

## **STANDARD SEVEN: FACULTY AND STAFF**

**The institution has sufficient qualified full-time and part-time faculty and staff to support its educational programs and services, wherever offered and by whatever means delivered. Consistent with its mission, the institution demonstrates its commitment to the significant educational role played by persons of diverse ethnic, social and economic backgrounds by making positive efforts to foster such diversity.**

### **A. QUALIFICATIONS AND SELECTION**

**A.1 The institution has sufficient faculty and staff who are qualified by appropriate education, training and expertise to support its programs and services.**

#### **Description**

According to the 1994 Accreditation Self-Study, 34 managers/administrators, 201 full-time faculty, 338 adjunct faculty, 190 contract classified and 353 student/hourly employees served 12,838 students.

The contract staff to student ratio at Cabrillo College has remained relatively stable in recent years. A total of 42 managers/administrators, 201 full-time contract faculty, 388 adjunct faculty, 212 full- and part-time contract classified and 978 individuals employed in 1463 hourly positions (830-student/633 non-student positions) worked at Cabrillo College during 1998/1999. These individuals served 13,615 students (3,377 full time, 9,772 part time) (7.1-7.4).

In fall 1999, there were 210 full-time faculty and in fall 2000, there are 220. These numbers represent the college's efforts to add positions that were lost during severe budget cutbacks in 1995. At that time, contract faculty numbers were down to 183, and classified staff down to 178 (7.5).

At the March 2000 CPC meeting, \$713,407 was allotted to fund 18.62 new FTE classified positions to begin to address classified workload issues (7.6).

**A.2 Criteria, qualifications, and procedures for selecting all personnel are clearly stated, public, directly related to institutional objectives, and accurately reflect job responsibilities.**

#### **Description**

Position qualifications and classification descriptions are clearly stated and publicly displayed for all classified and management positions. Faculty positions have prescribed state minimum qualifications. These qualifications are reviewed when appropriate with

faculty, staff, and management involvement. Contract classified staff and management job descriptions and faculty position announcements include examples of assignments and duties and any desirable, as well as minimum qualifications. Contract classified positions may be reviewed at the request of management or staff through a formal classification review process. This process is designed to ensure that the position is an accurate reflection of the current duties and required skills, is appropriate to support the mission of the college, and is aligned appropriately internally and externally with similar positions (7.7-7.11; 7.12 Article 10).

The faculty and staff hired by Cabrillo College meet all job requirements developed by the college to support its programs, services and mission. Minimum qualifications are adhered to for all full- and part-time faculty selections. A committee consisting of faculty from the discipline, Vice President of Instruction, and the Faculty Senate President reviews alternative degrees to determine equivalency.

Selection processes are available to the public and were last modified in 1998 (7.13). Workshops are presented regularly to assist potential faculty in the application process. The Office of Equity and Diversity provides training for selection committee members in the selection process, including community members who serve on selection committees. Job opportunities are advertised through a variety of formats, including printed announcements, regional and national advertisements, publications targeted to achieve a diverse applicant pool, and online through the college's Web site. These venues may be augmented by suggestions from the discipline faculty in an effort to enhance recruitment.

Hiring priorities are established through the college planning process and take into consideration the priorities identified by the College Master Plan and the Facilities Master Plan. The process for establishing academic position priorities is advisory to the Vice President of Instruction and the Vice President of Student Services.

Positions funded by external sources are not required to be reviewed by the Division Chair Council, the Faculty Senate, and the Vice President of Instruction or the Vice President of Student Services.

### **A.3 Criteria for selecting faculty include knowledge of the subject matter or service to be performed, effective teaching, and potential to contribute to the mission of the institution.**

#### **Description**

Faculty position announcements contain the criteria by which faculty are selected. The specific knowledge, skills, and ability to contribute to the mission of the college are clearly listed on the position announcements as requirements for individuals selected to fill a faculty position. The Department and Division Chair review faculty position requirements prior to advertising the position in order to determine the currency of the requirements and their relationship to the mission statement and the needs of the college.

Faculty applications are reviewed for evidence of teaching or instructional expertise and letters of recommendation, and they may be reviewed for contributions to the mission of the college, such as committee work or curriculum development. Interviews for tenure track faculty positions include both a question and answer session and skills or teaching demonstration. Questions and demonstrations are designed to identify individuals who have expertise in their fields, are able to communicate that expertise effectively, and who will support the mission of the college. Where educational backgrounds differ from stated qualifications, the applicants' degrees are reviewed to determine equivalency.

**A.4 Degrees held by faculty and administrators are listed in the institution's primary catalog. All U.S. degrees are from institutions accredited by recognized accrediting agencies. Degrees from non-U.S. institutions are recognized only if equivalence has been established.**

#### **Description**

All degrees held by full-time contract faculty and administrative staff are listed in the current Cabrillo College Catalog, which is updated annually. All degrees are from accredited institutions. Degrees from non-U.S. institutions have their equivalency determined prior to completion of the hiring process by the American Association of Collegiate Registrars and Admissions Officers (AACRAO), Washington, D.C., in conjunction with a review by appropriate college personnel.

#### **Self-Evaluation for Qualifications and Selection**

The college's faculty and staff, both contract and adjunct, are well qualified to support its programs and services. Surveys conducted in the college community and among students demonstrate that the quality and expertise of the faculty and contract classified staff are widely known and acknowledged (7.14, 7.15).

Some concerns still remain regarding the number of contract faculty in relation to adjunct faculty, particularly in light of the expansion of unit offerings and programs. Similar concerns remain regarding numbers of contract classified staff needed to support expanding programs and facilities. The need for additional faculty and staff exists in all areas of the college as well as at off-site facilities. While the college has established a process to encourage conversion of part-time hourly to regular classified positions, workload needs are not being sufficiently addressed by the conversion process. This is shown by the 64 percent growth rate of hourly and student employees, which is due in part to augmented department budgets for student assistants. Additionally, the process hasn't adequately addressed the problem of programs that don't have the funding to convert (7.16-7.18).

There is a strong perception among classified staff and faculty that there are insufficient contract classified staff to support the college's current workload and the additional demands created by facilities expansion, technology use, additional school sessions (intersession) and the Datatel conversion processes. Survey results showed that only 26

percent of faculty respondents and 17 percent of staff responding indicated there were sufficient contract classified staff to support college programs (7.14; 7.16-19).

Although the SEIU contract allows for flexibility in scheduling, job sharing part-time positions across divisions, taking additional assignments when not working a 12-month contract and combining positions, these options are not widely used.

There is also concern regarding the recruitment process and the barriers to attracting and retaining classified employees. These concerns and barriers include, but are not limited to, the length of time it takes to hire classified employees and the high cost of living in the area, both of which make it difficult to recruit candidates from out of the area and retain qualified employees (7.16, 7.18).

Cabrillo has been successful in adding full-time faculty positions over the past three years; however results of the 1999 Accreditation Survey indicate that only 37 percent of faculty and 32 percent of staff responding to the survey felt there were sufficient faculty to support college programs. Some perceived barriers to recruiting full-time faculty include the cost of living (which contributes to difficulty in recruiting faculty from out of the area), competition from industry and other colleges, and the lengthy selection processes. Additionally, personnel statistics indicate that the college has a large number of adjunct faculty in relation to full-time faculty.

The college has difficulty recruiting and retaining adjunct faculty. Barriers to the recruitment and retention of adjunct faculty include an inadequate adjunct faculty salary schedule, its cap, and competition with industry (7.16, 7.18).

The instructional planning process helps to identify needs for staffing in the Instruction component. According to the Vice President of Business Services and the Vice President of Student Services, the program review process for Student Services and Business Services is being revised; however, currently, hiring priorities are determined by the component heads after consultation with their respective managers and staff and presented to the College Planning Council for final authorization.

Recruitment efforts have been expanded to include travel reimbursement for qualified out-of-state applicants.

All faculty hiring processes have been reviewed and revised. Screening committees are broadly representative, and committee members are trained in search and selection processes and procedures to ensure that committees treat all applicants equitably. The college continues to work towards meeting diversity goals and objectives (7.20).

According to the 1999 Accreditation Self-Study Survey, 48 percent of the responding contract classified staff and 39 percent of the faculty respondents considered search and selection processes to be "fair to all applicants, and likely to result in the hiring of personnel who will effectively advance the mission of the college."

The faculty selection process supports the hiring of faculty who are effective educators and who contribute to the mission of the college. It is the perception of 43 percent of the faculty and 48 percent of the staff that the college hires personnel who will effectively enhance the mission of the college. Only 23 percent of classified staff and 26 percent of faculty who responded felt the process was not effective. The college is proactive in continuing to update selection skills by providing ongoing training on selection processes and interview techniques (7.14).

Data on full-time faculty and administrative hires are updated regularly in the Cabrillo College Fact Book. The college publishes this information annually in the Cabrillo College Catalog.

### **Plan for Qualifications and Selection**

- Address the over-reliance on temporary hourly employees and required overtime for full-time classified staff by continuing to address the need for more full-time contract classified staff to support existing programs.
- Create a five-year action plan designed to make progress toward the college goal of a 75:25 ratio of units taught by full-time to adjunct faculty.
- Continue to prioritize contract positions for both faculty and classified staff based on program plans.
- Study the variety of scheduling options allowed under the SEIU contract, and consider creative ways of scheduling for classified staff.
- Examine ways to offset workload issues when implementing new projects.
- Examine ways to improve recruitment and retention of faculty and staff.

## **B. EVALUATION**

**B.1 The evaluation of each category of staff is systematic and conducted at stated intervals. The follow-up of evaluations is formal and timely.**

### **Description**

Formal evaluation systems are currently in place for all groups of employees including full-time and adjunct faculty, classified staff, confidential and management employees, and administrators.

The evaluation procedure for all faculty is described in the CCFT contract (7.21 Art. 17). The procedure is very specific and delineates the meetings that are to take place, the timeline to be followed, the composition of the evaluation team, and the placement of the

evaluation after the conclusion of the process. A peer review is part of the evaluation, as are student, administrative, and self-evaluations.

A faculty member whose evaluation is less than satisfactory may be re-evaluated the following semester at the division or administrative level (7.21 Art. 17.6.8.1). Timelines are specified in the contract for follow-up evaluations (7.21 Art. 17.6.10.1).

Based upon satisfactory performance as indicated by the fourth year final written evaluation of a contract probationary faculty member, the granting of tenure shall be recommended to the Vice President of Instruction or the Vice President of Student Services.

In accordance with the S.E.I.U. Local 415 College Bargaining Agreement of 1997-2000, classified employees--except those who are designated confidential – serve in a probationary status for six months from the date of appointment (7.12 Article 6.2.2). Upon completion of the probationary period an employee attains regular status. Probationary employees are evaluated in three month intervals during the six month probation period by the supervisor; the final evaluation rating recommends status for the probationary employee. Regular employees are to be evaluated annually between April 15 and June 30. Additional performance evaluations for any employee may be requested for sound and justifiable reasons. The contract states a minimum and maximum period of time between evaluations.

Confidential-designated employees serve a nine month probationary period and are evaluated quarterly until reaching permanent status. When permanent, they receive annual evaluations by their immediate supervisor between April 15 and June 30 (7.22).

Administrative Regulation 2090 addresses administrative and managerial evaluations (7.23). All administrative and managerial employees are to be evaluated by their immediate supervisors annually, during April and June. In addition, administrators are subject to a comprehensive evaluation process once every three years. The Vice President and Superintendent/President review the comprehensive and annual evaluations.

## **B.2. Evaluation processes seek to assess effectiveness and encourage improvement**

### **Description**

The CCFT Collective Bargaining Agreement states that "the primary purpose of the evaluation of academic personnel is the continued improvement of instruction at Cabrillo College . . . Other purposes include the maintenance of quality programs and instruction, and the professional competence of the faculty. The evaluation process shall promote professionalism, enhance performance, and be closely linked with professional growth efforts" (7.21 Art. 17).

In accordance with the agreement between the college and SEIU, the purpose of the classified evaluation is to inform staff members how their performance is perceived and

evaluated, jointly review responsibilities assigned, and evaluate performance and to motivate staff to perform at their highest level. The evaluation addresses issues such as dependability, initiative, personal relations, quantity of work, quality of work, suggestions for improvement and performance objectives (7.12 Art. 6).

A faculty or staff member who receives a less than satisfactory evaluation may be re-evaluated at the division or administrative level.

### **B.3 Criteria for evaluation of faculty include teaching effectiveness, scholarship, or other activities appropriate to the area of expertise, and institutional service or other institutional responsibilities.**

#### **Description**

Faculty evaluation procedures are based on criteria that emphasize teaching excellence. Student surveys assessing teaching performance and class or work site visitations reflect these criteria and are a required part of all faculty evaluations.

Faculty members are encouraged to participate in self-initiated professional growth activities such as advanced coursework, attendance at conferences, seminars, department and college meetings, staff development, college governance activities, committee memberships, professional association memberships, curriculum development, scholarly publications, research and other publications.

Cabrillo also has a sabbatical program. Provisions are made for evaluation of the proposed sabbatical and subsequent reports (7.21 Art. 9.1).

#### **Self-Evaluation for Evaluation**

Since the last accreditation, the faculty evaluation process has been reviewed and modified in the negotiation process in an attempt to streamline a cumbersome procedure. Although some changes have been made, faculty evaluation continues to be time-consuming (7.19).

While managers are evaluated, there is an apparent lack of confidence in some that manager evaluations result in observable improvement. Survey results indicate 24 percent of faculty respondents and 42 percent of staff responding thought the evaluation process was effective in improving the quality of job performance of classified staff. Thirty-one percent of faculty and 33 percent of staff responding felt the evaluation processes were effective in improving the quality of job performance of faculty. Only 18 percent of the faculty and 29 percent of the staff felt that the evaluation processes were effective in improving the quality of job performance of administrators (7.14, 7.17).

The classified evaluation form has not been revised in many years and should more accurately assess effectiveness and encourage improvement. As noted in the 1994 Accreditation Self-Study the need still exists to develop more constructive evaluation

methods, focusing on positive comments and feedback regarding the employee's performance.

### **Plan for Evaluation**

- Review the cycle, form and outcomes of the evaluation process for administrators, faculty and staff.

## **C. STAFF DEVELOPMENT**

### **C.1 The institution provides appropriate opportunities to all categories of staff for continued professional development, consistent with the institutional mission.**

#### **Description**

Since the last Accreditation Self-Study, a professional development leave policy has been developed for administrators. Another significant change has been the development of a teaching and learning center that offers technology training and support services. In 1998, the staff development function was transferred to the Teaching and Learning Center. Other changes include grants and awards to support teaching innovation provided by the Office of Instruction, increased conference funding available to faculty and staff through staff development and division funds, and the establishment of a collegewide Staff Development Advisory Committee that assists with activity planning (7.21 Art. 9.2).

Professional development policies for all staff are consistent with the college's mission. Members of the faculty, administration, and support staff are afforded staff development opportunities through funding for conferences and travel and through offerings in a flexible calendar. Professional development opportunities are based on priorities identified in the College Master Plan. Staff development presentations originate from Instruction, Student Services, and other college components. A faculty Sabbatical Leave Program and provision of Faculty Grant Awards for innovations in teaching provide faculty opportunities for continued professional development. The Teaching and Learning Center evaluates and provides for technology training needs.

### **C.2 Planning and evaluation of staff development programs include the participation of staff who participate in, or are affected by, the programs.**

#### **Description**

The Staff Development Committee is composed of a Chair (Director of Teaching and Learning Center), the Vice President of Instruction, three Division Chairs, three Faculty Senate representatives, three Cabrillo College Federation of Teachers (CCFT)

representatives, one Service Employees International Union (SEIU) representative and one student representative (7.32 Art. 9.1).

The committee meets monthly. The main functions are to plan and evaluate flex day and other staff development activities, and review and approve individual requests for funding for conferences and travel. The committee reviews tabulated evaluation results taken after staff development activities. Development opportunities are planned in a participatory manner for each staff category and are available to all. Although nine flex days per year are scheduled, staff development workshops and programs are offered throughout the year. The Staff Development Committee conducts a comprehensive evaluation of activities. Professional development conference and travel funds are available through the staff development fund. Additionally, the college sponsors a classified retreat and appreciation luncheon for classified staff.

A committee of administrators and managers plans administrative/management professional development activities. Professional development needs are assessed and evaluated as part of an ongoing staff development process.

### **Self-Evaluation for Staff Development**

Cabrillo faculty and staff have a great asset in the Teaching and Learning Center, a facility which provides training in computer use and Web-based instruction. Workshops are offered throughout the year to help faculty and staff incorporate up-to-date technologies into the workplace, and personal help is available daily.

Survey results show that 58 percent of the faculty and 64 percent of the staff feel that Cabrillo provides sufficient opportunities for professional development (7.14). The staff development committee attempts to use its budget to maximize these opportunities. There has been an increase in the allocation for contract faculty staff development. Funding periods within the year for conference and travel have increased from two to three, allowing more opportunities to apply for funds. Unused conference and travel allocations can be rolled over to the next fiscal year. The district has increased staff development funds to provide additional opportunities for professional growth and development.

Staff Development program planning committees are broadly representative, with participation from all segments of the college community. Pre- and post- evaluations are conducted to provide information for professional development activity planning. Additionally, evaluations are requested from each person funded for conference and travel.

### **Plan for Staff Development**

- Continue to assess collegewide professional development needs.

- Explore additional funding mechanisms for employee professional development.
- Consider providing open-ended time opportunities to request staff development funding.

## **GENERAL PERSONNEL PROVISIONS**

### **D.1 The institution has and adheres to written policies ensuring fairness in all employment procedures.**

#### **Description**

The district has established procedures for the hiring of contract and adjunct faculty, contract staff and administrative personnel. Prior to screening applications, all selection committees are oriented by the Director of Equity and Diversity or a Personnel Services representative or designee to evaluate search and selection processes and ensure that procedures are being followed and policies are being applied fairly and equitably (7.7, 7.9, 7.13).

### **D.2 The institution regularly assesses and reports its achievement of its employment equity objectives, consistent with the institutional mission.**

#### **Description**

Each November, an Affirmative Action report is submitted to the College Governing Board by the district's Director of Equity and Diversity. This report includes information on applicant pools and hiring outcomes according to ethnicity and gender for contract faculty, classified, and administrative staff. The report also contains recommendations for improving the hiring of underrepresented faculty and staff. Affirmative Action goals and objectives for contract faculty are updated annually and distributed to administrators and managers.

### **D.3 Personnel policies and procedures affecting all categories of staff are systematically developed, clear, equitably administered, and available for information and review.**

#### **Description**

Policies and procedures that affect college personnel are available for information and review. All policies and procedures are developed through the shared governance process, with input from the various constituencies. Section 5 of the Cabrillo College Governing Board Policy Manual contains board policies and administrative regulations governing college personnel. These policies are systematically developed and clear. The

manual is available in Division Offices and offices of all managers. All changes to these policies and regulations are reviewed by the major college governance bodies and the governing board.

**D.4 The institution makes provision for the security and confidentiality of personnel records. Personnel records are private, accurate, complete, and permanent.**

**Description**

Personnel files of college personnel are securely maintained in the Personnel/Human Resources Department. Files are made available for inspection only according to specific guidelines set forth in regulations and procedures governing such inspection by the named employee, his/her designated representative, the appropriate supervisor/administrator, and Personnel Department staff in the performance of duty ( 7.12 Art. 5, 7.21 Art. 19).

**Self -Evaluation for General Personnel Provisions**

District personnel policies are followed and are written specifically to ensure fairness in hiring employment procedures. The Director of Equity and Diversity works closely with committee chairs to ensure that district hiring policies are followed.

Cabrillo's Affirmative Action Plan was last rewritten in 1993. Goals and objectives are updated annually and distributed to administrators and managers. All state reporting mandates are adhered to and employee statistics are updated on an annual basis. According to the Student Climate Survey, more than 70 percent of the 847 students responding felt that the instructional staff at Cabrillo was diverse enough to meet their needs.

The college's Human Resources Department will benefit from systematic integration of information through the Datatel management systems, although this time of transition is difficult. It is expected that an automated system will improve accessibility and retrieval of the reports and records that are generated by the department.

Currently staff turnover, antiquated record-keeping systems, Datatel implementation, and cumbersome administrative policies create difficulties internally as well as for other college departments. Human Resources needs institutional support in order to improve its efficiency and functionality. A thorough analysis of the department's organization, workload distribution, staffing, and operational systems is necessary in order to create workable solutions. A review of administrative regulations is also necessary—a review which has begun with the creation of a task force in fall 2000.

There is also concern about the length of time taken for recruitment and selection. This lengthy process has ramifications on the ability to hire candidates, workload issues for

current staff, and the ability to provide adequate services in the affected departments (7.17, 7.18).

The Human Resources Office maintains the highest degree of security and confidentiality for all employees' personnel files. However, currently some concerns exist regarding the confidentiality of personal information on Datatel systems available to a variety of College personnel (7.17).

### **Plan for General Personnel Provisions**

- Conduct an organizational analysis of the Human Resources Department and implement appropriate recommendations for improvement.
- Study ways to make the recruitment and selection process more efficient.
- Resolve Datatel confidentiality issues relative to employee information.

## **References**

- 7.1 Report from Certificated Personnel Technician dated 05/04/99
  - List of Educational Administrators (20)
  - List of Full-time Faculty (201)
  - List of Part-time Faculty (388)
- 7.2 Report from Classified Personnel Technician dated 06/07/99
  - EEO Report dated 09/99
  - Reconciliation of two reports
    - List of Classified Staff (212)
    - List of Administrative/Management (non-educational) (22)
- 7.3 Report from Payroll Department
  - Temporary/Hourly Employee Paperwork Fiscal Year 1998-1999
  - List of positions (1463)
  - List of employees (978)
- 7.4 Reports from Admissions and Records
  - Spring Student Census Report 1994
  - Spring Student Census Report 1999
- 7.5 (Affirmative Action Annual Report, Nov. 1995).
- 7.6 March 2000 CPC Meeting Minutes
- 7.7 Administrative Regulation 5500
  - Search and Selection Procedures for Classified Staff
- 7.8 Classified Position Binders
  - Available on counter in Personnel Department
- 7.9 Administrative Regulation 5600
  - Management positions
- 7.10 File of sample job descriptions for faculty and management positions
- 7.11 Classified Personnel Classification Study process & questionnaire
- 7.12 Service Employees International Union Collective Bargaining Agreement 1997-2000
- 7.13 Administrative Regulation and Board Policy 5105
- 7.14 Cabrillo College Accreditation Self-Study Survey 1999
- 7.15 Student Climate Study
- 7.16 CCFT Focus Group
- 7.17 SEIU Focus Group
- 7.18 Division Chair Focus Group
- 7.19 Open Forum #1 notes
- 7.20 Affirmative Action Report 1/26/00
- 7.21 CCFT Contract
- 7.22 Confidential Employees Handbook
- 7.23 Administrative Regulation 2090