

Standard III.A. Human Resources

Standard III.A.1

The institution assures the integrity and quality of its programs and services by employing administrators, faculty and staff who are qualified by appropriate education, training, and experience to provide and support these programs and services. Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated and address the needs of the institution in serving its student population. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority.

Evidence of Meeting the Standard:

- a. The College employs a Board Policy and Administrative Procedures (BP7120/AP 7120-1, AP 7120-2, AP 7120-3, AP 7120-4) to assure that high quality standards for creating employment-screening committees are followed for all tenure-track faculty, full-time temporary replacement faculty, and full-time grant funded non-tenure track faculty hiring. The procedure includes standards for Equal Employment Opportunity guidelines, internal transfer opportunities, Human Resource (HR) position announcements, composition of the screening committees, and the entire screening process from application through document screening, the interview process and final selection. All open positions are reported to the College community through emails and postings are prominently displayed on the College's HR web site. (E.III.A.1.a create one pdf of all BP and Aps? E.III.A.1.x screening committees; E.III.A.1.x screenshot of HR job listing)
- b. College of the Redwoods assures the integrity and quality of its programs and services by maintaining a highly qualified and well-educated faculty and staff. The college ensures that educational administrators, faculty, and staff have obtained the appropriate degrees and have the experience and background necessary to fulfill the College's mission and goals. Staffing needs are determined through the annual process of Program Review, where departments. and
- c. The president in consultation with the academic senate and other members of executive administrative staff, determine the maximum number of full-time faculty positions. This list is [used how?]
- d. Then the Faculty Prioritization Committee as laid out in AP 7217, determines a number. [Standards and practices for staff hiring? How are position requests made? Through program review? Is the AP being followed across the board? We need documentation.] (E.III.A.1.b AP7217)
- e. Each year, the College follows the prioritization process to gather information and create a prioritized list of faculty positions based on a rubric which also considers the College's Mission and goals. All stages of the process are tied into the Program Review process and the general planning processes followed by the College. (E.III.A.1.c Faculty prioritization rubric)

- f. Based on the aforementioned Prioritization Process, the College President consults with the Executive Cabinet. After considering funding sources and the specific input of the Prioritization Committee and its rankings, the President approves the number and types of positions to be filled. If there is any deviation from the committee's list, the President provides a written explanation.
- g. For staffing outside of faculty, the departments generate staffing needs through program review. Requests are reviewed by directors and managers, who rank them using a rubric, and then send their ranking on to the President. Consulting with the Executive Cabinet, the President determines which positions will be funded and notifies the respective manager or director. (E.III.A.1.x Staffing rubric from VPISD)
- h. The College's Human Resources department, in consultation with academic administrators, department members and area experts, creates and distributes brochures that describe qualifications and job duties for all faculty positions. All necessary relevant experience is clearly stated in faculty advertisement listings and brochures. The College's Mission Statement is also clearly stated in all faculty employment brochures, ensuring that applicants are fully apprised of job duties, requirements for expertise, and the culture of the College. (E.III.A.1.b)

Analysis and Evaluation:

The College has created a transparent and functional system for identifying staffing needs and the Human Resources Department, Academic Senate, and Administration participate in a detailed and thorough process for ensuring staffing is adequate.

Evidence Sources:

- E.III.A.1.a
- E.III.A.1.b
- E.III.A.1.c
- E.III.A.1.d
- E.III.A.1.e

Standard III.A.2

Faculty qualifications include knowledge of the subject matter and requisite skills for the service to be performed. Factors of qualification include appropriate degrees, professional experience, discipline expertise, level of assignment, teaching skills, scholarly activities, and potential to contribute to the mission of the institution. Faculty job descriptions include development and review of curriculum as well as assessment of learning. **(ER 14)**

Evidence of Meeting the Standard:

- a. All faculty hired at the College meet the standards for employment set by Board Policy 7120 and Administrative Procedures 7120-3 and 7120-4 (E.III.A.2.x BP 7120, E.III.A.2.x AP 7120-3, E.III.A.2.x AP 7120-4) in addition to meeting the CCCC Minimum Qualifications. (E.III.A.2.x Min Quals manual, E.III.A.2.x AP 7211 Faculty Service Areas, Minimum Qualifications, and Equivalencies) Additionally, AP 7125 “Verification for Eligibility for Employment” ensures that all persons hired by the College are legally permitted to work at the institution under US law. (E.III.A.2.x AP)
- b. Faculty screening committees employ a rigorous vetting process and examine all relevant transcripts and other materials to ensure adequate preparation and the highest professional standards. Every member of the screening committee is charged with reviewing applicant materials and scoring each applicant. A pre-review meeting of the faculty screening committee includes a discussion of qualities and necessary professional experience and training as well as the review of specific needs relevant to each specific position. (E.III.A.2.b Reviewers guide Del Norte Math; E.III.A.2.b Reviewers guide Nursing; E.III.A.2.b Transcript list AP math DN; E.III.A.2.x Hiring Committee training)
- c. After applicants’ documents have been screened for adequate preparation, expertise and minimum degree qualifications, the most qualified are offered, telephone interviews. Faculty screening committees create telephone interview questions in consultation with the HR Director/EEO officer to ensure all federal and state guidelines are followed, after which the screening committee meets to perform extensive telephone interviews with all selected applicants. (E.III.A.2.x Interview question sheets faculty; E.III.A.2.x Interview question sheets admin, staff)
- d. Based on the top applicants’ responses to phone interviews, including questions tied into the College’s Mission Statement and to goals determined during the regular Program Review Process (E.III.A.2.x Phone interview questions example), a pool of the most qualified are asked to interview on campus, where additional focused questions and a teaching demonstration lead to a ranking. (E.III.A.2.x Teaching demonstration guidelines—two or three of these—more and better I still don’t have these as of 4-17-17)
- e. Article III of the Redwoods Community College District/ College of the Redwoods Faculty Organization Collective Bargaining Agreement (CBA) clearly delineates the requirements for all faculty to demonstrate standards of professionalism and preparation, including as laid out in article 3.9 “Additional Faculty Responsibilities,” “Student Learning Outcomes, Program Learning Outcomes, and Assessment.” As the CBA makes clear, it is considered a “regular part of a faculty member’s assignment [...] to participate in the program development and assessment of student learning outcomes and program learning outcomes.” Additionally, faculty members “are responsible for ensuring that course outlines of record are current and reflect effective practices for outcomes and assessment.” (E.III.A.2.x Article

- III) Further demonstration of faculty participation in outcomes assessment and curriculum development is required through the CBA's Article XI "Evaluation," [See possibly new language if 2016-19 CBA is ratified regarding evaluation in re SLOs and Assessment and include here.] (E.III.A.2.x Article XI)
- f. To ensure relevant experience and satisfaction of the College's Mission, goals and needs, the departments and tenured faculty in the divisions develop job descriptions and brochures in consultation with deans and directors for all programs at the College. As the process unfolds, division deans review job descriptions and consult with departmental experts regarding specific duties and training necessary for each job listing. Once the consultation has been completed, HR draws up the necessary documents and places advertisements in print and electronic journals and other appropriate formats. (E.III.A.2.x example of dean to HR email trail)
 - g. The College has outlined guidelines for determining the minimum qualifications both for disciplines requiring and not requiring a master's degree. In Administrative Procedure (AP) 7125 "Verification for Eligibility for Employment" and AP 7211 "Faculty Service Areas, Minimum Qualifications, and Equivalencies," the College has clearly delineated that it follows all Title 5, Education Code, and California Community College Chancellor's Office policies and statutes to ensure eligibility for working in the United States and California, and adequate academic and professional preparation for all available positions. (E.III.A.2.x AP7125 ; E.III.A.2.x AP 7211)
 - h. The Redwoods Community College District (RCCD) and College of the Redwoods Faculty Organization (CRFO) negotiated specific requirements for online teaching in 2013. (E.III.A.2.x Online teaching MOU) The latest Collective Bargaining Agreement (CBA) updated and improved the qualifications to ensure adequate preparation of all faculty teaching in the online environment. The College now employs a standard to ensure that only fully prepared and trained faculty are assigned to distance education course sections. (E.III.A.2.x CBA Article XI)

Analysis and Evaluation:

Evidence Sources:

- E.III.A.2.a
- E.III.A.2.b
- E.III.A.2.c
- E.III.A.2.d
- E.III.A.2.e

Standard III.A.3

Administrators and other employees responsible for educational programs and services possess qualifications necessary to perform duties required to sustain institutional effectiveness and academic quality.

Evidence of Meeting the Standard:

- a. The College recently reviewed and revised all policies and procedures regarding the hiring process and the judgment and verification of qualifications. In Board Policy 7120, "Recruitment and Hiring," and Administrative Procedures 7120-1 "Recruitment & Hiring - Classified and Confidential," 7120-2 "Recruitment & Hiring - Management and Administrators," 7120-3 "Recruitment & Hiring - Full Time Faculty," 7120-4 "Recruitment & Hiring - Associate Faculty," the College presents clearly defined processes for determining qualifications of all persons performing all functions at College of the Redwoods. (E.III.A.3.x, E.III.A.3.x, etc.)
- b. The College's Human Resources department examines and verifies all documents presented by administrators, including divisional deans and directors of educational programs, including Career Technical programs, the Police Academy, and the College's Health Occupation programs. (E.III.A.3.x, E.III.A.3.x, etc.)
- c. The College contracts with the Jacobson Betts Company to examine all positions to ensure that requirements for credentials, necessary education and experience, and salary placement are appropriate and fall within legal guidelines of the state of California. Apart from full-time faculty positions, the company reviews all new staff positions following these guidelines. (E.III.A.3.X Jacobson invoices HR will supply)
- d. Members of the screening committee contact the list of references for each job candidate who is offered a position. The extensive reference checks ensure each candidate's reliability and verify statements and claims made regarding years of service, professional background, and more. (E.III.A.3.X Reference check form—HR will supply).

Analysis and Evaluation:

Evidence Sources:

- E.III.A.3.a
- E.III.A.3.b
- E.III.A.3.c
- E.III.A.3.d
- E.III.A.3.e

Standard III.A.4

Required degrees held by faculty, administrators and other employees are from institutions accredited by recognized U.S. accrediting agencies. Degrees from non-U.S. institutions are recognized only if equivalence has been established.

Evidence of Meeting the Standard:

- a. The College adheres to California Code of Regulations, Title 5, sections 53400-53430, to ensure that all faculty, administrators and other employees meet the state standard for the California Community College system. (E.III.A.4.x CCCCCO Min quals manual)
- b. The College's Human Resources department verifies that all required transcripts and other documents are accurate and granted by fully accredited institutions. The HR department uses the latest records verification methods and most prominent institutional guides and reference works to ensure that all California and US federal standard are met. (E.III.A.4.x CCCCCO Min quals manual)
- c. Beyond the usual careful scrutiny of records for all accredited US institutions, the College contracts with Educational Records Evaluation Services Company of Sacramento, California, where a course-by-course evaluation of all foreign institutions' coursework is verified as equivalent by an International Education Specialist, thus ensuring that all non-U.S. institutions satisfy equivalency with the College's and the State of California's minimum qualifications as described in Education Code-Title V sec. (E.III.A.4.x Verify Non US Institution)

Analysis and Evaluation:

Evidence Sources:

- E.III.A.4.a
- E.III.A.4.b
- E.III.A.4.c
- E.III.A.4.d
- E.III.A.4.e

Standard III.A.5

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

Evidence of Meeting the Standard:

- a. The Redwoods Community College District/ College of the Redwoods Faculty Organization Collective Bargaining Agreement (CBA) ensures the timely and continuous assessment of faculty job performance through Article XI. The CBA describes the regular process and timeline for teaching and professional evaluation, and includes service, professional activity, and classroom and non-teaching performance. All aspects of the faculty evaluation process conform with Education Code, Title 5, and federal codes regarding standards

- and timing and all aspects of the laws of California and the United States. (E.III.A.5.x CBA Article XI; E.III.A.5.x all series F-forms regarding faculty evaluation in one packet)
- b. Division and department deans and directors maintain schedules for upcoming evaluations to ensure that all of the College's faculty and staff are evaluated on a regular basis, as mandated by Ed Code. (E.III.A.5.x)
 - c. CSEA contract AP 7150
 - d. Human Resources annually reviews and updates staff evaluation lists to ensure all employees not covered by collective bargaining performance review are regularly evaluated. See spreadsheet called two-year cycle (E.III.A.5.x lists, E.III.A.5.x performance forms HR director reports to Cabinet? HR will send the three stages: 1) Who is due and when; 2) What was sent to managers, admins to be completed; 3) What is past due. Still don't have this as of 4-17-17 will send blank forms for confidential/classified and management/admin)
 - e. HR maintains employment files including documentation of all relevant evaluation and performance determinations as defined in AP 7145. The administrative procedure covers privacy, accuracy, completeness and permanence, as well as ensuring that a standard process, one that meets all requirements of labor codes, is in place for employee review of documents. (E.III.A.5.x. AP 7145)
 - f. The HR department maintains a schedule of upcoming evaluations for all full-time non-tenured, full-time tenured, and adjunct faculty. At the start of each academic year and semester, HR informs the division deans and directors regarding required evaluations. (E.III.A.5.x. HR will provide list)

Analysis and Evaluation:

Evidence Sources:

- E.III.A.5.a
- E.III.A.5.b
- E.III.A.5.c
- E.III.A.5.d
- E.III.A.5.e

Standard III.A.6

The evaluation of faculty, academic administrators, and other personnel directly responsible for student learning includes, as a component of that evaluation, consideration of how these employees use the results of the assessment of learning outcomes to improve teaching and learning.

Evidence of Meeting the Standard:

- a. All full and part-time faculty are assessed regarding their use of learning outcomes assessment through Article XI of the Redwoods Community College District/ College of the Redwoods Faculty Organization Collective

- Bargaining Agreement (CBA) (E.III.A.6.x Evaluation self-assessment and evaluation forms)
- b. The College's Learning Management System, Canvas, includes available options for creating outcomes assessment within each course cell. This system housed within Canvas facilitates outcomes assessment and allows for easy sharing and computation of data. (E.III.A.6.x Screen shot from Canvas site.)
 - c. The Assessment Coordinator ensures that all course learning outcomes (CLOs) are regularly assessed through the online assessment tool, which includes quality control training, outcomes mapping, assessment reporting, and an outcomes stoplight indicating upcoming and overdue outcomes in need of assessment. This online assessment tool, created in response to ACCJC standards during the College's last round of accreditation, has been in use at the College for the last 5 years and has become the backbone of the College's assessment of outcomes leading to innovation and improvement in student learning. (E.III.A.6.x Evidence screen shot of assessment website with four-year plans, E.III.A.6.x closing the loop, E.III.A.6.x reporting, E.III.A.6.x screenshot of stoplight)
 - d. Continuous institutional dialogue takes place to ensure that the College has ongoing and vital consideration of how learning is improved through assessment of course-level, program-level, and institutional outcomes. Staff who are responsible for or connected to student learning in the student services and counseling departments also have as a component of their job duties the assessment of student learning outcomes. (E.III.A.6.x dialog descriptions in <http://www.redwoods.edu/assess/Dialogue>)
 - e. AP 7262 "Management Performance Evaluation" is out of date and does not include outcomes in its performance review. Last revised 1990. [We will include language to ensure that educational administrators and others directly responsible for or connected to student learning are evaluated for that aspect of their job performance. Not an aspect of contractual obligation--coming soon.]

Analysis and Evaluation:

Evidence Sources:

- E.III.A.6.a
- E.III.A.6.b
- E.III.A.6.c
- E.III.A.6.d
- E.III.A.6.e

Standard III.A.7

The institution maintains a sufficient number of qualified faculty, which includes full

time faculty and may include part time and adjunct faculty, to assure the fulfillment of faculty responsibilities essential to the quality of educational programs and services to achieve institutional mission and purposes. **(ER 14)**

Evidence of Meeting the Standard:

- a. The College employs a rigorous Program Review process by which divisions and departments perform data-based assessment of staffing needs. All information and staffing requests flowing from the process are considered in the annual Faculty Prioritization Process and by various planning committees, such as the Budget Planning Committee and **[who else? Executive Cabinet]**. (Evidence PRC report for Math)
- b. The College uses a Faculty Prioritization Process ([AP 7217](#)) to gauge and balance the needs and available resources in order to ensure sufficient staffing. The prioritization process, which was created through review and revision of past processes, occurs annually at the start of the academic year. This process provides guidance for the President/Superintendent and Executive Cabinet as they create the ranked list used to make full-time faculty staffing decisions for the coming year. The process includes the use of a rigorous rubric and careful consideration by representatives from across the College's constituencies, including numerous appointees from the Academic Senate, the Chief Instructional Officer, all 4 Deans and the Director of Counseling and Student Development. (E.III.A.7.x - [AP 7217](#); E.III.A.7.x – AP 7217-A FP Rubric)
- c. **Each year, the College receives notification from the Chancellor's Office of its Faculty Obligation Number (FON), which helps to guide the administration and departments in assessing need. The FON plays an integral role [request clarification from VPISD and VPAS] in the choices made during the middle stages of the budget prioritization process.** (E.III.A.7.x FON fall 2016.)
- d. Administrative Procedure 7120-3 defines the process by which the need for hiring of faculty is determined by the Chief Executive Officer (CEO) in consultation with the executive officers (Executive Cabinet). This is done based upon recommendations of the Faculty Prioritization Committee outlined in the Faculty Prioritization Process above. (E.III.A.7.x AP 7217; E.III.A.7.x Faculty Prioritization rubric).
- e. All new position descriptions and desired qualifications are based on the position request from discipline experts through Program Review and the prioritization process laid out above. AP 7120-3 "Recruitment and Hiring of Full Time Faculty" specifies all aspects of the process, including "Identification of Positions," "Equal Employment Opportunity Guidelines," "The position announcement," availability for "Internal Transfer," "Screening Committee Membership and Selection," "Roles and Responsibilities of Screening Committee Members," Responsibilities of the Committee Chair," "Recruitment," "Screening of Applications," "Screening Committee Operating Procedures," "Interviews," "Final Selection" and what should occur in the event of a failed search. (E.III.A.7.x AP 7120-3)
- f. All full-time and part-time faculty duties beyond classroom teaching are

specifically defined in the RCCD/CRFO CBA under Article III, “Wages and Working Conditions.” Faculty responsibilities are directly tied to the College’s Mission and planning processes through negotiations occurring under an interest-based approach to bargaining. (E.III.A.7.x CBA, Article III, E.III.A.7.x MOU on IBB)

Analysis and Evaluation:

Evidence Sources:

- E.III.A.7.a
- E.III.A.7.b
- E.III.A.7.c
- E.III.A.7.d
- E.III.A.7.e

Standard III.A.8

An institution with part time and adjunct faculty has employment policies and practices, which provide for their orientation, oversight, evaluation, and professional development. The institution provides opportunities for integration of part time and adjunct faculty into the life of the institution.

Evidence of Meeting the Standard:

- a. The College’s HR Department recently reorganized its multifaceted program for introducing, administering and facilitating part-time faculty orientation and administrative assistance. The following is a list of new positions and how they will assist new and existing part-time faculty: 1) the Human Resources recruiter will [what?]; 2) the Human Resources [Specialist—classified or confidential?] will take on AF piece [need specifics on what this person will do]; 3) Professional Development coordinator will provide orientation, including pre-semester orientation programs covering such topics as contractual duties, available academic services, and employee relations. (E.III.A.8.x SARTCO)
- b. The College’s regular annual calendar of Flex activities ensures that all adjunct faculty have numerous opportunities to participate in ongoing professional development, including opportunities to explore outcomes assessment and wider engagement in college governance by serving on essential committees. This practice also enhances the wider knowledge of full-time faculty and staff regarding issues and needs of the part-time faculty. (E.III.A.8.x Professional Development calendar)
- c. Through the Stipend and Reassigned Time Committee, the faculty organization and the administration ensure compensation for adjunct faculty service on the Academic Senate, Academic Senate Committees, and College committees. Discussions of widening adjunct faculty participation on Academic Senate and College committees continues apace as the statewide

- and local initiatives require further participation across constituent groups. The College has recognized the need over the past several years to include part-time faculty in ongoing discussions of pedagogy, student success, and other statewide initiatives such as the vitally important 3CSN Acceleration initiative, which part-time math and English faculty have participated in at the statewide level and on numerous campus committees. (E.III.8.x SARTCO for AF participation; E.III.8.x Acceleration docs)
- d. The Academic Senate established an Associate Faculty Committee, which provides an important meeting place for the exchange of ideas and information regarding the governance and professional relations generally at the College. The committee meets on a regular basis and includes a tenured faculty co-chair to ensure effective communication between adjunct and full-time faculty regarding issues specific to part-time faculty. (E.III.A.8.x AF Committee agenda and minutes)
 - e. Adjunct faculty also participate in advice and consent for governance of the local independent bargaining unit, the College of the Redwoods Faculty Organization's (CRFO) Executive Committee. In addition, adjunct faculty serve on CRFO negotiating teams, ensuring that part-time faculty interests and perspectives are thoroughly represented. Part-time faculty members also typically participate in the biannual statewide convention of the faculty organization's affiliated California Community College Independents (CCCI) faculty organization (E.III.A.8.x CRFO Constitution; E.III.A.8.x CRFO communiqués; E.III.A.8.x CCCI attendance notes)
 - f. In addition to the newly reorganized adjunct faculty program in HR, the College's Academic Senate Faculty Development Committee oversees a process by which adjunct faculty receive support for travel and conference dues in order to promote all adjunct faculty members' participation in national and regional professional association. All faculty are notified of the opening of the process at the beginning of the academic year and additional calls for professional development funding are issued at regular intervals. Part-time faculty participation is wide, with many part-time members receiving funding annually. (E.III.A.8.x Professional Development award list)
 - g. The College maintains a "Professional Development" website which includes abundant information regarding scheduled opportunities for professional development on a weekly and monthly basis. The site also offers a number of statewide online professional development sites, such as Kognito, @One Online Training webinars, and the California Community College Professional Learning Network. The site further facilitates professional activities by offering faculty and staff the ability to propose presentations, request an event or topic presentation, and offer feedback. (E.III.A.8.x screenshot)

Analysis and Evaluation:

Evidence Sources:

E.III.A.8.a

- E.III.A.8.b
- E.III.A.8.c
- E.III.A.8.d
- E.III.A.8.e

Standard III.A.9

The institution has a sufficient number of staff with appropriate qualifications to support the effective educational, technological, physical, and administrative operations of the institution. **(ER8)**

Evidence of Meeting the Standard:

- a. The same system used to identify faculty staffing needs is in place to guarantee adequate and fully qualified employees through out the College. All departments, including IT, Student Services, Maintenance and Facilities, employ the College's Program Review process, which requires that each department and division review and compare goals, outcomes, and their relationship to the College's Mission Statement. (E.III.A.9.x We have one doc Pres sent to Student Services Group, but we need email Pres sends regarding approved positions BPC. Executive Cabinet.)
- b. A complete Administrative Procedure AP 7120 "Recruitment & Hiring of Classified and Confidential Staff," is in place to ensure adequate staffing. The AP includes clear processes for creating screening committees and for the professional practices of those committees. (E.III.A.9.x)
- c. Board Policy [?] establishes a Staffing Prioritization Process to gauge and balance the needs and available resources in order to ensure sufficient staffing. (Evidence of FPC)

Analysis and Evaluation:

Evidence Sources:

- E.III.A.9.a
- E.III.A.9.b
- E.III.A.9.c
- E.III.A.9.d
- E.III.A.9.e

Standard III.A.10

The institution maintains a sufficient number of administrators with appropriate preparation and expertise to provide continuity and effective administrative leadership and services that support the institution's mission and purposes.

Evidence of Meeting the Standard:

- a. HR will report on this process 4-12-17 [Can we see the process for how we determined the need for Associate Deans? Look at Organizational change, span of control, determine what is mission critical for operational effectiveness and decide whether we need any reorganization—we need documentary evidence of a process for this. HR will send reorg email from Keith.]
- b. The College follows a well-defined Institutional Code of Ethics for all personnel that lays out twelve specific Employee Responsibilities all employees are expected to adhere to. (E.III.A.10.x BP/AP ?)
- c. The College also uses a system of “onboarding” to ensure that all new administrative employees are introduced and oriented to their roles and to the College’s culture, practices, and policies. More here. Multiple methods for orienting administrators, including Convocation events and regular professional development opportunities and trainings and travel for administrative prof development. (E.III.A.10.x Onboarding website screenshot)

Analysis and Evaluation:**Evidence Sources:**

- E.III.A.10.a
- E.III.A.10.b
- E.III.A.10.c
- E.III.A.10.d
- E.III.A.10.e

Standard III.A.11

The institution establishes, publishes, and adheres to written personnel policies and procedures that are available for information and review. Such policies and procedures are fair and equitably and consistently administered.

Evidence of Meeting the Standard:

- a. CBAs? Grievance process? Problem solving with CRFO and CSEA? IBA for problem solving.
- b. District . (E.III.A.13.x BP/AP 3050)
- c. The College also follows a rigorous policy, Disciplinary Action for Permanent Classified Employees, (BP 7365) to ensure that all classified employees are aware of these guidelines.

- d. Senate is writing an ethics code in the next month or so—following AAUP's standard?
- e. Tina will send me Keenan spread sheet training screen shots of trainings for each employee and certificates showing training has been completed.

Analysis and Evaluation:

Evidence Sources:

- E.III.A.11.a
- E.III.A.11.b
- E.III.A.11.c
- E.III.A.11.d
- E.III.A.11.e

Standard III.A.12

Through its policies and practices, the institution creates and maintains appropriate programs, practices, and services that support its diverse personnel. The institution regularly assesses its record in employment equity and diversity consistent with its mission.

Evidence of Meeting the Standard:

- a. Updated EEO plan including strategic hiring[? Training, annual reports. All new hires go through an onboarding video on diversity. Connie does it for new adjunct. faculty (E.III.A.13.x BP/AP 3050)
- b. Form signed by new staff.
- c. Professional development for classified includes diversity training through Keenan—(E.III.A.13.x screen shot)
- d. Trainings throughout the year—check the Professional Development website.
- e. AP/BP 7100
- f. The College also follows a rigorous policy, Disciplinary Action for Permanent Classified Employees, (BP 7365) to ensure that all classified employees are aware of these guidelines.
- g. Kognito Interactive Training Avatars
- h. EEO report.

Analysis and Evaluation:

Evidence Sources:

- E.III.A.12.a
- E.III.A.12.b
- E.III.A.12.c

E.III.A.12.d

E.III.A.12.e

Standard III.A.13

The institution upholds a written code of professional ethics for all of its personnel, including consequences for violation.

Evidence of Meeting the Standard:

- f. The College follows a well-defined Institutional Code of Ethics for all personnel that lays out twelve specific Employee Responsibilities all employees are expected to adhere to. (E.III.A.13.x BP/AP 3050)
- g. The College also follows a rigorous Board Policy, "Disciplinary Action for Permanent Classified Employees," (BP 7365) to ensure that all classified employees are aware of these guidelines.
- h. Employees of the College are directed to the Human Resources webpage where a thorough Employment Manual spells out all relevant local and statewide codes, policies, and procedures regarding employee conduct, (<http://www.redwoods.edu/hr/Information-for-Current-Employees/Employment-Manual>)
- i. HR will provide plans

Analysis and Evaluation:

Evidence Sources:

E.III.A.13.a

E.III.A.13.b

E.III.A.13.c

E.III.A.13.d

E.III.A.13.e

Standard III.A.14

The institution plans for and provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on evolving pedagogy, technology, and learning needs. The institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement.

Evidence of Meeting the Standard:

- a. The College maintains a front-end Professional Development Calendar on its main Faculty and Staff web page (<http://www.redwoods.edu/employees>) to ensure that all employees are aware of professional development opportunities.

- b. HR assigns FIRPA training, Title IX, Sexual Harassment, Keenan sends email (Evidence? Screen shots? PowerPoints? See III.A.12).
- c. Personnel from all constituencies are represented on the Professional Development Committee to ensure a broad range of activities beyond academic or administrative professional development.
- d. Beyond the front page, the College's website also has a link to an Employee Resources page where the full calendar of upcoming professional development activities can be perused and where personnel can engage in online professional development courses. (E.III.A.14.X screen shot)
- e. The Employee Resources page includes interactive feedback features, event proposals and requests can be made, and feedback on events can be submitted to the Professional Development Committee. (E.III.A.14.x Employee Resources screen shot 2-22-17)
- f. The College also presents a schedule of professional development events to begin each academic year during Convocation (2016 Convocation schedule <http://www.redwoods.edu/Portals/62/2016ConvocationF.pdf?ver=2016-08-17-110828-853>)
- g. Faculty and staff note their attendance by filling out sign-in sheets at all professional development events. (E.III.A.14.x Sample filled-out attendance sheets) Additionally, surveys are distributed at the end of all events so that valuable feedback regarding quality and efficacy can be used to continuously improve the College's professional development offerings. (E.III.A.14.x Sample filled-out surveys)

Analysis and Evaluation:

Evidence Sources:

- E.III.A.14.a
- E.III.A.14.b
- E.III.A.14.c
- E.III.A.14.d
- E.III.A.14.e

Standard III.A.15

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.

Evidence of Meeting the Standard:

- a. The College has established Administrative Procedure 7145 "Personnel Files" which lays clear instructions regarding what may be included in employment files, the employee's right to respond to documents placed in the file, the confidentiality and security of all employment files, and the rights of all

- College employees to be informed regarding “derogatory” information being placed in the file. The AP also delineates the process for review of employment records and documents. (E.III.A.15.x AP 7145)
- b. The College has developed an employment file review form to ensure that any and all reviews of employment files in the District are recorded and retained. (E.III.A.15.x Personnel File Form **HR will send**)
 - c. In 2012, the Collective Bargaining Agreement between CRFO and RCCD created [an MOU?] correcting the earlier practice of having faculty employment files housed in the Academic Senate offices. The CBA was revised after recognition among faculty, administrators, and legal counsel that these vital documents should be held in a more secure location in the Human Resources office files. (E.III.A.15.x Article XI evaluation/MOU)

Analysis and Evaluation:

Evidence Sources:

- E.III.A.15.a
- E.III.A.15.b
- E.III.A.15.c
- E.III.A.15.d
- E.III.A.15.e