STANDARD III.A
Human Resources
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.

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.

III.A.1.a. Criteria, qualifications, and procedures for the 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.

Descriptive Summary

Norco Campus employs qualified academic and classified personnel in accordance with state and district hiring policies and procedures to ensure that physical, technical, and financial resources are appropriately and ethically utilized to achieve the highest levels of student learning and institutional effectiveness.

The campus follows the guidelines established by district policy as well as the Board of Trustees approved hiring policies for classified, confidential, academic, and managerial employees (III.A.1-1, 2-5). This ensures a district-wide fair and equitable process and that all personnel have the qualifications required in specific job descrip-
tions and/or meet minimum qualifications to provide, support, and maintain the educational programs and services of the college.

The Office of Diversity and Human Resources oversees the hiring processes for all district personnel, ensuring that established hiring procedures are administered fairly and equitably. The formation of hiring search committees is an established process in which appropriate constituencies participate. These procedures are outlined in Board policy (III.A.1-1) and in faculty, staff, and management handbooks (III.A.1-2, 1-3, 1-4).

Job descriptions include state-mandated minimum qualifications as well as specifically required and preferred qualifications (III.A.1-5). The descriptions are reviewed by the discipline and/or department head requesting the position; the search committee; the district Director of Diversity, Equity and Compliance; and the Director of Diversity and Human Resources. The search committee is responsible for ensuring that applicants meet the state-mandated minimum qualifications, including verification of degree from an accredited institution.

To ensure that new requests for full-time faculty positions are properly prioritized, the following policies and procedures have been established:

- Each department determines its hiring needs by (1) consulting with discipline faculty in the department; (2) utilizing identified staffing needs information provided in campus-based annual program review requests; (3) taking into consideration the campus and department academic master plans (III.A.1-7, III.A.1-8, III.A.1-9).
- Full-time faculty position requests are prioritized by the Norco Academic Planning Council (NAPC), a standing committee of the Norco Academic Senate, and reviewed by the Human Resources subcommittee of the Norco Strategic Planning Committee (NSPC) (III.A.1-10).
- The prioritized list is reviewed by the entire NSPC and forwarded to the Vice President of Educational Services (III.A.1-11).
- After consultation with the President, the Vice President of Educational Services submits the final recommendation for new faculty to the district Vice Chancellor for district wide prioritization (III.A.1-13).

Full-time faculty hiring includes the following requirements:

- In accordance with the faculty hiring policies of the RCCD Diversity and Human Resources Office, vacancy notices for all positions contain minimum qualifications and educational requirements, list of duties and responsibilities for the position, expected workload, and criteria indicating potential to contribute to the mission of the institution (III.A.1-12).

Positions are advertised via mailed announcements, internal e-mail notifications with links to the public Human Resources website for RCCD, major newspapers and discipline-specific journals, the community college Registry, and job sites via the web (III.A.1-6, III.A.1-14-15).

High integrity and performance of faculty are ensured by adherence to the following requirements:

- All candidates must meet the qualifications listed in the Minimum Qualifications for Faculty and Administrators in California Community Colleges adopt-
ed by the Board of Governors of the California Community Colleges (III.A.1-16).

- Before the application review and selection processes begin, the composition of the applicant pool is analyzed to ensure that the goals established in the Affirmative Action and Staff Diversity policy are met and that members of historically underrepresented groups are not adversely impacted (III.A.1-17).

- An equivalency committee appointed by the academic senate determines equivalency if requested by the candidate or by the Office of Diversity and Human Resources (III.A.1-18).

- Tenured faculty both within and outside the discipline are directly involved in all steps of the selection process.

- The district Office of Diversity and Human Resources assists campuses with each step of the hiring process.

- Academic job announcements, initial paper screening criteria, interview questions, and other criteria deemed necessary by the committee are reviewed and approved by the Office of Diversity and Human Resources before being publicly disseminated.

Full time faculty hiring involves the following additional requirements for search committee members:

- Search committee members reflect the diversity, range of interests, philosophies, and programs in the department and/or discipline.

- Composition of search committee members is consistent with federal and state guidelines on race and sex.

- Diversity and equity training is provided for faculty involved in the hiring process by Human Resources (III.A.1-19).

- Search committee members receive orientation on hiring procedures and employment regulations (III.A.1-20).

Selection of qualified full-time faculty involves:

- Degree and reference checks completed by the campus chief instructional officer or designee;

- Interviews of finalists conducted by the President of the college/campus and the Vice President of Educational Services (III.A.1-21).

- Determination of degree equivalency for foreign degrees if applicable. A certified, translated copy of a candidate degree is required, with foreign credentials evaluated by a certified evaluation service (III.A.1-22).

High integrity and performance of managers and classified staff are ensured by adhering to the following procedures and requirements:

- Position descriptions and educational requirements exist for all positions (III.A.1-23, 24, 25).

- All new employees must meet qualifications stated in job descriptions.

- The President’s Cabinet develops a prioritized list of classified and administrative requests for new positions (III.A.1-26).

- The Norco Strategic Planning Council reviews the recommended, prioritized classified and administrative hiring requests (III.A.1-27).

Assurance of the selection of qualified full-time classified, confidential and administrative personnel is obtained through:

- Formal applications, review, and interview processes, through which deci-
sions are made based on established job qualifications.

- Classified and administrative job descriptions are approved by the Vice Chancellor of Diversity and Human Resources, with criteria, qualifications, and procedures for selection of personnel clearly and publicly stated in job descriptions/announcements (III.A.1-23, 24, 25).
- Reference checks are conducted by the human resources specialist or hiring manager.

**SELF-EVALUATION**

The standard is met. Working with the Office of Diversity and Human Resources, Norco Campus strives to select the best-qualified instructors for full-time faculty positions in terms of their knowledge of subject matter, teaching effectiveness, and ability to contribute to the mission of the institution. Oversight of hiring procedures will remain a district-level function administered through the district Diversity and Human Resources Office. Norco works in concert with this body to ensure all hires are linked to institutional and campus goals.

**PLANNING AGENDA**

None

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**III.A.1.b. The institution assures the effectiveness of its human resources by evaluating all personnel systematically at stated intervals. The institution establishes written criteria for evaluating all personnel, including performance of assigned duties and participation in institutional responsibilities and other activities appropriate to their expertise. Evaluation processes seek to assess effectiveness of personnel and encourage improvement. Actions taken following evaluations are formal, timely, and documented.**

**DESCRIPTIVE SUMMARY**

Norco Campus adheres to district-established written policies and procedures for evaluating all faculty, administrators, and classified employees on a regular and timely basis. The specific formal process used varies depending on the employee group and is governed by general board policy (III.A.1-28a).

For all personnel, the evaluation process uses performance indicators linked to institutional effectiveness and improvement. All criteria are accessible in written form (both electronic and hard copy), and employees are encouraged to familiarize themselves with their responsibilities, the expectations of their positions, the evaluation processes and timeline, and the appropriate evaluation forms. The evaluation process is used to identify strengths and special qualities of the person being evaluated, and to define areas where it is determined that improvement might be beneficial. For all personnel, if employees receive a less than satisfactory rating, a remediation process has been implemented.

**FACULTY**

The faculty tenure review process was reorganized in 2002; this document and the bargaining unit agreement provide specific evaluation procedures (III.A.1-29). For all faculty, evaluation includes assessment of subject mastery, preparation for teaching, classroom instructional methods and techniques, coaching/counseling skills, and campus and district involvement (III.A.1-30, III.A.1-31).
To properly assess performance, the purposes and frequency of faculty evaluations are broken out by category of hire.

- For regular tenured faculty, the purpose of evaluation is to strengthen the faculty member’s instructional skills and professional contributions. Evaluations occur once every three years (III.A.1-29).

- For contract faculty (non-tenured), the purpose of evaluation is to determine if the faculty member continues to exhibit the professional competencies and qualifications consistent with the advertised job description, in order for the evaluation committee to decide on retention of the employee. It also provides opportunities to assess and strengthen any perceived area of deficiency and offer steps for improvement. Evaluation occurs during the first semester of employment and in the fall semester of each of the following three years (III.A.1-29).

- For part-time faculty, the purpose of evaluation is to assess professional performance, to provide advice as needed in professional areas, and to ensure that the faculty member is teaching the course in a manner consistent with the official course outline of record and with the standards of the discipline. Evaluation occurs during the first term of hire, every other semester for the first two years, and at least once every three years thereafter (III.A.1-29).

**CLASSIFIED/CONFIDENTIAL STAFF**

For all staff, evaluation includes a review of performance in order to identify outstanding performance, areas needing improvement, and/or documentation of unsatisfactory performance.

- Classified staff receive a written evaluation at least once each year; the evaluation is conducted by the employee’s immediate supervisor and includes a self-evaluation of performance (III.A.1-32).
- Probationary employees receive written evaluations at the end of the second month and each third month thereafter during the probationary period (III.A.2-32).

**MANAGEMENT**

Board policies and administrative regulations specify the procedure for management evaluations and documentation. The purpose for evaluation of management is to encourage improvement in carrying out functions, duties and responsibilities within the criteria and processes prescribed in the district’s Management Job Performance Evaluation document (III.A.1-33, 34).

Procedures for evaluation include:

- Assessment of administrators’ effectiveness includes performance standards, leadership/supervision skills, motivation skills, professional performance, interpersonal skills, knowledge base, contributions to the campus/community, and professional development (III.A.1-33).
- Evaluations supplied by peers, employees, and/or manager evaluations, and a self-evaluation from the administrator (III.A.1-34, III.A.1-35).
- A timeline to ensure consistency and equity in the implementation of the management evaluation process:
  - Newly appointed managers must be evaluated at least once during each of the first two years in the position.
  - Subsequent to the first two years, managers must be evaluated at least once per three-year period (III.A.1-36).
  - The Office of Diversity and Human Resources sends evaluation forms to supervisors at the stated intervals.
The bargaining unit agreements for both faculty and classified employees specify the purpose and frequency of evaluation, using standardized evaluation criteria. The agreements also specify the manner in which actions may be taken after the evaluations are formally conducted and documented.

**SELF-EVALUATION**

The standard is met. Written criteria exist for evaluating all personnel including evaluation of performance of assigned duties, as well as participation in institutional responsibilities and other activities appropriate to their assignment. Processes are in place to provide evidence that all scheduled evaluations are completed.

Diversity and Human Resources tracks the status of all supervisor evaluations in the Datatel system. Supervisors and their managers receive a succession of “delinquent” letters when staff evaluations are not completed timely manner. Also, the Vice Chancellor, Diversity and Human Resources, reports to Chancellor’s executive cabinet members on a quarterly basis all managers and supervisors who have incomplete staff evaluations. This report is used by presidents and vice chancellors to communicate with their managers.

**PLANNING AGENDA**

None

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**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.**

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**DESCRIPTIVE SUMMARY**

Norco Campus and the district are making excellent progress toward implementing student learning outcomes within the general education curriculum and all disciplines and course outlines of record. General education SLOs have been established for the district as a whole; after much dialogue and collaboration with administrators, faculty, staff and student groups, the District Assessment Committee (DAC) recommended the Gen Ed SLOs to the Academic Senate and the Board of Trustees, which approved them at its December 2006 meeting (III.A.1-37).

Through the process of four-year comprehensive academic program review and annual campus-based program updates, faculty in more than 50 occupational and academic disciplines across the district have engaged in ongoing dialogue to identify and determine means of assessing SLOs for their course outlines and the discipline as a whole (III.A.1-38, III.A.1-39). As a result of the program review process, by fall of 2007 a majority of course outlines of record district-wide will have been rewritten to contain integrated SLOs with related methods of instruction and methods of evaluation designed to assess student progress towards achieving stated student learning outcomes (III.A.1-40, III.A.1-41). Hence, the central document used to evaluate instructor effectiveness in producing stated SLOs is the discipline course outline of record.

In evaluating faculty, instructors’ syllabi, self-evaluation reports (in the case of regular or contract faculty), and student evaluation surveys and classroom observation reports are examined by the chair of the department, and by full time faculty peers with discipline and assessment expertise, to ensure that the course outline is being adhered to (III.A.1-42, 43-45). All instructor
syllabi are reviewed to ensure that they contain clear student learning outcomes for that course as stated in the Board-approved course outline of record. (III.A.1-44). The review process is conducted following steps outlined in the faculty contract (III.A.1-45). The final step in evaluation of a faculty member includes a dialogue which reviews the documents and their link to the official course outline of record (III.A.1-46). In addition, all faculty participate in assessment of SLOs through their discipline’s program review which includes an assessment plan. Because assessment is also a faculty duty, faculty awareness of and involvement in achieving student learning outcomes are thus a component of their evaluation, which includes discussion of assessment techniques and general pedagogical practices.

Likewise, student support services programs undertake comprehensive non-instructional program review and identify SLOs and service area outcomes (SAOs) a means of evaluating the role of support services in helping students achieve their learning goals. Assessment measures have been developed for all programs within the student support services framework in order to evaluate staff and program effectiveness in producing the stated learning outcomes (III.A.1-47, 48, 49).

SELF-EVALUATION

The standard is met. Faculty and others responsible for determining student learning outcomes and means of assessing student progress in achieving them have incorporated into their evaluation processes various measures of determining effectiveness in producing those outcomes. Achievement of SLOs is part of the contractually defined evaluation process in three ways:

1. SLOs are incorporated in course outlines of record;
2. District policy requires faculty syllabi to contain SLOs consistent with those in the course outlines;
3. All part- and full-time faculty syllabi undergo mandatory review to ensure that appropriate SLOs are incorporated.

PLANNING AGENDA

• Norco Campus will continue to provide workshops to faculty on incorporating student learning outcomes into integrated course outlines of record, and on assessment techniques to measure the effectiveness of the discipline or program in achieving the stated SLOs (III.A.1-50).

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

DESCRIPTIVE SUMMARY

The Riverside Community College District (RCCD) has a number of policies and procedures that dictate appropriate conduct for its employees and foster an atmosphere of respect and trust throughout the district. These include:

• Board Policies #4005, “Employment of Relatives/Nepotism”; and #3110/4110/6110, “Prohibition of Sexual Harassment” provides clarity and guidance for professional faculty conduct with regard to equal opportunity and diversity, em-
employment of relatives, duties and responsibilities of faculty, unlawful discrimination, and sexual harassment (III.A.1-52).

- Board Policies #3410 and 3110/4110/6110 also deal with staff guidance and professional conduct in the areas of diversity and equal opportunity, employment of relatives, duties and responsibilities of staff, sexual harassment, and unlawful discrimination (III.A.1-52).

- The RCCD District Academic Senate “Ethics Statement” is a Senate resolution (adopted in 2002 and approved by the Board of Trustees) to accept the California State Academic Senate’s adoption of the Professional Ethics Statement of the American Association of University Professors (AAUP) for faculty (III.A.1-53).

- The Faculty Handbook addresses instructors’ responsibilities in classrooms and laboratories incorporating specific guidelines such as the California Education Code and the California Code for Title 5 (III.A.1-54).

- Board Policies #2715 (Code of Ethics/Standards of Practice) and #3050 (Institutional Code of Ethics) cover standards of administrative behavior and conduct. These are also published in the Management Handbook (III.A.1-55, 56).

The Diversity and Human Resources Office disseminates information to all employees pertaining to the district’s sexual harassment and unlawful discrimination policies and procedure for filing complaints. Additional information is available on their website. District policies and procedures may also be found in the district catalog and Student Handbook (III.A.1-57, III.A.1-58).

**SELF-EVALUATION**

The standard is met. Norco Campus and RCCD uphold a written code of professional ethics for all personnel as directed by Board policies and ethics codes.

**PLANNING AGENDA**

None

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**List of References**

**Standard III.A.1**

III.A.1-1 Policy/Procedure 7120 (Recruitment and Hiring); Policy/Procedure 3410 (Non-discrimination); Policy/Procedure 3110/4110/6110 and addenda (Prohibition of Harassment).

III.A.1-2 Faculty Handbook

III.A.1-3 Classified/Confidential Staff Handbook

III.A.1-4 Management Handbook

III.A.1-5 Sample job descriptions

III.A.1-6 Sample minutes: dept meetings, discussion of staffing needs

III.A.1-7 Sample program reviews: discussion of staffing needs

III.A.1-8 Sample prioritization list for FT hires submitted by BEIT, AHWL, Communication departments to Dean of Instruction

III.A.1-7 Sample program reviews: discussion of staffing needs
III.A.1-8 Sample prioritization list for FT hires submitted by BEIT, AHWL, Communication departments to Dean of Instruction
III.A.1-9 Sample prioritization list for FT hires: NAPC
III.A.1-10 Sample prioritization list for FT hires: NSPC
III.A.1-11 Sample prioritization list submitted by Dean of Instruction to President
III.A.1-12 Sample e-mail job announcement, internal RCCD mail
III.A.1-13 Email correspondence from Dean and Vice President Educational Services to Vice Chancellor, Academic Affairs
III.A.1-14 Sample newspaper job announcement
III.A.1-15 Sample job announcement: Community College Registry, Job Fair
III.A.1-16 “Minimum Qualifications for Faculty and Administrators in California Community Colleges”
III.A.1-17 Copy of statement on diversity in pool selection, Office of Diversity and Equity
III.A.1-18 Sample equivalency documents
III.A.1-19 Sample notice, Office of Equity and Diversity: diversity training workshops
III.A.1-20 List of training procedures for hiring/search committees
III.A.1-21 Sample notification template for final interview (final cut committee)
III.A.1-22 Policy: translation of transcripts for degree equivalency; list of certified translation services in Los Angeles
III.A.1-23 Sample position description for administrator
III.A.1-24 Sample position description for classified staff
III.A.1-25 Sample position description for confidential classified staff
III.A.1-26 Sample prioritized list of staff/admin positions, President’s cabinet
III.A.1-27 Sample minutes: NSPC review of staff/admin hiring requests
III.A.1-28a Board Policy #7150, “Employee Evaluations”
III.A.1-28b RCCD e-mails detailing dialogue on changes to tenure review process
III.A.1-29 CTA contract, pp. 25-32.
III.A.1-30 Sample FT faculty evaluation documents (tenure review process)
III.A.1-31 Sample PT faculty evaluation documents
III.A.1-32 CSEA Agreement, pp. 29-30.
III.A.1-33 RCCD Management Performance Evaluation Document
III.A.1-34 Sample manager’s evaluation form
III.A.1-35 Sample peer evaluation form, managers
III.A.1-36 Management Handbook, page VI-F.1
III.A.1-37 Board of Trustees meeting minutes: Dec. 2006
III.A.1-38 Instructional Program Review: Comprehensive (Background & Guidelines); Non-Instructional Program Review: Comprehensive
III.A.1-39 Sample Program Reviews (philosophy, humanities): SLOs and assessment reports
III.A.1-40 COR Guide with integrated COR samples
III.A.1-41 Sample integrated course outline of record
III.A.1-42 Sample evaluation form, part-time faculty
III.A.1-43 Sample evaluation form, contract/regular faculty
III.A.1-44 Sample faculty self-evaluation discussing assessment and SLOs
III.A.1-45 CTA Agreement
III.A.1-46 Sample instructor syllabus
III.A.1-47 Student Support Services program review: Outreach SLOs and SAOs
III.A.1-48  “Summary of general objectives, SLOs and SAOs and Assessment measures for Student Support Services areas”

III.A.1-49  CSEA Agreement – pp. 29-30 detailing evaluation process

III.A.1-50  Sample Assessment workshop handouts.

III.A.1-51  Board Policies #2715, 3050, 4030, 5500

III.A.1-52  Board Policies #3110, 4005, 3410, 4110, 6110

III.A.1-53  Academic Senate Ethics Statement/resolution

III.A.1-54  Faculty Handbook “Academic Policies and Procedures”

III.A.1-55  BP #2715, 3050

III.A.1-56  Management Handbook

III.A.1-57  RCCD College Catalog

III.A.1-58  Student Handbook

III.A.2. The institution maintains a sufficient number of qualified faculty with full-time responsibility to the institution. The institution has a sufficient number of staff and administrators with appropriate preparation and experience to provide the administrative services necessary to support the institution’s mission and purposes.

DESCRIPTIVE SUMMARY

As a multi-campus community college district, RCCD is continually developing, evaluating, and improving the processes that govern resource distribution. Its two smaller campuses, Norco and Moreno Valley, have experienced rapid student growth over the past five years. Utilizing the results from program review, the campus is in the process of refining procedures for adding qualified full-time faculty.

FACULTY STAFFING

To meet student needs, Norco Campus has added new staff and contract faculty positions through the district’s budget allocation process.

From 2001 to 2006, 20 full-time faculty positions and 26.54 part-time faculty FTEF were added to the staff of Norco Campus. Twelve new full-time faculty members joined the staff in the fall of 2005, eight faculty were added in the fall of 2006 (for a total of 66 full-time faculty), and more will be requested for fall of 2007 (III.A.2-1).

STAFF AND ADMINISTRATORS

Since fall 2001, Norco Campus has added new support staff and administrative positions.

In particular, the campus:

- Added two vice presidents and two deans
- Hired an assistant dean for library services
- Appointed a president for the campus
- Created two new IDS positions
- Hired additional staff for Tutorial Services and Student Services.

Each of these new staff members and administrators was selected based on his/her appropriate knowledge, experience, and ability to support Norco’s mission and educational goals. Currently there is sufficient administrative support on Norco Campus.
As of spring 2007, Norco Campus employed the following personnel:

- 5 full-time counselors (including one DSPS counselor)
- 5 part-time counselors (including one EOPS counselor)
- 66 full-time faculty
- 235 part-time faculty
- 1 full-time librarian and 1 full-time library assistant dean
- 3 part-time librarians
- 54 full-time classified staff
- 8 part-time permanent classified staff
- 15 administrators, supervisors and managers.

**Self-Evaluation**

The standard is met. Norco Campus has a sufficient number of faculty, staff, and administrators to assure support for Norco’s mission and goals.

The Norco campus selected consultants through a participatory process to assist with the development of a Long Range Educational Master Plan (III.A.2-2). The district engaged a consultant to conduct an environmental scan of the demographics and potential student population served by Norco Campus, which would provide an indication of potential future human resource needs for the campus (III.A.2-3). The Educational Master Plan will be based upon information from the NAMP as well as other data, such as the external environmental scan, demographic data, and the like. It will provide useful information needed to support a campus-based resource allocation model as well as the Norco Academic Master Plan. Both reports are expected to be completed by the end of 2007 (III.A.2-2, III.A.2-3).

**Planning Agenda**

- Based on future needs for staffing at Norco Campus, the NSPC, NAPC, and administration will review the needs of its growing and changing student population in relation to future human resource needs.
- Norco APC, SPC, and administrators will participate in the development, review and evaluation of a new district budget allocation model to be developed in 2007-08.

**List of References**

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<td>III.A.2-1</td>
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<td>III.A.2-2</td>
<td>Copy, agreement: “Long-Range Educational Program, Growth and Capital Plans”</td>
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<td>III.A.2-3</td>
<td>Copy of agreement, Charles McIntyre &amp; Associates, 2006</td>
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**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.
III.A.3.a. The institution establishes and adheres to written policies ensuring fairness in all employment procedures.

**DESCRIPTIVE SUMMARY**

Procedures ensuring fairness in all employment categories are governed by District policy and procedures; the California Education Code and Title 5; bargaining unit contracts; and state, federal and local labor laws. These policies are found in Board Policy Section 7 – Human Resources. Education Code Section 87359 and Title 5 Section 53430 regulations specify minimum qualifications for faculty and administrative hiring. Board of Trustees Policies #7160 (Professional Development); #3410 (Non-discrimination); #3115 (Drug-Free Workplace); #3230 (Smoking); #4005 (Nepotism); and Section 7 – Human Resources cover a variety of fairness in hiring regulations including nepotism; unlawful discrimination; affirmative action; local, state and federal codes and regulations; leaves of absence including sick leaves and jury duty; smoking and drug-free workplace concerns; salaries, employee classification, and bargaining agreements; professional growth; insurance and group benefits; and related matters. In May, 2007, the Board approved three new policies that take the place of several policies in current sections 3 & 4 (III.A.3-1, III.A.3-2).

The Office of Diversity and Human Resources oversees these policies and procedures. New or modified policies, procedures, and/or laws are communicated by disseminating the information to employees through institutional mailings and workshops, in Board of Trustees minutes, by making information available via the Human Resources website, and by communicating to the Academic Senate and bargaining units of the district.

Norco Campus adheres to the employment practices established by the district, which are described in the Board Policy Manual and available on the district website (III.A.3-2). Oversight by college administrators and the district Diversity and Human Resources Office staff ensures that employees follow established policies and protocols.

**SELF-EVALUATION**

The standard is met. Norco Campus adheres to written policies ensuring fairness in all employment procedures as designed and developed by the district and administered by the district’s Office of Diversity and Human Resources.

**PLANNING AGENDA**

None

III.A.3.b. The institution makes provision for the security and confidentiality of personnel records. Each employee has access to his/her personnel records in accordance with law.

**DESCRIPTIVE SUMMARY**

District records are maintained for classified and academic personnel in the Office of Diversity and Human Resources in secure areas containing locked file cabinets that are available only to authorized employees and appropriate administrative staff. Records are maintained and protected in accordance with California Ed Code Section 87071 (rights of employees to access personnel files), U.S. Government Code Section 6254.
(guaranteeing privacy of personnel files), and Civil Code Section 1798.24 (limiting disclosure of personnel information by agencies). Medical records are kept separate from the employee’s personnel file and are also secured in a locked file cabinet.

All employees have the right to review their personnel file upon request (California Ed. Code 87071). All files must be reviewed in the presence of Human Resources staff to maintain security and confidentiality.

SELF-EVALUATION

The standard is met. Norco Campus relies on the district Office of Diversity and Human Resources for security and confidentiality of all employee personnel files. Per district policy, Norco Campus provides for security and confidentiality of personnel records by sending all confidential personnel related materials directly to the district’s Office of Diversity and Human Resources. At the district Systems Office, each employee has proper access to his/her own personnel records.

PLANNING AGENDA

None

List of References

III.A.3-1 Board Policies #6100, 6200, 3410
III.A.3-2 Board of Trustees Policies #7160 (Professional Development); #3410 (Non-discrimination); #3115 (Drug-Free Workplace); #3230 (Smoking); #4005 (Nepotism); Section 7 – Human Resources. See also policy #3110 (Prohibition of Harassment). Addenda dealing with complaint procedures for discrimination and harassment are found in Procedure 3100/4100/6100.
III.A.3-3 Employee Personnel Files Procedure Document

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

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

DESCRIPTIVE SUMMARY

Norco Campus demonstrates its commitment to equity and diversity by offering to its classified and academic employees a range of training and professional development opportunities via district and campus activities including:

- Sexual harassment training
- Diversity training
- Technology training
- New faculty orientation training
- FLEX workshops on diversity and equity issues
- Hiring practices orientations for prospective hiring committee members
- Leadership training workshops and online modules
- Equal Employment Opportunity information
- Management training on employment and personnel issues
- Title V technology training for underrepresented and at-risk student populations (III.A.4-1, 2-8).

A district-trained Equal Employment Opportunity (EEO) representative is present on all hiring committees for managers, faculty, and staff to ensure that members of the committee understand and follow EEO guidelines mandated by law and district policy.

The Faculty, Classified and Confidential Staff Handbooks contain the complete text of Board policies on affirmative action/staff diversity/employee selection, unlawful discrimination, and sexual harassment (III.A.4-9, III.A.4-10, III.A.4-11).

**SELF-EVALUATION**

The standard is met. Norco Campus supports appropriate district equity and diversity policies and offers sufficient programs and training to serve its diverse personnel and student body.

**PLANNING AGENDA**

None

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

**DESCRIPTIVE SUMMARY**

Norco Campus and the district’s Office of Institutional Research maintain and evaluate records describing the diversity of Norco employees and student body. A chart depicting the diversity of students, faculty, administrators, and staff in fall 2005 is included in the demographics section in the Introduction of the self study (III.A.4-13, 14). This chart indicates consistency with Norco’s mission to serve its community in relation to the demographics of the area served (III.A.4-12).

Norco Campus has shown its commitment to, understanding of, and concern for issues of equity and diversity by:

- Subscribing to, advocating, and demonstrating integrity in the treatment of its employees;
- Promoting a supportive work environment;
- Fostering collaboration and improved levels of communication; and
- Promoting healthy working conditions.

**SELF-EVALUATION**

The standard is met. The district Offices of Institutional Research and Reporting regularly assess Norco Campus’s employment equity and diversity to enable the campus to determine its congruency with the Norco mission.

**PLANNING AGENDA**

None

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**III.A.4.c.** The institution subscribes to, advocates, and demonstrates integrity in the treatment of its administration, faculty, staff, and students.

**DESCRIPTIVE SUMMARY**

Norco Campus and the district maintain integrity in the treatment of personnel and
students by adherence to a number of regulatory policies and laws, including union contracts; the State Education Code and Title 5; District personnel policies and practices; and federal, state, and local labor laws. RCCD has established procedures and guidelines to enable it to hire highly qualified individuals who will respond effectively and sensitively to the educational needs of students of diverse ethnic, cultural, socioeconomic and educational backgrounds, sexual orientation, or disability.

In addition, RCCD has an Equal Opportunity Statement that addresses district-wide policies on equal employment and educational opportunities. Compliance with these policies is the responsibility of the district Diversity and Human Resources Office, which disseminates information to all students and employees regarding policies and procedures pertaining to sexual harassment, unlawful discrimination, and other matters relating to the integrity of the institution. The district demonstrates its concern for the integrity of the students, faculty, staff and administrators by providing board policies that protect their respective rights. These policies are enumerated in the Board Policy manual and in section III.A.1.d above (III.A.4-15, III.A.4-16).

**Self-Evaluation**

The standard is met.

**Planning Agenda**

None

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**List of References**

| III.A.4-1 | Sexual harassment training: workshop announcements |
| III.A.4-2 | Diversity training workshop announcements |
| III.A.4-3 | Technology training workshops announcements |
| III.A.4-4 | New faculty orientation announcements: local and district |
| III.A.4-5 | Sample FLEX workshops on diversity and equity |
| III.A.4-6 | Sample leadership training workshops (district) and online modules (4faculty.org) |
| III.A.4-7 | EEO Information, Office of Diversity and HR |
| III.A.4-8 | Sample faculty training workshops Title V workshops/projects |
| III.A.4-9 | Faculty Handbook |
| III.A.4-10 | Classified Staff Handbook |
| III.A.4-11 | Confidential Staff Handbook |
| III.A.4-12 | Demographic chart: Norco and Corona areas – see Introduction |
| III.A.4-13 | Demographics chart: faculty, staff at Norco Campus – see Introduction |
| III.A.4-14 | Demographics: Norco Campus student population – see Introduction |
| III.A.4-15 | Board Policy Manual Section 7- Human Resources |
| III.A.4-16 | Policy/Procedure 7120 (Recruitment and Hiring); Policy/Procedure 3410 (Non-discrimination); and Policy/Procedure 3110/4110/6110 (Prohibition of Harassment). Addenda dealing with complaint procedures for discrimination and harassment are found in Procedure 3435. |
III.A.5. The institution provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on identified teaching and learning needs.

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

Based on the mission of Norco Campus, Board Policies #3080 and #4042 (now #7160, Professional Development), the pedagogical training needs of the faculty, and the skills training needs of support staff, professional growth opportunities are offered on a regular basis to faculty, staff, and administrators.

Faculty are provided varied opportunities for professional development through FLEX day activities/workshops, conferences/conventions, salary reclassification opportunities via professional growth activities, sabbatical leave awards, and individual professional development activities designed and planned through collaboration by faculty and administration. All faculty development activities are conducted with the assistance of the Norco Coordinator of Faculty Development and by the district Office of the Assistant Vice Chancellor of Institutional Effectiveness (III.A.5-1).

Each activity is planned to meet one of the following criteria:

- Improvement of teaching
- Maintenance of current academic and technical knowledge and skills
- In-service training for vocational education and employment preparation programs
- Retraining to meet changing institutional needs
- Intersegmental exchange programs
- Development of innovations in instructional and administrative technique and program effectiveness
- Computer and technological proficiency programs
- Courses and training implementing affirmative action and upward mobility programs
- Other activities determined to be related to educational and professional development pursuant to criteria established by the Board of Governors of the California Community Colleges, including, but not necessarily limited to, programs designed to develop self-esteem (III.A.5-2).

New full-time faculty orientation and training also includes face-to-face workshops and online instruction through 4faculty.org (III.A.5-3). Each new faculty member is mentored by arrangement with the campus Coordinator of Faculty Development. Part-time faculty are encouraged to attend welcome meetings, professional development workshops organized by full-time faculty in their discipline, regular faculty development workshops on campus, and online pedagogical resources on 4faculty.org (III.A.5-4).

More than fifty different types of workshops are offered to faculty each year.
(III.A.5-3). These include discipline-specific training and ongoing collegiate dialogue, technology training, workshops on assessment and student learning outcomes, broad campus discussions of teaching and learning, Back-to-College days, and Flex days (III.A.5-5, 6-9).

Technology training workshops are offered by campus faculty and technical support staff on an ad hoc basis and by the district through the Open Campus and the Faculty Innovation Center. Faculty development activities and policies are communicated to faculty through the rccdfaculty.net website, the Online Faculty Handbook, the Faculty Survival Guide, the annual mailing to faculty homes, and through publication of a faculty newsletter, The Learning Curve (III.A.5-10, 11-14).

In addition, Norco Campus provides appropriate support for classified personnel through staff development opportunities including informational meetings, district workshops, professional organization workshops and seminars, professional organization conferences, community education, and online workshops (III.A.5-15). All activities are designed to assist staff in maintaining and improving their knowledge and skills in the technical aspects of their job responsibilities. Moreover, campus Maintenance and Operations provides continued training for its staff. Most recently, the grounds staff participated in two off-site seminars dealing with turf and athletic field maintenance. The custodial staff also participated in a seminar on cleaning techniques for public buildings.

Requests for compensatory funds for attending development activities are managed by a classified and confidential Staff Development Committee, comprised of five to seven classified and confidential employees representing various employee groups; the Associate Vice Chancellor of Human Resources, or a designee, chairs the committee.

The district also makes a variety of professional development programs available to staff and administrators, including workshops and programs on the following topics:

- Disability, discrimination, family and medical care leave, workers’ compensation, and retirement plans
- Legal issues regarding hiring in community colleges
- Administration of overlapping laws regarding disability retirement
- Performance management evaluations for community college districts.

**SELF-EVALUATION**

The standard is met. FLEX day activities and staff development activities are consistent with the institutional mission and based on identified teaching and learning needs. The district offers a variety of opportunities that meet the needs of its personnel.

Opportunities for staff development have been readily available through Classified and Confidential Staff Development Program, under the auspices of the district Office of Diversity and Human Resources. The program’s greatest success has been in providing funding for individuals seeking professional enrichment.

**PLANNING AGENDA**

- Develop more on-campus orientation and professional development activities for both staff and faculty.
III.A.5.b. With the assistance of the participants, the institution systematically evaluates professional development programs and uses the results of these evaluation as the basis for improvement.

**DESCRIPTIVE SUMMARY**

Participants in professional development activities evaluate the content and presentation of each activity at the conclusion of the respective program. All attendees, including administrators, department chairs, faculty, and staff, are asked to rate their satisfaction pertaining to FLEX instructional development, professional and personal development activities, conferences, workshops, and the like. The evaluation forms also provide space for suggestions and/or recommendations (III.A.5-16).

The Office of Institutional Effectiveness (following its merge with the former office of Faculty Affairs) assesses activities scheduled by the district to determine future needs and ways to improve professional development activities (III.A.5-17). The Norco campus Faculty Development Coordinator assesses the effectiveness of each campus professional development workshop.

**SELF-EVALUATION**

The standard is met. The district and Norco Campus provide faculty and staff who participate in professional development activities with sufficient opportunities to evaluate professional development events, and the district Office of Institutional Effectiveness uses the results of these evaluations as a basis for continuous improvement of the professional development process.

FLEX days for faculty are contractually limited to 18 hours per academic year, some of which are reserved for discipline meetings. This limitation does not preclude the campus from offering additional professional development opportunities, such as the Dialogue Workshop presented in February 2007. Currently formal evaluative tools and informal requests serve as a means of assessing attendees’ satisfaction and for determining future events.

**PLANNING AGENDA**

None

**List of References**

| III.A.5-1 | URL: [http://www.rccdfaculty.net/pages/about.jsp](http://www.rccdfaculty.net/pages/about.jsp) |
| III.A.5-2 | RCCD Faculty Handbook, [http://www.faculty.net/handbook](http://www.faculty.net/handbook) |
| III.A.5-3 | New faculty orientation/training workshops, announcements (see website above) |
| III.A.5-4 | Sample workshop flyers for part-time faculty; [http://www.4faculty.org/](http://www.4faculty.org/) |
| III.A.5-5 | Sample discipline-specific training (sample norming workshop for English comp faculty) |
| III.A.5-6 | *Online Faculty Handbook*; sample e-mails, Norco tech training workshops; Faculty Innovation Center: sample calendar |
| III.A.5-7 | DAC and Office of Institutional Effectiveness workshops on SLOs and assessment-flyers |
| III.A.5-8 | Agenda, Norco Back-to-College Day: Fall 2006 |
| III.A.5-9 | Spring 2007, Feb. 9 agenda FLEX day, Norco |
III.A.6. Human resources planning is integrated with institutional planning. The institution systematically assesses the effective use of human resources and uses the results of the evaluation as the basis for improvement.

**DESCRIPTIVE SUMMARY**

Each year the chancellor asks each campus for its personnel requests. These requests are evaluated and prioritized to meet state requirements and fulfill the mission of the district and the individual campus. At Norco Campus, the information submitted to the chancellor by the campus president is compiled from the information presented in the Norco Academic Master Plan, with input from the Norco Academic Senate, the NSPC, the NAPC, the deans, and the vice presidents (see standard III.A.1.a. for a detailed explanation of the process). Local campus human resources planning is thus integrated with campus and district planning procedures through the district-wide strategic planning process (III.A.6-1).

Hiring policies and search processes are managed by the district’s Office of Diversity and Human Resources. Norco Campus has begun developing and improving the procedure by which it systematically assesses the effective use of its human resources. The annual program review updates and comprehensive four-year program reviews for instructional and non-instructional programs identify human resource needs. After these are identified at the program level, they are prioritized by each department and forwarded to the NAPC for campus-wide prioritization. The prioritized requests for staffing are forwarded in turn to the Human Resources subcommittee of the Norco Strategic Planning Committee, where the human resource requests for the campus are reviewed and sent for review to the general body of the NSPC. Finally, the NSPC forwards its hiring recommendations to the campus president and her cabinet for further action. The campus president and her cabinet review the position requests and transmit a prioritized list for action and approval at the district level.

Norco Campus personnel are working on establishing appropriate evaluative tools and ways to use assessment as the basis for improvement in all areas which enhance institutional effectiveness, including human resource assessment, via the strategic planning process introduced by the district in fall 2005.

**SELF-EVALUATION**
The standard is met. Norco Campus follows current district strategic planning processes and procedures for determining and prioritizing human resource needs, as well as the regularly updated Norco Academic Master Plan, which integrates human resource planning with institutional planning. This process ensures that human resources requests meet the needs of the campus within the constraints imposed by limited funding and the need for a revised budget allocation model for the three campuses in the district. Both the campus and the district have a process in place to systematically assess the effective use of human resources and use the results of these assessments as the basis for improvement.

As the campus and the district have only recently implemented these processes; they will need to be evaluated and revised if necessary as the campus assesses the effects of their implementation.

**PLANNING AGENDA**

- Develop and disseminate written guidelines for NSPC for prioritizing human resource needs.

### List of References

| III.A.6-1 | *Strategic Planning Process, 2001-2006*
| III.A.6-2 | Board of Trustees - Section 4, Academic Affairs; Section 7 – Human Resources. (In May 2007, the Board approved three new policies that take the place of several policies in current sections 3 and 4.) |