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

7A.1 The institution has sufficient faculty and staff who are qualified by appropriate education, training, and experience to support its programs and services.

Description

There are 218 full time faculty teaching at San Joaquin Delta Community College, according to the SJDC 2000 Annual Report. Thirteen faculty members hold undergraduate degrees, 165 are teaching with a masters degree, and 40 hold doctorate degrees. More than 300 adjunct faculty represent 25% of the teaching load, according to the report (see Document 7-1). The quality and training of the classified staff is also high, and includes among its ranks one member who has a doctoral degree.

Analysis

The 2000 Annual Report states the College has sufficient full-time faculty to cover 75 percent of the teaching load in a semester. The report also states that “as many as 300 adjunct faculty are hired each semester to support or augment the course demands of the students.”

The College conducted a campus wide survey in spring 2001 and the survey responses documented a general consensus that the College possesses adequate staffing levels. The faculty and staff response showed 59 percent agreed that the College is adequately staffed with qualified full and part-time faculty to support educational programs. Only 18 percent disagreed with this statement (Figure 7-1). Another 36 percent of the faculty and staff responded there was adequate staffing for guidance and counseling purposes (figure 7-2) and 54 percent responded that there was adequate library and learning resources staff. The low percentage reported for adequate guidance and counseling staff may be improved since the College hired several full-time counselors who started in the fall semester of 2001.
The student survey posed a different statement concerning adequate instruction opportunities with different results. Students were asked if they were able to enroll in a substitute or replacement class if there was a cancellation (Figure 7-3). Only 33 percent responded that they were able to enroll in suitable replacement classes if there was a cancellation. While it is not defined why students believed they were not able to enroll in a replacement class, part of the reason may be from lack of available qualified instructors.
In another question, 35 percent of the students responded they did not know or believed there was poor availability of course offerings at times they wanted to take classes.

![Figure 7-3 % Student Evaluations of Class Availability When a Class is Cancelled](image)

Question: After a class I need is cancelled I am able to enroll in a suitable replacement class
(371 students responding)

The quality of instruction is not in question as 83 percent of student respondents answered that their major subject area of instruction was excellent (Figure 7-4). When faculty and staff were surveyed about instruction at the College, 79 percent said the College "is committed to high standards of teaching" (Figure 7-5)
Figure 7-4  % Student Evaluations of Instruction in their Major Area of Study

Question: The quality of instruction in your major area of study (366 students responding)

Figure 7-5  % Faculty and Staff Perceptions of the College's Commitment to High Standards of Teaching

Question: The college is committed to high standards of teaching (242 faculty and staff responding)
The discussion of having sufficient qualified faculty and staff to support instructional programs is ongoing. The Academic Senate addresses the issue of qualified staff in the annual entitlement review process, and this is a common theme with classified staff as well.

The Academic Senate is currently working with the President of the College to establish a consistent process for determining the annual faculty entitlement approval process. Recent policy proposals are seeking to have overload limits removed from full time faculty and other proposals are seeking to allow managers to receive compensation for teaching classes. Still other proposals are seeking to gain clarification on whether classified employees might be able to teach courses (there is a current policy that does not allow classified employees to teach).

The campus newspaper, *The Impact*, ran a news story two years ago quoting the Science and Math Division Chair that he was unable to schedule math courses due to a shortage of instructors. The current policy proposals seem to indicate that there is a need for a larger pool of prospective instructors to select from in certain divisions.

**Plans**

1. Undertake a careful examination of faculty and staff to define sufficient quantity and quality needed to support programs and services. After this examination the College could then develop clear procedures for recruiting, hiring, and retaining qualified faculty and staff.

2. Establish a consistent, mutually agreed upon process for establishing faculty entitlements.

**7A. 2** Criteria, qualifications, and procedures for selecting all personnel are clearly stated, public, directly related to institutional objectives, and accurately reflect job responsibilities.

**Description**

Personnel policies and procedures have been developed for the College. The specific details are maintained in the Policy and Procedures Manual and are provided for each staff group. Employment Procedures for Academic Managers can be found in Section 2032 of the manual, for Regular and Contract Faculty in Section 3001, for Adjunct and Temporary Faculty in Section 3002 and for Classified Staff in Section 4011 (Document 7-2). District policy states that copies of these policies will be available upon request. An original copy and all updates have been provided to the administrative offices, division offices, Goleman Library, Academic Senate, SJDCTA, CSEA, and POA offices.

San Joaquin Delta College provides information on vacancies to all interested applicants. It currently uses a number of methods to provide information to the current staff and the public on vacancies at the College. The Human Resources Department publishes a job
description for each position. Job announcements for all positions are posted outside the Human Resources Offices. Academic and administrative job announcements are distributed to Division Chairs for distribution to their staff. The Human Resources office also maintains a Job Openings section on the College web site available through public Internet access. Advertisements are routinely posted with area newspapers. For faculty and administrative positions, notices are placed with state and national professional organizations for publication in newsletters and web sites.

Faculty, classified, and management criteria and selection procedures are published in advertisements, explaining the position, knowledge, skills and/or degrees required, job-related duties, and application deadlines. Job descriptions are on file and available for all management, faculty, and staff positions.

The Academic Senate has annually been establishing a prioritized list of faculty entitlements that current faculty believe should be approved. Concurrently, a prioritized list has been developed by the Instruction and Student Services Offices outlining the faculty entitlements. These lists have been presented to the President of the College and a consolidated list of faculty entitlement requests has been presented to the Board of Trustees for approval. This system is currently being discussed in the hopes of establishing an agreed upon process.

Faculty candidates applying for a position must submit a letter of application addressing their qualifications for the position in addition to a San Joaquin Delta College Application for Employment. Copies of all certificates and transcripts are required by the closing date. If transcripts are not available, a written certification from the appropriate instructional dean or administrator is acceptable.

Copies of transcripts are accepted until the candidate reaches the second level interview. At that time, official transcripts may be required. Conclusive evidence of equivalency if minimum qualifications are being met on this basis is required. Equivalency to the requirements of the job description are addressed on an Application for Equivalency form.

Members of minority groups, women, and disabled persons are encouraged to apply. Individuals with disabilities may request needed accommodation to participate in the application process.

A selection committee reviews and evaluates applications and selects a limited number of candidates for interview. Meeting the minimum qualifications for a position does not assure the candidate an interview. The selection of managers follows a similar process.

Classified applicants submit an application form and brochure for open positions or download the application form from the College Web site. Minimum qualifications must be met by the final filing date. Resumes are not accepted by e-mail. Applications are accepted for open positions only. A separate application form must be submitted for each
position applied for. Applications are available from the Office of Human Resources and Affirmative Action.

**Analysis**

Information regarding current job vacancy announcements is available to the general public and Delta College employees through the Office of Human Resources and Affirmative Action. Information concerning the criteria, qualifications, and selection procedures are stated clearly and are directly related to institutional objectives. The availability to access all job announcements through the College web site and the distribution of academic job announcements to division offices has helped in overcoming the issue of job vacancy announcements only being posted at the Office of Human Resources and Affirmative Action.

In recent months, a tight labor market has made it difficult to recruit qualified candidates for some open positions. This has been particularly true for the effort to attract police officers to the campus in the most recent recruitment process. The tight labor market will require additional recruitment efforts to attract strong applicants to Delta College.

Based on the survey of staff and faculty, 45 percent of the survey respondents indicate they don’t know, weren’t sure of, or disagreed that the College adheres to written policies ensuring fairness in all employment procedures. This is almost half of the staff and faculty, suggesting that a substantial number of the College's employees need more clear information about employment policies.

During fiscal year 2000-2001, the Office of Human Resources and Affirmative Action recruited for 43 positions: 5 full time faculty positions; 28 classified/confidential positions; and 10 management positions.

In order to recruit a quality number of competitive applicants, the Office of Human Resources and Affirmative Action established an Internet recruitment presence, participated at job fairs and advertised in local and regional newspapers. The department also advertised in minority-focused journals, and made outreach efforts with university, professional, and community organizations.

During the prior fiscal year, there were 94 new hires: 68 classified/confidential; 13 full time faculty; and 13 managers.

The Board of Trustees approved 110 new adjunct faculty candidates during the same period of time. Recruitment efforts included a continuous open recruitment period and expanded outreach efforts.

Employment vacancies should continue to be posted with the *Registry for California Community Colleges* and *The Chronicle for Higher Education*. Additional efforts need to be made by both the Office of Human Resources and Affirmative Action and Division staff to identify professional organizations related to each recruitment process. This is
especially true when recruitments are for specialized faculty or administrative openings. For example, many disciplines have specialized professional publications that target an audience with the potential of generating a greater response from qualified applicants. Some professional organizations only publish their newsletters or update their web sites on a quarterly basis; the College's recruitment periods will need to be sensitive to these issues if Delta College is to access these resources to identify additional applicants for consideration.

**Plans**

1. The Office of Human Resources and Affirmative Action and academic divisions should expand recruitment efforts to include specialized professional organization job listing services that are not currently contacted.

2. The Office of Human Resources and Affirmative Action should investigate implementation of special recruitment practices to deal with tight labor market conditions in certain employment sectors.

3. Examine more cooperative and innovative approaches for presenting open positions to a potential candidate pool.

4. The Office of Human Resources and Affirmative Action should investigate ways to distribute all job openings to classified departments, recognizing that some staff may be qualified for candidate pools in academic settings.

5. Policies regarding employment processes and candidate screening should be added to the College Web site.

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**7A. 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**

The criteria for the selection of full-time and hourly faculty are clearly stated in the Policy and Procedure Manual in sections 3001 and 3002 (Document 7-3). The selection process for teaching faculty normally includes a short presentation or teaching sample by candidates to evaluate their teaching effectiveness. When the position is principally calling for classroom instruction, this is used as the principal criteria for the selection of both full and part-time faculty.

The selection process for teaching faculty includes a screening and interview process. The interview process includes an administrator, three faculty members in appropriate disciplines, and an affirmative action representative. For full-time faculty a student and, if available, a community member are also included in the interview panel, but they are
not required for part-time faculty interviews. The selection committee may include a faculty member from another division or a member of the classified staff.

**Analysis**

During the writing of this report, some expressed concern that teaching demonstrations are not always required of candidates pursuing a teaching position. The inclusion of a teaching sample is a way for the screening committee to evaluate the candidate's teaching style and effectiveness. The interview process also includes general questions and subject specific questions in addition to the teaching sample. Staff concerns continue to be expressed that the teaching samples seen are too brief and may not be a true representation of the candidate’s abilities or effectiveness as a teacher.

**Plans**

1. The Office of Human Resources and Affirmative Action and Academic Senate should study the faculty selection processes used by other colleges in order to improve the selection process at the College.

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**Description**

A list of full-time faculty and administrators, the degrees they hold, and the names of the granting institution is published annually in the *College Catalog*, which is also available online at the College’s Web site (Document 7-3).

**Analysis**

The names of faculty and administrators and accompanying degrees are published in the *College Catalog*. Degrees are verified at the time of hiring.

**Plans**

No action is planned.
B. Evaluation

7B.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

The evaluation of each category of staff is conducted at intervals stated in the District Policy and/or Collective Bargaining Agreements. For permanent classified employees, evaluations occur annually. Two to three evaluations of probationary employees are completed as required by District Policy within the first eight to twelve months of employment. New managers are evaluated every year for the first three years, and at least every three years thereafter. The Office of Human Resources and Affirmation Action maintains a database of evaluation periods and reminds supervisors when evaluations of classified staff and managers are due. Regular faculty members are evaluated at least once every three years in accordance with Education Code provisions. Contract instructors are evaluated annually, also in accordance with Education Code provisions. A database regarding evaluation of regular and contract faculty is kept in the Instructional Services Office, and immediate supervisors are notified when evaluations are due.

Follow-up meetings between supervisors and employees are a required component of evaluations in District Policy. Classified employees, according to District Policy, are to sign all formal evaluations. The employee is to receive a copy of the evaluation and the original is placed in the employee's personnel file. If the permanent classified employee feels that the evaluation is not accurate or fair, the employee may attach a letter of explanation of items in dispute within ten workdays. A permanent classified employee may also request that a review committee conduct an informal hearing and make a final decision in regard to the evaluation. According to Procedure 2033 on Evaluation of Managers, the supervising manager will meet with the manager to discuss the content of the evaluation. The evaluation will include recommendations and suggestions for improvement including information on how the supervisor will assist the manager in implementing the suggestions. A self-evaluation and the supervising manager's appraisal will be placed in the manager's personnel file. The Faculty Collective Bargaining Agreement states that a follow-up conference must be held within 20 duty days of the classroom visitation or pre-conference and shall include discussion of the evaluation including the student evaluation, notification of the faculty member's right to respond in writing, and mutual signing of the forms.

The College recently proposed revising the schedule of management evaluations to take place once every two years.
Analysis

The policies and procedures for evaluation of employees are revised periodically by the Policies and Procedures Review Committee and through the collective bargaining processes. The Office of Human Resources and Affirmative Action, the Instructional Services Office, and officials of California School Employees Association (CSEA), and California Teachers Association (CTA) have all stated that they know of no grievance of the process of evaluation (although there have been some grievances of content of evaluations) during recent years.

In a February 2001 survey of College staff, 50 percent of faculty and staff agreed with the statement, "Evaluation processes assess effectiveness and encourage improvement." While the survey indicated that almost 50 percent of staff feel that evaluation processes are appropriate and encourage improvement, at least half are unsure of the processes of evaluation or feel that they need improvement.

Plans

1. Continue to monitor and update evaluation processes as needed.

7B.2 Evaluation processes seek to assess effectiveness and encourage improvement.

Description

According to the Collective Bargaining Agreement between the College and its faculty, the ultimate goal of the faculty evaluation process is to provide students with improved instruction, counseling, and library services. A further goal is to provide management with clear and reasonable evidence for determining retention and tenure. A basic premise of the evaluation program is that it requires consideration of a faculty member's total performance and should not be limited simply to classroom visitations. The agreement further states that the process of evaluation must include constructive suggestions for the implementation of reforms. The evaluation process for faculty includes a pre-conference with the immediate supervisor to discuss contract provisions regarding evaluation. A minimum of one classroom visitation must be made. The follow-up conference must be held within 20 days and shall include discussion of the evaluation including student evaluation, notification of the faculty member's right to respond in writing, and mutual signing of the forms. The signed evaluation is placed in the faculty member's personnel file. The faculty member is to receive a copy of the evaluation and the opportunity to discuss the report with the evaluator before signing it.

A peer review is to occur the same year as the administrative evaluation. Included in the peer review is a pre-review conference, review of course handouts and objectives, review of use of instructional materials, review of use of equipment, review of student grade determination procedures, other professional work including committee work and relationships with students. A classroom visitation is made if an administrative
classroom visit has been done. A post-review conference includes positive comments and suggestions for improvement.

All faculty being evaluated are required to complete a self-evaluation, which is shared with the peer reviewer. Submission of a statement verifying the peer review follows. Procedures vary as necessary in the case of counselors and librarians. The inclusion of student evaluations in the formal evaluation process was added in the current Collective Bargaining Agreement. In this process a student evaluation is coordinated with the administrative evaluation. The Student Evaluation form is distributed to all classes taught by the faculty member. The forms are collected by a designated student and returned to the Division Office in a sealed envelope. Student evaluations may not be done before one-half of the scheduled semester class meetings have occurred. A summary of student ratings and the forms themselves are shared with the faculty member. If 25 percent of the student evaluations contain similar negative comments or ratings the supervisor shall document the negative ratings and comments, which is then placed in a sealed envelope in the faculty member's personnel file. The District in circumstances carefully delineated by contract language may utilize the sealed evaluations.

Faculty members whose subject matter competence is questioned by a supervisor may request another evaluation by a person competent in the area who is appointed by the supervising Dean or Vice President. Faculty members whose performance is not deemed satisfactory may have their performance monitored more frequently than the stated intervals. This procedure is to assist the faculty member to improve performance and provide a due process procedure. A written notice is to be given to the faculty member in question that includes an explanation of the problem or problems identified, an outline of assistance to be given to foster improvement of performance, and timelines of when improvement is expected. The evaluation process for classified staff and managers does not appear to stress the broad range of areas that the faculty evaluation process does, perhaps because these processes have not been recently revised. However, the procedure for evaluating managers does state that the evaluation will include recommendations and suggestions for improvement including information on how the supervisor will assist the manager in implementing the suggestions.

The manager evaluation process is to include a self-evaluation, a review of the goals and objectives for the past and present years, discussion of the manager's responsibilities and how they are carried out, a review of professional work such as committee work, community involvement, and participation in professional organizations. If managers also teach, a classroom visitation is included. A peer review is optional for managers. Those being supervised by a manager may request that an evaluation process be initiated if problems are perceived and informal measures have not resulted in correction of the problems. Topics included in the classified evaluation include:

- Quantity of work
- Quality of work
- Creativity
- Knowledge of job
- Amount of supervision required
- Cooperation
- Attendance and use of time
- Motivation
In each category, the supervisor rates the employee and lists strengths and suggestions for improvement.

**Analysis**

The current faculty evaluation process was instituted with the signing of the Collective Bargaining Agreement in March 2000. According to officials of CTA and the Vice President for Instructional and Information Services there have been no challenges of this process although there have been a few challenges of content of evaluations. Representatives of the California State Employees Association and Office of Human Resources and Affirmative Action staff state that they know of no grievances of the process of manager or classified evaluation process. College staff involved in this portion of the Self-Study believe that it might be desirable to make management and staff evaluations more appropriate to each of the positions being evaluated.

As indicated earlier, a recent survey of staff indicated that approximately half agreed with the statement that the evaluation process assesses effectiveness and encourages improvement. However, classified staff had the most negative impression of the evaluation process, with only 31 percent agreeing that the process assesses effectiveness and encourages improvement. This difference of opinion is quite significant when compared against managers (68 percent) and faculty (56 percent), and suggests a need to improve staff understanding of evaluation procedures.

**Plans**

1. The Office of Human Resources and Affirmative Action should provide training sessions to both managers and classified staff to deepen the understanding of evaluation procedures and to orient the processes to the delivery of improved services that enhance student learning.

7.B3 **Criteria for evaluation of faculty include teaching effectiveness, scholarship, or other activities appropriate to the area of expertise, and participation in institutional service or other institutional responsibilities.**

**Description**

The evaluation criteria included on the supervisory Faculty Evaluation Form include: instructional competence, subject matter competence, methods of student evaluation, responsibility, completion of required forms, relationship with students, relationship with staff, enthusiasm, and professional and community activities. Criteria vary slightly for counselors and librarians depending upon specialized responsibilities in these departments. Peer evaluations focus upon review of course handouts and course objectives, use of instructional materials, use of equipment, grade determination procedures, other professional work (such as committee work, curriculum, and course development), and relationships with students. A self-evaluation is also done and shared with the peer reviewer.
Topics included in the student evaluation of instructors include:

- Class preparation
- Content of texts and assignments
- Starting class on time
- Clear explanations
- Command of the subject matter
- Encouragement of critical thinking and student participation
- Enthusiasm
- Timely, fair, and reasonable grading practices
- Adherence to course objectives
- Availability during office hours
- Adequate answering of questions

Finally, the student grades the instructor from excellent to poor, and states whether they would recommend this instructor. Students also may comment about what they like best about the class and how the class might be improved.

**Analysis**

The faculty evaluation process at the College has become more comprehensive and includes a wider "team" of evaluators such as peers and students. Since this process is fairly new, experience with the process is limited. At the present time, according to officials of the California Teachers Association and the Vice President for Instructional and Information Services, the process has not been challenged by grievances. After the process has been utilized for a longer time, if problems become apparent, refinements may need to be considered. A February 2001 survey of staff suggests that 56 percent of the faculty believe the process assesses effectiveness and encourages improvement. These results are not high, but they represent a slight improvement over a similar question in a 1996 survey, where 46 percent agreed that the College had "effective procedures for evaluating the performance of its staff."

**Plans**

1. The Offices of Human Resource and Affirmative Action and Planning, Research, and Grants Development should conduct a survey of faculty to assess attitudes toward the evaluation process, and to explore avenues to make the evaluation process a positive experience oriented toward improving instructional delivery.
C. Staff Development

7C.1 The institution provides appropriate opportunities to all categories of staff for continued professional development, consistent with the institutional mission.

7C.2 Planning and evaluation of staff development programs include the participation of staff who participate in, or are affected by, the programs.

Description

The San Joaquin Delta Community College District gives faculty, staff, and administration opportunities to develop in their fields of expertise. Campus-wide staff development activities are allocated in the following manner:

<table>
<thead>
<tr>
<th>Classification</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty</td>
<td>50.0</td>
</tr>
<tr>
<td>Classified</td>
<td>42.5</td>
</tr>
<tr>
<td>Management</td>
<td>7.5</td>
</tr>
</tbody>
</table>

The budget allocations and descriptions are detailed in the Human Resources Development Plan 1997-2000 (Document 7-4). Several committees participate in the coordination and oversight of staff development and professional growth. They are as follows:

Staff Development Committee

This committee serves as the overall coordinating committee for the College's staff development programs. It reviews needs and develops recommendations regarding College-wide staff development programs. It develops and maintains the College's staff development plan.

The committee membership comprises the chairpersons of the following committees responsible for staff development: Classified Staff Professional Growth Committee (CSPGC), Faculty Professional Growth Committee (FPGC), and Management Professional Growth Committee (MPGC).

Additional members are appointed to assure a membership equally balanced between managers, faculty, and classified staff (three of the classified staff members shall be appointed by the California School Employees Association). The Dean of Planning, Research, and Grants Development serves as a non-voting member. The Executive Secretary is the Director of Human Resources and Affirmative Action. The committee has an advisory relationship to the Superintendent/President of the College.
Classified Staff Professional Growth Committee

This committee is responsible for reviewing institutional needs of classified staff for professional growth opportunities. It suggests and develops programs to meet the identified needs. It makes recommendations concerning staff requests for funding of professional growth activities. Several supporting documents explain the mission, goals and objectives, for this committee (Document 7-5).

Committee membership includes five classified staff members; the Executive Secretary is an officer of the Classified Senate appointed by the Classified Senate President. The committee acts as an advisor to Classified Senate.

Faculty Professional Growth Committee

For professional growth purposes, all Full-time Equivalent Faculty (FTEF) are provided by contract the equivalent of $225 per year to finance travel to workshops or conferences. Faculty can request additional money from the Faculty Professional Growth Committee.

This committee reviews institutional needs of the faculty for professional growth. Responsibilities of the committee include:

• Suggest and develop program to meet identified needs of individual faculty members.

• Make recommendations concerning individual faculty member requests for funding of professional growth activities, including sabbatical leave applications.

• Approve and recommend to the Vice President for Instructional and Information Services considerations for advancement from class-to-class on the faculty salary schedule such as:
  • General plans and rationale of individual faculty members.
  • Faculty requests to consider upper division or graduate units from institutions other than accredited colleges or universities.

The committee membership includes five faculty members (three faculty members appointed by the San Joaquin Delta College Teachers Association and two faculty members appointed by the Academic Senate). The Secretary of the Academic Senate or the designee of the Academic Senate is the permanent chairperson of the committee. The Executive Secretary is the Academic Senate Secretary. The committee acts as an advisory committee to the Academic Senate.
Faculty Flex Program

The following information summarizes the faculty flex program as identified in the most recent Collective Bargaining Agreement.

Each faculty member has an annual 25-hour obligation. The flex year runs from the beginning of the fall semester to the day before the first duty day of the following fall semester. At least five hours of the 25-hour obligation are to be completed on the mandatory in-service day, which is the day immediately preceding the start of the fall semester. Up to ten hours of the flex obligation can be completed on duty days outside of classroom or other normal duty day hours. The balance of the 25-hour obligation is to be completed on non-duty days. Up to eight hours of flex activities beyond the current year obligation can be banked to the following flex year. Presenters receive two-for-one flex credit.

Faculty flex contract proposals are due to the Academic Senate Office, Locke 119, October 1. The date for completed flex contracts with Part II signed verifying completion is September 10 of the following year.

In addition to these activities, the 2001-02 College budget included approximately $45,000 for the establishment of a Faculty Training Center. The Center will be developed in spring 2002, and will serve as a resource for faculty to use to improve instruction techniques.

Plans for 2000-2001

Academic Senate sponsored flex workshops are offered on an almost weekly basis throughout the academic year. These workshops are offered along several tracks such as retention, technology, and student services. The activities typically take place on Monday afternoons and Thursdays during the "College Hour" (11:30 a.m. - 12:30 p.m.).

Management Professional Growth Committee

The Management Professional Growth Committee reviews institutional needs for professional growth opportunities for management personnel. It suggests and develops programs to meet identified needs. The committee makes recommendations concerning managers' requests for funding of professional growth activities.

The committee membership includes the Director of Human Resources and Affirmative Action, two academic managers and two classified managers. The Executive Secretary is the President of the Management Senate. The committee acts as an advisor to the Management Senate.
Analysis

Over the past several years, there has been a concerted effort by the Staff Development Committee to start the academic year with fall in-services. Examples are Hanoch McCarty, co-author of Chicken Soup for the Soul, which was presented in 1998-1999, and Carlos Cortez, Multiculturalism in the Community College, which was presented in 1999-2000. Living with Grief is also an annual workshop.

The Staff Development Committee is purchasing the Connections Quality Service Training Program. This program is particularly desirable because it was written for service training at community colleges. It concentrates on issues faced by college staff. It follows a “train the trainer” process in which Noel Levitz trains key personnel who in turn train other members of the campus staff. It is the intent of the Committee to have cycles of workshops for all faculty, management, and classified employees on an ongoing basis.

Effective mid year of 1999-2000 Classified Senate oversees the Classified Professional Growth. The Senate oversees the distribution and planning of activities for classified staff. The Senate is currently working on a survey for workshops/activities to be held on campus on Friday afternoons.

Classified staff have organized and presented the following training and development opportunities:

Fall 2000 - Several classes of MS Office and Yoga were presented and attended by classified staff. Both classes gave employees mental and physical development to enhance their jobs.

Spring and fall retreat - Approximately 125-150 attended the spring and fall retreats. The fall retreat is held on campus to allow everyone to attend during a four-hour workshop. The spring retreat is held off campus during spring break for all day activities and workshops.

Group retreats - Funds are available each year to send ten classified employees to the Higher Education Consortium of Central California (HECCC) retreat and three to five classified employees to attend the Classified Leadership Institute, which supports building teamwork and leadership among each other and other community colleges.

Effective 2000-2001, the College administration allowed the Classified Staff Development Committee to support classified employees who attend individual classes or course work towards a degree by offering tuition reimbursement for undergraduate or graduate work. Employees who attend Delta College classes receive waived registration fees and are reimbursed the cost of books for those classes that are related to their job and/or for upward mobility.
Faculty Professional Growth

A total of 98 instructors received 116 faculty professional growth awards in 1999-2000 (Document 7-6). Since this reflects less than half of the full-time faculty, there may be a need for greater efforts to inform, motivate, and encourage faculty and staff to take full advantage of the available sources of funding. However, money for travel is limited, and the Committee cannot fund more projects without increases in the annual budget for faculty.

Plans

1. Establish a Faculty Training Center with appropriate resources and staff to make this an effective vehicle for faculty improvement.

2. The Staff Development Committee should explore the possibility of closing the campus offices on occasional Friday afternoons at 3 p.m., in order to facilitate greater attendance at classified staff activities.

3. The Classified Senate should conduct a survey of classified staff to analyze demand for classified workshops.

4. The Office of Human Resources and Affirmative Action and Staff Development Committee should implement widespread training utilizing the Connections program to improve the delivery of quality services to students.

D. General Personnel Provisions

7D.1 The institution has and adheres to written policies ensuring fairness in all employment procedures.

Description

Written policies related to aspects of fairness in employment procedures, including the Hiring Process, Job Description, Recruitment, Interview Process and Selection Process are found in the College’s Policy and Procedure Manual:

<table>
<thead>
<tr>
<th>Section</th>
<th>Classification</th>
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<tbody>
<tr>
<td>2032</td>
<td>Managers</td>
</tr>
<tr>
<td>3001</td>
<td>Full-Time Faculty</td>
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<tr>
<td>3002</td>
<td>Adjunct Faculty</td>
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<tr>
<td>4011</td>
<td>Classified Staff</td>
</tr>
<tr>
<td>5710</td>
<td>Work Study Student Positions</td>
</tr>
</tbody>
</table>
In addition, written policies on employment procedures are found in Collective Bargaining Agreements between the District and the:

California School Employees Association Chapter #359 (CSEA) (Document 7-7)
San Joaquin Delta College Teachers Association/CTA/NEA (Document 7-8), San Joaquin Delta Community College Peace Officers Association (POA) (Document 7-9).

A copy of the College's Policy and Procedure Manual is available in each Division Office. Copies of bargaining agreements are sent to members of each bargaining unit.

In addition, Board Agenda items, internal and external position announcements, and screening and employment materials reference fairness in employment procedures. A reclassification study for classified staff was completed and implemented in 2000 and a reorganization of managers was completed in 2001. Both studies resulted in salary adjustments to make salaries more equitable to internal comparable positions, and to external comparable positions.

**Analysis**

Certain confidential classified employees do not receive the same contractual protections as other employees on the campus who are represented by exclusive bargaining agents. Likewise, temporary workers (known as "white time card" employees) do not receive the same contractual and policy protections as those members of the full-time staff who are represented by bargaining groups. As such, these groups often feel unfairly shut out of campus discussions on working conditions and wages because they do not have a "voice."

Concerns have been raised about faculty transfer procedures in the Collective Bargaining Agreement, and their unfairness toward adjunct instructors or potential employees from outside the district. One concern is that the procedures allowing for full-time instructors to apply for transfers gives them an unfair advantage when an entitlement opens up. This is a contractual item, and it is a concern that might be addressed by parties involved in the next round of contract talks. At a minimum, the written policies on transfer procedures among faculty members can be rewritten to provide more clarity.

Ongoing discussions are currently under way on methods to implement targeted recruitment among under-represented groups.

The Office of Human Resources and Affirmative Action staff now meet with all hiring committees to orient them to required policies and procedures. The College should re-evaluate the quality and duration of training given to Affirmative Action representatives on hiring committees.

In 2001, the College conducted a survey of 243 faculty and staff, part of which was to assess perceptions of the College’s adherence to “written policies ensuring fairness in all employment procedures.” While 54 percent agreed or strongly agreed that the College
held to written policies on fairness, almost half were not sure, disagreed, or did not know (Figure 7-6). A student survey conducted at the same time as the staff survey did not ask questions about employment although many students do work as white time-card workers at the College.

The survey of faculty and staff asked their impressions about racism, sexism, and sexual harassment at the College. While about 50 percent responded there was no problem, nearly half responded they either did not know or felt there was a problem in these categories (Figure 7-7). When asked about the atmosphere of the College, nearly 75 percent felt that both women and minorities were welcomed and supported in both management and faculty positions, leaving about 25 percent who don’t know or felt there is a problem in these areas.
Policies and procedures regarding entitlement, classification and reclassification of classified staff are undocumented and unclear. Employees follow procedures outlined by the Office of Human Resources and Affirmative Action and may find afterward those procedures are no longer current and another undocumented process is in use. The Classified Reclassification Committee, while advisory to the President’s Council, may not review or recommend classification and reclassification requests.

**Plans**

1. Conduct a meeting between Confidential staff and representatives of the Office of Human Resources and Affirmative Action to communicate their specific concerns regarding issues of fairness.

2. Parties involved in the next round of contract talks between the faculty and College should raise the issue of faculty transfers.

3. Clear procedures for classification and reclassification should be promulgated by the Office of Human Resources and Affirmative Action and be circulated for discussion in appropriate governance committees.

4. The College should continue to establish clearer employment procedures to support its commitment to the significant educational role played by persons of diverse ethnic, social, and economic background by making positive efforts to foster such diversity.
7D.2 The Institution regularly assesses and reports its achievements of its employment equity objectives.

Description

The College has in place sufficient administration, staff, committees and ad hoc groups that are charged to insure institutional effectiveness (with respect to employment equity) is in fact achieved. Under the guidelines promulgated by the Chancellor's Office, the institution routinely assesses and reports the status of its qualified full-time and part-time faculty and staff, highlighting their diverse ethnic, social, and economic backgrounds.

Analysis

Careful review of the data provided by the faculty and staff survey (spring 2001) reveals that genuine progress has been achieved in many areas with regard to perceptions of equity on the Delta campus.

Evidence that the College reports its achievements relating to employment equity can be found in several reports to government agencies, including the Chancellor's Office and U.S. Department of Education's Integrated Postsecondary Education Data System (IPEDS) Survey. The annual report of the College (2000) indicates that the College employs a staff and faculty that in some respects matches well with the population of San Joaquin County. Table 7-1 provides the breakdown of faculty and staff by ethnic groups, and a comparison against the county population. African Americans are fairly well represented in the workforce at the College (6 percent) when compared with their proportion in the county (7 percent). Likewise, the College employs Native Americans in proportion to their presence in the community at large. Asians and Hispanics tend to be underrepresented in the College's workforce, while Whites are slightly over represented.

Gains have been made in the area of employment for women at Delta College (see Table 7-2). Women now make up more than 50 percent of the managerial ranks at the College (55 percent) and nearly 50 percent of the tenured faculty (48 percent). Data for other employment classifications show increasing numbers of women among the part-time faculty and classified staff of the College.
Table 7-1
Ethnic Composition of Full Time Employees at Delta College

<table>
<thead>
<tr>
<th>Ethnic Group</th>
<th>%</th>
<th>%</th>
<th>%</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Native American</td>
<td>1.8</td>
<td>1.5</td>
<td>1.7</td>
<td>1.1</td>
</tr>
<tr>
<td>African American</td>
<td>5.9</td>
<td>5.0</td>
<td>6.5</td>
<td>6.7</td>
</tr>
<tr>
<td>Asian/Pacific Islander</td>
<td>7.8</td>
<td>8.7</td>
<td>9.4</td>
<td>11.7</td>
</tr>
<tr>
<td>Hispanic</td>
<td>12.9</td>
<td>13.2</td>
<td>13.2</td>
<td>30.5</td>
</tr>
<tr>
<td>White</td>
<td>50.0</td>
<td>51.8</td>
<td>52.7</td>
<td>47.4</td>
</tr>
</tbody>
</table>

Source: Chancellor's Office, Census Bureau

Table 7-2
Employment of Women at Delta College

<table>
<thead>
<tr>
<th>Employment Group</th>
<th>%</th>
<th>%</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administrators</td>
<td>55.0</td>
<td>50.0</td>
<td>54.5</td>
</tr>
<tr>
<td>Tenured Faculty</td>
<td>44.0</td>
<td>47.3</td>
<td>48.0</td>
</tr>
<tr>
<td>Tenure Track Faculty</td>
<td>50.0</td>
<td>48.6</td>
<td>41.2</td>
</tr>
<tr>
<td>Part-Time Faculty</td>
<td>40.2</td>
<td>44.1</td>
<td>44.6</td>
</tr>
<tr>
<td>Classified Staff</td>
<td>64.6</td>
<td>67.3</td>
<td>67.7</td>
</tr>
</tbody>
</table>

Source: Chancellor's Office, System 2000 Database

The College has also made strides in improving perceptions among faculty and staff members about the College's openness to hiring faculty and managers who are minorities and women. Table 7-3 provides a summary of attitudes by various groups to four diversity-related questions. Three out of four women believed that the "atmosphere of the College is one that welcomes and supports women in faculty and management positions." With the exception of African American staff, perceptions about the climate of the campus have improved since the last accreditation cycle. Among African Americans, only eight percent agreed that the "atmosphere of the College is one that welcomes and supports ethnic minorities in management and supervisory employees," and only 17 percent agreed to the statement when referring to minority faculty. This dramatically low percentage suggests that the College must continue to focus programming and employment screening training on issues of racism, particularly in relation to African Americans.
Table 7-3
Faculty and Staff Attitudes on Four Diversity Related Questions, 1993-2001

**Question:** The atmosphere of the college is one that welcomes and supports……

<table>
<thead>
<tr>
<th></th>
<th>1993</th>
<th>1997</th>
<th>2001</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>women in management and supervisory positions</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Men</td>
<td>60</td>
<td>58</td>
<td>84</td>
</tr>
<tr>
<td>Women</td>
<td>30</td>
<td>29</td>
<td>74</td>
</tr>
<tr>
<td><strong>women in faculty positions</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Men</td>
<td>70</td>
<td>68</td>
<td>87</td>
</tr>
<tr>
<td>Women</td>
<td>43</td>
<td>42</td>
<td>79</td>
</tr>
<tr>
<td><strong>ethnic minorities in management and supervisory positions</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>White</td>
<td>48</td>
<td>48</td>
<td>76</td>
</tr>
<tr>
<td>Black</td>
<td>17</td>
<td>6</td>
<td>8</td>
</tr>
<tr>
<td>Hispanic</td>
<td>22</td>
<td>24</td>
<td>66</td>
</tr>
<tr>
<td>Asian &amp; Other</td>
<td>42</td>
<td>33</td>
<td>43</td>
</tr>
<tr>
<td><strong>ethnic minorities in faculty positions</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>White</td>
<td>54</td>
<td>61</td>
<td>77</td>
</tr>
<tr>
<td>Black</td>
<td>27</td>
<td>11</td>
<td>17</td>
</tr>
<tr>
<td>Hispanic</td>
<td>32</td>
<td>33</td>
<td>75</td>
</tr>
<tr>
<td>Asian &amp; Other</td>
<td>54</td>
<td>39</td>
<td>65</td>
</tr>
</tbody>
</table>

*Sources: John Evans, "Staff Opinions About Quality, Diversity and Governance at Delta College," Office of Institutional Research and Planning, November 1997; Faculty and Staff Survey Results, Spring 2001*

The College has an affirmative action plan that emphasizes the goal of hiring a work force that is representative of the district's population. In order to work toward that goal, employment policies require an affirmative action representative on each screening committee. The affirmative action representative is trained by the Office of Human Resources and Affirmative Action to monitor the screening process and ensure that no bias or unfairness filters into the screening of candidates, and to emphasize questions that relate to the diversity of the College population. Employment policies ensure that committees recommend the hiring of the most qualified candidate in the selection pool.

**Plans**

1. The Office of Planning, Research, and Grants Development should continue to survey employees on a regular basis to track perceptions of employment equity at the College.
7D.3 Personnel policies and procedures affecting all categories of staff are systematically developed, clear, equitably administered, and available for information and review.

Description

There are Board policies and procedures relating to all categories of staff. The compilation of policies and procedures is divided into nine sections, which deal with various segments of the College community. This compilation is under continuous revision.

Analysis

Detailed policies and procedures related to all aspects of personnel management, including appointment, evaluation, retention, advancement, and due process are addressed in the College's Policies and Procedures Manual as well as in Collective Bargaining Agreements with all bargaining units. Personnel policies are developed through the Policies and Procedures Review Committee. The Committee practice is to put proposed revisions out for review through the shared governance process. Each campus group has the opportunity to comment. Proposed modifications are ultimately submitted to the Board of Trustees for consideration and approval. Exceptions to this process are changes instituted through the collective bargaining process. When a change in personnel policy is affected by a change in one of the institution’s Collective Bargaining Agreements, personnel policies are adjusted automatically by Board approval of the Collective Bargaining Agreement.

The manager evaluation process was revised in April 1997 and managers evaluations are now scheduled in accordance with the District policy (each of the first three years for new managers, every three years thereafter). Classified staff members are evaluated annually. A reclassification study for classified staff was undertaken in 1998 with implementation of study results in 2001. The faculty evaluation process was reviewed and revised in 2000 as part of the collective bargaining process.

The College's Policies and Procedures Manual is available to the public in the College Library.

Plans

1. Continue to review and update policies and procedures as needed.
7D.4 The institution makes provisions for the security and confidentiality of personnel records. Personnel records are private, accurate, complete, and permanent.

Description

The District makes provisions for the security, accuracy and confidentiality of personnel records. Human Resource personnel ensure that all personnel records are in a locked, secure environment.

Analysis

The District is committed to maintaining a standard of record keeping which is confidential, secure and accurate. Only authorized personnel have access to personnel records. District policy requires that all files must be maintained in Human Resources, and there must be only one official District personnel file for each faculty and classified employee. Only documents in an employee’s personnel file can be used in proceedings that affect the employee’s employment status.

The security of electronic records pertaining to students and employees is governed by Policy 8900, established in 2001. The policy lists the responsibility of various department managers in ensuring the accuracy and protection of stored data.

Plans

1. Continue to protect the security, accuracy and confidentiality of personnel records.
### Standard Seven: Supporting Documents

| 7-1 | Delta Community College Annual Report 2000 |
| 7-2 | Employment Policies and Procedures (3001, 3002, 4011) |
| 7-3 | San Joaquin Delta Community College Catalog 2000/01 |
| 7-4 | Human Resources Development Plan 1997-2000 |
| 7-5 | Classified Staff Professional Growth Committee (description, goals, mission) |
| 7-6 | Faculty Professional Growth Report, 1999-2000 |
| 7-7 | California School Employee's Association Contract (CSEA) |
| 7-8 | California Teacher's Association Contract (CTA) |
| 7-9 | Peace Officer's Association Contract (POA) |