices, and services that support the diversity of its student and personnel populations. The college provides quality programs and services to a richly diverse community of learners to achieve intellectual, cultural, social, economic and personal fulfillment. It celebrates its diversity and promotes programs which reflect that diversity

(http://www.smccd.edu/accounts/skyline/mission.html). Issues of diversity are part of the college's core values and permeate every aspect of college life.

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

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

Submit comments

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

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

Submit comments

In addition to learning communities serving underrepresented groups, faculty have established learning communities serving underprepared students and other special interest groups. Among these are the Bilingual LC for Generation 1.5 students, the Women in Transition program, and the Scholar-Baller Athlete program. The Honors Transfer Program has been established to assist students of all backgrounds to achieve

their highest educational goals and represents the full range of diversity among the student population.

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

Submit comments

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

Museum of Tolerance (MOT)

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

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

MOT Alumni Events

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

Submit comments

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

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

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

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

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

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

Submit comments

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

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

SEEED has already sponsored a variety of activities which represent the College's multicultural population. The forum "Speak Out on Racism," held February 2, 2006, featured Tommie Smith, a member of the 1968 Olympics gold medal track team. (SEEED Minutes 1 / 23/06).

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

Submit comments

Women on Writing Conference, organized and run by Skyline faculty, students, and community members, is held on the first Saturday in March to celebrate International Women's Day. Heading into its fifth year, this very successful conference invites local women authors as keynote speakers, book talk participants, and workshop instructors.

Particular attention is paid to diversity. Keynote speakers have all been non-white: Lalita Tademy, Christina Garcia, ZZ Packer, and Janice Mirikitani. Women On Writing is funded by the Partnership for Excellence Fund and private donations (WOW website: http://www.smccd.net/accounts/skywow/registration06.pdf.)

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

Submit comments

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

Self Evaluation

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

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

Planning Agenda

Submit comments

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

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

Description

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

Submit comments

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

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

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

Insert Table showing 2000 vs. 2006 #faculty, classified, managers by gender and White/People of Color

Self Evaluation

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

Submit comments

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

Skyline's human resources. Additional support for employee diversity could promote retention and advancement.

Planning Agenda

Within the limitations of Proposition 209, work with Human Resources to find new approaches to outreach to people of color.

Standard III.A.4.c

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

Description

Submit comments

Through its representative bodies, the institution has established avenues for advocacy for managers, faculty, classified staff, and students. The advocacy groups are the American Federation of Teachers Local 1493 and the Academic Senate for faculty, CSEA and the Classified Senate for classified staff, the American Federation of State, County and Municipal Employees for xxxx workers, and the Associated Students of Skyline College for students. Rules and Regulations 5.06, 5.10, 5.16, 5.26, 5.56 and 5.66 assure integrity in the treatment of administrators, non-represented employees, and academic supervisors.

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

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

Submit comments

Self Evaluation

The shared governance structure of the college ensures that all constituencies have a voice in college affairs. The institution's treatment of its administration, faculty, and staff is guided by District-wide policy and procedures, which are very clear. Note from (Note from Steering Committee: Please provide proof of this clarity, perhaps from the voice survey?)

Planning Agenda
None.

Standard III.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.

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

Submit comments

Description

Skyline College offers multiple avenues for professional development to management, faculty and classified employees. These opportunities are commensurate with Skyline's stated mission to improve technology and continue to excel in instructional programs. Funding is offered through several channels.

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

Submit comments

In 2000, Skyline received funding for a Title III Grant *Connection for Academic Success; High Tech with High Touch.* As a result of the funding, from Fall 2001 through Spring 2003 54 faculty (44% of the 123 full-time faculty) across the disciplines participated in workshops and training in how to employ technology to enhance teaching and learning. They also participated in workshops on active learning strategies, diverse learning styles, motivating under prepared students, increasing reading comprehension, integrating research into the curriculum, and being culturally attuned. Faculty who participated in Title III were given a computer equipped with the latest technology that enabled them to enhance instruction. Every computer came equipped with Microsoft Office, Internet

access, web page and graphics software, Adobe reader, specially requested software (such as Adobe Photoshop for the Photography instructor), et. al, and a laser printer.

As per the union contract the minimal Flex (professional development) obligation of full time Skyline faculty is delineated as 20 hours per academic year. Post retirement and adjunct faculty are obligated to fulfill flex hours commensurate to their teaching obligation one day of the week per semester. They are to be compensated for their Flex time after they submit a time sheet to their Division Dean. All on-campus Flex activities are considered Professional Development.

In Fall 2001 the position of District-wide professional development coordinator was replaced with "flexible" Flex, a broadly defined set of activities that fulfill Professional Development. Flex Activities can include but are not limited to course evaluation, staff development, in-service training and instructional improvement, program and course development, learning resource development, student personnel services, learning resource services, any support service offered to students, and departmental and division meetings and workshops.

Submit comments

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

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

Submit comments

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

Professional Development: Funds have been allocated so that instructors may attend workshops, conferences, and other events in order to enhance their skills. The Faculty Professional Development Funds were established on the premise that educators can make a significant contribution to a healthy instructional environment when they are exposed to new classroom techniques and current research in community college education and are able to interact with educators outside their district. The Faculty Professional Development Funds provide funding for long term projects for faculty to retrain, participate in advanced study and research with semester-long reassigned time at full play. Short term funds enable faculty to attend conferences, workshops, seminars and training sessions. The short-term professional development grant provides money for registration fees and substitute instructors. (skyfaculty/prodev.html)
Each fiscal year, 1% of faculty salaries are put into the Professional Development fund to be used for short and long term projects, and for sabbaticals.

Submit comments

Sabbaticals are more intensive projects requiring release time for a semester or full school year. Applicants apply in February for the following year. If approved by the Professional Development Committee, the President, and finally by the Board of Trustees, the faculty member is released from all of their normal duties during the time of the sabbatical. The replacement costs are paid for with Professional Development funds.

Because funds are limited to 1% of faculty salaries, and all three types of projects, short term, long term, and sabbaticals, come out of the same fund, the funds cannot provide for all of the needs of the faculty.

Trustees Grants for Program Improvement: Each year the SMCCCD Board of Trustees sets aside an amount of funds for meritorious projects; the allocation is based on the number of FTE and various from year to year. Funds for the Trustees Grants for Program Improvement are available to all full-time personnel and hourly faculty. However, projects involving hourly faculty must be co-sponsored by a full-time faculty member. The funds were established in 1974 to encourage and support the development, implementation, and evaluation of instructional materials for new and existing programs. Funds also support staff development and applied research aimed at the discovery and evaluation of the effectiveness of instructional strategies and support services. Interdisciplinary proposals are encouraged.

Classified Staff Development: Each fiscal year funds are approved by the SMCCCD Board of Trustees to be used for Classified Staff Development. Classified Staff Development funds are available to all permanent classified employees who have completed the required probationary period are eligible to participate. The funds are intended to provide opportunities to attend classes and workshops that will promote outstanding District departments, programs and services, while fostering the creativity, personal growth and advancement of classified employees.

Submit comments

Management Development: These funds are allocated each fiscal year and the amount is based on the number of FTE at each campus. Management Development funds are available to all Managers for staff development workshops and/or conferences.

Managers and academic supervisors are eligible to participate in the Management Development Program established by the Board.

The President's Innovation Fund: The President's Innovation Fund provides seed money that encourages Skyline College's faculty and staff to "dream out loud." The PIF has four areas of concentration: 1) Provides start-up planning and financial support to faculty and staff in devising programs 2) New programs reflecting business and industry needs which brings underrepresented populations (the majority of Skyline students) into the technological work force, 3) Development of new pedagogies and learning styles and the development of Learning Communities and 4) Program revitalization, where new components are added to existing programs, including new partnerships to expand program offerings.

Submit comments

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

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

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

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

Submit comments

Self Evaluation

The various professional development activities impact student learning in many ways. The techniques, learning, and ideas developed are integrated into the classrooms and offices on campus. Best practices are modified and shared by colleagues.

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

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

Submit comments

Since the loss (in 200?) of AB1725 funds, it is more difficult for newer employees and part-time employees to take advantage of off-site professional development activities. For senior employees, the tuition or conference fee reimbursement is enough to enable them to attend a conference or take a class. For those without as many personal resources available, the lack of travel funds, previously provided by AB1725, has taken many of the opportunities out of reach.

Planning Agenda

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

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

Standard III.A.5.b

Submit comments

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

Description

The Professional Development, Trustees Funds, and the Partnership for Excellence committees meet throughout the year to evaluate proposals submitted for funding. The individual committees discuss the relative merit, and if the provided funding is sufficient, pass along any proposals that are valuable. The proposals then are evaluated by the Vice President's Office and the President's office, if an individual proposal is deemed sufficiently valuable to the faculty and/or staff member, it is funded. Upon completion of

the project, the faculty and/or staff member must submit a written report outlining the project and its completion. According to final reports provided by participants, these Professional Development funds have been used to develop and design new courses in Language Arts, Science, Technology, Mathematics and Business. Learning Communities, such as ASTEP, Puente and the Kababayan Program, have been developed and improved as a result of Professional Development. An informational pamphlet for adjunct instructors has been developed, leading to better ties for adjuncts to the Skyline Community. Supplementary resources have been developed to create a stronger learning framework for students. As the impact of these projects are realized directly and indirectly in the Skyline Community, committees who allocate funds are further directed and guided in their decision making process.

Submit comments

Classified Staff Development proposals must meet criteria outlined by the Classified Staff Development form. If these criteria are met the proposal is approved. There are no final reports filed and impact is realized within the Skyline working environment. Managers report staff development as a necessary component for health and growth among staff.

Management Development must be initially approved by an immediate supervisor. If the proposal is under the allowable maximum amount, it is approved by the Vice President and then on to the President.

AB1725 Staff Development proposals must meet criteria outlined as follows; the maximum amount available is $350 for an in-state travel and $500 for an out-of-state travel. If the faculty member meets the criteria, the AB1725 committee approves the request and forwards the proposal onto the Vice President and President for final approval.

Assessment of faculty use of “Flex” time for Professional Development is relatively informal and varies at Skyline. In PE, for example, any instructor that applies for and is granted Professional Development funding shares their outcome with the rest of the faculty at division meetings. The materials or information that is pertinent to other faculty or programs within each division is stored in a common area as reference materials for use by other faculty. Although there is no “evaluation criteria” associated with this process, Professional Development materials can be incorporated or used by other faculty for professional growth.

Submit comments

Self Evaluation

The requirement that proposals must be approved by committee insures that a participant must evaluate and summarize the merits of a particular activity both to themselves and to the college at large in order to apply. After the activity is completed, they must submit a report to the college, and often must report to their unit as well, what they learned from their activity and how they will implement that learning. These two requirements enhance the experience as it helps participants synthesize the different aspects of their

development as well as help them to share what they have learned with their unit and the entire campus community.

During the period from fall 2001 until 2005, when Skyline was relying solely Flexible flex, the interest in professional development declined. There has been an increased commitment on the part of faculty and staff since the funding of a Faculty Staff Development Coordinator; however, additional funds are certainly necessary for Professional Development to thrive. Classified staff at Skyline have, in the past, had to actually raise funds through activities to support their professional development. They have also resourcefully used local facilities in order to save funds. But more money is necessary to properly plan and execute events.

Submit comments

Furthermore, funds need to make available for faculty and staff to travel to other workshops, conferences and events.

Planning Agenda

With the District's commitment to a district coordinator, there is hope to hold organizing and scheduling meetings that will combine all three campuses. The College also plans to access funds at the State level as soon as they are made available to fund college events that can be advertised throughout the District.

Standard 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.

Description

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

Submit comments

Faculty hiring at Skyline College happens through a Shared Governance Process. The process for hiring new faculty starts with a request prepared by division deans, based on consultation with their division faculty. The deans prioritize hiring requests based on program reviews, program growth and need, enrollment projections, and retirements. The division's request is forwarded to the FTEF Allocation Committee [process docs], which was formed in 2001 to prioritize faculty hiring for the entire college. The committee consists of a representative from each division (6-7 faculty), who are approved by the Academic Senate; two division deans; and the vice president of instruction. The FTEF

committee makes recommendations to the Academic Senate for endorsement and to the College President for approval.

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

Submit comments

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

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

Self Evaluation

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

In addition, the ultimate decisions are unfortunately often shaped by fiscal constraints.

Planning Agenda

The FTEF committees will publish agendas and minutes in a timely manner and include the Deans' written justifications for each position.

Submit comments